

WESTERN SYDNEY
UNIVERSITY



Vision Unlimited

Educational Research @ WSU 2022

CENTRE FOR EDUCATIONAL RESEARCH



We acknowledge that The School of Education and Western Sydney University campuses occupy traditional lands, and acknowledge the Darug, Eora, Dharawal (also referred to as Tharawal) and Wiradjuri peoples and thank them for their support of its work in their lands in Greater Western Sydney.

We acknowledge the role that Aboriginal and Torres Strait Islander people have played across the centuries as the first teachers on these lands and the value they show us in the importance of shared intellectual discussions and mutual respect in creating communities of purpose and meaning.

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Message from the Dean, School of Education

Welcome to the 2022 edition of Vision Unlimited. This year has been a year of great significance because we have been able to celebrate that Western Sydney University was ranked number one worldwide in the 2022 Times Higher Education University Impact Rankings, in recognition of our social, ecological and economic impact. This achievement is not solely our own. It is an illustration of how Greater Western Sydney is a region of resilience and resourcefulness, where for us, as educators, teachers and educational leaders across all sectors, we have found new and innovative ways to support learning that has meaning and impact for everyone – regardless of their situation.

The depth and scale of the inequalities we need to address in order for all learners – regardless of their circumstances – continue to be at the forefront of our work. We are reminded every week that Education remains a critical resource for the development of Western Sydney and the well-being and prosperity of its people – and now more than ever, research needs to inform this development.

Our program of research in the Centre for Educational Research is driven by our commitment to harness the potential of education so that it can ‘work’ for all in socially just, inclusive, sustainable and powerful ways to drive innovation and change. In this edition of Vision Unlimited: Educational Research @ WSU 2022 you will discover how we are taking up this challenge with research that is vibrant and enriched by the wisdom and the wide range of evidence generating activities we undertake with partners drawn from across the Greater Western Sydney Region and the world.

I hope you enjoy your opportunity to learn more about our research – and that you feel encouraged to join us in our quest to ‘make education work for all learners’.



A handwritten signature in black ink that reads "M. Simons".

Professor Michele Simons
Dean, School of Education

Welcome from the Centre Director

The Centre for Educational Research continues to conduct high quality and significant research on a wide range of educational issues affecting the Western Sydney region and beyond. This has been a year where we have started to emerge from the global pandemic, enabling our researchers to begin to conduct research in the field, engaging directly with our external stakeholders. In the Centre for Educational Research we conduct research that aims to:

1. Innovate learning
2. Empower educators
3. Cultivate healthy learners
4. Advocate for social justice and inclusion
5. Evaluate educational initiatives

Across these workstreams we engage with a wide range of partners to achieve better educational outcomes regionally, for the people of Western Sydney, as well as nationally and internationally. The wide ranging research detailed in Vision Unlimited: Educational Research @WSU 2022 speaks to the deep expertise with the Centre for Educational Research and our capacity to work productively with our significant research partners. I hope you enjoy reading about our work in 2022. We welcome new partnerships and new ways to engage with our stakeholders to improve education for all learners.



A handwritten signature in black ink that reads 'K Holmes'.

Professor Kathryn Holmes

Director, Centre for Educational Research

Research Programs

CER research programs represent groups of researchers working on multiple projects contributing to a common theme. In 2022 we continued with four overarching research themes encapsulating significant work in the areas of social justice and inclusion, the connected STEM curriculum, planetary health and wellbeing and outdoor learning. These programs have generated a rich vein of collaborative projects, publications and outcomes, in spite of the continued challenges involved in researching in schools as we emerge from the pandemic. The collective approach helps to build the capacity of CER researchers through the sharing of research methodologies, findings and approaches.

Planetary Wellbeing and Human Learning

Program Leader: Prof Margaret Somerville

Deputy Leader: A/Prof David Cole

Academic members:

- Ms Jen Dollin
- A/Prof Susanne Gannon
- Ms Susan Germein
- Dr Rachael Jacobs
- A/Prof Jorge Knijnik
- Ms Theresa McGavock
- A/Prof Loshini Naidoo
- A/Prof Anne Power
- Prof Juan Salazar (ICS)
- Dr Annette Sartor
- Dr Dorian Stoilescu
- Dr Eva Vass

This collective of researchers: members and WSU affiliates, national and international partners, and doctoral students, carries out research in the planetary wellbeing and human learning space, nested in our local (Darug, Gundungurra, D'harawal and Gadagal) country, and connecting out to national and international contexts. The Planetary Wellbeing and Human Learning (PWHL) Program emerged from the 2019-2020 bushfires which ripped across Eastern Australia, destroying millions of hectares of native forest and habitats for native species and humans alike. Since then Eastern Australia has suffered massive flooding (part of the La Nina weather cycle but more severe than usual) which once again destroyed habitats for critters and humans alike. These environmental and other more-than-human imbalances work to make us more determined to bring about transformations in socioecological and educational praxis towards sustainability.

Research Recognition

Congratulations to Professor Margaret Somerville who has been named by Elsevier in the world's list of the top 2% of researchers.

Visiting Scholar

We welcomed A/Prof Sandra Kairé (Lithuania) as a visiting Honorary Fellow, from 16 May – 5th June 2022. Sandra works in the Institute of Education Sciences at Vilnius University. Sandra's research interests and scientific publications cover intercultural learning, cultural literacy, experiential education and non-formal education, visuality and school culture. Sandra worked with Margaret Somerville on collaborative analysis of visual data: this collaboration will culminate in a joint English language publication. CER hosted a morning tea for an informal presentation and discussion of Sandra's work and its contribution to our own work.

Current projects

Sustainable 3-D House

This project looked to connect positive action on climate change with local curriculum innovation in the STEM fields, transferring the latest in innovation in terms of sustainable housing into an educational context. The project had the aim of producing: 1) A model of a 3D printable house for educative purposes, to act as a blueprint for sustainable housing in the future, and 2) Educational resources for teaching and learning about the future of sustainable housing. [Cole]

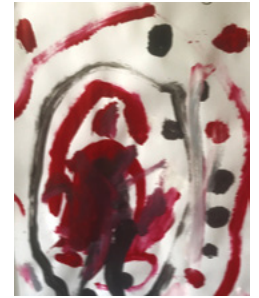


Youth in the time of coronavirus – surveying young people’s feelings, thoughts and experiences during school lockdowns

In 2020 when schooling was abruptly reconfigured by the pandemic, young people were required to demonstrate new capabilities to manage their learning and their wellbeing. This research has now been completed and our findings confirmed young people were concerned for the future, with regard to social distancing, health and hygiene, but more broadly the sense that COVID-19 may be characteristic of other incidences of widespread vulnerability, chaos or unpredictability in their lifetime. Participants said their understanding of health and hygiene was profoundly altered, and many did not see a return to ‘normal’ in the near future. More broadly, participants felt an appreciation for individual freedoms of movement, spending time with extended family and friends, and some noticed that family units became closer and more connected. [Gannon, D’warte, Jacobs, Naidoo]

Planetary literacies through bushfires and bushfire recovery – Bushfire Project

WSU Early Learning Centre has developed creative arts-based approaches to trauma for children to build resilience and hope for the future, in the aftermath of the 2019-2020 bushfires in NSW. The project received a \$10,000 Community Wellbeing grant from Wentworth Healthcare to amplify this emergent curriculum and pedagogy throughout the Blue Mountains and Dyarubbin (Hawkesbury) early childhood network. The completion of this project was celebrated with an exhibition of children’s art works [Somerville, Powell (MQU), McGavock (WSUELL)]



Impact of arts engagement awareness on opinions and behaviours in relation to climate change

This project engaged five artists from South West Sydney to engage in arts projects with the local community that allow them to voice their concerns on climate change and urban planning. Partnering with community organisation, Sweltering Cities, this project examined the lived experience of rising surface temperatures in South West Sydney, expressed through dance, drama, poetry, visual art and storytelling. The project found that South West Sydney residents have created sites of resilience and resistance with regard to the climate crisis, and are heavily engaged in art making around the natural environment in their own communities. The medium of art creation as a vehicle for climate action was particularly useful, when working hand in hand with the science of climate change. [Jacobs]

Designing online learning through productive talk

COVID-19 accelerated the uptake of online learning in education. Teachers and students have experienced firsthand the ubiquitous influence and benefits of online learning. By designing online learning through productive talk, this project expands teachers' capacities to deepen students' online learning whilst developing their professional knowledge. Using a participatory action research model, this project develops and disseminates best practices of designing quality online learning. [Vass and Tan]

Mobilise: Children's Rights Education through Creative Arts and New Technologies in Juvenile Justice Settings in NSW, Qld and Victoria.

Mobilise is an initiative developed by Save the Children Australia, to offer children at risk of engaging with, or who are in contact with, the Juvenile Justice System in NSW, Qld and Victoria, a Children's Rights Education (CRE) program through a series of creative arts and technology-based workshops. The project seeks to increase the capacity of Mobilise to address the risks and social consequences associated with children becoming trapped in the Juvenile Justice System, who do not adequately know their rights. [Moustakim, Cole]

The Water/Flood Projects: 1) Pedagogy of Hope: Building resilience in young children for the future" and 2) "Building children's resilience to ongoing flood events"

Two new projects researching young children and the impact of recent floods have received funding of \$10,000 each. Sydney Water is funding a project to explore the creek on Kingswood campus with the WSUELL children to learn about its water flow and plants. A second project, funded by Wentworth Health will investigate young children's experience of the recent floods including the flood in the WSUEL Centre. Each project will produce artworks for an exhibition. [Somerville, Powell (MQU), McGavock (WSUELL)]

Presentations

AERA (American Educational Research Association): April

Prof Margaret Somerville, with international scholars on the Working Group Roundtable: *Global Critical Literacies as the Key to Equitable Education: A Transnational Analysis*: SIG-Language and Social Processes

A/Prof David Cole: *Qualitative research and time: A Deleuzian analysis*

CER Educational Conversations

Prof Margaret Somerville, A/Prof David Cole, Visiting Scholar Dr Sandra Kaire: *Research and Student Activists in Europe*

Becoming Planetary as a Challenge – Universality, Diversity and Particularity October

A/Prof David Cole: *Keynote Address: Report on Becoming Planetary*

Invited Publications

EJE Special Issue: Edited by **David Cole**. The praxis and imaginary of Environmental and Sustainability Education in the Capitalocene. Abstract submission now closed. The SI will be published in 2023.

Eva Vass and **Margaret Somerville** have both written chapters for David Carlson's book: *Writing and the Articulation of Qualitative Research* (Routledge). Accepted for publication in 2022.

Somerville, M. and **McGavock, T.** (2022). [in press] Learning planetary literacies through multiple bushfire deaths and hope through recovery and regeneration. In Häggström & C. Schmidt (Eds.) (2022). *Relational and Critical Perspectives on Education for Sustainable Development: Belonging and Sensing in a Vanishing World*. Springer.

Qualitative Inquiry Special Issue: Invited paper accepted for SI on posthuman creativities in *Qualitative Inquiry*. Country calls: a creative practice of deep time walking in Darug Country. **Margaret J. Somerville** with Immiboagurramilbun (Chrissiejoy Marshall)

Innovative and Alternative Learning Environments to Foster Engagement, Connectedness and Wellbeing

Research Program Leaders: Prof Tonia Gray; Dr Christina Curry

Deputy Research Program Leader: A/Prof Jacqueline Ullman

Academic members:

- Dr Katina Dimoulis (SoE)
- Ms Jaydene Barnes (HDR SoE)
- Dr Arianne Reis (SoSH)
- Dr Nicole Peel (ECR SoSH)

This Research Program is now in its second year and draws in members and partners from WSU, other universities and participating schools, and focuses on examining the impact of outdoor learning (OL) experiences embedded within natural environments for both individuals and communities. The common foci, which unites the program, is the outdoors as a vehicle for innovative and alternative learning environments. More specifically, the goal is to galvanise the School of Education (SoE) and School of Health Sciences (SoHS) commitment to, and expertise in, applied research undertaken within interrelated educational contexts.

The mentoring and professional development of two Early Career Researchers (Barnes/Peel), two Mid-Career Researchers (Curry/Dimoulis) and five Higher Degree Researchers in the CER (all with a specialisation in OL) is an important aspect of this Research Program. It provides opportunities for these colleagues to undertake innovative projects under the mentorship of the research group leaders and deputy leader and build ECR scholarly capacity to supervise future HDR students.

Research Activities

Working on four complementary projects in conjunction with external partners from national and international collaborations with a strong track record of publishing together, the program incorporates interrelated themes underpinned by innovative and alternative learning environments which foster engagement, connectedness and wellbeing.

Project 1: (Gray; Curry; Ullman)

In 2022, this project with **Pymble Ladies College** formally commenced. This included ethics approval and the collection of data for the first cohort of students who attended their new outdoor education program. Another two cohorts will be undertaken in 2022. An MOU has been signed between WSU and PLC for this project to continue until 2028. The research team in conjunction with Pymble staff presented initial findings at the National Outdoor Education Conference in 2022. Details are: Stuart Clark, Nic Wilkesmann, Helen Cooper, **Tonia Gray, Jackie Ullman, & Chris Curry**, *"Empowered to be Courageous: Why Pymble Ladies College bought an outdoor education centre."*



Project 2: (Baker; Gray)

This project has been amended from 2021 due to the impacts of COVID. The project is now focused on Invisible emotions: *Is your staff supported to meet the emotional demands of leadership?* A recent workshop was held at the National Outdoor Education Conference (September, 2022), where Gray and Baker presented their findings.

Project 3: (Gray; Truong; Sahlberg; Bentsen; Passy; Ho; Ward; Cowper; Mann; Curry)

The research team focused on undertaking two systematic reviews and published the following Q1 journal papers:

Mann, J.; Gray, T.; Truong, S.; Passy, R.; Ho, S.; Ward, K.; Sahlberg, P.; Bentsen, P.; Curry, C.; & Cowper, R. A. (2022). Getting out of the classroom and into nature: A systematic review of nature-specific outdoor learning on school children's learning and development. *Frontiers in Public Health* <https://doi.org/10.3389/fpubh.2022.877058>

Mann, J.; Gray, T.; Truong, S.; Sahlberg, P.; Bentsen, P.; Passy, R.; Ho, S.; Ward, K.; Cowper, R. A. (2021). Systematic Review Protocol to Identify the Key Benefits and Efficacy of Nature-Based Learning in Outdoor Educational Settings. *Int. J. Environ. Res. Public Health*, 18(3), 1199. MDPI AG. <https://doi.org/10.3390/ijerph18031199>

Project 4: (Reis; Peel; Gray)

As a result of this project, a web based repository has been developed for the dissemination of research on the connections between nature and health to assist practitioners who work in this space. It is due for release in 2023.

Publications with HDR candidates

Mann, J., Gray, T., & Truong, S. (2022). Outdoor-Based Learning: How Can it Contribute to High Quality Learning? In Jucker, R. & Von au, J. (Eds) *High Quality Education*. Evidence-based Education Outside the Classroom for Children, Teachers and Society. Springer Nature. https://link.springer.com/chapter/10.1007/978-3-031-04108-2_12

Panagiotaras, C., Boddy, J., Gray, T., & Ife, J. (2022). (Re-)Imagining Social Work in the Anthropocene, *The British Journal of Social Work*. <https://academic.oup.com/bjsw/advance-article-abstract/doi/10.1093/bjsw/bcac075/6582463>

ConnectED: Learning for the future

Program Leader: Distinguished Prof Kath Holmes

Deputy Leader: Prof Catherine Attard

Academic members:

- Dr Nathan Berger
- Dr Kay Carroll
- Dr Erin Mackenzie

The ConnectED research program, dedicated to enhancing engagement with STEM subjects, addresses the following broad research questions:

1. What are the individual, school, and community factors that influence STEM engagement in the Western Sydney context?
2. How can student engagement and participation in STEM be improved in Western Sydney schools and beyond?
3. How can industry partners link with Western Sydney University and with the school sector to enhance STEM outcomes?

The problem of STEM disengagement is an issue of international significance. Under-representation of girls in STEM subjects, for example, is an issue across many countries, particularly in the West. Therefore, while ConnectED focuses on needs within the Western Sydney region, the findings from this research program will be relevant nationally and internationally. WSU's Centre for Educational Research partners with government, other universities, schools and other educational institutions to achieve a body of research and practice improvement that is evidenced and actionable.

Current Projects

Promoting adolescents' mathematics engagement and participation in NSW

This project, funded by the NSW Department of Education, aims to discover why motivations decline, especially for girls/women, and how this in tandem with other factors predicts upper secondary mathematics enrolments and future aspirations. We will systematically explore competing explanations for why particular types of students 'opt out' or 'opt down' relative to the level of senior mathematics that their achievement background would suggest, versus what engages and promotes advanced mathematics participation by other students. Theoretically-derived explanations from the literature that we will explore include anxiety, disinterest, lack of information or misinformation concerning relevance to students' future career aspirations, and potential costs such as effort, time and competing interests, assessed using psychometrically validated scales. We will be alert to whether explanations are disproportionate for particular groups, including girls and culturally diverse students. Findings will provide directions for closing equity gaps and lifting engagement for all students. We will also develop a process model for authentic professional learning (PL) partnerships together with participating teachers and school leaders using their own schools' data, to co-design solutions and transform findings into practical approaches to improve the engagement and participation of NSW adolescents in upper secondary mathematics and beyond. Teachers in each school will work with the research team to develop strategies to fit their particular settings by asking relevant questions of the data in an authentic evidence-based process model for PL. The model and practical approaches that we develop will be implemented, evaluated and disseminated through our planned outputs to inform future policy interventions aligned with the goals of the NSW Mathematics Strategy. *[Holmes, Mackenzie, Berger, partners from USyd]*

Self-belief as a driver in choosing STEM

InSPIRE (Increasing Science Participation Integrating Research and Education): this study seeks to examine the role of individual differences and social processes in students' intentions to study science in Years 11 and 12. Specifically, it tests a hypothesised model in which factors such as implicit beliefs about ability in science, self-efficacy, and perceived support influences engagement through satisfaction of autonomy, competence, and belonging in Science classrooms. In turn, satisfaction of the three basic needs is hypothesised to influence intentions to study Science in Years 11 and 12. *[Mackenzie, Berger, Holmes]*

Inquiry-based approaches to contemporary issues

Sydney Metro (partnered with Transport for NSW and local schools): This project explores the effectiveness of inquiry-based units of work based on aspects of the Sydney Metro construction. The Sydney Metro is the largest infrastructure program currently under construction in Australia. *[Attard, Berger]* The research found positive impacts of the professional learning program on teachers by enhancing their pedagogical repertoires. Teachers were effectively able to implement engaging inquiry-based learning programs through which students participated in curriculum-relevant learning using aspects of Sydney Metro as an authentic context for inquiry. In addition to their own growth as educators, teachers reported high levels of student interest and engagement, demonstrating the positive impact inquiry-based learning and authentic contexts has on teaching and learning. Students were overwhelmingly positive of the experience, reporting greater levels of engagement, motivation, and interest in their learning. Students from the early years of primary school through to high school also perceived growth in important transferable skills such as collaboration, communication, and technological proficiency. Students especially appreciated the ability to engage with industry experts, to learn from them and to demonstrate their learning to an authentic, real-world audience. Experts from Sydney Metro also reported positive experiences engaging with teachers and students. While some initially found the experience daunting, through their interactions with students they developed skills in communicating complex ideas to inexperienced audiences. Experts also reported feeling inspired by the ideas generated by young people and expressed a desire to continue these interactions as a form of community consultation and engagement. *[Attard, Berger]*



Photo courtesy of Sydney Metro

Parramatta Light Rail: creating inquiry-based units for teachers

With funding from Transport for NSW, this curriculum project aims to design, implement and evaluate inquiry-based units of work based upon the Parramatta Light Rail project. The project will include a professional development course and a formal research evaluation of the design and implementation of the units of work that will be produced by the participating teachers. The evaluation of the project found that the professional learning program influenced the implementation of inquiry-based learning by increasing the pedagogical skills of participating teachers along with introducing them to knowledge about the infrastructure project. Both students and teachers reported significant impacts on student learning, highlighting the relevance and authentic context of their learning as driving this impact. Both groups also reported increased engagement from participating in the project, and an increased awareness of the Parramatta Light Rail project and its impact on their communities *[Attard, Berger, Mackenzie]*

Building the Future: Inquiry-Based Learning and the Bradfield City Centre

In partnership with the Western City Parkland Authority, this project aims to develop a community of practice interested in inquiry-based learning; build teachers' capacity to implement inquiry-based learning pedagogy across a range of disciplines and increase their awareness of the Bradfield City Centre and its connection to the future lives of students in Western Sydney; support the design, implementation and evaluation of inquiry-based units of work based on the Western Sydney Airport and related industries; deliver units of work for potential publication and dissemination and build local future career aspirations amongst students. *[Berger, Attard, Mackenzie, Holmes]*

Evaluation of Hawkesbury-Nepean Valley School Education Resources

We are partnering with Infrastructure NSW to evaluate the Water in the World (High school resource) and Water in the Valley (primary school resource) and implement improvements to the content, training and dissemination of these resources. We are working to understand how these resources are currently being used, understanding any barriers or limitations effecting its usage and/ opportunities for those who are not currently using the resources, understanding opportunities or requirements for enhancing the current content and make recommendations for moving forward with content improvement, further training and dissemination and promotion of the resources. *[Carroll, Berger, Holmes]*

Leading Mathematics Improvement in Bathurst and Lithgow Networks: Exploring Teacher Engagement in Mathematics Education

This project will explore the construct of teacher engagement in the teaching of mathematics in primary and secondary schools. Mathematics teachers from both Bathurst and Lithgow Networks will work together to shape a shared understanding and appreciation of innovative and excellent pedagogy in Mathematics to improve student results in NAPLAN and the HSC via engagement in a targeted and sustained professional learning program and action research tailored to individual school and classroom contexts. Data will be collected throughout the program to assist in theorising teacher engagement and the architectures that contribute to and/or inhibit engagement. *[Attard]*

Maths pedagogy – use of technology

Teaching mathematics with technology. Assoc Prof Attard and Prof Holmes are currently researching the use of technology for teaching mathematics. This work builds on their recently published book, Technology-infused Mathematics Education: Optimising Student Engagement and employs their Technology Integration Pyramid (TIP) as an analytical framework for data collected on the use of technology *[Attard, Holmes]*

Education for Social Justice and Inclusion (ESJI)

Program Academic Members:

- A/Prof Susanne Gannon
- Dr Jacqueline D'warte
- Dr Rachael Jacobs
- Dr Criss Jones-Diaz
- A/Prof Loshini Naidoo
- A/Prof Christine Woodrow
- Dr Katina Zammit

Education for Social Justice and Inclusion (ESJI) researchers investigate embedded and emergent educational inequalities, towards new ways of understanding, reframing and redressing such inequalities. Program members draw on frames of reference from diverse social, cultural and linguistic knowledges that students, teachers, families and communities bring to educational settings. Our research identifies how education can better meet the needs of culturally and linguistically diverse communities; and marginalised young people in uncertain times. We build on our strong foundation of research in low SES contexts, carrying out award-winning research into a wide range of education contexts, including early education, community education, school-based and teacher education.

The research questions that drive our work are:

1. How can educational settings better understand and respond to the educational needs of young people and communities in times that are exacerbated by unprecedented local, national and global challenges?
2. What new research methodologies offer fresh insights into the problem of exclusion of particular groups in conventional measure of success and disengagement of young people and their families?
3. What kinds of pedagogies and policies will productively engage with the linguistic, cultural and knowledge repertoires of students for educational success?
4. How do education-related institutions and policies serve the interests of democratic participation, social justice and inclusion for the common good?

Current Projects

Exploring Pre-service teachers' linguistic funds of knowledge

This collaborative research project involving 4 metropolitan universities investigated the linguistic strengths of pre-service teachers. Findings reveal participants widespread linguistic flexibility with most participants speaking more than two languages. While many participants expressed active realisations of language as part of their identity and evidence of linguistic expertise and affiliation, most participants expressed the academic bonuses of being bilingual as coming from deploying biculturality, empathy and openness, rather than the bilingual language skills they possessed. PSTs had difficulty making links between their linguistic knowledge and their future teaching, language skills and understandings were not at the forefront of their developing teacher identities, and they did not see their knowledge taken up in University contexts. More explicit attention to multilingualism in policies and practice is needed to support the evident social and cognitive benefits of PSTs capacity. In 2022, this Collier Funded research has been presented at several national conferences and to a wide range of educational associations.

[D'warte, partners from USyd, Macquarie University]

Poetry in Action: Understanding experiences, perceptions, and impacts of PIA in secondary schools

Poetry in Action is an Australian touring theatre group that has worked for fifteen years delivering intense, high-energy performance-based programs to schools around Australia and beyond. Poetry in Action aims to evoke joy and wonder, bring poetry to life, inspire and complement the work of teachers. This mixed method research evaluates the impact of PIA on artists, teachers and students in the diverse secondary schools that PIA reaches. *[Gannon, Vass, Mooney]*

Gender Matters: Changing gender equity policies and practices (ARC DP190102116)

This ARC-funded research investigates how policies, practices and understandings of gender equity in Australian secondary schools have changed over time and how they might be refreshed for the present. It incorporates creative arts-based methods to explore experiences and understandings of gender from the perspectives of young people, as well as their teachers, school executive and policy actors. Data collection has been completed and reports have been delivered to the participating schools. We look forward to a policy roundtable event in early 2023. A number of presentations and publications are underway, including a special issue on gender and schooling of The Australian Educational Researcher, coedited Susanne Gannon, Erika Smith and Leanne Higham [*Gannon with Robinson, Director of the Diversity and Human Rights Research Centre, SOSS*]

Youth in the Time of Coronavirus

As this project involves researchers in both ESJI and the Planetary Well-being and Human Learning Research Programs, please refer to page 14 for the details of this project. [*Gannon, Naidoo, D'warte, Jacobs with researchers at Aarhus University, Denmark*]

Educational inequalities at the pandemic context: diagnosis and propositions for public policies

Given the global nature of the pandemic, research teams in São Paulo, Brasil; Western Sydney University, Australia; Université Libre de Bruxelles, Belgium; Universities of Bordeaux, Rouen and Toulouse, France; and Mohammed V University, Morocco will examine COVID-19 impacts in their contexts for international dialogue and knowledge-building. [*Knijnik, Gannon, Naidoo, D'warte*]

COVID-19 Online Learning Landscapes and CAL

DMR students: Opportunities and Challenges:

This study, funded by the National Centre for Student Equity in Higher Education, explores the effects of remote learning environments induced by the Covid-19 pandemic and its impact on the capacity of universities to offer equitable teaching and learning services to Culturally and Linguistically Diverse Refugee and/or Migrant populations. Against the backdrop of the pandemic, educators' attempts to provide caring online education for Culturally and Linguistically Diverse Migrant Refugee background students indicated significant invisible labour being undertaken by educators, the complexities of working toward more accessible support for equity cohorts in higher education, and institutional responsibility regarding staff and student wellbeing. [*Naidoo and consortium of Australian universities*]

National Exceptional Teaching for Disadvantaged Schools Program

The National Exceptional Teaching for Disadvantaged Schools (NETDS) project creates a pathway for the highest quality pre-service teachers in the primary and secondary Master of Teaching course to be prepared for their roles as teachers in low SES schools. This program and its companion study are concerned with the recruitment and retention of teachers in low SES communities and Initial Teacher Education (ITE) and the preparation of pre-service teachers for low SES contexts at WSU. In 2022, 85% of primary teachers who participated in NETDS have permanent employment in low SES schools. Findings reveal the strengths of the program, that Pre-service Teachers (PSTs) increased their understandings of disadvantage and the benefit of school, university partnerships. Challenges include supporting PSTs in developing additional context specific strategies for working in low SES schools and offering ongoing professional learning for mentor teachers. This research is shared in a forthcoming manuscript and a featured symposium at the 2022 Australian Education Research Association annual conference. [*D'warte & Naidoo*]

Educational Advocacy and Activism

In this study, we are particularly interested in examining a form of activism that is concerned with advancing educational opportunities and outcomes for people who are acutely marginalized and disadvantaged: people from refugee and asylum-seeking backgrounds. This project led to a book proposal being submitted to Multilingual Matters for review and consideration. The proposed book which will focus on the dissemination of the research findings from the project will be edited by Sally Baker (UNSW), Rachel Burke (Newcastle University), Lisa Hartley (Curtin University) and Loshini Naidoo (WSU). *[Naidoo and consortium of universities]*

Supporting School Readiness: Locating health and developmental screening in local community sites

Transdisciplinary perspectives from early education and child health inform this research. It investigates innovations in the provision of developmental health screening of young children, with a particular focus on the impact of locations and approaches for children who are soon to transition to formal schooling from prior school early childhood settings. *[Woodrow with Grace & Johnston]*

Engaging Families in Early Education: Engagement in early childhood education in the context of disadvantage (ARCRG LP18010014)

This research responds to enduring inequalities in children's participation in high quality early childhood education and care (ECEC). Contemporary families face precarious labour markets and a childcare system with stringent workforce participation requirements. The project illuminates the affordances of everyday life for families most challenged by these emergent conditions and is developing understandings of how to calibrate services accordingly. A strong component is the focus on effective practice for Indigenous children and their families. *[Woodrow, with Skattebol, Blaxland UNSW, Fenech, USyd, Press Manchester Met.]*

Refugee Action Support

A/Prof Loshini Naidoo convenes the award-winning Refugee Action Support Program (RAS) that provides effective support for refugee background students in Australian high schools as they grapple with the language and literacy demands of the classroom. The RAS program has been operating for 15 years and has been well received by schools and students of refugee background receiving the support. Preservice teachers also felt much better equipped to teach students who experienced trauma. *[Naidoo]*



Photo courtesy of Sydney Metro

Research Projects

Featured Projects

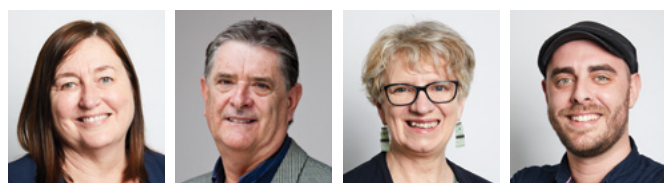
HSC Strategy Academic Partner – Phase 2

Funding Body: NSW Department of Education, \$664,830

Lead Researcher: Distinguished Professor Kath Holmes

Researcher/s:

- Emeritus Professor Wayne Sawyer
- Prof Susanne Gannon
- Dr Nathan Berger



Synopsis:

The proposed work for 2022/24 builds on the Phase 1 Higher School Certificate Professional Learning (HSC PL) program (2020-21) by expanding the HSC subject base and through the incorporation of Action Learning Collectives (ALCs) to build teacher capacity to become researchers of their own practice in order to deepen the impact of the HSC PL. The role of the academic partner is to provide a research lens to the co-design and delivery of an action learning model within the existing HSC PL structures.

This project builds directly on the work of the Phase 1 2020-21 project where we found the HSC PL to be effective on many levels, from improving teachers' understanding of general pedagogical strategies to empowering teachers to customise these strategies for their diverse school contexts and subject specialisations. The HSC PL led to high-level evidence-based professional conversations, analysis of student work samples, and targeted interventions to improve the quality of student work. The clear focus on pedagogy increased teacher engagement with subject content and directed teachers towards purposeful teaching strategies, fostering cultures of lifelong learning and reflective teaching practice.

We found that the effectiveness of the PL was enhanced when school leaders supported the participation of multiple teachers within and across subjects from their schools. We found there was great value in teachers articulating their practice in collaborative spaces. We also found that effective teachers encouraged all students to actively think, solve problems, and apply new knowledge. The teachers saw their role as challenging students, establishing high expectations, and building intellectual 'reach' in their subjects.

The work for Phase 2 of the project began with a review of the HSC PL program to date to inform the co-design of the PL and ALCs for 2022-23. In addition to this review, research evidence will also be sought on effective methods to build networks and collective teacher efficacy. In the planning phase the WSU team will also update the HSC Strategy pedagogies, drawing on subject-based research to develop a matrix of subject-based strategies which could inform the research foci for ALC teams. The final scope of the research plan for the research will be determined in collaboration with the NSW Department of Education (NSW DoE). A key element of this part of this phase will be to implement methods that will allow for the determination of the impact of the ALCs on student learning. As the research plan is implemented and research data is collected, the data will be shared with NSW DoE in an ongoing manner.

The WSU research team will provide support for the ALCs through attendance at ALC meetings by a nominated member(s) of the WSU team, where they will act as collaborators with the NSW DoE and will also inform the design and delivery of the ALCs and inform teacher support. During both years of the project, subject specific research analysis will be conducted across the twelve subjects included in the HSC AL/PL. Similarly as the project progresses, the WSU team will provide updated research reviews on action learning, mentoring and collective efficacy. These updates will assist with recommendations for scaling and feasibility of the ALCs as a mechanism for deeply embedding effective pedagogies for HSC teaching.

Building on the Phase 1 2020-21 HSC project, the WSU team will provide ongoing validation of HSC coding frames for teaching artefacts and student work samples, in order to allow comparisons between HSC PL and HSC AL/PL participants, with a key focus on student growth as evidence of impact.

Funding Period: June 2022 – June 2024

Knowledge translation to support early learning of refugee children and families

Funding Body: Ian Potter Foundation, \$140,000
Western Sydney University, \$36,000

Lead Researcher: Prof Carol Reid

Researcher: Dr Prathyusha Sanagavarapu

Collaborators:

- Settlement Services Inc (NSW)
- Multicultural Australia (Qld)
- Community Hubs Australia (Vic)

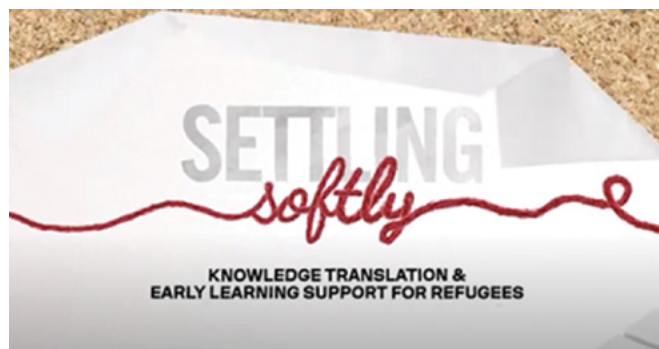


Synopsis:

Sharing knowledge across different sectors and states in relation to settling refugee families was identified as a gap in a prior Australian Research Council Project carried out by Professor Carol Reid and colleagues from two other universities. This project sought to provide opportunities to not only share knowledge among participants but also to identify key knowledge, practices and processes required for someone setting up a new centre or hub, especially in regional areas. Despite the COVID-19 challenges for the first two years, we progressed well with this project and successfully met all KPIs. We completed thematic analysis of 22 individual interview transcripts and held three state-based (NSW, Qld, Vic) and one tri-state workshop to consult and seek feedback from our participants on the development of a knowledge sharing framework, critical resources and processes. Several meetings were also held with WSU's digital team to plan for Year 3 video pod development.



Video production team at Schools as Community Centres (SaCC)



Our accomplishments over the three years include a) construction of a 'Knowledge Translation Framework' to support refugee families' settlement in Australia and their children's early learning and transition to school; b) a digital data base of resources identifying needs and gaps in existing resources; and (c) video pods. These would not have been possible without the passion and commitment of our participants from 21 community hubs and centres. We sincerely thank them for their contributions.

The final year has produced seven video pods, each containing three vignettes. Professor Carol Reid, working with Sam Dessen, Senior XR Creative Developer from the Office of the Deputy Vic-Chancellor and Vice-President, Academic, called the series *Settling Softly*, to convey the aim and outcome of the work carried out in the hubs and community centres.

The pods cover the following themes – **Relationships matter, Communicating to connect, 'Out there' making it work, Tips for starting school, Playgroups and early learning, Creative responses to settling new refugees, and Productive responses to diverse parenting.** We were very fortunate to have Costa Georgiadis from ABCTV's *Gardening Australia* employed to present each pod and vignette. Efharisto!

The entire research team worked hard to get these produced in challenging circumstances. Special thanks to Dr Zainab Mourad for her project management skills at this time, and contribution to knowledge creation. Many thanks to the video production team, seen adjacent with one of our Schools as Community Centres (SaCC) at Fairfield.

Funding Period: 2019 - 2023



Costa Georgiadis

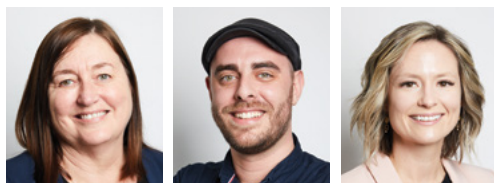
Promoting Adolescents Mathematics Engagement and Participation in NSW

Funding Body: NSW Department of Education:
Strategic Research Fund, \$390,400

Lead Researcher: Distinguished Prof Kath Holmes

Researcher/s:

- Dr Nathan Berger
- Dr Erin Mackenzie



Synopsis:

This internationally significant research is at the forefront of understanding and addressing declining numbers of students studying higher level mathematics in upper secondary school. This compounds escalating shortages in the pipeline of specialist skills for mathematics-related occupations and Australia's economic development which demands a capable, innovative STEM sector. Losses in interest, value, and own perceived abilities during secondary school predict students' choices away from mathematics; more so for girls and women. This is concerning, when Australian students' international mathematics test scores have fallen below the OECD average; alarming numbers study no mathematics or choose easier courses for NSW Y11-12; and mathematics interest, value, and self-concept decline Y7-12. This is not only a NSW issue and is a significant problem. Our project objectives are to determine key factors influencing students' mathematics engagement and participation through focused analysis of existing longitudinal data and targeted follow-up interviews, supplemented by data collected over the two-year project period to provide new insights to students' choices. A 'Translational-Strand' will co-develop and trial a scalable model of authentic data-informed professional learning (PL) engaging teachers in working with authentic data from their own school, to develop action plans to promote student participation in mathematics.

Research Strand-1: will exploit the rich potential and extend upon longitudinal survey data and matched NAPLAN results recently collected from Y10 students in nine schools ($N=1172$) followed annually until post-school. Targeted follow-up interviews will explore post-school outcomes and reflections. Potential links to aspired and actual upper secondary mathematics enrolment choices will include background demographics; achievement;

self-perceptions, motivations and aspirations; socialisers' views; learning environments; and open-ended prospective (Y10) and reflective (Y11-Y12) reasons for enrolment choices from which a taxonomy can be developed.

Research Strand-2: Given teachers' powerful influence on students' mathematics engagement, a State-wide survey of mathematics teachers will canvass teacher-perceived school-level factors impacting mathematics enrolment choices (e.g. curriculum, learning environments and teaching practices; school organisation and careers advice). Telephone/online interviews with Head Teachers, career advisers and school leaders from 10 diverse NSW government secondary schools will intensively explore identified key factors. Focused new surveys of Y7-10 students in these 10 schools will yield current insights into influences before students select their Stage 6 mathematics level and drill down into the taxonomy factors from Strand-1 (Y10 onwards).

Translational-Strand: teachers from ten schools will work with researchers using data-informed action learning to co-design PL and school action plans to improve students' mathematics engagement and participation. Teachers in the other 'comparison schools' will instead receive school-specific reports from their data, allowing them to inform changes in practice but without participation in the PL to enable us to detect its effects. All teachers will be invited to an online community of practice to work towards recommendations for system-wide initiatives. At a concluding *Schools Summit* teachers will share their experience and outcomes, open to all mathematics teachers and school leaders across the State. This authentic practice-based approach to data analysis at the school level will ensure strategies applicable to each community, and build teachers' capacity to work with data addressing the NSW Department *School Excellence Framework's* aim for teachers to "have a sound understanding of student assessment and data concepts ...analyse, interpret and extrapolate data and... collaboratively use this to inform planning, identify interventions and modify teaching practice" (p.9).

Outcomes will include:

- a comprehensive understanding of factors influencing NSW students' decision-making for Stages 5 and 6 mathematics participation;
- better support for students and teachers to enable students' robust decisions about their future;
- improved teacher capacity to utilise student data to inform school improvement.

Funding Period: May 2022 – May 2024

New Projects – 2022

Leading Mathematics Improvement in Bathurst and Lithgow Networks: Exploring Teacher Engagement in Mathematics Education

Funding Body: NSW Department of Education
(Bathurst and Lithgow Networks), \$30,000

Lead Researcher: Prof Catherine Attard

Synopsis: This project will explore the construct of teacher engagement in the teaching of mathematics in primary and secondary schools. Mathematics teachers from both Bathurst and Lithgow Networks will work together to shape a shared understanding and appreciation of innovative and excellent pedagogy in Mathematics to improve student results in NAPLAN and the HSC via engagement in a targeted and sustained professional learning program and action research tailored to individual school and classroom contexts. Data will be collected throughout the program to assist in theorising teacher engagement and the architectures that contribute to and/or inhibit engagement.

Funding Period: Aug 2022 – Sept 2023

EMI Pedagogical Development and Research – Huaqiao University

Funding Body: Huaqiao University, \$42,000

Lead Researcher: Professor Jinghe Han

Researcher: Dr Kay Carroll

Synopsis: This project involves a collaboration with Huaqiao University lecturers in researching their own practice. Initially 4 sessions of professional development will be provided around EMI pedagogical development and action research methodology. In teams or individually the partner colleagues will develop their own research question pertaining to a challenge in their own teaching context. Their research will involve integrating their learning from the workshops, implementing action research, collecting data from their own teaching, and writing up the findings. Each small project is the basis for an academic publication. The research team will evaluate the process.

Funding Period: July 2022 – Dec 2023

Building the Future: Inquiry-Based Learning and the Bradfield City Centre

Funding Body: Western Parkland City Authority, \$41,740

Lead Researcher: Dr Nathan Berger

Researchers:

- Prof Catherine Attard
- Dr Erin Mackenzie
- Dist. Prof Kath Holmes,

Synopsis: An Education Knowledge Network/Centre for Educational Research collaboration with the Western Parkland City Authority to provide professional development in inquiry-based learning to local teachers using the new Bradfield City development as a context. Includes a research evaluation to contribute to growing knowledge of such collaborations (previous collaborations include Sydney Metro and Parramatta Light Rail)

Funding Period: Mar 2022 – Mar 2023

Developing Teacher Education Curriculum, Pedagogy and Leaders in Papua New Guinea

Funding Body: PNG Sustainable Development Program Ltd, \$295,100

Lead Researcher: Prof Danielle Tracey

Researcher: A/Prof Katrina Barker

Synopsis: Throughout 2022, Professor Tracey and A/Professor Barker will employ an action research methodology to co-design, develop and evaluate curriculum and pedagogy for the new Diploma in Teaching (Primary) at Balimo College Western Province Papua New Guinea. As part of the action research methodology, academics at Balimo College will be mentored to build local capacity in pedagogy and research.

Funding Period: Jan 2022 – Dec 2022

Coaching educational leaders and teachers to develop e-learning capabilities in Balimo and Morehead Papua New Guinea

Funding Body: PNG Sustainable Development Program Ltd., \$189,831

Lead Researcher: A/Prof Katrina Barker

Researcher/s: Prof Danielle Tracey

Synopsis: In 2022, A/Professor Barker and Professor Tracey will enact an action research methodology to support educational leaders and teachers to improve e-learning in schools in Balimo and Morehead Papua New Guinea. Cycles of reconnaissance, planning, action and evaluation will support the professional development of coaches to lead implementation and research on the elearning initiative.

Funding Period: Jan 2022 – Dec 2022

Transitions Drama

Funding Body: Scanlon Foundation, \$20,680

Lead Researcher: Dr Rachael Jacobs

Synopsis: Western Sydney University are partnering with Collective Impact Arts in 2022 to run the Transitions program as part of a research project into the impact of drama for supporting migrants' and refugee students' language development and a sense of belonging in Australian schools. Weekly workshops use drama to:

- Support group cohesion and team building skills
- Boost confidence
- Boost collaboration skills
- Support English language learning, with many new words taught in context as students learn more about drama

Funding Period: Feb 2022 – Dec 2022

The 2023 FIFA Women's World Cup: human rights legacy and impact for the Australian grassroots sports gender equity agenda

Funding Body: Fair Play Publishing, \$1,000
(Additional funding to support a CER Seed Grant \$5,000)

Lead Researcher: A/Prof Jorge Knijnik

Synopsis: The aim of this project is to investigate the gender equity legacy and impact of a sport mega event in grassroots football organizations. Thus, it will explore the following RQ: Will the emphasis on gender equity of the 2023 FIFA Women's football World Cup bid be translated within the anti-bullying policies and frameworks of grassroots football organizations in NSW? The project will conduct a documentary analysis of all anti-bullying and harassment policies, procedures and frameworks published by the targeted organizations (Football NSW, Bankstown, Blacktown and Nepean District Football Associations) to investigate whether there are specific policies/procedures targeted to protect and empower women and girls within the game. The data regarding these anti-bullying policies and procedures will be then thematic analysed and will be used to inform key stakeholders (such as Football Australia) on the field as they review their members' anti-bullying policies and frameworks for the 2023 sports mega event and beyond.

Funding Period: Mar 2022 – Dec 2022

HSC Strategy Academic Partner – Phase 2

Details of this new project are on page 14 Featured Projects

Promoting Adolescents Mathematics Engagement and Participation in NSW

Details of this new project are on page 16 Featured Projects

Continuing Projects 2022

Mobilise: Children's Rights Education through Creative Arts and New Technologies in Juvenile Justice Settings in NSW, Qld and Victoria.

Funding Body: Save the Children Australia - \$24,670

Lead Researcher: Dr Mohamed Moustakim

Researcher: A/Prof David Cole

Synopsis: This research aims to increase the capacity of Mobilise to offer children at risk of engaging with, or who are in contact with, the Juvenile Justice System (JJS) in NSW, Qld and Victoria, a Children's Rights Education (CRE) programme through a series of creative arts and technology-based workshops. This research will investigate the impact of Mobilise on children's awareness and understandings of their rights, their sense of identity and well-being. A mixed-methods approach will be used to collect data in five sites from up to 60 children and 9 Artists, youth workers and community partners, through interviews and surveys. This will lead to: identification of characteristics of effective CRE; analysis of social and cultural factors that impact on children in JJS and a deeper understanding of characteristics of CRE interventions that are conducive to children's good health and well-being.

Funding Period: Apr 2021 – Dec 2022

Learning Ground @ School

Funding Body: Chain Reaction Foundation – Phase 1, \$110,000

Lead Researcher: Dr Roberto Parada

Synopsis: Learning Ground (LG) provides community-based development and behaviour change programs to the most culturally diverse and disadvantaged families and youth in the Mt Druitt area of NSW. Its ethos, methods and pedagogies are geared to engage the most at-risk students in our school systems. Currently, LG works primarily as an out-of-school placement for at risk students. The main goal of the research is to develop and evaluate the implementation of LearningGround@School, an adaptation of the LG methods specifically designed to be used within schools.

Funding Period: 2019 – 2022

Learning Ground in School (LGIS) Phase 2

Funding Body: Chain Reaction Foundation, \$139,000

Lead Researcher: Dr Roberto Parada

Researcher: Dr Jose Hanham

Synopsis: Adaptation of Learning Ground mentoring program (LGIS) to be used in NSW high schools. This project seeks to continue the adaptation and evaluation of the usefulness of a school-based mentoring program for adolescents who are at high risk of school failure within the NSW Mt Druitt area. The project is a continuation of the project titled Learning Ground @School.

Funding Period: May 2021 – Apr 2023

Developing and innovating teacher education curriculum and pedagogy in Papua New Guinea

Funding Body: PNG Sustainable Development Program Limited (SDP), \$120,833

Lead Researcher: Prof Danielle Tracey

Researcher: A/Prof Katrina Barker

Synopsis: The WSU researchers will apply their expertise in higher education to enhance the quality and impact of the teacher education courses on offer at Balimo Teachers College. An action research approach to program development will be adopted as it offers a systematic framework of introducing, continually improving, and evaluating innovations in teaching and learning.

Funding Period: Aug 2021 – Jan 2022

Supporting vulnerable mothers through Early Years Support Service: Developing best practice guidelines

Funding Body: 3Bridges Community Ltd, \$43,990

Lead Researcher: Prof Danielle Tracey

Researchers: Dr Elaine Burns (Nursing), Dr Nicole Sharp (SoHS)

Synopsis: Up to one in seven women experience depression, and around one in five women experience anxiety, in the year following birth (Centre of Perinatal Excellence, 2017). Maternal mental health disorders lead to significant impacts for the mother, the family, the community, and the mental, physical, emotional and psycho-social development of the infant (Glover, O'Donnell, O'Connor & Fisher, 2018); Howard et al., 2014). Peer support is recognised as an important strategy for emotional wellbeing in the perinatal period, through the provision of social and emotional support and reducing social isolation (Biggs, McLachlan, Shafiei, Small & Forster, 2019). This research will explore the needs of new mothers and their experience of participating in an Early Years Support Service, from the varied perspectives of mothers, their supporters, volunteers, and paid employees of the program.

Funding Period: July 2021 – Aug 2022

Understanding the Value and Impact of the RISE program for children with an incarcerated parent

Funding Body: SHINE for Kids, \$99,600

Lead Researcher: Prof Danielle Tracey

Researcher: A/Prof Katrina Barker

Synopsis: At any one time there are more than 75,000 Australian children who have experienced parental incarceration (NSW Department of Justice, 2018). These children are more likely than any other group to face significant disadvantages (Besemer, Van De Weijer & Dennison, 2018). A recent study (Dobbie, Grönqvist, Palme, & Priks, 2018) showed that among this disadvantaged group, teen crime increased by 18.4%, teen pregnancy increased by 8.0%, and employment at age 20 decreased by 28%. This mixed method project seeks to understand the value and impact of SHINE for Kids' RISE program on the academic success and wellbeing of these children. Pre and post intervention quantitative and qualitative data will be collected.

Funding Period: July 2021 – Aug 2022

Analysing academic trends through participation in the Duke of Edinburgh's International Award - Australia (DoEIA).

Funding Body: Duke of Edinburgh's International Award – Australia, \$59,070

Lead Researcher: A/Prof David Cole

Researcher: Dr Roberto Parada

Synopsis: The Duke of Edinburgh's International Award- Australia (DoEIA) is a widespread youth development program that started in 1956 and has reached over 10 million young people worldwide. Despite its ubiquity, quantitative knowledge about how it functions, or its overall effects is scant (Pearce, 2019). This project aims to add to the research literature in the field by comparing DoEIA participants with non-participants in relation to key academic outcomes. Using sophisticated direct effects, mediating and moderating statistical modelling techniques, this research aims to understand the effects of the DoEIA on academic achievement. This has never been tried before and will provide for the first time concrete evidence of the DoEIA's effects on academic achievement.

Funding Period: July 2021 – 2023

Transformative teaching through EMI – Exploring language, culture, pedagogy and technology (Hyflex) to achieve contemporary teaching and learning

Funding Body: Huaiquo University, China, \$30,000

Lead Researcher: Prof Jinghe Han

Researcher: Dr Christina Curry

Synopsis: This Project will investigate English language strategies, culture influenced instruction and pedagogy, and technology embedded teaching mode. As a core of the project, WSU will provide EMI workshops and consultancy for selected Huaqiao Academics. This Project aims to enhance the development of English Medium Instruction (EMI) pedagogies through integrating language, culture and technology for academics at Huaqiao University (China). The specific objective of this Project is to explore and strengthen bilingual academic staff's pedagogical capacity in their EMI teaching, particularly in response to the post-pandemic blended (online and face-to-face) teaching and learning environment.

Funding Period: July 2021 – Mar 2023

Sowing Seeds of Hope

Funding Body: Royal Botanic Gardens - \$54,410

Research Team:

- Dr Katina Dimoulas
- Prof Danielle Tracey
- Prof Tonia Gray,

Synopsis: The project combines the delivery of horticulture therapy with the hard skills of learning and understanding the food ecosystem and building a self-sufficient food source that provides for the community during times of disaster. It will be centred within the existing community centre network, early childhood centres, and schools. The Royal Botanic Garden's Community Greening team will lead bushfire recovery projects for schools, communities and early childhood centres across southern NSW, along with a team from WSU. Outcomes are focused on community resilience building alongside individuals' wellbeing and empowerment.

Funding Period: Sept 2021 – Aug 2023

Poetry in Action: Understanding experiences, perceptions and impacts of PIA in schools

Funding Body: Poetry in Action, \$14,816

Researchers:

- Prof Susanne Gannon
- Dr Eva Vass
- Adjunct Professor Mary Mooney

Synopsis: Poetry in Action delivers live-performance and (since COVID) digital programs to secondary schools across sectors, states and regions. PiA is committed to access and equity, yet it is unclear if there are gaps in provision, whether all schools can ensure high quality impact, or how PiA fits within local arts and cultural ecologies in schools and industry. Despite rapid expansion in scale, scope and breadth, there has been no evaluation of the impact of PiA. From a research perspective, the impact of short and intense 'incursions' into many school, in contrast to sustained artists-in-residence programs in a few schools, is poorly understood. This study entails qualitative interviews with artists (actors, writers, directors), and a national survey of schools that have engaged with Poetry in Action.

Funding Period: Sept 2021 – Aug 2022

Writing in Secondary (WiS) Academic Partner Funding Body

Funding Body: DE NSW, \$360,000

Lead Researchers:

- Prof Susanne Gannon
- Dr Kay Carroll

Researchers:

- Dr Christina Curry
- Dr Erin Mackenzie
- Dr Rachael Jacobs

Synopsis: This project aims to lift writing pedagogy and outcomes for students in Stages 4 and 5 (Years 7-10) in the Key Learning Areas of Science; Visual Arts; Personal Development, Health and Physical Education; Human Society and Environment in Department of Education schools. Academic partners will advise and work with the WiS team to develop, pilot, and evaluate evidence-informed teaching and curriculum resources and practices, and teacher professional learning activities and resources, to effectively embed the teaching of writing in programming, pedagogy and assessment practices, and make recommendations as to how the project and its goals can inform ongoing system improvement.

Funding Period: May 2021 – Dec 2022

Cultural Transitions: Migrant Youth and Family stories of belonging and Cultural Wellbeing

Funding Body: HOST International, \$21,415

Lead Researcher: Dr Karin Mackay

Synopsis: This project will seek to better understand and document the settlement experiences of youth from the perspective of young people, parents and community leaders, with a particular focus on causes of family and community conflict and disengagement. The research findings will be used to co-design recommendations for service providers to improve service provision for assisting family transitions to Australian society and improve cultural wellbeing. Young people from refugee and migrant backgrounds in Western Sydney will create an educational film resource that can be used to open dialogue between parents and youth about how to navigate family relationships when settling in Australia. WSU and HOST will provide guidance and mentoring as well as training and admin support around research methodology, project implementation and service provider perspectives. Youth will be engaged as a steering group; conducting interviews; developing resources; telling their stories; and co-producing a final report. Service partners will be engaged to assist with participant recruitment, to ensure learning from the project is passed on and that youth have an opportunity to continue this work.

Funding Period: Feb 2021 – May 2022

Designing online learning through productive talk

Funding Body: Collier Charitable Fund, \$35,000
Partnership Funding SoE/WSU, \$15,000

Lead Researcher: Dr Eva Vass

Researchers: Dr Lynde Tan

Synopsis: COVID-19 accelerated the uptake of online learning in education. Teachers and students have experienced firsthand the ubiquitous influence and benefits of online learning. By designing online learning through productive talk, this project expands teachers' capacities to deepen students' online learning whilst developing their professional knowledge. Using a participatory action research model, it develops and disseminates best practices of designing quality online learning.

Funding Period: Jan 2022 – Dec 2023

Gender and Sexuality in Schools: Parental Experiences

Funding Body: Australian Research Council (ARC), \$313,076

Lead Researchers:

- A/Prof Tania Ferfolja
- A/Prof Jacqueline Ullman

Partner Researcher: Prof Tara Goldstein, University of Toronto

Synopsis: This project aims to analyse parents' perspectives regarding the inclusion of gender and sexuality (G&S) diversity in school curriculum across Australia and to understand how parents of G&S diverse children navigate their child's experiences in schools. It is anticipated this combined data will inform the development of a performance ethnography as a training resource for pre/in-service teachers. Teachers are reluctant to broach G&S diversity for fear of parental backlash despite the on-going marginalisation of these students. The intended outcomes of the research include policy and curriculum development and training resources as well as increased support for parents of G&S diverse children.

Funding Period: 2018 – 2022

Parramatta Light Rail Teacher Professional Development Project

Funding Body: Transport for NSW \$72,850

Lead Researcher: Prof Catherine Attard

Researchers: Dr Nathan Berger, Dr Erin Mackenzie

Synopsis: This project is assessing the effectiveness of the professional development program based upon the Parramatta Light Rail project. The professional development program is focused on developing teachers' capacity to design, deliver and evaluate inquire-based learning using the Parramatta Light Rail project as a stimulus for student inquiry. The research asks if the program increases participants' knowledge of inquiry-based learning and their general awareness of Parramatta Light Rail and its impact on communities. Data for this study is being gathered from participating teachers via interviews, from students via an online or paper survey and focus groups, and from published units of work and associated work samples. Results will contribute to understandings of the effectiveness of inquiry-based learning and will be used to inform future professional development programs and teaching practice.

Funding Period: Oct 2018 – Sept 2022

Gender Matters: Changing Gender Equity Policies and Practices in Australian Secondary Schooling (update provided by Susanne)

Funding Body: Australian Research Council Discovery Scheme, \$262,000

Researchers: A/Prof Susanne Gannon, Prof Kerry Robinson

Synopsis: Despite widespread concerns about gender-related issues in schools and society, system-wide policies on gender equity have almost disappeared. This research examines the contemporary policy and practice gap in gender equity in schooling, in relation to earlier approaches. It investigates young people's experiences of gender-related issues through the accounts of recent school leavers and current secondary school students, through creative arts-based methods, and the perspectives of teachers and school executive in four diverse secondary schools. The research aims to interrogate and refresh gendered explanations of inequity and design new approaches for an era of rapid social, cultural and technological change and competing policy agendas. Thus far we have worked with multiple cohorts of recent school leavers who are current university students to better understand their changing understandings of gender and the diverse impacts of gender throughout their education. These include stereotypes that limit expectations and opportunities, curriculum choices, career aspirations, body image, sexualities, harassment and violence, differential behaviours and practices, and effects of single sex and coeducational schooling. Covid 19 has delayed the school-based phase of the research and required the research team to develop new approaches to data collection and participant engagement.

Funding Period: 2019 – 2023

Pathways to Wellbeing, Skill Development, and Participation: Royal Botanic Garden Sydney's Master Gardener Volunteer Program

Funding Body: Royal Botanic Garden Trust (RBGT), \$50,000

Lead Researcher: Prof Danielle Tracey

Researcher: Prof Tonia Gray

Synopsis: 'Master Gardener Volunteer' (MGV) Program is a new initiative pioneered by the Royal Botanic Garden and Domain Trust to develop and maintain a dedicated group of volunteers to assist the development of community gardens and serve in a leadership capacity to achieve long-term sustainability of community participation. Funded by the Department of Social Services for a period of three years, the MGV Program involves an initial five-day course recognised and delivered through TAFE NSW, and a series of ongoing capacity building workshops, to help develop knowledge and skills to support the development and growth of community gardens.

Over the three-year period, the Western Sydney University research team will apply their research expertise to examine the development of self-reported changes in the volunteer participants over their involvement in the MGV program. The research team is implementing a mixed-methods cohort design to determine trajectories of physical health, wellbeing, community participation, employment and education participation, skill acquisition and confidence amongst participants.

Funding Period: 2018 – 2022

School teachers and parents/carers' understanding of endometriosis and pelvic pain

Funding Body: Endometriosis Australia, \$23,280

Lead Researcher: Dr Christina Curry

Researchers: Dist. Prof Kath Holmes, A/Prof Tanya Ferfolja

Synopsis: The aim of this project is to expand our existing resource to ensure it meets the needs of parents and teachers. It also seeks to understand teacher practices in relation to educating and supporting students around these issues which include physical well-being; mental and emotional health; participation in academic and extracurricular activities; advice provided in relation to menstrual education, its impact on education, and the ramifications on students' education and wellbeing. This will provide the information needed to tailor our resource so that it can be used by young people, their parents/caregivers and teachers to ensure consistent, evidence-based information.

Funding Period: Nov 2021 – Nov 2022

Contextualised Learning: Engaging Teachers and Students in Authentic Inquiry-Based Learning Based on the Sydney Metro Project

Funding Body: Transport for NSW, \$144,300

Lead Researcher: Prof Catherine Attard

Researcher: Dr Nathan Berger

Synopsis: This project continues the research conducted during 2018/2019: Fast Tracking the Future Education Program: Professional Development and Resource Development for Sydney Metro. In this iteration, the program has been redeveloped and refined with the inclusion of new video-based resources that will be used to further contextualise the Sydney Metro infrastructure program. In this iteration the research is seeking to understand how classroom practices are influenced using inquiry-based learning and how they serve to engage students. Teacher interviews, student focus groups and classroom observations are being conducted to ascertain the effectiveness of the program and the implemented inquiry-based pedagogy.

Funding Period: June 2020 – Dec 2022

The collaborative research and development of EMI pedagogy for Huaqiao University academics: Phase 3

Funding Body: Huaqiao University, China \$40,000

Lead Researcher: Prof Jinghe Han

Researcher: Dr Christina Curry

Synopsis: Funded by Huaqiao University (China), this project is a response to the demand for well-trained Chinese academics to teach through English Medium Instruction. This is a continuing intervention project. Each year, one group of HQU lecturers participates in the intervention provided by WSU team. In 2020, due to the Covid-19 impact, the intervention was redesigned to address EMI online teaching, and it was delivered online. The content of the intervention was based on the pre-intervention survey on the challenges and problems to be solved in teaching. Part of the participants' post-intervention teaching was observed and recorded, and this will be analysed.

Funding Period: July 2020 – Feb 2022

Living Well with Global Developmental Delay

Funding Body: National Disability Insurance Agency, \$451,810

Researchers:

- A/Prof Christine Johnston
- A/Prof Danielle Tracey

Synopsis: This is a three-year project funded through the Information, Linkages and Capacity Building program (originally part of the National Disability Insurance Agency (NDIA) and now in the Department of Social Services). Christine Johnston and Danielle Tracey are partnering with three industry partners: Dr Tim Moore (Centre for Community Child Health, Murdoch Children's Research Institute), Kerry Dominish (CEO of EarlyEd) and John Forster (CEO of Noah's Ark) with Dr Matthew Breaden the research officer on the project. The project has three aims. Firstly, we are developing a website that offers detailed, easily accessible information that is evidence-based and takes account of the literacy levels and learning needs of individuals and families living with Global Developmental Delay (GDD). Materials will be produced in multiple formats with written materials supplemented by videos and podcasts featuring those living with GDD that bring their experiences and knowledge to life. Secondly, and most importantly, the resources are being co-designed with the considered and enthusiastic input of our Working Group of five mothers and one grandmother all of whom have a child who has been diagnosed as having GDD. It is they who are setting the content, suggesting how it can best be presented and providing feedback on the materials as they are produced. They will also contribute to the video and podcast material. They, together with our research team which brings expertise and experience in applied research, online education and intervention, are ensuring that the website will be of considerable relevance to families living with GDD, the professionals working with them and their communities. Finally, the project will enable an exploration of co-design principles and lead to recommendations for practice. Despite the impact of the pandemic, the project is progressing well with the first tranche of written materials being written, a systematic review on the efficacy of and approaches to the co-design of resources underway and video and podcast production scheduled to commence in early 2022.

Funding Period: 2019 – 2022

Project EPIC: Investigating Action Research as Teacher Professional Development

Funding Body: Australian Schools Plus via Narellan Vale Public School, \$25,590

Researcher: Prof Catherine Attard

Synopsis: Project EPIC is a program that has been running in Department of Education Schools in South-West Sydney for several years. The program provides participating teachers with an opportunity to conduct action research to improve student engagement. Each year the program culminates in a showcase of action research projects. In 2020 Project EPIC received funding from Australian Schools Plus to assist in implementing and evaluating the program in partnership with WSU. The project incorporated six academics from the School of Education who undertook the role of 'critical friend' for program participants. University academics assisted in the design and delivery of the professional development program and are undertaking a research evaluation of the program using surveys, interviews and document analysis of teachers' research reports. The Project EPIC showcase was held on 26 November.

Funding Period: Oct 2020 – Dec 2022

Co-design and research evidence: Applying best practice to in-service teacher training in Papua New Guinea

Funding Body: PNG Sustainable Development Program Limited (SDP), \$99,473

Lead Researcher: A/Prof Katrina Barker

Researcher: A/Prof Danielle Tracey

Synopsis: This 18-month project entailed partnering with PNG Sustainable Development Program (SDP) and KTF (Kokoda Track Foundation) to build the quality and capacity of Papua New Guinea in-service teachers through professional development workshops which were underpinned by best practice evidence. An evaluative and research framework was applied to examine the effectiveness of the training and this will be used to inform the next cycle of professional development to ensure students' learning outcomes are achieved.

Funding Period: July 2020 – Dec 2022

The practice changing practice teacher professional learning program: Examining the short- and long-term effects of sustained professional development

Funding Body: NSW Department of Education – Additional Cohort, \$40,000

Lead Researcher: Prof Catherine Attard

Researcher: Dr Annette Sartor

Synopsis: Practice Changing Practice is an ongoing teacher action-research program that began in 2018. The goal of the program was to develop a culture of action research within schools that are members of the Blacktown Learning Community. The aim of this research is to examine the impact of the Practice Changing Practice professional learning program since its inception and to gain an understanding and insights into: if and how the program has influenced teacher practice within the participating schools.

Funding Period: March 2020 – Sept 2022

Augmented Reality in Language and Literacy Classrooms: Emerging Possibilities for Pedagogical Connections

Funding Body: Primary English Teachers Association Australia (PETAA), \$74,920

Lead Researcher: Dr Lynde Tan

Partner Researchers:

- Alice Chik (Macquarie University)
- Angela Thomas (University of Tasmania)

Synopsis: This research provides a pedagogical framework to equip Australian primary school teachers in teaching multimodal literacies using augmented reality. The framework and illustrations of practice with evidence-based strategies will be published in March 2022 and the book is entitled "Between Worlds: Extending Students' Multimodal Literacy Practices with Augmented Reality". The book will be used as a national resource for teachers' professional development with upcoming webinar, conference presentation and on-demand online workshops planned for 2022.

Revised Funding Period: Aug 2019 – May 2022

Seeding Success: A pilot study of the Royal Botanic Gardens' Community Greening Program and Wellbeing

Funding Body: Royal Botanic Gardens and Domains Trust, \$60,000
WSU Partnership Grant, \$25,000

Lead Researcher: Prof Tonia Gray

Researcher: Prof Danielle Tracey

Synopsis: The Seeding Success Project is a pilot study currently being co-designed and co-constructed in partnership with the Department of Communities and Justice (DCJ) and Royal Botanic Gardens and Domain Trust (RBG&DT). During 2020, significant setbacks have been experienced due to C-19 and in terms of access to the DCJ and Community Greening (CG) program participants. Correspondingly, an elongated projected timeline has been instituted. The program logic has been established with impact measures drafted. Gray and Tracey are presently guiding this process in collaboration with key personnel from DCJ and the RBG&DT Sydney. The pilot study will be conducted with two purposefully selected groups of participants (CG participants and RBG&DT personnel), collecting both quantitative and qualitative data to address the study objectives. The findings generated from the pilot study will be used to shape the future delivery of the RBG&DT's CG program and scaffold the final program product and processes that could be evaluated in a future efficacy trial.

Funding Period: July 2019 – Sept 2022

Knowledge translation to support early learning of refugee children and families

Details of this continuing project are on page 15.



Photo courtesy of Sydney Metro

2021–2022 Cross and Inter-Institution Collaborative Projects

CER researchers frequently partner with colleagues from other Schools and Institutes within WSU, as well as with colleagues from other universities and a variety of organisations. The partners bring their expertise and experience to collaborate on research projects that serve the needs of stakeholders in the community.

Positive Peace, Cultural Wellbeing and Youth Agency Initiative: Exploring peaceful solutions to living well in diverse communities

Funding Body: Multicultural NSW, \$300,359

Lead Researcher: Prof Kerry Robinson (School of Social Sciences)

Researchers: Dr Nichole Georgeou, Dr Selda Dagistanli, **Dr Karin Mackay**, Prof Kevin Dunn

Synopsis: This project involves building on the work undertaken with community groups in the first year of this project, 2021, which is currently funded by Multicultural NSW. This invited application is to request additional funds to continue this work for the next two years. The focus is on continued support for the 3-youth led community-based projects addressing social cohesion, community wellbeing, belonging and harmony. The young people involved are using creative and innovative ways to enhance young people's well-being in their communities. This involves a longitudinal evaluation of projects and of the overarching aims. It is a partnership between WSU and IEP.

Funding Period: July 2022 – June 2024

Understanding and Addressing Everyday Sexisms in Australian Universities

Funding Body: Australian Research Council, \$214, 000

Lead Researcher: Prof Mindy Blaise (Edith Cowan University)

Researchers:

- Dr. Emily Gray (RMIT)
- **A/Prof Jacqueline Ullman (WSU)**

Synopsis: This project aims to improve how gender-based discrimination is understood and addressed in Australian universities by taking a situated, intersectional and creative approach to researching everyday sexism. Data from this multi-phase project, including an audit of university websites, interviews with key informants, a national survey of Australian academics and focus-groups, will be used to develop new gender equity practices that will assist universities to refine current programs, strategies and policies.

Funding Period: 2021 – 2023

Educational Inequalities at the Pandemic Context: Diagnosis and Propositions for Public Policies

Funding Body: FAPESP (São Paulo Research Council /BRAZIL)

Lead Researcher: Prof Maurício Ernica (Universidade Estadual de Campinas (UNICAMP/BRAZIL)

Researchers:

- Nicolas Guirimand (Université de Rouen Normandie)
- Gabriela Valente (Université de Toulouse)
- Elsa Roland (Université Libre de Bruxelles)
- Youssef Nait Belaid (Mohammed V University, Rabat-Morocco)
- **A/Prof Jorge Dorfman Knijnik (WSU)**
- **Prof Susanne Gannon (WSU)**
- **A/Prof Loshini Naidoo (WSU)**
- **A/Prof Jacqueline D'warte (WSU)**

Synopsis: This project will propose guidelines for public actions and policies to reduce educational inequalities caused by the Covid-19 pandemic. This will be done through the description and understanding of three phenomena: i) effects of suspending in-person classes on learning inequalities; ii) experiences of students and teachers; iii) responses of governments, schools and teachers. Given the global nature of the pandemic, research teams in São Paulo, Brasil; Western Sydney University, Australia; Université Libre de Bruxelles, Belgium; Universities of Bordeaux, Rouen and Toulouse, France; and Mohammed V University, Morocco will examine COVID-19 impacts in their contexts for international dialogue and knowledge-building.

Funding Period: Mar 2022 – Feb 2024

Understanding and Building the Strengths and Skills of Non-Specialist Mathematics Teachers and Schools' Capacities for Junior Secondary Mathematics [Teaching Out of Field]

Funding Body: NSW Department of Education, \$472,326

Lead Researcher: Prof Helen Watt (University of Sydney)

Researchers:

- Prof Janette Bobis (USyd)
- A/Prof Judy Anderson (USyd)
- **Dist. Prof Kath Holmes (WSU)**
- Prof Paul Richardson (Monash)

Synopsis: Teaching out-of-field (OOF) contributes to student underperformance in mathematics. To address this issue, we propose an intensive analysis of existing large-scale data to spotlight areas in NSW with greatest need (Objective 1), to inform our new data collection using online surveys and targeted case studies to learn from successful resource management solutions and discern indicators of best practice that could support and reduce OOF (Weldon, 2016); comprehensively canvassing targeted schools' needs and suggested solutions (Objective 2). We will translate our collective research and professional expertise in mathematics, teacher education and student learning into developing accredited PL for upskilling non-specialist mathematics teachers to teach junior NSW secondary mathematics (Objective 3). This will entail an initial scoping review and critical analysis of previous (in NSW) and promising initiatives underway (e.g., Victoria, Ireland) to determine potential pitfalls, principles underpinning effective PL and successful program design.

Funding Period: June 2021 – Dec 2023

Supporting School Readiness: Locating health and developmental screening in local community sites

Funding Body: United Way, \$103,661.

Lead Researcher: A/Prof Rebekah Grace (TeEACH)

Researchers:

- **A/Prof Chris Woodrow**
- **A/Prof Chris Johnston**

Synopsis: The research investigates an innovative model of health and developmental screening for preschool aged children in community and pre-school settings. The research is guided by the following aims: To understand the barriers and facilitators for families in participating in early childhood health and development screening programs before starting school; to examine whether participation in the screening program leads to earlier diagnosis of child health and development challenges; increased family engagement with health and other services; greater parent awareness of children's development and learning and supports available; and higher levels of parent satisfaction with the supports available to them. The project also explores the impact of the screening program on school readiness and cross-sector partnerships to support children in the first year of school.

Funding Period: Nov 2019- May 2022

Middle leading practices for impacting student learning

Funding Body: Australian Research Council-Discovery Project, \$538,242

Lead Researcher: Prof Peter Grootenboer (Griffith University)

Researchers:

- **Prof Catherine Attard (WSU)**
- A/Prof Christine Edwards-Groves (Charles Sturt)
- A/Prof Sharon Tindall-Ford (University of Wollongong)

Synopsis: This project aims to understand how school middle leaders' practices build teacher capacity in ways that positively impact student learning. Using practice-based methodology, the project will study the "flow of influence" from middle leaders' (ML) implementing school-based professional learning (PL), to the direct impact on classroom teaching and student learning practices. Since improving students' academic results is a national imperative, and middle leaders are accepted to be key "drivers" for facilitating school-based PL, results will provision the development of a repertoire of middle leading practices (RoP). This will inform a charter of middle leadership best practice that improves teaching and learning in Australian schools.

Funding Period: 2021 – 2024

Settlement Outcomes of Syrian-conflict Refugee Families in Australia

Funding Body: Australian Research Council (ACRG), \$180,000 [via University of Technology]

Lead Researcher: Prof Jock Collins (University of Technology)

Researcher: Prof Carol Reid (WSU)

Synopsis: The third and final year of the fieldwork for the longitudinal project has almost been completed in very challenging times. COVID-19 meant that we could not visit our families, which was something we all looked forward to, but zoom and teleconference calls replaced the home visits. Many changes emerged. Families had, in the main, settled in well, with some buying homes, welcoming new babies into the fold, greeting extended family who had arrived and finding secure employment. Not all was good news but mostly we have lots of good news stories to tell about how the families navigated the process of settlement. While the first year was very difficult in terms of cultural differences, work and English language capacity, the third year has shown us how resilient and productive refugee families can be. For older refugees there is a sense of a future for their children and grandchildren and so this makes them happy. Their English is less developed, as has been documented in previous studies. The young people are overwhelmingly successful in education with high aspirations. We were fortunate in that our retention rate has exceeded expectations. More than two thirds of the 250 families have stayed with the project over three years. Our international collaboration with Germany, Sweden, Finland, Canada and New Zealand continued via a few zoom meetings and a special edition of a journal has been accepted and planned for completion in 2021. Community Snapshots can be accessed at <https://www.uts.edu.au/research-and-teaching/our-research/centre-business-and-social-innovation/research/projects-0>

Funding Period: 2017 – 2022

Transition to work for recent school leavers on the Autism Spectrum: Experiences, barriers and enablers

Funding Body: Northcote Disability Services - \$46,500

Lead Researcher: Dr Caroline Mills (SoHS)

Researchers:

- Dr Nicole Sharp (SoHS)
- **Prof Danielle Tracey (WSU)**

Synopsis: The employment rate of adults with autism is half that of those without disabilities. This longitudinal, qualitative study will explore perceptions of young people with autism, parents/carers, disability service providers and school transition teachers in relation to the experiences of young people with autism transitioning from high school to post-secondary training and employment options. There will be a focus on experiences of young people who cannot access funded supports from the National Disability Insurance Scheme. This research will explore barriers and enablers to successful transition to employment and make recommendations for transition planning and service delivery.

Funding Period: April 2020 – July 2022

Gender Equity in the Workplace, Articulating Gender Diversity and Intersectionality

Funding Body: Western Sydney University, White Paper Scheme, \$7,000

Lead Researcher: A/Prof Lucy Nicholas (SoSS)

Researchers:

- Dr. Ben Hanckel (ICS)
- **A/Prof Jacqueline Ullman (SoE)**
- A/Prof Tania Ferfolja (SoE)

Synopsis: This project will liaise with Western Sydney University based researchers, external Equity and Diversity officers and members of the corporate community sector to develop a white paper articulating empirically-informed research and guidance for affirming gender and sexuality diversity, and supporting intersectional approaches to gender equity within the workplace.

Funding Period: 2021-2022

Spoken English: Little Kids, Big Data, Wide Application

Funding Body: ARC-LIEF grant, \$600,000

Researchers:

- Prof Denis Burnham (MARCS)
- **A/Prof Chwee Beng Lee (SoE)**
- Dr Beena Ahmed (UNSW)
- Prof Kirrie Ballard (USyd)
- A/Prof Julien Epps (UNSW)
- A/Prof Felicity Cox (Macquarie)
- Dr Vidhyasaharan Sethu (UNSW)
- Prof Katherine Demuth (Macquarie)
- A/Prof Joanne Arciuli (USyd)
- Dr Barbara Kelly (Melbourne)
- Dr Chloé Diskin (Melbourne)
- Dr Titia Benders (Macquarie)
- Prof Eliathamby Ambikairajah (UNSW)
- Dr Elise Baker (USyd)

Synopsis: A corpus of Australian children's typically developing and disordered speech. This project aims to create a large sized, publicly accessible corpus of annotated Australian children's speech, something currently lacking both in Australia and internationally. This corpus will provide the basic infrastructure vital for innovative research on children's speech and the training of our speech scientists and engineers. It will be used to address real-life and significant research questions pertaining to the development of children's speech and the role technology can play to develop it. Benefits would include applications such as remote speech therapy, interactive reading tutors, pronunciation coaching and educational games. This project is on-going as data collection was impacted by the current Covid restrictions. Data collection in WSU is pending.

Funding Period: 2019 – 2023

Linking Research to Practice

Education Knowledge Network (EKN)

The Education Knowledge Network (EKN) continues to offer a range of professional learning opportunities designed to provide cutting edge, research-based professional learning for educational leaders, educators, and teachers. The goal of all EKN professional learning opportunities is build the capability of educators so that all children and young people will have the best possible opportunities optimise their learning and achieve their aspirations. EKN is strongly connection to the activities of the Centre for Educational Research. All professional learning offerings are link directly to research conducted by academics from the School of Education, providing the translation of research into practice. This translation is also supported by Research Briefs that provide snapshots of current research outcomes and their practical implications. The Research Briefs are disseminated to all early childhood, primary, and secondary schools in Australia.

The majority of EKN events are currently delivered via an online mode in synchronous and asynchronous forms. This allows educators from across the country, particularly those in rural and remote areas, to access professional learning and results in greater impact for CER researchers. We run several webinar series structured to actively engage online participants in theory and practical-based activities for targeted areas of interest. All events in 2022 recorded high levels of attendance, and participants joined from a broad range of locations across the country. In 2023 EKN will offer its first one-day conference for researchers and educators. The conference theme will be focused around the translation of research into practice, and researching practice in schools.

Publications

Q1 Journal Articles

Peer reviewed journal articles are an important outlet for disseminating CER research. In this section we highlight articles published in Q1 journals, using the Scimago rating system. These journals are recognised as being in the top quartile of all journals in their particular field. The list includes articles from 31 October 2021 – 31 October 2022. CER authors are in **Bold**. [A full CER publication list appears in the final section of Vision Unlimited].

Akoto, Y., **Nketsia, W.**, Opoku, M. P., & Opoku, E. K. (2022): Factors motivating students with disabilities to access and participate in university education in Ghana, *Higher Education Research & Development*
DOI: 10.1080/07294360.2022.2052818

Education has been described as a 'bridging right' that empowers persons with disabilities to justifiably lay claim to other rights, such as the right to work, the right to participate in politics, etc. While much research has reported on the challenges encountered by persons with disabilities in higher education, very little is known about the factors that enhance their retention and continuous participation in higher education in Ghana. The objective of this study was therefore to explore the factors that influence students with disabilities to access and participate in higher education. Using Maslow's hierarchy of needs, qualitative semi-structured interviews were conducted with individuals with disabilities: physical disability (n=8) and visual impairment (n=3), who were recruited from one of the largest higher education institutions in Ghana. The results from the thematic analysis indicate that the participants were motivated more by the higher-level needs of Maslow's pyramid, that is, safety, self-esteem and transcendence, than the lower-level needs. The study limitations, recommendations for future research and policy implications are also discussed.

Baker, S., Anderson, J., Burke, R., De Fazio, T., Due, C., Hartley, L., Molla, T., Morison, C., Mude, W., **Naidoo, L.**, & Sidhu, R. (2022) Equitable teaching for cultural and linguistic diversity: exploring the possibilities for engaged pedagogy in post-COVID-19 higher education, *Educational Review*
DOI: 10.1080/00131911.2021.2015293

While the impacts of COVID-19 on higher education are still unfolding, it is clear that the disruption caused by the pandemic has provided a warrant to re-consider existing teaching and learning practices. We provide a reading on whether existing teaching and learning practices should be retained or whether new practices can and should emerge through the lens of culturally and linguistically diverse migrant and refugee (CALDMR) students. These students already experienced significant educational disadvantage before the pandemic moved teaching and learning online. Drawing on findings from an Australian study that explores the experiences of both university students and staff, we question whether these experiences offer hope for what bell hooks calls engaged pedagogy – as a form of university teaching and learning that is more caring, more student-centred and collaborative, and more exciting.



Balan, R., Doborean, A., Balazsi, R., **Parada, R. H.**, & Predescu, E. (2022). The adolescent peer relations instrument - bully/target: measurement invariance across gender, age, and clinical status. *Journal Of Interpersonal Violence, 37*(3-4) 1484-1513
<https://doi-org.ezproxy.uws.edu.au/10.1177/0886260520922350>

Adolescent Peer Relations Instrument-Bully/Target (APRI-BT) is a multidimensional scale designed to assess bullying involvement both as target and perpetrator. Although existing research has shown that the APRI-BT satisfies the assumption of measurement invariance across age and gender, these findings come from western individualistic countries (e.g., Australia). This study aimed to investigate the factorial structure and measurement invariance across age, gender, and clinical status in a sample of Romanian youths. Participants were 1,024 adolescents, 10 to 18 years, recruited from both community and clinical setting. Our results confirmed a six first-order factor structure and two second-order factors (Bully including Bullying Physical, Bullying Verbal, Bullying Social and Victimization including Physical Victimization, Verbal Victimization, Social Victimization). In addition, measurement invariance across age, gender, and clinical status was demonstrated. This study identifies APRI-BT as an instrument with solid psychometric proprieties for measuring bullying and victimization among preadolescents and adolescents.

Brady, B., Asquith, N. L., **Ferfolja, T.**, & Hanckel, B. (2022). Fear of heterosexism among sexuality and gender diverse staff and students. *Journal Of Interpersonal Violence, 37*(3-4), NP1908-NP1938
<https://doi-org.ezproxy.uws.edu.au/10.1177/0886260520928648>

Fear of heterosexism—as distinct from actual experiences of heterosexism—plays a significant role in staff and students lives on campus. Ambient workplace heterosexism provides a context for staff and students about what to expect from their peers and colleagues, and shapes the daily activities of those who perceive heterosexism as a regulating force. In this article, we consider the psychometrics of the Fear of Heterosexism Scale (FoHS), which was integrated into a campus climate survey of Western Sydney University staff and students (N=3,106; n=412). This scale was considered in relation to a range of associated factors, including perceived safety on campus, bystander efficacy, responsibility to intervene, and awareness of lesbian, gay, bisexual, transgender, intersex, queer/questioning, asexual, and many other terms such as nonbinary and pansexual (LGBTIQ+) issues. In turn, the results of the FoHS are considered across a range of demographic factors such as gender, sexuality, role, dis/ability, and membership of campus-based support organizations. Supporting the findings from the initial operationalization of the FoHS by Fox and Asquith in 2018, this research identifies the consequences of fear of heterosexism on daily activities and engagement with study/work. Understanding the factors associated with fear of heterosexism is critical in creating more inclusive and respectful university environments.

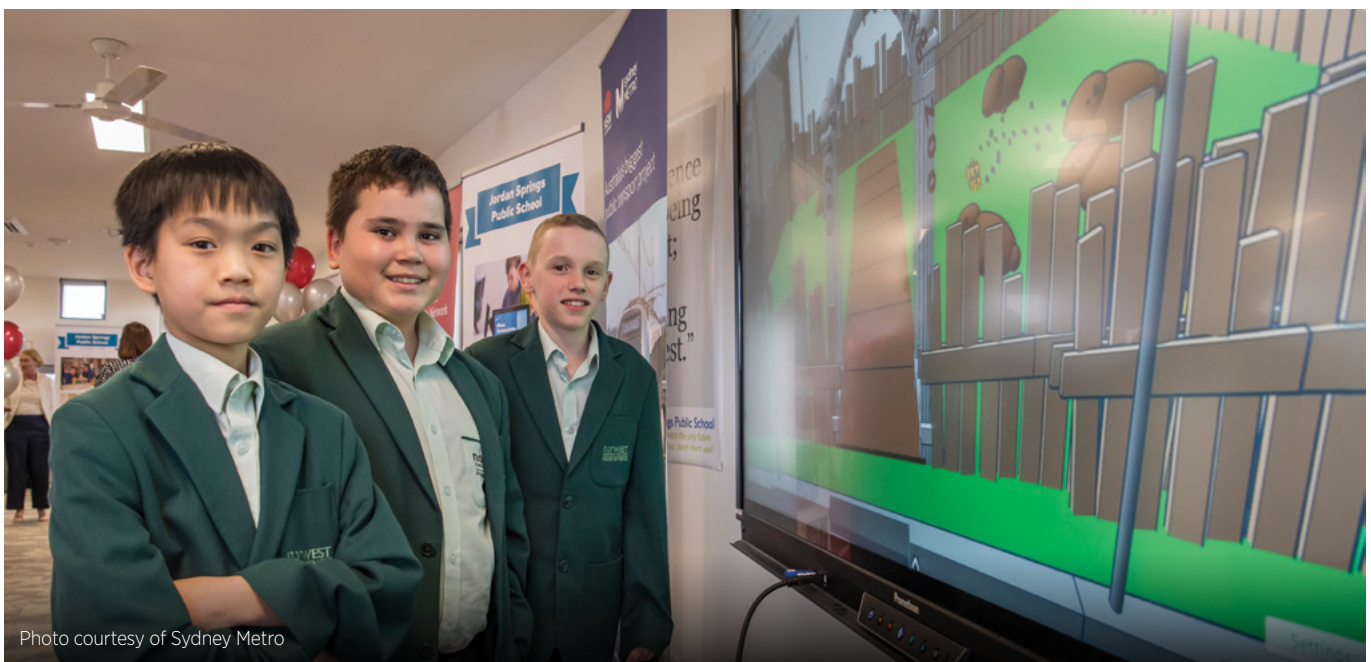


Burns, E., **Gannon, S.**, Pierce, H., & Hugman, S. (2022). Corporeal generosity: Breastfeeding bodies and female-dominated workplaces. *Gender, Work & Organization* 29(3), 778-799
<https://doi.org/10.1111/gwao.12821>

While gender equality at work and the gendered parameters of workplace conditions are of interest to feminist researchers, this paper brings together sociological and public health perspectives to interrogate factors impacting women who return to work (RTW) while maintaining breastfeeding. Our inquiry is focused on female-dominated professions, teaching, nursing, and midwifery, and our findings suggest that breastfeeding obstacles exist even when gender-inclusive policies appear to support women. Workplaces generate both overt and subtle barriers to breastfeeding, which force many women to stop earlier than they intended or create ongoing worry about maintaining breastmilk supply. Interviews with participants who maintained breastfeeding after RTW generated three overarching themes: women's determination to get back into the workforce, not wanting to "rock the boat", and the difficulty in keeping their "head above water". Despite workplace policies that appeared to support breastfeeding, the workplace catered to a supposedly gender-neutral worker and policies did not translate into practice. Given the many sacrifices that women make to maintain breastfeeding, the level of workplace apathy was surprising, especially in female dominated professions. Our research foregrounds breastfeeding corporeality, not as excess but as an inevitable and essential feature of workplaces, which needs to be acknowledged and accommodated.

Carroll, K., & Littlejohn, K. (2021). Re-thinking historical consciousness in a pandemic: From commemoration to contestability. *The Curriculum Journal*. Published online 18 December 2021
<https://doi.org/10.1002/curj.143>

The paper critiques the curriculum construction of historical consciousness within Australian school systems. National and trans-national discourses about identity, culture, gender, race and class influence the development of historical consciousness in Australian classrooms. During this unprecedented period of shared grief and global trauma, re-interpreting historical narratives that build children's concepts of social justice, equity and global inclusivity is important epistemological work for the future. This paper uses survey data and interviews from Australian school children and teachers as the COVID-19 pandemic emerged to examine what are the key narratives about Indigenous stories, resilience, adversity, global migration, and national identity, and how these narratives distort present realities. The analysis considers how historical consciousness is enacted within the current Australian school curriculum with stories from commemoration to contestability. Survey data from students from school years 6-12 is analysed in terms of how personal agency and empathy is formed through historical practices and inquiry in the classroom. This is supported by interviews about teaching practices. This paper reveals how globalized experiences can bridge historic boundaries of racism, prejudice and exclusion and how curriculum frameworks can develop critical historical consciousness for the future.



Chandio, N., Micheal, S., Tadakmadla, S. K., Sohn, W., Cartwright, S., White, R. L., **Sanagavarapu, P.**, Arora, A. (2022). Barriers and enablers in the implementation and sustainability of toothbrushing programs in early childhood settings and primary schools: a systematic review. *BMC Oral Health*, 22(1)
<https://doi-org.ezproxy.uws.edu.au/10.1186/s12903-022-02270-7>

A total of six studies met the eligibility criteria and were included in the review. Toothbrushing programs in early childhood settings and primary schools were mostly implemented under the supervision of staff and teachers. A positive attitude of the staff, the flexibility of toothbrushing sessions, involvement of community volunteers and parents were a few of the identified enablers. However, the timing of the communication of the program, inadequate transfer of information among staff, frequent staffing turnover, lack of parental support, and staff feeling overburdened while acting as pseudo parents were frequently reported as barriers. The results of this systematic review identify key enablers and barriers for toothbrushing programs in early childhood settings and primary schools which need to be considered for developing oral health promotion initiatives.

Chen, H., Sun, W., **Han, J.** and Liu, Q. (2022). Chinese language teachers' dichotomous identities when teaching ingroup and outgroup students. *Frontiers in Psychology*, 13
<https://doi.org/10.3389/fpsyg.2022.939333>

Research into second language teacher identity has experienced a shift in recent years from a cognitive perspective to social constructionist orientation. The existing research in Chinese language literature in relation to Foreign Language (CFL) teachers' identity shift is principally in relation to the change of social, cultural, and institutional contexts. Built on the current literature, this research asks: "How might teachers' self-images or self-conceptualizations be renegotiated when they are located within their own mainstream cultural and educational system, yet comprised of students from various cultural backgrounds?" The data were collected from a group of CFL teachers in a South China university. The research found that students' backgrounds largely impacted on, and led to, the teachers' dichotomous relational identities, but did not dramatically change the teachers' perception on what or how much subject knowledge to be possessed to make an ideal CFL teacher. This attribute of their identity was sustained even though the teaching content was modified at a practical level in response to groups' differences. Further, the CFL teachers' pedagogical identity remained stable with only minor modifications when teaching "ingroups" and "outgroups" of students.

Chen, H. Tang, Y. and **Han, J.** (2022). Building Students' Entrepreneurial Competencies in Chinese Universities: Diverse Learning Environment, Knowledge Transfer, and Entrepreneurship Education. *Sustainability*, 14, 9105
<https://doi.org/10.3390/su14159105>

Entrepreneurship education is a critical issue for higher education (HE) students, and thus has been on the agenda of national sustainable development in China. However, few studies have approached the enhancement of HE students' entrepreneurial competencies in relation to the perspective of their learning environment. This study developed and employed the Theoretical Model of Entrepreneurial Competencies to examine the path of improving HE students' entrepreneurial competencies. The results reveal that a diverse learning environment is an important external factor in developing HE students' entrepreneurial competencies. Knowledge transfer, self-efficacy, and cognitive flexibility mediate this relationship. Moreover, entrepreneurship education significantly moderates the effects of self-efficacy on HE students' entrepreneurial competencies, but it does not play a moderating role between cognitive flexibility and entrepreneurial competencies. This study provides insights for both policy and managerial endeavors in sustainably advancing HE students' entrepreneurship through an innovative learning environment.

Cole, D. R. (2022) Anti-Oedipus in the Anthropocene: education and the deterritorializing machine, *Educational Philosophy and Theory*
 DOI: 10.1080/00131857.2022.2129006

The Deleuze/Guattari text Anti-Oedipus burst onto the intellectual scene in 1972 as a radical new means to reconceptualise capitalism and its effects. At the heart of Anti-Oedipus and its analysis of capitalism is the concept of deterritorialization, and how it evacuates identities, culture, values, and, indeed, coherent thought itself, and it makes them susceptible to the equations and dynamics of capital flows. Anti-Oedipus presents the mechanisms with respect to how deterritorialization interacts with and to an extent liberates desire as 'desiring-machines'. This philosophy of education paper applies the workings of deterritorialization and desire from Anti-Oedipus to the dynamics of contemporary climate change education and the Anthropocene. As such, it posits this dynamic as being critical to present day approaches to the philosophy of education that wish to engage with capitalism and its effects, and at the same time positively enter the climate change debate. This paper suggests that understanding the matrix of deterritorialization, desire, climate change and learning, is perhaps the most important work that can be performed in the philosophy of education today and with respect to the future.

Cole, D. R. (2022): Rebooting the end of the world: Teaching ecosophy through cinema, *Educational Philosophy and Theory*
DOI: 10.1080/00131857.2022.2071261

The global pandemic has pushed many of us to online streaming services. A particular genre in these services is the 'end of the world' science fiction film, in and through which the speculated results of processes such as climate change are depicted. CGI technology is frequently deployed to create images of the end of the world, which is a backdrop to the narrative of, 'saving ourselves amidst the ruins'. This philosophy of education essay will critically examine ten films in order to: 1) Explain how 'the end of the world' images connected to processes such as climate change, obscures and displaces attention from the real, scientifically proven processes that are not so entertaining, but are still deadly. The images are created by capital and its machines for audience attention and have little to do with real social change. Science sits in an ambiguous position in this paper in that the real processes of climate change proven by science may be funded by capitalist mechanisms that can also be their cause. 2) Introduce a reformulated notion of ecosophy from the work of Félix Guattari, Murray Bookchin, Arne Næss and Andre Gorz. This essay will suggest that ecosophy has the potential to teach the underlying split between depictions of the end of the world through the capitalist machine and the real social change necessary under climate change. Ecosophy is in the context of this essay a specific conceptual construction designed for teaching about climate change through cinema.

Cole, D. R., & Somerville, M. (2022). The affect(s) of literacy learning in the mud. *Discourse: Studies In The Cultural Politics Of Education*
<https://doi-org.ezproxy.uws.edu.au/10.1080/01596306.2020.1818183>

This paper draws on the social ecology of Félix Guattari, to suggest that young children learn in complex social and natural situations, in this case 'getting muddy'. The notion of social ecology will be revived in this paper, to ensure that the human social world is embedded in and part of the natural world, with all its complexities, relations and repetitions (re: muddiness). Children learn from their mistakes, from social interaction, due to their instincts, and as part of an evolving situation, much of which is beyond their control, e.g. their attraction to mud. This paper will search for these types of learning(s) in the affect that can be discerned from teaching and learning, and specifically related to 'muddy literacy'. One might call the combined notions that will be put to work in this paper as 'affective literacy', it is an affective literacy fully imbricated in muddy nature. To achieve this, the paper will attend to empirical research in the early childhood context in Australia, that has charted how children learn from inquiry based learning outdoors in mud, pictures of Aboriginal children outside (and a hand), and a mud classroom painting.

Dubé, C., Olivier, E., Morin, A., Tracey, D., Craven, R., & Maiano, C. (2022). Toward a Comprehensive Assessment of Relationships with Teachers and Parents for Youth with Intellectual Disabilities. *Journal of Autism and Developmental Disorders*, 52, 2670–2688
<https://doi.org/10.1007/s10803-021-05117-2>

This study proposes a multi-informant (youth, teachers, and parents) measure of relationship quality with adults for youth with intellectual disabilities (ID). A sample of 395 youth with mild (49.15%) and moderate (50.85%) ID, aged 11–22 ($M=15.82$) was recruited in Canada (French-speaking, $N=142$), and Australia (English-speaking, $N=253$). Results support the reliability, factor validity, discriminant validity (in relation to sex, ID level, country, and comorbidity), convergent validity (depression, anxiety, aggressiveness, and prosocial behaviors), and one-year longitudinal stability of the measure. Youth self-reports provide a complementary perspective on relationship quality with adults relative to teachers' or parents' reports, whereas teachers and parents seem unable to differentiate their own perspective from that of the target youth.

Dudley, D., Mackenzie, E., Van Bergen, P., Cairney, J. & Barnett, L. (2022). What drives quality physical education? A systematic review and meta-analysis of learning and development effects from physical education-based interventions. *Frontiers in Psychology* 13:799330

To determine the effects of learning interventions aimed at optimizing the quality of physical education (PE) on psychomotor, cognitive, affective and social learning outcomes in children and adolescents. One hundred and thirty five (135) studies with over 42,500 participants and 193 calculated effect sizes were included in the study. The mean effect across all the learning and development outcomes was small to medium (Cohen's $d = 0.32$, 95% confidence interval [CI] (0.27–0.37). When adjusted for publication bias using the Duval and Tweedie Trim and Fill Method, this mean effect size increased to $d = 0.40$ (CI = 0.34–0.46). Effect sizes varied significantly based on learning and development outcomes. Interventions that consistently report above or below the mean $d = 0.40$ effect are identified based on learning outcome. The greatest effects across interventions were witnessed in psychomotor learning outcomes ($d = 0.52$) followed by affective ($d = 0.47$), social ($d = 0.32$), and cognitive ($d = 0.17$) learning outcomes. A minority (<10%) of PE interventions captured by this systematic review and meta-analysis reported having a negative effect on student learning and development. The interventions with the greatest effects on student learning and development were dependant on the learning domains. Some PE interventions with a pedagogical focus such as games-based approaches, TARGET/Mastery Teaching, and Sport Education were found to be strong investments across multiple domains. The evidence is limited however by consistency in intervention dosage, study design, and data collection instruments. The study received no internal or external funding and was not prospectively registered.

Gannon, S., Jacobs, R., D'Warte, J., & Naidoo, L. (2021). 'But w'r'ry not we shall banquet again someday': creativity and socially distanced English. *English in Australia*, 56(2), 38–48

Disruptions to learning due to the COVID-19 pandemic have been one of the most concerning consequences of school closures in Australia during 2020. Carefully planned curriculum sequences and learning progressions were flipped into online formats, with teachers having very little time to prepare and students being unused to learning away from each other and from their teachers. In this paper, we turn to the early moments in the Australian educational response to the pandemic when schools pivoted to online learning. We address the potential that emerged for localised, creative ways of thinking and educating under these conditions. We examine how an English class in a western Sydney school quickly adapted a writing task in a unit on Macbeth for COVID-19 conditions, and the varied ways that the students responded to their teacher's invitation to write their own soliloquies. We consider how writing creatively in English created opportunities for students to begin to process the barrage of conflicting emotions precipitated by the COVID-19 crisis. We examine how textual form and convention, paradoxically, opened spaces for creativity in their writing. Students found distinct routes and modes of expression for conveying what they were feeling, thinking and experiencing about coronavirus during the initial school lockdown. We consider how theories of creativity within constraints help us to think through what students were learning about language, about themselves and about their text in the context of socially distanced English.

Georgeou, N., Schismenos, S., Wali, N., Mackay, K., & Moraitakis, E. (2021). A Scoping Review of Ageing Experiences among Culturally and Linguistically Diverse People in Australia: Towards Better Ageing Policy and Cultural Well-Being for Migrant and Refugee Adults, *The Gerontologist*, ghab191

<https://doi.org/10.1093/geront/ghab191>

Australia's population is growing, ageing, and becoming more ethnically diverse, resulting in barriers and challenges around social inclusion for non-English speaking migrants and refugees. This scoping review investigates the experiences of ageing within Australia among older adults from culturally and linguistically diverse (CALD) migrant and refugee backgrounds to identify barriers to social integration. Three primary themes were identified: (i) socio-cultural similarities in settlement experiences; (ii) engagement with technology for social connection; and (iii) engagement with family and community networks. Ageing, language, socio-cultural and technology contexts shape attitudes to belonging, as well as access to sociomedical services. We argue a cultural well-being framework may assist in developing policy for improved social integration of older CALD adults. As the focus is on social and cultural experiences, all studies with a primary focus on medical and other chronic conditions were excluded. Future studies could include health related articles to present a more comprehensive approach regarding older CALD adult needs. Follow-up research could focus on the impact of the COVID-19 pandemic on the experiences of older adults in Australia, in particular those of CALD backgrounds.

Graeff, B., & Knijnik, J. D. (2021). If things go South: the renewed policy of sport mega events allocation and its implications for future research. *International Review For The Sociology Of Sport*, 56(8), 1243-1260

<https://doi-org.ezproxy.uws.edu.au/10.1177/1012690220981342>

The past few decades have seen an increase of sport mega events (SMEs) held outside the Global North. This tendency has been accompanied by a growing public expenditure in these events. This paper employs selected Global South SMEs to discuss this trend. By critically analysing public documents, biddings and reports, the study traces comparisons between 21st-century Global South and Global North SMEs expenditures, in the revenue of franchise owners (FIFA and the International Olympic Committee), in construction costs within the budgets and in the costs related to security. This comprehensive and intertwined investigation shows the need for new analytical tools – such as the Renewed Policy of Sport Mega Events Allocation, a concept developed here – to better capture the central questions posed by the challenges of 'SMEs going South'.

Gray, T., Tracey, D. K., Truong, S., & Ward, K. S. (2022). Community gardens as local learning environments in social housing contexts : participant perceptions of enhanced wellbeing and community connection. *Local Environment: The International Journal Of Justice And Sustainability*, 27(5), 570-585

<https://doi-org.ezproxy.uws.edu.au/10.1080/13549839.2022.2048255>

Urban community gardens provide learning environments for diverse groups, including those who may be experiencing health and social inequalities such as residents in social housing communities. Learning to grow fresh food in safe social spaces provides individuals with opportunities to increase awareness of their personal wellbeing and community life. This paper reports on the findings of a research study that explored broader impacts of a community gardening programme on 42 adult residents living in social housing estates in Sydney, Australia. The mixed-methods study design captured participants' self-perceived benefits of community gardening across six new sites. A final sample of 23 participants across the sites completed both the Sense of Community Index 2 and the Personal Wellbeing Index questionnaires at pre- and post-test (following six to seven months of being involved in the programme). Focus groups involved 42 participants from all six sites. Perceived benefits included enhanced awareness of their overall health and wellbeing, new interest in growing fresh food, enjoyment of shared produce and recipes, feelings of happiness, frequent socialisation and community connectedness. The findings highlight the impactful role of community gardens as effective local learning environments that promote psychological wellbeing and community connection in underserved communities. We conclude by reinforcing the need for sustainable community gardens for addressing social inequality and promoting multiple psychosocial benefits.

Han, J. (2022). Translanguaging as a pedagogy: exploring the use of teachers' and students' bilingual repertoires in Chinese language education. *Applied Linguistics Review*
<https://doi.org/10.1515/applirev-2022-0142>

This research offers a post-structuralist multilingual lens to examine translanguaging practice in Chinese as an Additional Language (CAL) teaching and learning. It investigates a cohort of bilingual Chinese teachers who had been trained in a teacher-researcher education programme in an Australian university. This research asks how the Chinese teachers utilised their own and their students' bilingual repertoires to assist the learning of Chinese in Australian schools. The participant teachers' theses were collected, and the evidentiary chapters reporting on their classroom teaching were analysed. Informed by the initial results, a follow-up stimulated recall interview was conducted. This research found that the teachers' translanguaging practices were identified in the form of theirs and their students' lingual and non-lingual capitals, and these practices showed a strong pedagogical purpose, particularly in motivating and engaging learners. The teachers' translanguaging practices contributed to CAL pedagogy across three dimensions: teachers' classroom instruction, teaching and learning resources, and learning activity design. These practices have demonstrated an impact on the students' engagement, the enrichment of teaching content and improvement in dynamic teaching processes. This research is expected to provide insights into the future development of translanguaging curriculum and pedagogy in CAL education.

Jacobs, R., Finneran, M., & D'Acosta, T. Q. (2022). Dancing toward the light in the dark : COVID-19 changes and reflections on normal from Australia, Ireland and Mexico. *Arts Education Policy Review*, 123(1), 29–38
<https://doi-org.ezproxy.uws.edu.au/10.1080/10632913.2020.1844836>

2020 has been marked by disruption on a global scale due to a range of compounding crises including the ongoing COVID-19 pandemic. Many community arts responses to the pandemic originated from individuals rather than by means of concerted or sustained sectoral responses. This paper uses reflections from Ireland, Australia, and Mexico to discuss the precariousness and vulnerability of the community arts sector and the artists and educators within it at this profoundly difficult time. We reflect upon some of the artistic and educational innovations and experimentations that have come about. We simultaneously examine the work of artists and arts organizations on a paradigmatic level by reflecting upon the role we play in perhaps involuntarily sustaining inequalities despite articulating a desire for change in the work that we do. We argue for the community arts sector to draw upon its imagination and bravery to reflect, assume responsibility, and recast the world into what we want it to be, rather than rebuilding the old, broken one in an attempt to return to what is perceived to be normal. Finally, in turning to arts education policy, we interrogate the barriers and enablers of change in the arts in a post-COVID world, discussing the influencing policy factors of sectoral weaknesses; individual resourcefulness and resilience; the desire for revolution; and the importance of love.

Jiya, A. N., Opoku, M. P., **Nketsia, W.**, Dogbe, J. A & Adusei, J. N. (2022). Achieving Financial Inclusion for Persons With Disabilities: Exploring Preparedness and Accessibility of Financial Services for Persons With Disabilities in Malawi, *Journal of Disability Policy Studies* <https://doi.org/10.1177/10442073211027533>

Deplorable living conditions among persons with disabilities and the need to improve their living conditions cannot be overemphasized. This has triggered international discussion on the need for deliberate social policies to bridge the poverty gap between persons with and without disabilities. In Malawi, expansion of financial services has been identified as an essential tool to accelerate economic and inclusive development. However, empirical studies are yet to explore the preparedness of financial institutions to extend their services to persons with disabilities. In this qualitative study, semi-structured interviews were conducted with managers from commercial banks in Malawi to understand their perspectives on extending financial services to persons with disabilities. Interviews were transcribed verbatim and a descriptive thematic analysis was performed. Although participants reiterated the need to provide persons with disabilities with financial services to improve their well-being, few initiatives have been undertaken to improve their participation. Particularly, participants stated that barriers, such as a lack of financial literacy and adaptive technologies, communication barriers, and high rates of unemployment, explained the reluctance of commercial banks to extend financial services to persons with disabilities. The limitations, recommendations for future research, and implications of the study for policymaking have been highlighted.

Knijnik, J. D. (2022). A Freirean analysis of the Escola sem Partido dystopian schooling model : indignation, hope and untested feasibility during pandemic times. *Journal Of Educational Administration And History*, 54(3), 306–318 <https://doi.org/10.1080/00220620.2021.1874315>

This paper examines contemporary challenges for education and democracy in Brazil. In the past decade, conservative forces headed by the Escola sem Partido (ESP) movement have led a scaremongering campaign against teachers and public education, with Paulo Freire's critical educational philosophies as their main enemy. This study investigates the ESP's attempts to implement its 'neutral' education model based in traditional values across the country. Key Freirean concepts combined with Horsford '3Rs' agenda to regain democracy in schools are used to analyse the media narratives presented by the ESP and civil movements that have resisted its efforts to undermine democracy within Brazilian schools. The findings suggest that the ESP's bullying tactics have been effective in undermining teachers' autonomy in many Brazilian schools. Further tensions have been provoked by the pandemic within the public educational system. Conversely, Freirean-inspired school communities have found new ways to counteract this harassment and strengthen democratic pedagogies.

Knijnik, J. D., & Hunter, J. (2022). The pedagogy of courage : critical Aboriginal football education in Australia's Northern Territory. *Critical Studies In Education*, 63(3), 371-386
<https://doi-org.ezproxy.uws.edu.au/10.1080/17508487.2020.1779768>

This paper discusses key questions of pedagogical hope and courage through non-formal educational activities such as football. We look beyond standard assumptions of sports as a vehicle to stimulate social cohesion and prevent anti-social and criminal behaviour among Aboriginal youth to address core philosophical and pedagogical questions that underpin sporting promotion within underprivileged communities. During the 2014 FIFA World Cup, eight young Aboriginal top-footballers from the town of Borroloola in Australia's Northern Territory, went to the tournament host country, Brazil, to take part in a range of activities, including spending time with local Indigenous communities. This tour was promoted by the John Moriarty Football initiative. Following the tour, the Aboriginal footballers went back to their community to become sporting leaders and also to continue their football careers. With data gathered from interviews with the central participants of the tour, and by using Freire's concepts of emancipation through dialogic practices, hope, critical consciousness, and untested feasibility, we look at the Borroloola youths' football educational activities as a dialogic space where autonomy and citizenship can be enhanced. Employing the Freirean critical dialogue method, the paper unveils the significant connections between non-formal sporting activities and the flourishing of the pedagogy of courage.

Mann, J., Gray, T., Truong, S., Passy, R., Ho, S., Ward, K., Sahlberg, P., Bentsen, P., Curry, C. & Cowper, R. A. (2022). Getting out of the classroom and into nature: A systematic review of nature-specific outdoor learning on school children's learning and development. *Frontiers in Public Health*
<https://doi.org/10.3389/fpubh.2022.877058>

The value of natural environments for developing children's self-identity and social skills has been known for some time, and more recently the potential of nature-specific (i.e., excluding built environments) outdoor learning for achieving academic outcomes has been explored. Connecting children with natural spaces has been shown to benefit their physical and mental health; however, the utility of nature-specific outdoor environments as a setting for curricular and non-curricular learning has yet to be clearly established. Our aim was to undertake a narrative synthesis of international evidence of nature-specific outdoor learning and its benefits for personal and social development, wellbeing and academic progress. Nature-specific outdoor learning has measurable socio-emotional, academic and wellbeing benefits, and should be incorporated into every child's school experience with reference to their local context. Teacher pre-service and in-service education needs to include a focus on how natural settings can be used effectively for learning. Further research is needed to clarify the conditions under which specific forms of outdoor learning are most efficacious for various target outcomes. It is recommended that future studies measuring outdoor learning adopt established methodologies to improve the quality of research in this field.

Maïano, C., Morin, A., Gagnon, C., Olivier, E., Tracey, D., Craven, R., & Bouchard, S. (2022). Validation of an adapted version of the Glasgow Anxiety Scale for People with Intellectual Disabilities (GAS-ID). *Journal of Autism and Developmental Disorders*
DOI:10.1007/s10803-021-05398-7

The objective of the study was to validate adapted versions of the Glasgow Anxiety Scale for people with Intellectual Disabilities (GAS-ID) simultaneously developed in English and French. A sample of 361 youth with mild to moderate intellectual disability (ID) (M = 15.78 years) from Australia (English-speaking) and Canada (French-speaking) participated in this study. The results supported the factor validity and reliability, measurement invariance (between English and French versions), a lack of differential items functioning (as a function of youth's age and ID level, but not sex in the English-Australian sample), temporal stability (over one year interval), and convergent validity (with global self-esteem and school loneliness) of a bi-factor exploratory structural equation modeling representation of the GAS-ID. The present study supports the psychometric properties of the English-Australian and French-Canadian versions of the adapted GAS-ID.

Millei, Z., Silova, I. & Gannon, S. (2022). Thinking through memories of childhood in (post)socialist spaces: ordinary lives in extraordinary times. *Children's Geographies*, 20(3), 324–337
DOI: 10.1080/14733285.2019.1648759

In the history of modernity, childhood represents societies' hopes and desires for the future. An offspring of modernity, the socialist project had a unique preoccupation with children and childhood for the social (re)making of societies. However, research on both sides of the Iron Curtain has explored children's lives in socialist societies by focusing on the organised efforts of state socialisation, largely overlooking how childhoods were actually experienced. In this article, first, we delve into the utility of memory stories for exploring childhoods and children's everyday lives in a variety of socialist spaces. Second, we explicate how memory stories about everyday life can serve as data for cultural-political analysis. We aim to show how 'thinking through' memory stories enables us to learn about childhood and children's lives and to gain access to historical socio-political discourses and practices. We conclude with the relevance of our discussion for engagements with current global problems.

Mprah, K. M, Opoku, MP, Duorinaah. J & Nketsia, W. (2022). Level of satisfaction and sexual and reproductive health needs of deaf persons in Ghana: a sequential explanatory mixed method study, *BMC Health Services Research*, 1–12
<https://doi.org/10.1186/s12913-022-08515-z>

Background: The intersection between deafness and culture in sub-Saharan African contexts such as Ghana has culminated in restricted access to sexual and reproductive health (SRH) services. While some attention has been given to the barriers faced by deaf persons in accessing SRH services, discussion of their needs and satisfaction with SRH services is at an embryonic stage. This lends support to the use of sequential mixed-method study design to assess the level of satisfaction and SRH needs of deaf persons. Conclusion: Deaf persons who took part in this study were unsatisfied with SRH services due to barriers such as sign language interpreters and inaccessible information. Consequently, they expressed the need for preferred mode of communication and expedition of awareness creation on SRH. The study findings warrant the need for policymakers to inculcate the needs of deaf person in SRH services to improve access and thus, enhance satisfaction. For instance, recommendations such as the training of health professionals in the use of sign language could be considered in future SRH policy and other implications, are discussed.

Naidoo, L., D'Warte, J., Gannon, S. & Jacobs, R. (2021) Sociality, resilience and agency: how did young Australians experience online learning during Covid-19?. *Australian Educational. Researcher*
<https://doi.org/10.1007/s13384-021-00500-5>

In 2020 when schooling was abruptly reconfigured by the pandemic, young people were required to demonstrate new capabilities to manage their learning and their wellbeing. This paper reports on the feelings, thoughts and experiences of eight Year 9 and 10 students in NSW and Victoria about the initial period of online learning in Australian schools that resulted from the Covid-19 pandemic. Beyond dominant narratives of vulnerability and losses in learning, our participants offered counternarratives that stressed their capacities to rise and meet the times. We trace three central themes on how they: found moments of agency that increased their confidence, reconfigured resilience as a socially responsible set of practices, deployed sociality as a resource for the benefit of themselves and others. The pandemic opened up conversations with young people about where and how learning takes place and how schools might adapt and respond to young people's growing sense of urgency about the future of schooling.

Nketsia, W., Mprah, K. M., Opoku, MP., Duorinaah. J & Amponteng, M. (2022). Achieving universal reproductive health coverage for deaf women in Ghana: an explanatory study of knowledge of contraceptive methods, pregnancy, and safe abortion practices, *BMC Health Services Research*, 1-14
<https://doi.org/10.1186/s12913-022-08323-5>

Background: The first world conference on sexual and reproductive health (SRH) in 1994 helped create the awareness that reproductive health is a human right. Over the years, attempts have been made to extend services to all persons; however, lapses persist in service provision for all in need. Recently, countries have been encouraged to target minority groups in their reproductive health service provision. However, studies have rarely attempted to develop deeper insights into the experiences of deaf men and women regarding their knowledge of SRH. The purpose of this study was to develop an in-depth understanding of the knowledge of deaf persons regarding services such as knowledge of contraceptive methods, pregnancy and safe abortion practices. Conclusion: The study concludes by calling on policymakers to consider the needs of deaf persons in future SRH policies. The study limitations and other implications for future policymaking are discussed.

Olivier, E., Morin, A., Tracey, D., Verma, N., Dubé, C., Gagnon, C., Craven, R., & Maïano, C. (2021). Development and validation of a multi-informant measure of social behaviors for youth with intellectual disabilities, *Research on Child and Adolescent Psychopathology*, 49(12), 1649-1667
 DOI: 10.1007/s10802-021-00846-5 DOI: 10.1007/s10802-021-00846-5

Youth with intellectual disability (ID) are at an increased risk of displaying fewer prosocial behaviors and more numerous aggressive behaviors in various environments. This study proposes a new multi-informant (youth, teachers, and parents) measure of social behaviors for youth with ID. The sample includes 348 youth with mild (51.41%) and moderate (48.59%) levels of ID, aged 11-22 years old ($M = 15.73$, $SD = 2.14$; including 138 females), enrolled in secondary schools in Canada (French-speaking; $N = 116$; 33.33%) and Australia (English-speaking; $N = 232$; 66.67%). Measures were completed by the participants, their teachers, and their parents. Results support the reliability, factor validity, discriminant validity (in relation to sex, ID level, and country), concurrent validity (with measures of victimization, depression, hyperactivity-inattention), and one-year test-retest stability of the measure. Youth, teachers, and parents all provided a complementary perspective on youth social behaviors, consistent with youth adjusting their behaviors to the various environments in which they share social interactions.

Opoku, M. P., Agyei-Okyerere, E., Nketsia, W., Torgbenu, E. L., & Kumi, E. O. (2021). Perceived self-efficacy of students and its influence on attitudes and knowledge about HIV/AIDS in Ghana. *International Journal Of Health Planning And Management*
<https://doi-org.ezproxy.uws.edu.au/10.1002/hpm.3371>

Globally, human immunodeficiency syndrome (HIV) and its accompanying acquired immune deficiency syndrome (AIDS) have long been a public health threat due to the high death toll and the various effects on individuals and societies. Unfortunately, in developing countries such as Ghana, persons living with HIV/AIDS are victims of discrimination and rejection and are often excluded from social activities. Consequently, there is a need for mitigation strategies aimed at reducing the spread of the disease. Indeed, in human society, beliefs are fundamental to understanding people's intentions towards a given phenomenon. The purpose of this study was to assess students' perceived self-efficacy, attitude towards and knowledge about HIV/AIDS. In this study, Bandura's self-efficacy theory was used as a framework to assess the relationship between students' perceived self-efficacy, attitude towards and knowledge about HIV/AIDS. A total of 342 students of at least 15 years old were recruited from junior and senior high schools and a public university to complete two scales: the general self-efficacy and attitude and knowledge about HIV/AIDS scales. While there was a positive correlation among self-efficacy, attitude and knowledge, attitude and knowledge combined to predict self-efficacy. The limitations of the study, recommendations for future research and policy implications are discussed herein.

Opoku, M. P., **Nketsia, W.**, Agyei-Okyerere, E., Oginni, O. S., & Torgbenu, E. L. (2022). Inclusive education in West Africa : predictors of parental attitudes, knowledge and perceived social norms influencing inclusive practices in Ghana and Nigeria. *International Journal Of Inclusive Education*, 26(2), 124–142

<https://doi-org.ezproxy.uws.edu.au/10.1080/13603116.2019.1642397>

The call to practise inclusive education in African countries has coincided with efforts to promote deeper cooperation in the education sector. Ghana and Nigeria have adopted a common curriculum to facilitate the development of people in the West African sub-region. In both countries, while much is known about the challenges faced by teachers and schools in the implementation of inclusive education, little is known about parents' attitudes, knowledge and perceived social norms regarding inclusive education. In this study, we adapted Ajzen's theory of planned behaviour to examine parents' attitudes, knowledge and perceived social norms in influencing inclusive practices. One-thousand-and-seventy-five parents were recruited from Ghana (n = 411) and Nigeria (n = 664). They completed the Parents' Attitudes Towards Inclusive Education scale, which consists of three subscales: attitudes, perceived social norms, and knowledge. Although there was a moderate relationship between the subscales, the participants were positive on attitudes and perceived social norms, but they reported a lack of knowledge about inclusive education. The participants seemed to accept the need for implementation of inclusive education, and they acknowledged the efforts of implementers in practising inclusive education. However, they indicated limited knowledge about implementation of inclusive education. The need for policymakers to prioritise public education is also discussed.

Panagiotaras, C., Boddy, J., **Gray, T.**, & Ife, J. (2022). (Re-) Imagining Social Work in the Anthropocene, *The British Journal of Social Work*

<https://academic.oup.com/bjsw/advance-article-abstract/doi/10.1093/bjsw/bcac075/6582463>

The ecological crisis, marked by the Anthropocene epoch, is having a major impact on the global ecosystem, and the consequences are predicted to become increasingly severe in coming decades. The turbulence and uncertainty of the crisis means social work must begin planning, reflecting and reorientating. The first half of the article contextualises the climate crisis within neoliberal capitalism, whereas the second half proposes alternatives for social work practice that attempt to exist outside these structures. We have argued that social work should have a greater focus on developing an eco-social transition which means engaging with alternative economic systems, intentional communities, community gardens and localism. These approaches can practically espouse the profession's values whilst beginning to conceptualise a response to the climate crisis that operates outside neoliberal capitalism.

Scott, S., **Gray, T.**, Charlton, J. and Millard, S. (2022). The impact of time spent in natural outdoor spaces on children's language, communication and social skills: a systematic review protocol', *International Journal of Environmental Research and Public Health*, 19(19), 12038. DOI: 10.3390/ijerph191912038

There has been increasing interest over the past decade with regard to the health and wellbeing implications of time spent outdoors in nature for children. Universal systematic reviews of evidence report benefits to physical health, social-emotional mental health and wellbeing, cognition and academic learning. Internationally, there is indicative evidence to suggest outdoor engagement with nature may also impact children's language and communication skills, skills that are critical to development, education, social relationships and life opportunities. Yet, at present such evidence has not been synthesised. Despite evidence for the benefits of the outdoors, the amount of time children are spending outdoors is in rapid decline, and has been further exacerbated by the COVID19 pandemic. Alongside this are increasing numbers of children starting primary education with significant speech, language and communication needs (SLCN) which remain persistent over time. With established wide-reaching benefits of nature to children's physical and mental health and psychological development, there is a need to further explore the more specific impacts of the natural environment on children's language, communication and social skills, which could provide a unique opportunity to consider nature as a universal public health intervention for SLCN. The current review will aim to synthesise existing qualitative and quantitative evidence of the impact of time spent in natural outdoor spaces on the language, communication and social skills of 2-11-year-old children. Literature will be searched across seven databases and considered for inclusion against inclusion and exclusion criteria. Potential implications of the review include informing public health practice and policy for child development and education, informing priorities for speech, language, and communication interventions, and providing directions for future international research.

Shen, H., & **Singh, M.** (2022). A translanguaging approach to bilingual theorising in postgraduate researchers' education. *Journal of Multilingual and Multicultural Development*
DOI: 10.1080/01434632.2022.2134876

The monolingual English norm in current education and academic discourse has continuously marginalised the linguistic and theoretical resources in languages other than English. Drawing upon evidence from Chinese bilingual postgraduate researchers and their supervisors, this paper reconsiders their potentials for bilingual theorising with their translanguaging practices and capacities. Analyses suggest that translanguaging, rather than monolingual English, tend to be used by bilingual postgraduate researchers in academic activities including supervisory meetings, peer discussions, research interviews, academic theorising and writing. With translanguaging, bilingual postgraduate researchers may further extend their bilingual theorising capabilities to co-construct a shared multilingual and multicultural intellectual space where synergy and serendipity are valued and achieved.

Somerville, M. (2022). Country Calls: A Creative Practice of Deep Time Walking in Darug Country. *Qualitative Inquiry Special Issue: Posthuman Creativities: Pluralist ecologies and the question of how*, 28(5), 448-464.

This article presents my personal story, as a non-Indigenous settler woman, of walking along a ridge close to my home at the foot of the Blue Mountains west of Sydney, after the fires of 2019 to 2020. In this article, I want to invite the reader into my love of this country through sharing my record of this walking over a 12-month seasonal cycle. Every walk presented me with new understandings of this Country where I live, which I already knew as Darug Country, having explored the nature of this country in collaboration with my Darug friends Jacinta and Leanne Tobin.

Speedy, J., Davies, B., **Gannon, S.**, Kirkpatrick, D., Laidler, C., & Linnell, S. (2022). Arctic Terns: Writing and Art-Making Our Way Through the Pandemic. *Cultural Studies - Critical Methodologies*, 22(2), 107-121.
<https://doi.org/10.1177/15327086211072265>

We call ourselves the Arctic terns after the birds that migrate between the northern and southern hemispheres. Three of us live in south-west Britain and three in south-east Australia. We tried to make sense of our lockdown lives and the ways we were imbricated in world events. We wrote and made art in response. We read our work to each other and showed each other our artworks. The material practices we developed helped make the pandemic endurable, and at times hilarious. Here we share some of our work and some of our thinking about why it matters.

Sullivan, A., Johnson, B., **Simons, M.**, & Tippet, N. (2021). When performativity meets agency: how early career teachers struggle to reconcile competing agendas to become 'quality' teachers. *Teachers And Teaching*, 27(5), 388-403
<https://doi.org/10.1080/13540602.2020.1806050>

Early career teachers are increasingly required to be 'classroom ready' upon graduation and to demonstrate capabilities that match their more experienced colleagues. They are also joining a profession that is characterised by increased scrutiny and accountability driven by standards that seek to identify the hallmarks of good teaching. This agenda, constructed around a discourse of 'quality', has created dilemmas for early career teachers. However, little is known about how early career teachers navigate these pressures as they begin their careers. This article reports on a study that sought high-achieving graduate teachers' perceptions of teacher quality and how they assessed their own practices within a 'quality' framework. The study found that high-achieving early career teachers wrestle with their perceptions of what a 'good' teacher might be and do, and how this contrasts with official representations of a 'quality teacher', and that they frequently 'govern' themselves using the regulations and discourses related to 'the quality teacher'. We argue that broader conceptualisations of teacher quality are needed to enable early career teachers to develop as agentic professionals.

Truong, S., **Gray, T.**, & Ward, K. (2022). Enhancing urban nature and place-making in social housing through community gardening. *Urban Forestry Urban Greening* (72)
<https://doi.org/10.1016/j.ufug.2022.127586>

There is a growing body of literature examining the multifaceted benefits of community for environmental and social wellbeing. While there are studies examining the increase of grassroots urban gardening initiatives in low income and vulnerable communities, there remains a need for research that explores the lived experiences of individuals in social housing communities with urban nature and community gardens. Individuals living in urban social housing may experience inequalities in access to green infrastructure both within their housing estates as well as the surrounding community. For the past two decades, the Community Greening program at the Royal Botanic Garden Sydney, Australia, has implemented outreach initiatives to support the development and maintenance of community gardens in social housing communities in New South Wales. This article presents the findings from a study conducted with participants at six new community gardens built in social housing communities, focusing specifically on focus group interviews with residents and staff questionnaires to examine the perceived impact of the Community Greening program. The participants' narratives highlight program outcomes across the key themes of community gardens as sites for knowledge generation and connection to nature, sense of community, and improving residents' sense of pride and public perceptions of public housing. The findings suggest that community gardens enhance green infrastructure in social housing estates and their broader urban locales by improving access to green space and promoting place-making in social housing contexts. We conclude with a discussion of the recommendations and lessons learned that may help to inform future policies and practices when setting priorities that promote social and environmental sustainability in social housing.

Tseng, J., Chai, C. S., **Tan, L.**, & Park, M. (2022). A critical review of research on technological pedagogical and content knowledge (TPACK) in language teaching. *Computer Assisted Language Learning*, 35(4), 948–971. <https://doi-org.ezproxy.uws.edu.au/10.1080/09588221.2020.1868531>

Research on TPACK has been burgeoning recently. Some review studies in the field of educational technology have indicated issues and trends in TPACK research conducted in the past decades. However, a review of TPACK research specific to language teachers' knowledge about language teaching with technology has been lacking. To fill this research gap, the present review study intends to understand the landscape of TPACK research on language teachers published from 2011 to 2019. The analysis results reveal that 51 studies were identified with a publication peak in 2015, mostly conducted in Asia and the Middle East. The 51 articles were categorized into four areas: (a) exploring TPACK, (b) assessing TPACK, (c) developing TPACK, and (d) applying TPACK. More specifically, research on exploring TPACK suggests that while teachers had varying levels of confidence in their TPACK competence, their TPACK indicated the dominant use of technology in traditional teacher-centered teaching. Research on assessing TPACK shows that survey items were contextualized to lessen the difficulty of distinguishing between the seven sub-domains of TPACK. However, the difficulty remained perhaps due to a possibility that the seven sub-domains may not appear workable in practice. This issue needs further research. Research on developing TPACK reveals that effective interventions involved language teachers' understanding of the TPACK framework, modeling from teacher educators or experienced teachers, and language teachers' engagement in designing lessons collaboratively. Finally, research on applying TPACK indicates that TPACK-informed language learning courses and platforms were perceived to be helpful and effective. These findings may provide researchers with some possible directions.

Ullman, J. (2022). Trans/gender-diverse students' perceptions of positive school climate and teacher concern as factors in school belonging: results from an Australian national study. *Teachers College Record*, 124(8), 145–167.

In recent years, numerous, ongoing moral panics with respect to the acknowledgment of gender and sexuality diversity within curriculum/policies have done considerable damage to Australian educators' confidence and capacity to support gender and sexuality diverse students. Trans/gender-diverse students have been specifically targeted during this period. Multiple regression analyses revealed the influence of an accepting and supportive schooling environment for gender and sexuality diversity on trans/gender-diverse students' sense of school belonging, explaining additional factor variance beyond included demographic factors or students' sense of teacher concern and expectations. Findings add to the body of existing literature recommending professional development for educators that interrogates and seeks to redress both structural and interpersonal cisnormative microaggressions and articulates the need for gender expansiveness.

Ullman, J., Ferfolja, T., & Hobby, L. (2022). Parents' perspectives on the inclusion of gender and sexuality diversity in K-12 schooling : results from an Australian national study. *Sex Education*, 22(4), 424–446. <https://doi-org.ezproxy.uws.edu.au/10.1080/14681811.2021.1949975>

While educators, curriculum authors and policy makers alike are influenced by assumptions about parents' dis/approval of gender and sexuality diversity, both generally, as well as specifically in relation to this topic's appropriateness for K-12 classrooms, little empirical data is available to support these assumptions. What data does exist suggests that parents generally support the implementation of a comprehensive sexuality curriculum, inclusive of same-sex attraction, and view sexuality education as a school-parent partnership. Surveying a sample of Australian parents of children attending a government (public) school (N = 2093), whose responses were weighted to produce nationally representative estimates, this study sought to expand on previous findings by exploring the complexities of parents' attitudes in relation to gender and sexuality diversity and its place within relationships and sexual health education. This paper provides a descriptive overview of parents' ideas about the purpose of relationships and sexual health education and their views on the importance of including gender and sexuality diversity-inclusive content within related curriculum areas. Notably, over 80% of parents supported the inclusion of gender and sexuality diversity-inclusive relationships and sexual health education topics across primary and secondary government schools.

Ward, K.S., Truong, S. and **Gray, T.** (2022). Connecting to nature through community engaged scholarship: Community gardens as sites for collaborative relationships, psychological, and physiological wellbeing. *Frontiers in Psychiatry* 13:883817
DOI: 10.3389/fpsy.2022.883817

Community gardens are recognized as being associated with a range of benefits for participants that include enhanced outcomes in physical and affective domains and community building. The purpose of this study was to research the impact of the New South Wales Royal Botanic Gardens (RBG) Community Greening (CG) program and to inform the ongoing development of this community outreach program. The organic community partnerships inherent in the design and the relationships between the Community Greening program participants and researchers is examined through the lens of Community Engaged Scholarship (CES). Over a seven-month period, the CG team implemented a community garden development program in six sites. Mixed-method research on the impact of the program found that the community gardening participants experienced positive changes in physical activity, psychological wellbeing and motivation for social engagement, and these outcomes were facilitated as a result of their relationships with members of the CG team. This paper examines how such programs, when explicitly framed as CES, could assist in consolidating nature-based community health and wellbeing programs and further legitimize community partnerships in development of community garden and green spaces as academically sound investigation and socio-economically justified activity. Expansion of this nature-based collaboration model may also enhance community engagement in green exercise, psychological wellbeing and community cohesion, and in turn support advocacy for greener environments locally, regionally and nationally.

Watkins, M., & Noble, G. (2022): Reconstituting teachers' professional knowledge: using Cultural Studies to rethink multicultural education. *Continuum*
DOI: 10.1080/10304312.2022.2049212

This article examines the utility of drawing on Cultural Studies to aid teachers in reassessing understandings and approaches to multicultural education; how engaging with notions of cultural complexity, hybridity and essentialism offers a critical tool box around issues of cultural difference that ultimately provides a better understanding of school communities in a global context. We revisit teachers involved in the Rethinking Multiculturalism, Reassessing Multicultural Education project from a decade ago who, at the time, expressed the greatest sense of impact of the professional learning they received in the project. We asked these teachers to reflect on that experience, and whether the theory employed in the training continued to influence their teaching practice. This is contrasted with current, more instrumentalised, approaches to teacher professional learning raising questions about the nature of professional knowledge, the relationship between theory and practice and the broader utility of Cultural Studies in education.

Yang, S., & Han, J. (2022). Perspectives of transformative learning and professional agency: A native Chinese language teacher's story of teacher identity transformation in Australia. *Frontiers in Psychology*, 13:949673
DOI: 10.3389/fpsyg.2022.949673.

The notion of teacher identity has gained momentum in second language (L2) teacher education in the past decade. However, the research into Chinese as a Foreign Language (CFL) teacher identity has yet to receive more attention. The study employed a narrative inquiry to explore a native Chinese CFL in-service teacher's identity negotiation and transformation within an international teacher education program. Self-reported narrative accounts, including multiple in-depth interviews and once-a-term reflective journals, were complemented by field notes and program documents. This data captured how the participant teacher negotiated internally with self and externally with the new environment to pursue professional growth. Mezirow's transformative learning theory was used to reveal the cognitive trajectory of the participant's teacher identity transformation with critical reflection as the central stage. Further, guided by Eteläpelto et al.'s framework of professional agency, the study also unraveled multiple external and internal influences on the transformational trajectory. The findings confirmed the value of integrating these two theoretical perspectives to explore language teacher identity development and offer insights into L2 teacher education practices focusing on teacher identity development.

Zin, M., & Gannon, S. (2022). Scenes From a Collective Biography of Cold War Childhoods: A Decolonial Ethnodrama. *Cultural Studies – Critical Methodologies*, 22(3), 235–244.
<https://doi.org/10.1177/15327086211068194>

This article is written as an ethnodrama. Approaching memory work as decolonial practice, we aimed to multiply stories of Cold War childhoods while simultaneously making the politics of collective biography processes explicit. The script is based on nonfictional reality and is expanded by both researched and speculative elements to compose an evocative text and the characters of the drama. Ethnodrama offers a sense of how it was to “be there,” attending to unspoken and embodied knowledges, questioning habits and assumptions, and making visible the hierarchies and power, and the intricacies and coloniality of knowledge production that emerge in research practices.

Awards

Raewyn Connell Award

A/Prof Jacqueline Ullman was awarded this prestigious award at the 2021 AARE conference. This award acknowledges significant leadership in and contribution to building the fields of sexuality, gender and queer research in education within the Australian context.



Elsevier Researcher Ranking

Prof Margaret Somerville has been named by Elsevier in the world's list of the top 2% of researchers. There were 51 Western Sydney staff among the career-long set, and 61 among the single-year performance. Researchers were classified into 22 scientific fields and 176 sub-fields. This ranking uses the 'c-score', which was developed by Ioannidis et al (2019).

HDR Cohorts

Higher Degree Research Cohorts are established within research program areas. Members of cohort groups have direct access to experienced supervisors who are leading educational academics nationally and internationally, and have opportunities to engage with international visiting scholars, post-doctoral research fellows, international visiting scholars and other current HDR students through a lively on-campus and on-line intellectual environment. In 2022, seven HDR Cohorts were operationalised and their reports on activities and achievements are outlined below.

Educational Outcomes in Outdoor Learning Environments

Our HDR candidates are researching in the area of cultivating wellbeing, connectedness and engagement through innovative and alternative learning environments.

Candidate Update

The impact of COVID 19 over the past three years has created disruptions for many HDRs' research. Some have had to take leave and are yet to return. This is understandable due to the challenges for HDR candidates who work, particularly in education contexts. Others who were more advanced with their data collection were able to continue in spite of COVID-19 and we currently have three candidates with their theses under examination. Congratulations to **Huu Doan**, **Alison Guo** and **Abby Buckley**.

Tim Entwistle was successful in being allocated a project under the HDR Training Program, which is supported by CER funding. Tim received in-depth training from academic researchers in the development and writing of scoping reviews. He was supported with 100 hours of work on the project: *Do any links exist between the amounts of time spent playing in the natural environment as a child, and the level of adult creativity? A Scoping Review Paper*. Tim also delivered a paper at the National Outdoor Education Conference, Leura, NSW.

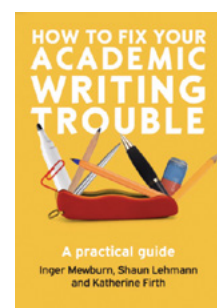
Jeff Mann attended the 9th International Outdoor Education Conference, Ambleside UK, in July 2022 and presented on behalf of the research team: *"Does the outdoor classroom actually advance student learning and development outcomes? An international systematic review of different types of nature-based outdoor learning types, and their effect on student development, wellbeing and learning."* Jeff also delivered two conference papers at the National Outdoor Education Conference, Leura, NSW.

Our Cohort is expected to increase in numbers in 2023 as we are in conversation with four onshore potential HDR candidates, with three already submitting their application. We also have one successful Fullbright Visiting Fellow commencing in July 2023 from Harvard University, USA and the potential of another Fullbright the following year from USA.

2022 Research workshops

September 23: **Professor Inger Mewburn**: "How to Fix Your Academic Writing Troubles"

One student provided feedback that *"Inger's engaging workshop gave us practical tips to improve our writing by working on our sentence structure. Crafting sentences that purposefully link together results in clarity in our writing"*.



October 10: **Professor Sharon Goldfield**: *"Radical Pragmatism: can we achieve equity in child health and development in a generation?"*

Equitable literacies and pedagogies in educational settings

(Also called Languages and Literacies Cohort)

The focus of research undertaken in this cohort draws on the expertise in researching languages and literacies education of the members who supervise students working in school and further education sectors and postschool pathways. The major themes of the research being undertaken are:

- Language and literacies pedagogies across education sectors
- Languages and English curriculum
- Refugee education, pathways and transitions
- Creativity across the curriculum
- Culturally and linguistically sustaining pedagogies
- TESOL, EFL and English education in schools and further education in Australian and international contexts

Doctoral candidates working within this group draw on qualitative paradigms and have a particular commitment to deep investigation of languages and literacies, classroom practices and pedagogies, including ethnographic, case study, and community participatory methods. Our capacity building focus has been on qualitative methods that allow for intersectional understandings, that are conducive to classroom observations; curriculum, syllabus and policy analysis impacting on educational practices and equity.

Inspired!

The Inspired! Group has continued to work very effectively this year with three of the group on track to submit their theses for examination before the start of the 2023 academic year. Our newest member is nearing the end of her data collection and beginning the excitement of data analysis. Our group remains committed to preserving a strong community of practice that encourages and nurtures high quality research that is of benefit to the fields in which each is working. The group achieves this through writing together regularly in half-day sessions. Writing is interspersed by regular short breaks to ask questions, seek support and chat. Because these sessions take place on Zoom, our members from Perth are also able to be part of the writing circles when the exigencies of daylight saving make this practicable. We have once again been able to organise two workshops with Dr Renee Lockwood: one on persuasive paragraphs and the other on reverse outlines. These were open to all HDR students in the School. Those who attended are already not only reporting improvements in their writing but a greater understanding of the theory and principles of writing effectively. Finally, the continuing success of the group lies in the supportive, professional friendships that have been formed and to the individual skills of the group which enable them to mentor and coach each other.

ROSETE

Highlights in 2022

ROSETE members have been provided with the opportunity to participate (voluntarily) in a series of online seminars and forums organised by external institutions. These include *Integrating multiliteracies and multimodality in Chinese language teaching* (by Auckland University, 4 June 2022, online); The 3rd global Chinese Forum (by Beijing University, 25th June, 2022, online), and *The present and future of teaching Chinese Characters* (by University College Dublin, seminars Sep-Nov series 2022 online)

An update on the status of our HDR students: In 2022, three ROSETE students (Zhou, J., Cao, S. and Zhao, C.) graduated; one has submitted the thesis for examination (Lingjie Yu); two (Yang, Q. and Shi, Y.) are finalising their thesis, and four (PhDs) are progressing with data analysis). One student (Yang, S.) is the lead author on a paper accepted for publication in a Q1 journal.

A two-day program is scheduled for mid-November whereby two external scholars and journal editors will facilitate seminars and workshops on bilingualism and translanguaging, and journal publications.

The ROSETE program is expecting a new group of HDRs to arrive in 2023.

The ROSETE Program webpage in Chinese (including other collaborative programs) has been updated and can be viewed via <https://www.westernsydney.edu.au/schools/soed/chinese>

Planetary Wellbeing and Human Learning

As in previous years, 2022 saw the Planetary Wellbeing and Human Learning HDR Cohort offered the opportunity to attend an Autumn (April) and Spring (September) study school.

Autumn School – 26–28 April

The 2022 Autumn School was a 3-day event with 9 HDR candidates and their supervisors attending. The program included a workshop on 'Original Contributions', individual student presentations, and two guest presentations.

Guest Presenter: Prof Dan Harris is an Australian Research Council Future Fellow, Associate Dean, Research & Innovation (RMIT University) and is the founder of Creative Agency Research Lab, a transdisciplinary community of artists, educators, researchers, and activists dedicated to sustainable social change. Presentation: Sensing Creative Agency.

Guest Presenter: Dr Annette Gough is Professor Emerita of Science and Environmental Education in the School of Education at RMIT University, Melbourne. She has been an adjunct/visiting professor at universities in Canada, South Africa and Hong Kong, and is a Life Fellow of the Australian Association for Environmental Education (since 1992). She spoke about *Troubling the Anthropocene* from a feminist educator's perspective

Spring School – 29th September

The 2022 Spring School was a one day event. The program included student presentations and a guest speaker.

Guest Presenter: A/Prof Sarah Powell presented about creative practices using communal singing and Brownyn Bancrofts' book on Aboriginal Australia.

Student Presentations: The focus of Spring School was on methodological diversity and all students presented with a focus on this topic including Prue Adams, Tessa McGavock Angela Foley, Jennifer Dove and Susan Germein. Many others attended including Gamze Sayram all making important contributions to the discussions.

Candidate Update

Susan Germein

Supervisors: Prof Margaret Somerville and A/Prof David Cole

Susan has submitted her thesis for examination and is approved to graduate. Her thesis title is: *Socioecological learning at Lakshmi Ashram: with an emergent methodology of ethical intercultural research*. Susan's thesis received an excellent assessment report from examiner Prof Maggie McClure and it has been proposed by A/Prof Chwee Beng Lee that she be put forward for the AARE thesis award in 2023.

Thesis Abstract: This thesis provides an instance of an educational community that is *socioecological* in that the 'classroom' extends out to and attends to local concerns of community, environment, livelihoods and women's empowerment. The thesis asks what it means to be and become at this Himalayan girls' school. A postqualitative framing of ethnographic methods is developed, thinking especially with concepts of sociomateriality, performativity and affect, after Barad and Deleuze. In an emergent methodology, the thesis proposes literacies of affect and ethical intercultural (research) practice.

Jennifer Dove

Supervisors: Prof Susanne Gannon, A/Prof Jacqueline D'warte and Emeritus Prof Wayne Sawyer

Jennifer has submitted her thesis for examination: *The place and art of writing alongside secondary English students in rural communities: An ethnographic case story of writerly identities*.

Thesis Abstract: This thesis explores the relational, affective, spatial qualities of creative writing in a small rural Australian town. My research design foregrounds the stories and voices of students through an ethnographic case story and is contextualised within deficit discourses of disadvantage, English and writing pedagogy, and the forces acting on teachers and students. My research conceptualises writerly borderlands, writing as movement, and writing as place; establishes the value of writing as research; and highlights the parallels between teaching, researching and writing.

Suzanne D'Souza

Suzanne D'Souza submitted her thesis for examination in January 2021 and graduated the same year. In 2022, Suzanne received the SoE 'Thesis of the Year' award and has been nominated by the School for the Australian Association for Research in Education (AARE) Annual Thesis Award.

Transformers

Key commitments about research characterise the distinctiveness of the Transformers Doctoral Cohort. These include: reciprocity; educational justice and the value of collaboration in research and an acknowledgment that research approaches that are meaningful for participants. Thesis topic areas of group members include school violence, teachers' use of theory, educators' understandings and responses to social disadvantage, critical reflection in early education contexts, educational leadership and embedding indigenous perspectives in the curriculum.

In 2022, members of the Transformers Doctoral Cohort Group have had a solid focus on progressing their doctoral studies in 2022, participating in activities offered by the School of Education and the Graduate Research School to strengthen their writing and research skills and acquire new knowledge about methodological approaches and tools for data analysis such as NVivo and SPSS. The group greatly appreciated a workshop exploring the structure and approach to the literature review chapter, run by Associate Professor Jacqueline D'warte. Many students have experienced interruptions to their doctoral work and supervisory/advisory panels have aimed for a balance between individual and peer support and interaction, so both group and individual meetings are part of the doctoral experience in this group. As many of the group are now working towards submission, the final activity for 2022 will focus on a workshop: 'With the End in Mind', led by Professor Suzanne Gannon in which the examination process, examiners approach and guidelines used by external examiners will be discussed.

Researching Genders and Sexualities

The Researching Genders and Sexualities (RGS) HDR cohort focuses on the broad spectrum of gender and sexualities in educational and other spaces. Ten research candidates who are undertaking work in these areas create a developing vibrant network. Although still in its fledgling stages, the RGS has participated in workshops looking at what it means to research genders and sexualities, and has engaged more broadly with the Gender and Education Association's Anniversary event on "The Politics of Gender and Education Research". One HDR candidate has passed her PhD examination with excellent results and since gained acceptance into the Hunt-Simes Institute in Sexuality Studies (USYD). Another candidate has recently won the NSW Teachers Guild Research Award for 2022. Students from this cohort have also been involved in the three minute thesis competitions and have had papers accepted for AARE 2022.

Higher Degree Research Graduates

Dec 2021/Sept 2022

The School of Education congratulates HDR Graduates from December 2021 and Autumn/Spring 2022 Graduations.



DOCTOR OF PHILOSOPHY (EDUCATION)

Aiman ALTURKISTANI

Supervisors:

Prof Carol Reid and Dr Katina Zammit

Thesis Title:

Saudi EFL Students' Perspectives on the Influence of Informal Activities in Learning English

Thesis Abstract/Synopsis: This study aims to enhance our understanding of the EFL Saudi learners' perspectives on the influence of informal activities in learning English. The study employs a qualitative multiple case study approach used three stages of interviews conducted individually with 16 participants from different levels at Western University (pseudonym) in Saudi Arabia: 1) semi-structured interviews; 2) semi-structured interviews with photo elicitation; and 3) follow-up interviews. The study found that the participants believed that informal activities had a critical positive impact on their English learning process and influenced their engagement with the language in ways that formal education did not.

DOCTOR OF PHILOSOPHY (EDUCATION)

Fatima ALBEDAH

Supervisors:

A/Prof Chwee Beng Lee, Prof Wayne Sawyer and Dr Nathan Berger

Thesis Title:

The use of mobile devices for self-directed learning outside of the classroom among English as a Foreign Language students in Saudi Arabia

Thesis Abstract/Synopsis: Mobile Assisted Language Learning (MALL) is increasingly shown to facilitate self-directed learning (SDL) outcomes as part of a blended approach to English as a Foreign Language (EFL) teaching and learning. However, further research is required to demonstrate how certain elements of MALL and learners, including the sorts of applications (apps), websites and activities they use to achieve their desired learning goals and outcomes, use mobile devices themselves. This would provide the foundation for in-depth examinations into the connections between MALL, SDL and EFL learning processes. To do so, this study examines the experiences of female EFL learners at a university in Saudi Arabia. It identifies current issues around language learning in the Saudi context and examines how MALL might help learners more deeply engage with EFL learning by actively using mobile devices and online resources outside the classroom. The study's theoretical framework was based on the work of influential SDL theorists and a wealth of literature about how SDL facilitates language learning. It used a two-phase, sequential mixed methods approach whereby both quantitative and qualitative data were collected. Phase 1 involved a 43-item survey questionnaire undertaken by 362 participants, while Phase 2 involved multimodal journaling – a relatively new form of data collection connected to studies of online learning – and face-to-face interviews with 27 participants.

DOCTOR OF PHILOSOPHY (EDUCATION)**Samia ALZAHRANI****Supervisors:**

A/Prof Katrina Barker and Prof Danielle Tracey

Thesis Title:**Saudi Arabian Kindergarten Teachers' Self-Efficacy, Attitudes, and Perceptions of Barriers Towards Inclusive Education**

Thesis Abstract/Synopsis: Despite Saudi Arabia's national and international commitments to adopting inclusive education to educate children with disabilities, there is a dearth of studies that investigate teachers' self-efficacy and attitudes towards inclusive education in Saudi kindergarten settings and their perceptions of the barriers to inclusive education in such settings. Without this inquiry into teacher self-efficacy and attitudes and their perceptions of the barriers to inclusive education, the implementation of effective inclusive education in Saudi kindergartens remains challenging. Thus, to fill this gap in knowledge, this empirical study had four key aims. First, the study sought to verify the validity and reliability of two previously well-established measures—the Teacher Efficacy for Inclusive Practices (TEIP) scale and the Opinions Relative to the Integration of Students with Disabilities (ORI) scale—in terms of measuring both teachers' self-efficacy and their attitudes regarding inclusive education in Saudi kindergarten settings, which has not yet been achieved. Second, the study sought to elucidate Saudi teachers' self-efficacy and attitudes concerning inclusive education in kindergarten settings. Third, the study sought to investigate the influence of teacher-, child-, and context-related factors on teachers' self-efficacy and attitudes concerning inclusive education in Saudi kindergarten settings. Fourth, the study sought to explore teachers' perceptions of the barriers to the successful inclusion of children with disabilities in Saudi kindergarten settings.

**DOCTOR OF PHILOSOPHY (EDUCATION)****Imani ANUGRAH****Supervisors:**

A/Prof David Cole and Dr Eva Vass

Thesis Title:**The scaffolding of group work in teaching English as a foreign language (EFL) in Indonesian primary classrooms**

Thesis Abstract/Synopsis: Drawing on socio-cultural theory, this study investigates a teacher's scaffolding of peer-supported learning when teaching English as a foreign language (EFL) in Indonesian primary classrooms. Grounded in collaborative, participatory research, this study was conducted over a three-month period, provides a detailed account of the design and implementation of group work in one Indonesian tutorial centre through three phases of research. One EFL teacher and 32 students from two classes volunteered to participate in the study. Data for the study included video-recorded classroom observations, teacher interviews, participants' self-reflections, and audio recordings of students' group conversations. The data were analysed using Flanders' (1964) interaction analysis categories (FIAC) and Mercer's (1994) typology of talk. The analysis of the actual use of the scaffolded group work discovered that the students had opportunities to explore their language and thinking. The current study offers evidence of how peer-supported learning can contribute to EFL development and instruction, specifically, to facilitate students' abilities in listening and speaking, promote dialogic skill in language learning, and encourage the students to be independent learners.

DOCTOR OF PHILOSOPHY (EDUCATION)

Joanne BAILEY

Supervisors:

Dr Brenda Dobia and Dr Deborah Horsfall

Thesis Title:

People, Planet and Consumption: How young New Zealanders are responding to their awareness of consumption and ecological concerns

Thesis Abstract/Synopsis: Driven by consumerism, resource depletion directly impacts ecological degradation and contributes to planetary environmental destruction. This study explores how young New Zealanders develop an awareness of the effects of consumption and respond to related ecological concerns. At the time of this study the 17 young people who self-identified as Aotearoa New Zealand citizens were aged between 22–29 years. They were recruited through an online survey and participated in one-to-one interviews and a focus group. Using a modified grounded theory approach to elicit and examine their narratives, the research sought to identify key drivers that shaped these young people's awareness of ecological degradation and their actions to conserve planetary resources. Implications drawn from this study are relevant for policymakers, educators and parents to understand the critical influences and actions imperative for developing future generations of ecological citizens.

DOCTOR OF PHILOSOPHY (EDUCATION)

Romana HAQ

Supervisors:

Dr Criss Jones Diaz and Dr Mohamed Moustakim

Thesis Title:

A critical examination of the structural and agentic forces that contribute to social class inequalities and impact attainment of communicative competency in English (CCE): A comparative case study analysis of three

Thesis Abstract/Synopsis: This thesis provides a substantial sociological analysis of the structural and agentic dynamics of social class inequalities in the learning of English as a Foreign Language (ELF). It addresses significant gaps in EFL, through its application of Bourdieu's theory of social practice to illuminate nuanced understandings of how structural inequalities impact on ELF education in Pakistan. It argues that in the field of ELF, communicative competence is positioned as legitimate knowledge representing the most salient form of cultural capital. However, due to the disparities in the attainment of communicative competence in English, based on the socioeconomic class in line with students' socio-economic class, there are class divisions through which the upper classes in Pakistan have greater access to quality ELF education and gain symbolic power that communicative competence in English affords them. The findings of the study highlight inequitable structures in the field, and underlying causes of agentic dispositions and actions that perpetuate inequities in EFL. The findings are innovatively presented through an in-depth scholarly discussion of Bourdieu's concepts of structure, agency, and habitus to advance understandings of stakeholders' access to EFL. Recommendations from this study stand to inform policy and pedagogy, in a way that is conducive to equitable outcomes for all ELF by students in Pakistan.

DOCTOR OF PHILOSOPHY (EDUCATION)**Huong LE****Supervisors:**

A/Prof Chwee Beng Lee and Dr Lynde Tan

Thesis Title:

A Study of the Use of Computational Concept Mapping Situated in an Authentic Learning Context (CCMAL) in Enhancing English as a Foreign Language (EFL) Students' Metacognition in Reading Comprehension Classes

Thesis Abstract/Synopsis: The study investigates the influence of computational concept mapping situated in an authentic learning context (CCMAL) on English as a foreign language students' metacognition and reading comprehension. A hundred of students were divided into a control group which was exposed to regular teaching methods and an experimental group which was exposed to CCMAL. Before the reading course, students of both groups administered the pre-test reading comprehension and metacognition survey. During the seven-week reading course, students of the experimental group were asked to build concept maps based on their weekly reading passages. Students were also encouraged to write learning journals based on a weekly basis to reflect their learning experience. After the reading course, students of both groups sat for the post-test reading comprehension and metacognition survey. Data were analysed based on inferential statistics with independent sample t-test and paired sample t-test. The study found that the students of the experimental group had more significant scores on metacognition and reading comprehension after the reading course than those of the control group. The correlational correlation coefficients between the students' scores on reading comprehension and their results on concept maps indicated that the use of CCMAL had positive influence on students' metacognition and reading comprehension.

**DOCTOR OF PHILOSOPHY (EDUCATION)****Van Mai LE****Supervisors:**

Prof Jinghe Han and Dr Christina Curry

Thesis Title:

Oral corrective feedback: An exploration of teachers', students' perceptions and teachers' actual practices- A case study in Vietnamese Higher Education

Thesis Abstract/Symopsis: Oral corrective feedback (OCF) in teaching and learning a foreign language has always been a controversial topic. There has been some research conducted in this field dealing with teachers' beliefs, practices and relationships, and students' perceptions and preferences. However, there have been few studies on how teachers perceive and provide OCF in actual language classrooms, and how students perceive and prefer OCF, especially in the context of teaching English as foreign language (EFL) in Vietnam. Adopting a case study approach, this exploratory study is about teachers', students' perceptions and teachers' practices of OCF in a public university in Vietnam. Data were collected from initial interviews and stimulated recall interviews with five EFL teachers, classroom observations and focus group interviews with five groups of first-year students (seven English-majored students in each group). Theoretically, this research is explored from the lens of sociocultural perspectives such as social interaction, mediation, zone of proximal development (ZPD), scaffolding and Vietnamese cultural factors. The study shows similarities and differences between teachers' and students' views on OCF. Mismatches between teachers' perceptions and their actual practices as well as underlying reasons for those mismatches were also uncovered.

DOCTOR OF PHILOSOPHY (EDUCATION)

Thi Tinh PHAN

Supervisors:

Prof Jinghe Han and A/Prof Chwee Beng Lee

Thesis Title:

Content and Language Integrated Learning (CLIL): A case study of lecturers' experiences of professional learning for Engineering and English Integrated Learning Program within Vietnamese Higher Education

Thesis Abstract/Synopsis: This research explores Vietnamese lecturers' experiences of professional learning for Content and Language Integrated Learning (CLIL) programs (Engineering and English Integrated Learning) within Vietnamese Higher Education. This research investigates and documents how these lecturers rose to the challenges set by these significant changes to their responsibilities; how they undertook professional learning; how they experienced and practiced their teaching in the newly developed CLIL programs. Findings of this study highlight the necessity of top-down professional programs to develop CLIL lecturers' CLIL-specific subject and pedagogical knowledge.

DOCTOR OF PHILOSOPHY (EDUCATION)

Huan WANG

Supervisors:

Dr David Wright and Prof Michael Singh

Thesis Title:

Identity Transformation among Returnee Language Teachers in China: A Multidimensional Analysis of the Transformative Process

Thesis Abstract/Synopsis: Identity transformation has emerged as an increasingly significant research focus in the field of teacher education, including considerations relating to who teachers are and what they can/should do in a particular educational context. The sociocultural epistemology (Freeman & Johnson, 1998) proposes to study teachers as learners who develop their pedagogical knowledge through their teaching processes that are interdependent with the school context. At the background of education globalization and multilingualism, more language teachers are involved in overseas education and then work as returnee or mobile teachers. A study on these particular participants hopes to expand the intellectual space of teacher identity research. With social-ecology as the overarching framework, this research explores complexity in identity transformation of returnee language teachers (RLTs) as a form of organic change in an educational ecology.

MASTER OF PHILOSOPHY (EDUCATION RESEARCH)

Shan CAO

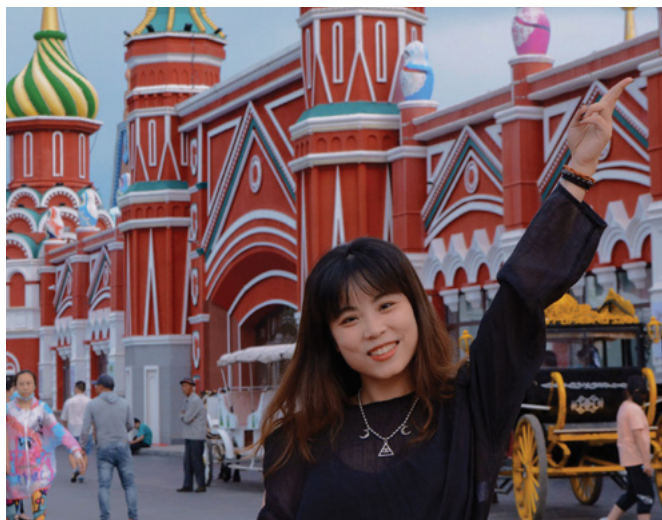
Supervisors:

Prof Jinghe Han and A/Prof Anne Power

Thesis Title:

A Multimodal Approach Looking at the Cultural Significance of a Festival: A Unit of Work for Young Learners of Chinese in a NSW School

Thesis Abstract/Synopsis: This research explores the potential effects of a multimodal approach on motivating young learners' Chinese learning in Australian primary schools. Based on the findings generated from the data, visual-auditory and kinaesthetic-visual are the two types of combined modes for Chinese language learning. These modes are useful partly due to the linguistic features of the Chinese language and the 'energetic' characteristics of young learners who are often keen to learn through action and visual aid. This study found some teaching strategies for motivating young learners under a multimodal approach. These include making efforts to link teaching content to students' daily living experience and prior knowledge.

**MASTER OF PHILOSOPHY (EDUCATION RESEARCH)****Mengshu WANG****Supervisors:**

Dr Eva Vass and Dr Prathyusha Sanagavarapu

Thesis Title:

Implementing Educational Play to Support Chinese Language Learning of Students in Grade 5 and 6 in an Australian Public School

Thesis Abstract/Synopsis: This thesis examines how educational play (a student-centred play that relates to the curriculum and builds on authentic language environment) can support Chinese language learning for students in Grades 5 and 6 in an Australian Public School. The study is part of the Research-Oriented School-Engaged Teacher Education (ROSETE) program, requiring members to do research and teach Mandarin in Australian local schools. The study presented in this thesis addressed two research questions: 1) how educational play can help students to engage in their Chinese language learning cognitively, affectively and operatively; 2) how such strategies can facilitate students' Chinese language learning and intercultural learning.

Using qualitative action research, this research focused on eight selected boys' learning during an educational play project. It built on observational data (observations by mentor; my reflective journaling; mentors' feedback), students' worksheets, and students' self-evaluative feedback. This study examines participants' engagement (affective engagement, cognitive engagement, and operative engagement), their language learning outcomes and intercultural development.

This study evaluated the effect of educational play on students' learning, which makes a clear contribution to research on Chinese language teaching. Moreover, it benefits future beginning Chinese teachers' understanding of bilingual teaching and their professional development.

MASTER OF PHILOSOPHY (EDUCATION RESEARCH)**Chen ZHAO****Supervisors:**

Dr David Wright and Dr Lyn Tieu

Thesis Title:

A Case Study of a Course Designed to Apply the Performed Culture Approach to Help Australian Primary School Students Become More Learned in Chinese Language and Culture

Thesis Abstract/Synopsis: Increasing interactions between Australia and China highlight the need for better intercommunication and deeper understanding of the Chinese language in Australia. This demand is reflected in the Chinese K-10 Syllabus in New South Wales through two strands of outcomes, communicating and understanding (NESA, 2017). This case study investigated a course design that applied the performed culture approach to Chinese learning in Australia. The investigation was conducted through interviews with professional experts, who were asked for their opinions on the course designed for Year 5 students. Data were collected through qualitative interviews with teachers and academics working in the field of education. The aim of this study was to develop a Year 5 pedagogical Chinese curriculum that can assist practitioners to improve students' Chinese communicative skills and cultural understanding. Informed by the performed culture approach and consistent with the NSW Chinese syllabus objectives in communicative skills and cultural understanding, this project concluded with a unit of work and series of lesson plans integrating culture with language, designed to encourage Australian primary students' culturally appropriate language use.



MASTER OF PHILOSOPHY (EDUCATION RESEARCH)

Jialei ZHOU

Supervisors:

Prof Jinghe Han and Dr Anne Power

Thesis Title:

Engaging Stage 1 Students in Western Sydney Mandarin Classes Through Pictographic Characters: A Unit of Work for Stage 1 Students

Thesis Abstract/Synopsis: This thesis reports a case study conducted in the Western Sydney region, where the teacher-researcher teaches Mandarin in a Stage 1 class. The study aimed to construct a localised unit of work that focuses on Chinese pictographic characters to improve student engagement. It adopted suggestions from local teachers and then applied six lessons for a specific class within a Western Sydney public school context. Data were collected from interviews, reflective journals, formative assessments, post-it notes questions and students' focus groups.

The teacher-researcher concludes that the unit of work has many positive effects. Games, pictures and videos help to increase student engagement behaviourally, emotionally and cognitively. Further, the pictographs help students develop stronger memories of the Chinese characters they learned. However, future research could focus on the writing order and pronunciation of Hanzi.

CER Events in 2022

Throughout 2022 the Centre for Educational Research promoted rich scholarly dialogue amongst academics, HDR students and practitioners in the field, through a range of online events. Our Educational Conversations (#EduConvs) series provided stimulus for WSU academics, students, and external stakeholders with a stimulating range of topics delivered via Zoom Webinars. The Educational Knowledge Network (EKN) provided translation of research into actionable strategies in educational practice in schools, along with mutual enrichment for practitioners and researchers

#Educational Conversations

March

Seed Grant Report - Understanding the impact of technology engagement on problem-solving among health professionals

Presenters: A/Prof Chwee Beng Lee, Prof Timothy Teo

Higher Degree Research Training Program Recipients: Sharing findings from research: from novice to expertise

Presenters:

- Jeff Mann: A Systematic Review to Identify the Key Benefits and Efficacy of Nature-Based Learning in Outdoor Educational Settings
- Qiang (Adrian) Zhang: Youth in the Time of Coronavirus
- A/Prof David Cole: Discussion on David's new book "*Education, the Anthropocene, and Deleuze/Guattari*"



Jeff Mann



Adrian Zhang

April

Higher Degree Research Training Program Recipient Presentations

Presenters:

- Cheryl Gajda: Impact of outdoor learning on students' understanding of global and local warming.
- Michael Amponteng: Living well with Global Developmental Delay
- Wanting Sun: Problem solving for the future: a project on integrating real-world problem solving



Cheryl Gajda



Michael Amponteng



Wanting Sun

May

Higher Degree Research Training Program Recipient Presentations

Presenters:

- Chenhui Wang: Assessing differently in Mathematics: what perceptions and concerns do NSW Stage 6 teachers have?
- Keren Moran: Knowledge translation to support early learning of refugee children and their families
- Sharon Wagner: COVID 19 Online learning landscapes and CALDMR students: Opportunities and Challenges
- Xiaoli Li: From skills development to box-breaking research: HDR training program and education
- Abdulrahim Awad Aloufi: Learning English during COVID 19 in a higher education context



Xiaoli Li



Abdulrahim Awad Aloufi

Research Program: Planetary Wellbeing and Human Learning: Update and Visual Data on Student Activism

Presenters:

- Prof Margaret Somerville
- A/Prof David Cole
- Dr Sandra Kairé



Sandra Kairé

July

Research Program: Equity, Social Justice and Inclusion: Program Update

Chair: A/Prof Jacqueline D'warte

Presenters:

- Prof Susanne Gannon
- Dr Criss Jones Diaz
- Dr Rachael Jacobs
- A/Prof Loshini Naidoo
- A/Prof Christine Woodrow
- Dr Katina Zammit

Research Program: Innovative and Alternative Learning Environments

Presenters:

- Prof Tonia Gray
- Dr Christina Curry

Scoping Review Seminar Series

A series of three workshops were planned for 2022 to assist researchers in streamlining their literature searching protocols and to be introduced to "Covidence" – the software newly acquired by the School of Education in 2022.

1. April 29 Workshop 1: Research questions and searching for literature

In this workshop we were joined by Leontyne Dawson-Jones from the WSU library. Leontyne assisted us to develop search terms and searching strategies to ensure that we were accessing a broad range of literature in a systematic way.

2. June 24 Workshop 2: Using Covidence software to organise and refine your literature

In this workshop we were introduced to the Covidence software (<https://www.covidence.org/>) by Dr Erin Mackenzie. The software helps to manage literature and the review process.

3. Nov 18 Workshop 4: Finalising your paper for submission

In this workshop we discussed ways to structure a review paper and how to choose an appropriate high quality journal. We reviewed the progress made on our papers and finalised the papers for submission.

Visiting Scholar Workshops

August

Elegant designs for Australian Research Council funding: A Series of Workshops

Workshop 1: Write a winning ARC application

Presenter: Emeritus Prof Rob Hattam

September/November

Writing-for-publication Workshops

Workshop 1: Abstract Writing

Workshop 2: 2 days – Writing for Publication

Presenter: Emeritus Prof Barbara Kamler



Barbara
Kamler

Education Knowledge Network (EKN) Workshops

The Education Knowledge Network aims to respond to the current professional learning needs of schools by providing sessions that draw on research conducted by academics within the School of Education. These sessions see academics translate research into practice, providing practical advice to teachers to ultimately improve student outcomes and school experiences. The webinar format employed by EKN provides important opportunities for teachers across the country, including in regional and remote areas, to access cutting edge research and professional learning, while providing our researchers opportunities to disseminate their findings to ensure maximum impact where it matters, in classrooms.

2022 Webinars

Dr John Ley: I am not a Maths major but I am teaching stage 4 maths

Webinar Series: Feb 17th and March 10th: 50 participants

Prof Catherine Attard: Primary Mathematics

Webinar Series: March 7th and 29th: 345 participants

Prof Margaret Somerville and Ms Tessa McGavock: Building Resilience through Creative Arts and Play base learning

3-Part Webinar Series: March 15th, 22nd and 29th: 56 participants

Dr Kay Carroll: Performance Pedagogy and Assessment

3-Part Webinar Series: May 18th to June 1st: 65 participants

Dr Rachael Jacobs: Literacy and Numeracy through the Arts

4-Part Webinar Series: July/August: 64 tickets allocated – 12 for the series: 52 for individual sessions

Prof Catherine Attard: Primary Mathematics

4-Part Webinar Series: Across Term 3: 133 tickets allocated – 92 for series: 41 for individual sessions: 31 teachers from Western Australia

Distinguished Prof Kath Holmes and Dr Erin Mackenzie: InFUSE: Increasing Female Uptake in STEM Education

2-Part Webinar Series: August: 38 tickets allocated

Ms Jaydene Barnes: Early Childhood – Making Literacy Visible: Facilitating Literacy Learning in a Play Based Context

Webinar: August: 27 tickets allocated

Dr John Ley: Examples, revision, homework, engagement, and examination preparation: Can it all be done? Stage 4,5 & 6 Mathematics

2-Part Webinar Series: October/November: 33 tickets allocated

International Collaborations: Latin America

The School of Education has a number of partnerships with universities and other institutions in Latin America that enable joint collaboration in research, knowledge exchange and research dissemination. Major activities in 2022 have included : Seminar Series in collaboration with Fundacion Chile; invited visit to the University of Concepcion (Chile) by Professor Simons and Associate Professor Christine Woodrow to develop a joint collaboration plan across research and post graduate programs; hosting an international seminar series **South-South Dialogues [Dialogos Sur Sur]** in collaboration with University of Chile and Pontificia Catholic University of Valparaiso; research presentations and student exchange seminars between the School of Education and students of University of Monterrey, Mexico, and an international research collaboration investigating educational inequalities in the time of COVID-19.



Meeting with the Minister of Education Chile

On a recent trip to Chile, the Dean of Education, Professor Simons and A/Prof Woodrow discussed shared issues and concerns relating to education in the post-pandemic context with the Minister of Education in Chile, Marco Antonio Avila.

Fundacion Chile

Seminar Series: Perspectives and Challenges for an Integrated Education

A collaboration between Fundacion Chile and The School of Education resulted in a seminar series featuring Dr Criss Jones Diaz who spoke about diversity and difference in early childhood and Dr Roberto Parada, who discussed school wellbeing. This series attracted large on-line audiences across Latin American countries including Chile, Columbia, Peru and Ecuador.

CICLO DE CONFERENCIAS
Perspectivas y desafíos para una educación integral
DIVERSIDAD DIFERENCIA LIDERAZGO

DÍA 2
Martes 30 de agosto - 17:00 horas
DIVERSIDAD Y DIFERENCIA EN LA EDUCACIÓN INICIAL
Transmisión vía Zoom. Cupos limitados

DANITZA JARAMILLO
Investigadora especializada en primera infancia, género e interculturalidad en políticas públicas. Profesional de Gestión, Departamento de Calidad Educativa, Dirección Nacional de la Junta Nacional de Jardines Infantiles (JUNJI).

CRISS JONES DIAZ
Profesora senior de la Escuela de Educación e investigadora líder del Centro de Investigación de Educación de la Western Sydney University.

Organizan: **WESTERN SYDNEY UNIVERSITY** **FCH FUNDACIÓN CHILE** Colabora: **educarchil**

CICLO DE CONFERENCIAS
Perspectivas y desafíos para una educación integral
DIVERSIDAD DIFERENCIA LIDERAZGO

DÍA 1
Jueves 18 de agosto
17:00 horas
PAUTAS Y ESTRATEGIAS PARA UNA CONVIVENCIA ESCOLAR SANA E INCLUSIVA
Transmisión vía Zoom. Cupos limitados

VERÓNICA LÓPEZ
Directora del Centro de Investigación para la Educación Inclusiva y del Programa de Apoyo a la Convivencia Escolar de la Pontificia Universidad Católica de Valparaíso.

ROBERTO PARADA
Profesor Senior de Desarrollo, Bienestar y Comportamiento de Adolescentes y Estudios Pedagógicos en la Western Sydney University.

Organizan: **WESTERN SYDNEY UNIVERSITY** **FCH FUNDACIÓN CHILE** Colabora: **educarchil**

South–South Dialogues: Re-Imagining Post Pandemic Educational Futures.

This series of three seminars featuring speakers from Chile, Australia and Brazil builds on previous joint symposia in 2018 and 2021 to look forward to creating strong futures through invigorated education strategies.



South - South Dialogues
Chile Australia Brazil



Reimagining Post-Pandemic Educational Futures

Online Seminar Series
Friday 11, 18 & 25 November
0800 - 0930 (AEDT)
[Register Here](#)

The series provides simultaneous translation for Spanish, Portuguese and English.

WESTERN SYDNEY UNIVERSITY
W

MAS MINISTERIO DE EDUCACIÓN Y CULTURA

FACULTAD DE CIENCIAS SOCIALES
UNIVERSIDAD DE CHILE



Diálogos Sur-Sur
Australia Chile Brasil



Reimaginando Futuros Educativos Post Pandemia

Online
Jueves 10, 17, 24 de noviembre
1800 hrs Santiago, Chile
[Link de inscripción](#)

El seminario cuenta con traducción simultánea al inglés, español y portugués

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W

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University of Monterrey

School of Education and School of Social Sciences researchers shared findings from Gender Diversity Research with the University of Monterrey Community. Associate Professors Tania Ferfolja and Jacqui Ullman (SoE) and Professor Kerry Robinson (SoSS) delivered presentations about their research findings in relation to gender diversity.

Collaboration Agreement with University of Concepcion.

During a recent visit hosted by the Dean of the Faculty of Education at University of Concepcion, Professor Oscar Nail, Professor Simons and Associate Professor Christine Woodrow developed a framework for collaboration involving research, post graduate education and knowledge exchange that will provide new opportunities for both staff and students of both institutions.



Pontificia Católica University of Valparaíso – Center for Research in Inclusive Education

As part of her Academic Development Program (ADP) in 2022, Loshini Naidoo undertook research activities in Chile with colleague Dr Veronica Lopez at the Center for Research in Inclusive Education, PCUV. This collaboration focused on connecting knowledges and expanding methodological and theoretical repertoires of doctoral students.

Research Collaboration: Educational Inequalities during the COVID-19 Pandemic

A collaboration focusing on educational inequalities during the pandemic has recently commenced and involves SoE researchers, with the team being led by scholars at the State University of Campinas, São Paulo, Brazil. This research into educational practices and policy responses brings together researchers from Brazil, Australia (WSU), Morocco, Belgium, and France. Please see further details of this project on page 27.

Full Publications List 2022

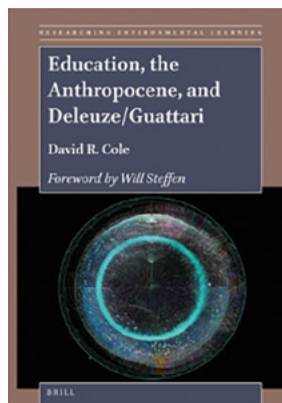
This list includes all publications from 30 October 2021 – 30 October 2022: Books – Authored, Books – Edited, Book Chapters, Journal Articles and Research Reports. School of Education and Centre for Educational Research-based authors are in **bold**.

Books

Cole, D.R. (2021). *Education, the Anthropocene, and Deleuze/Guattari*. Brill.

Human civilisation stands at an unimaginable precipice. The human past, leading up to today, has seen society develop under the conditions of the Holocene since 10000 BC. However – we are now in the Anthropocene, what Deleuze/Guattari term as the future rupturing the present.

This book analyses the Anthropocene given four dimensions: 'tool-enhancement'; 'carbon trail'; 'the phallocene'; and 'atomic-time'. A mode of education and social change lies parallel to this mapping that tackles degrowth, changing consciousness, a Green Utopia, and building a critical-immanent model to realign current practices in the light of globalisation. This is the first book to put the philosophy of Deleuze/Guattari to work for the future, and our collective existence as a differentiated educational practice in the Anthropocene.



Tan, L., & Chik, A. (2022). *Between worlds: Extending students' multimodal literacy practices with augmented reality*. PETTA: Sydney NSW.

Augmented reality (AR) has become part of our everyday lives through social media filters, e-commerce apps, and gaming platforms like Pokemon Go. It's a tool that allows users to make choices for purposeful communication. This book bridges the gap between personal digital practices and formal pedagogic practices by introducing a pedagogical framework that will empower primary literacy teachers to add the use of AR apps to their literacy teaching toolkit.

Drawing on the authors' pedagogical framework for enhancing multimodal literacies with AR, this book is a guide for teachers as they grow their literacy pedagogy, and offers support in developing skills that are becoming increasingly critical as teachers and students navigate complex communication demands in an ever changing literacy landscape.



Watkins, M., Noble, G. (2021). *Doing Diversity Differently in a Culturally Complex World.* Bloomsbury Publishing.
<https://www.bloomsbury.com/au/doing-diversity-differently-in-a-culturally-complex-world-9781350012998/>

Doing Diversity Differently in a Culturally Complex World explores the challenges facing multicultural education in the 21st century. It argues that the ideas fashioned in 1970s 'multiculturalism' are no longer adequate for the culturally complex world in which we now live. Much multicultural education celebrates superficial forms of difference and avoids difficult questions around culture in an age of transnational flows and hybrid identities. Megan Watkins and Greg Noble explore the understandings of multiculturalism that exist amongst teachers, parents and students. They demonstrate that ideas around culture and identity don't match the complexities of the social contexts of schooling in migrant-based nations such as Australia, the UK, the USA, Canada and New Zealand. *Doing Diversity Differently in a Culturally Complex World* draws on comprehensive research undertaken in Australian schools. It examines how a diverse range of schools address the challenges that 'superdiversity' poses, considering how the strengths and limitations of each school's approach reflect wider logics of traditional multiculturalism. In contrast, the authors argue for a transformative multiculturalism involving a critically reflexive approach to understanding the processes, relations and identities of the contemporary world.

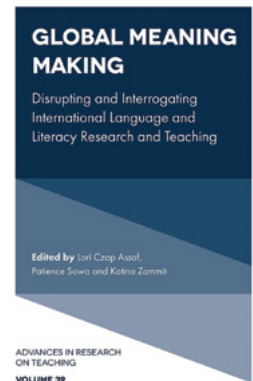


Edited books

Assaf, L., Sowa, P., & Zammit, K. (Eds.) (2022). *Global meaning making: Disrupting and interrogating international language and literacy research and teaching.* Bingley, UK: Emerald.

We live in an increasingly interdependent and interconnected world. The COVID-19 crisis has provided a stark reminder of the enormous educational inequities within and across countries around the globe. Featuring international language and literacy researchers who apply various tenets of global meaning making to disrupt and interrogate contradictions and tensions in global scholarship, *Global Meaning Making* focuses on a model of interrogating international literacy research and pedagogical pursuits with the ultimate goal of transforming how we engage in global endeavours.

Organized around three major themes: Literacy Programs, Policies and Curriculum; Language of Instruction Policies and Practices and Engaging in Global Literacies, chapter authors reimagine global approaches that respect the histories, ways of knowing, needs, hopes and values of voices beyond the western, including those from the Global South: Asia, Africa, Oceania, and South and Central Americas. Each chapter outlines research the chapter authors are conducting or have conducted and describes implications for how their work utilizes tenets of global meaning making..

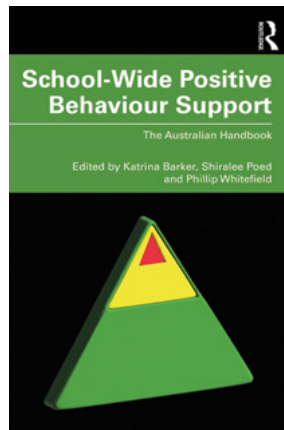


Barker, K., Poed, S., & Whitefield, P. (Eds.), (2002). *School-wide Positive Behavior Support: The Australian Handbook*. Routledge.

Drawing upon twenty years of experience putting the Positive Behaviour Support (PBS) framework into practice, this is the first definitive handbook to document the ways in which Australian schools have embraced and applied school-wide PBS, and to provide guidance on implementation.

Written by key Australian researchers and implementers with extensive expertise, *School-Wide Positive Behaviour Support: The Australian Handbook* is an important contribution to the work of school leaders and teachers. This book illustrates the significant contribution of PBS to improving schools and the potential for its systems approach to be expanded across education systems. The book's structure corresponds to the theme of a continuum of supports, addressing the key conceptual foundations of PBS and its representation within school-wide implementation. Each chapter comprises a mix of research, practical case studies and examples, and features learning intentions, keywords, further reading, advice on applying your ideas, and links to the Australian Professional Standards for Teachers.

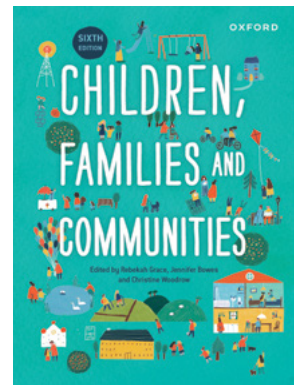
PBS has gained significant attention in Australia over the past two decades and its principles now underpin many successful systems and practices in schools and community and disability services. This book will be a foundational resource for implementers and coaches of PBS, educational leaders and policy advisors, pre- and in-service teachers, as well as researchers.



Grace, R, Bowes, J & Woodrow, C. (Eds.) (2022) *Children, Families & Communities (6 ed.)*. Oxford University Press. Docklands.

Children, Families and Communities is an essential resource that will help you to understand child development in the context of the vital roles that families and the community play in educating children.

The sixth edition continues to focus on Australian issues and research while also drawing on international bodies of work. Case studies with specific research information help you to understand the link between practice and theory, and a diverse collective of authors brings exceptional academic, policy and practical experience to the text.



Januario, S.B. & Knijnik, J. (Eds.), (2022). *Futebol das Mulheres no Brasil: emancipação resistências e equidade [The women's game: emancipation, resistance and equity in Brazilian football]* Recife, Editora da UFPE.

The presence of women in Brazilian football is a reality. Not since today, but from the very beginning when the game began to be played. Not to recognize this reality can mean a lack of knowledge of the experiences led by women, as well as a lack of political will to admit the arduous struggle that they have fought and continue to fight to enter and remain in this sport.

Women's football is so relevant that it gave rise to this book, whose chapters are grouped by thematic axes that focus on investigations in the fields of education, media, history, gender sociology, and literature. The diversity of the research gathered here reveals the different ways in which football is played and is appropriated, signified and represented by women. This book contributes to amplify and illuminate how the presence of women in Brazilian football is marked by resistance, resilience, the search for recognition and equity, and activism and emancipation. It goes beyond this: it politicises this by highlighting that Women's football is a reality in Brazil; it happens on a daily basis in our society, in different spaces and in different ways. It shows, finally, that women's football is real, and for being so, it challenges the powers that be.



Knijnik, J., & Costa, A. (Eds.), (2022). *Women's football in Latin America: social challenges and historical perspectives (vol 1. Brazil)*. Palgrave McMillan.

The chapters in the Women's Football in Latin America two volumes will look at the social and historical means of the embodied representation of gender differences that has been deeply embedded in the history of Latin American women and football. The authors identify and analyse how, in a range of ways, Latin American women have found in-between spaces, amid severe macho structures, to establish and play their football. As a result, the book will be of interest to researchers and students of sport sociology, football studies, gender studies, comparative sports studies, sports history, and Latin American sporting culture.

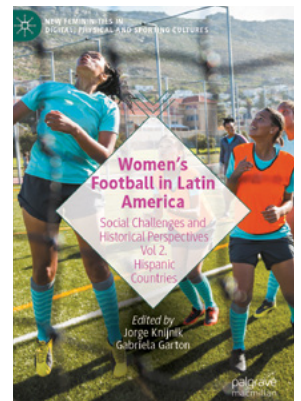
The first volume of this edited collection brings together a variety of high-quality research investigating women's football in Brazil to an international, English readership. The complex issues surrounding women and sport have attracted the attention of Brazilian academics since the early 1980s, and this book seeks to update that scholarship to the modern day, with chapters on sports media, 2019 FIFA Women's World Cup, grassroots women's football, women's football fans. The book also indicates the forthcoming research and political challenges for gender equity in Brazilian football.



Knijnik, J., & Garton, G. (Eds.), (2022). *Women's football in Latin America: social challenges and historical perspectives (vol 2. Hispanic Countries)*. Palgrave McMillan.

The chapters in the Women's Football in Latin America two volumes will look at the social and historical means of the embodied representation of gender differences that has been deeply embedded in the history of Latin American women and football. The authors identify and analyse how, in a range of ways, Latin American women have found in-between spaces, amid severe macho structures, to establish and play their football. As a result, the book will be of interest to researchers and students of sport sociology, football studies, gender studies, comparative sports studies, sports history, and Latin American sporting culture.

The second volume of this edited collection integrates a range of high-quality studies on women's football across Latin American countries to a global readership. From studies with marginalized communities, football fans but also the media and professional women's footballers, the chapters show how fútbol has been a key part of oppressive gender structures, and ways that women have fought for gender equity within this key cultural expression in Latin America. The book also suggests a fascinating research and activist agenda for women's football in the continent for the next decades.



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