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## NEW PUBLICATIONS

### ❖ BOOKS

#### *Understanding sociological theory for educational practices*

(Cambridge University Press; 2015)

[Buy this book](#)

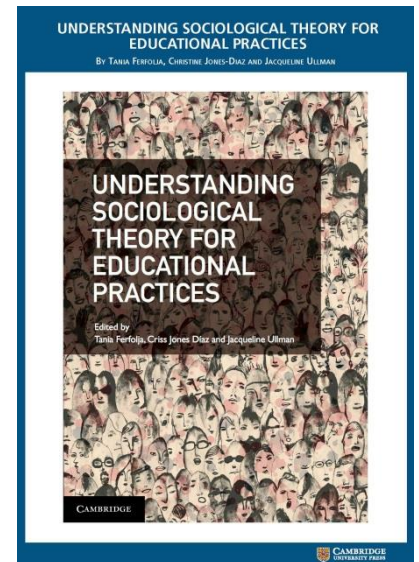
Edited by:

**Tania FERFOLJA** – UWS

**Criss JONES-DIAZ** – UWS

**Jacqueline ULLMAN** – UWS

This book explores a range of sociological issues related to diversity, disadvantage, discrimination and marginalisation, contributing to the preparation of future teachers for work in a range of educational contexts. It seeks to dispel the traditional 'one-size-fits-all' notion of education, encouraging future teachers to think critically and reflexively in terms of creating a welcoming and equitable student environment through knowledge, inclusion and understanding.



#### Chapters contributed by UWS staff:

1. The unseen half: Theories for educational practices - **Tania FERFOLJA**, **Criss JONES-DÍAZ** and **Jacqueline ULLMAN**
  2. Pre-service teacher identities and the social construction of childhood - **Son TRUONG**
  3. Regulating 'gender-climate': Exploring the social construction of gender and sexuality in regional and rural Australian schools - **Jacqueline ULLMAN**
  4. Sexual diversities, policy approaches and the construction of the subject - **Tania FERFOLJA**
  7. Silences in growing up bi/multilingual in multicultural globalised societies: Educators', families' and children's views of negotiating languages, identity and difference in childhood - **Criss JONES-DÍAZ**
  8. 'Disaffected' youth: Intersections of class and ethnicity - **Mohamed MOUSTAKIM**
  9. Culture, hybridity and globalisation: Rethinking multicultural education in schools - **Megan WATKINS**
  10. Social class and the classroom: A reflection on the role of schooling and mothering in the production and reproduction of disadvantage and privilege - **Kate HUPPATZ**
  12. Reflections on language and literacy: Recognising what young people know and can do - **Jacqueline D'WARTE**
  13. Final ruminations on the 'unseen half' - **Jacqueline ULLMAN**, **Criss JONES-DÍAZ** and **Tania FERFOLJA**.
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## *Embodied masculinities in global sport*

(FiT Publishing; 2015)

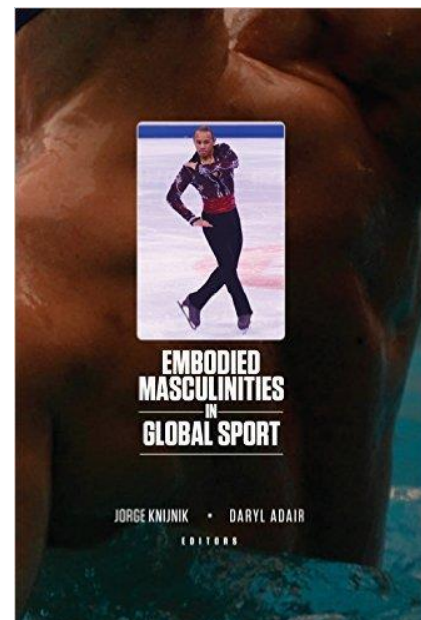
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Edited by:

**Jorge KNIJNIK** – UWS

Daryl Adair – UTS

Though an integral element of sport sociology, the study of masculinities in sport has been largely confined to Western sports such as American football. This book provides an expanded view, offering tantalizing insights into sport and manliness from culturally and geographically distinct perspectives. Editors Jorge Knijnik and Daryl Adair, along with a group of international researchers, articulate how various types of masculinities can be played out in different sports by drawing from personal experiences of athletes, investigating the cultural and even global impact of male achievements in sport, and comparing men's experiences in sport with women's. While maintaining the body's pivotal role in the social construction of gender, *Embodied Masculinities* provides the sport sociological literature with an innovative and truly global perspective on what it means to be a man, whether on the field, on the court, or in the saddle.



### Chapters contributed by UWS staff:

1. Conceptualizing embodied masculinities in global sport – Jorge **KNIJNIK** and Daryl Adair
5. Football, cinema, and new sensibilities in the masculine territory: an analysis of *Asa Branca, a Brazilian Dream* (1981) and *New Wave* (1983) - Jorge **KNIJNIK** and Victor Andrade de Melo
6. I am dancing on the courts: Masculinities in Brazilian sports - Jorge **KNIJNIK**

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## *Cultural pedagogies and human conduct*

(Routledge; 2015)

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Edited by:

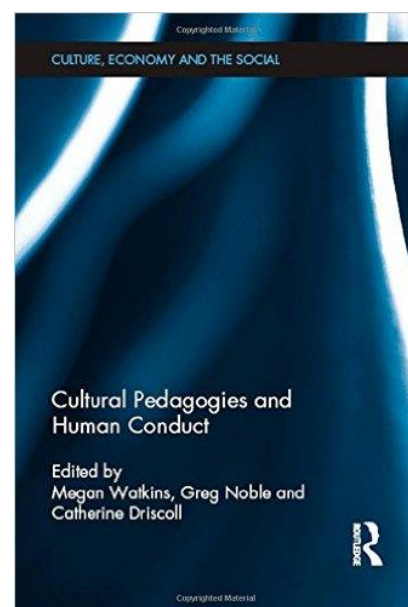
**Megan WATKINS** – UWS

**Greg NOBLE** – UWS

Catherine Driscoll – USYD

Pedagogy is often glossed as the 'art and science of teaching' but this focus typically ties it to the instructional practices of formalised schooling. Like the emerging work on 'public pedagogies', the notion of cultural pedagogies signals the importance of the pedagogic in realms other than institutionalised education, but goes beyond the notion of public pedagogies in two ways: it includes spaces which are not so public, and it includes an emphasis on material and non-human actors.

This collection foregrounds this broader understanding of pedagogy by framing enquiry through a series of questions and across a range of settings. How, for example, are the processes of 'teaching' and 'learning' realised within and across the pedagogic processes specific to various social sites? What ensembles of people, things and practices are brought together in specific institutional and everyday settings to accomplish these processes?



### Chapters contributed by UWS staff:

1. Pedagogy: The unsaid of socio-cultural theory – Megan **WATKINS**, Greg **NOBLE** and Catherine Driscoll

2. Unpacking pedagogy: Didactics, paideia and how we come to be – *Megan WATKINS*
  3. Pedagogies of civic belonging – *Greg NOBLE*
  14. Yoga: Cultural pedagogy and embodied ethics – *David MCINNES*
  15. Pedagogies of incorporation: Touch and the technology of writing – *Megan WATKINS* and *Greg NOBLE*
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## *Technology integration and high possibility classroom: Building from TPACK*

(Routledge; 2015)

[Buy this book](#)

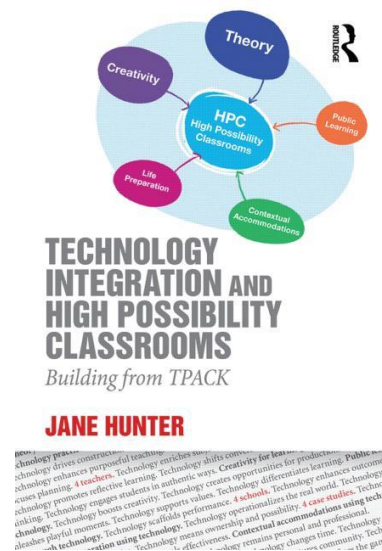
Written by:

**Jane HUNTER** – UWS

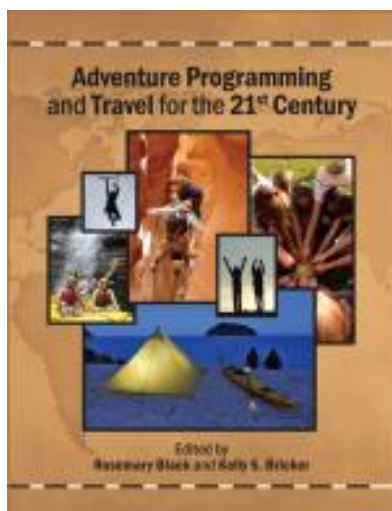
This book provides a fresh vision for education in schools based on new research from in-depth studies of technology integration in exemplary teachers' classrooms. This timely book meets the demand for more examples of effective technology integration by providing a new conceptual understanding that builds on the popular and highly influential theoretical framework of technological, pedagogical and content knowledge (TPACK).

The book details four rich case studies set in different contexts with students ranging from age 6 to 16. Each case study articulates in very practical terms what characterizes exemplary teachers' knowledge of technology integration and how that is applied in classrooms. This highly accessible book clearly demonstrates how theory informs practice and provides new possibilities for learning in twenty-first-century schools.

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## ❖ BOOK CHAPTERS



Tonia **GRAY** and Carol **BIRRELL**

Chapter 7 — Commercial adventure travel: Business at the intersection of nature and commerce

Case 7–1 ‘Life is either a daring adventure or nothing’: The lure of adventure travel for women

### Book details:

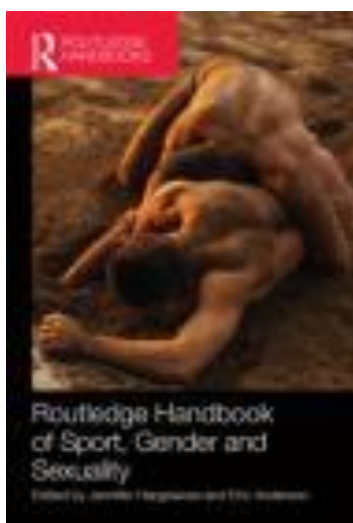
*Adventure programming and travel for the 21<sup>st</sup> century*

(Black, R. & Bricker, K. (eds.); Venture Publishing, Inc.; 2015)

This book presents an international perspective on providing theoretical and practical knowledge about the planning, delivery, and management of adventure programs (including travel), products, and services. Designed for undergraduates, graduate students, and practitioners, it is also intended for the Adventure specialist who has responsibility for planning and managing adventure travel and programming products and services with consideration of group dynamics, finance, dimensions of sustainability, human resources, ethics, risk management, marketing, and technology.

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Jorge **KNIJNIK**

Chapter 13 - Gendered Barriers to Brazilian Female Football: 20th Century Legacies

### Book details:

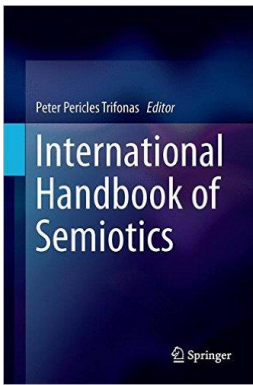
*Handbook of Sport, Gender and Sexuality*

(Hargreaves, J. & Anderson, E. (eds.); Routledge; 2014)

This book brings together important new work from 68 leading international scholars that, collectively, demonstrate the intrinsic interconnectedness of sport, gender and sexuality. It introduces what is, in essence, a sophisticated sub-area of sport sociology, covering the field comprehensively, as well as signalling ideas for future research and analysis. Wide-ranging across different historical periods, different sports, and different local and global contexts, the book incorporates personal, ideological and political narratives; varied conceptual, methodological and theoretical approaches; and examples of complexities and nuanced ways of understanding the gendered and sexualized dynamics of sport. It examines structural and cultural forms of gender segregation, homophobia, heteronormativity and transphobia, as well as the ideological struggles and changes that have led to nuanced ways of thinking about the sport, gender and sexuality nexus. This is a landmark work of reference that will be a key resource for students and researchers working in sport studies, gender studies, sexuality studies or sociology.

[Buy this book](#)

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Katina **ZAMMIT**

Chapter 62 – Extending students’ semiotic understandings: Learning about and creating multimodal texts (pp.1291-1308).

**Book details:**

*International Handbook of Research in Semiotics.*

(Trifonas, P. (Ed.); Springer; 2015)

This book provides an extensive overview and analysis of current work on semiotics that is being pursued globally in the areas of literature, the visual arts, cultural studies, media, the humanities, natural sciences and social sciences. Semiotics—also known as structuralism—is one of the major theoretical movements of the 20th century and its influence as a way to conduct analyses of cultural products and human practices has been immense.

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## ❖ JOURNAL ARTICLES

- Betti, M., **KNIJNIK** J., Venancio, L. & Neto, L. (2015). In search of the autonomous and critical individual: A philosophical and pedagogical analysis of the physical education curriculum of São Paulo (Brazil). *Physical Education & Sport Pedagogy*, 20(4), 427-441.
- KNIJNIK**, J. (2015). Feeling at home: An autoethnographic account of an immigrant football fan in Western Sydney. *Leisure Studies*, 34(1), 34-41.
- Melo, V.A & **KNIJNIK**, J. (2015). Uma nova e moderna sociedade? O esporte no teatro de Arthur Azevedo (Is it a new and modern society? Sport in Arthur Azevedo's plays). *Rev. Bras. de Ciências do Esporte (Brazilian Journal of Sports Science)*, 37(1), 11-19.
- SAWYER**, W. (2015). Challenge, community and a fair go. *Scan*, 34(2), 29-36. Available at: <http://scan.realviewdigital.com/?iid=120062#folio=29>
- ULLMAN**, J. (2015). 'At-risk' or school-based risk? Testing a model of school-based stressors, coping responses, and academic self-concept for same-sex attracted youth. *Journal of Youth Studies*, 18(4), 417-433. DOI:10.1080/13676261.2014.963539
- ULLMAN**, J. & **FERFOLJA**, T. (2015). Bureaucratic constructions of sexual diversity: 'sensitive', 'controversial' and silencing. *Teaching Education*, 26(2), 145-159. DOI: 10.1080/10476210.2014.959487
- Zuzzi, R. P., **KNIJNIK**, J. & Batista, C.B. (2013). Nenhuma das alternativas: relações sociais de gênero no Exame Nacional de Desempenho dos Estudantes de Educação Física no Brasil. (Not applicable: gender social relationships In the Brazilian Physical Education undergraduate exam). *Teoria & Sociedade*, 21 (2), 113-134.

## ❖ OTHER PUBLICATIONS

- HUNTER**, J. (2015). High possibility classrooms: A new model of technology integration for schools. *Curriculum & Leadership Journal*, 13(7). [Access here](#)
- HUNTER**, J. (2015). TeachMeet: Placing teachers in the box seat of professional learning. [Read blog](#)
- SAWYER**, W. (2015). High cognitive work across the school years. *Journal of Professional Learning*, 1. Available at: <http://cpl.asn.au/journal/semester-1-2015/high-cognitive-work-across-the-school-years>

## RESEARCH PROJECTS

### *Starting school with food allergy: Listening to parents' and children's voices!*

(Allergy & Anaphylaxis Australia [ORS ID: 236826], 2014)

Prathyusha **SANAGAVARAPU**, Said, M., Katelaris, C., & Wainstein, B.

This pilot study, funded by Allergy & Anaphylaxis Australia aimed to explore the perspectives and experiences of six children and 10 parents starting school with food allergy in Sydney, N.S.W. Both children and mothers were interviewed in their homes using Photo Elicitation Interview. Mothers in this study had a myriad of concerns surrounding their child's safety and supervision and felt emotionally vulnerable during their child's transition to school. Children in contrast, did not mention any socio-emotional issues of safety and inclusion and seemed positive about starting school. Further, most mothers were unaware of the Anaphylaxis Procedures for NSW Schools, and wanted schools to proactively support them during their child's transition to school. Although based on a small sample, this study highlighted the need for schools and communities to acknowledge the mothers' or parental concerns and to offer them psychosocial support needed during their child's transition to school with food allergy.

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### *Evaluation of the National Safe Schools Coalition Australia initiative*

(Foundation for Young Australians, 2015-16)

Jacqueline **ULLMAN**, Kerry **ROBINSON**, Rachael Skinner (USYD) and Cristyn Davies (USYD)

This multi-year evaluation will use a longitudinal, mixed-method design to evaluate the impact of the Safe Schools Coalition training and whole-school resources in schools across the whole of Australia. The evaluation will investigate intervention effects on teachers, students and the reported school ethos, with a particular focus on the experiences of same-sex attracted and gender-diverse students.

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### *Building social capital through sport: an initial evaluation of the social and educational meanings of the Borroloola Tour to the Brazil World Cup*

(UWS 2014 small grant; currently unfunded, 2015)

Jorge **KNIJNIK**, Jane **HUNTER** and Les **VOZZO**

During the first round of the Brazil World Cup, many children around Australia have cheered on their national team, the Socceroos. However, for eight kids from the town of Borroloola in the Northern Territory, the Socceroos campaign had an additional meaning: As top-footballers in their region, they were selected to be part of a social and educational tour to Brazil, where they not only followed the Australian team on the stands, but also socialized with their football idols, such as Tim Cahill, and even participated in a training session with the Socceroos' coach.

This excursion was planned and executed by John Moriarty, the first Australian Indigenous person to be a football (soccer) national representative in 1957. John Moriarty is the founder of the *John Moriarty Football* initiative, a 'world's best practice football initiative for primary school aged Indigenous boys and girls [...] which goals are twofold: To provide the support, training, development and pathways for Indigenous football to succeed in Australia, and to use the sport as a powerful tool to change educational and life outcomes for Indigenous footballers and their families' (<http://jmf.org.au/> accessed on 24<sup>th</sup> June, 2014). John and his son James organized the international tour to the 2014 World Cup with two key aims in mind: First, they intend to create 'brilliant footballers that come through



and play for the Matildas, play for the Socceroos and play internationally as well'; second, they claim 'the obvious social benefits of football and sport - teamwork, nutrition, all these sorts of things' (ABC NEWS, 2014).

The proposed pilot project aims to unfold the story and undertake a preliminary evaluation of the World Cup tour for primary school aged Indigenous girls and boys promoted by the John Moriarty Foundation.

## PRESENTATIONS

**CHRISTINA CURRY**

**Conference:** 29<sup>th</sup> ACHPER International Conference, Adelaide, 13 – 15 April, 2015

**Title:** The Influence of a Game Sense Intervention on Teachers' Practice

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**STUART HILL**

**Keynote:** 12th Australian Permaculture Convergence – Penguin, Tasmania, 9 – 12 March, 2015

**Title:** Everyone Enabling Wellbeing Everywhere Now: Permaculture Opportunities

**Abstract:** <https://vimeo.com/123569201> (1 hr 4 min)

Permaculture is one of many positive, emergent initiatives (particularly from the 1960s, but also throughout history), aiming to understand the past and present more comprehensively (more holistically), and to more clearly identify priorities and approaches to enable more effective progressive action. It has emphasised system design theory and practice, sustainable energy systems, bio-ecological processes, and an ethical foundation for all progressive developments.

Initially, Permaculture tended to neglect collaboration and integration with most other concurrent progressive developments (particularly those relating to food, energy, and social and personal wellbeing), and also neglect the co-requisite need for personal healing and redesign. It also, perhaps, overemphasised the training and certification of teachers, and garden-scale classical permaculture initiatives, rather than the enablement of progressive, effective Permaculture-informed action, by anyone, anywhere and everywhere.

For many, however, it is still regarded as having a 'boutique' quality, and this is continuing to prevent it from realising its potential. This is being fuelled by forces both within the Permaculture community and outside of it.

If we reflect on this and other critical evaluations, while resisting denial and explanation (often the commonest unproductive response to such evaluations), and proactively consider the opportunities for progress, I suspect that you will agree that the possibilities for positive future Permaculture developments are unlimited; acknowledging that these will also require contextual prioritisation.

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**SON TRUONG**

**Conference:** 31<sup>st</sup> Annual Pacific Rim International Conference on Disability and Diversity, 18 – 19 May, 2015

**Title:** Striving for deeper impact in tertiary education through international service-learning in adapted physical activity

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**Title:** From the outside looking in: Parents' Perceptions of Professionals' Collaborative Process

**Conference:** Early Childhood Intervention Australia NSW State Conference; Sydney, 28 – 29 May, 2015

**Abstract:** Listening and responding to families is a cornerstone of early childhood education and early childhood intervention (Dunst, Trivette, & Hamby, 2007; King, Rosenbaum, & King, 1995; Moore, 2008; DEEWR, 2009). The extent to which both the relational and participatory components of family-centred practices are applied in authentic and meaningful ways is critical to successful service delivery (Dunst and Trivette, 1996, cited in Dunst, 2002). However research and experience suggest that in reality services are not always implemented in ways that are compatible with a family-centred approach (Dunst, 2002). This tension between the ideal and reality poses ongoing challenges for the profession particularly in relation to supporting the inclusion of children with disabilities in early childhood settings. In fact, there are very few research studies that consider how families perceive professionals' efforts to enhance their child's experiences of inclusion in the early childhood education and care setting. In this paper parents' perceptions about professionals' collaborative processes and how these influenced their child's experience in an inclusive setting are presented. Parent interviews were undertaken over an extended period as part of a larger research study examining how early childhood teachers and consultants work together to support inclusion. In these interviews parents reported that although they had developed positive relationships with professional there were still times when they were frustrated by the lack of collaboration and lack of action. The voices of these families will be used to provoke discussion about how practices might be enhanced to strengthen the reality of our family-centred practice.

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**WAYNE SAWYER** (3 papers)

**Conference:** International Association for the Improvement of Mother-Tongue Education (IAIMTE) conference, June 2015

**Title 1:** Writing about literature in Australia - part of symposium, *The role of writing in literature education*

**Abstract:** This paper will specifically address that area of the symposium concerned with writing cultures in different literature classrooms. At the 2013 IAIMTE conference, I discussed the role that imaginative re-creation had played in the recent history of literature teaching in Australia, conceptualising this as a conversation with texts, based on Stephen Greenblatt's provocation that literary criticism begins in 'a desire to speak with the dead' and reflecting what Ian Reid has called the 'Workshop model' of response to literature. In this symposium, I will discuss the tensions in the recent history of the secondary literature curriculum in Australia between a conceptualisation of writing such as this and writing as manifested in Syllabuses, in public examinations, and across the stages of secondary schooling. However, this is not to set up a set of tensions in which an 'ideal' of writing about literature is opposed to an essay-driven 'reality' in a hidden curriculum particularly driven by examinations. Rather, key tensions exist even within particular traditions – attempts to implement broader opportunities for written response in examinations beyond the analytical essay, for example, can make public examinations even more problematic in a number of ways as suitable contexts for eliciting writing in response to literature. How 'studying literature' itself is conceptualised has, of course, been driven partly by curriculum and examinations, though these same curriculum and examinations can drive the study seemingly contradictory directions because of the forms of writing being demanded.

**Title 2:** Assessment Insiders: Peer and self-assessment in English classrooms in Australia

**Abstract:** Global competition between nation states in literacy achievement that is represented by international assessment regimes such as PISA can be seen as in some tension with the reality of global policy travel. A particular instance of such global policy travel is the drive towards, and almost universal agreement about, so-called 21st

century skills. These almost invariably include: creativity, innovation, critical thinking, problem solving, decision-making, metacognition, information literacy, ICT literacy, communication, collaboration, local and global citizenship, personal and social responsibility – to quote a typical list (ATC21S). In terms of classroom assessment practices, one could easily argue that developing such skills in students would preclude assessment practice as being something which students simply have done to them. This paper reports on the work of English classes which created opportunities for genuine student self- (and peer-) assessment. The possibilities of self- (and peer-) assessment for a students' sophisticated understanding of their own development in English was also explored as students then became researchers of these self- and peer- assessment practices in classrooms.

**Title 3:** Investigating literary knowledge in the making of English teachers (co-presented with colleagues from Melbourne, Deakin, and UWA)

**Abstract:** With the advent of the 21st century there has been renewed interest in the relationship between disciplinary fields and school subjects (Green, 2010; Yates, 2011; Yates & Collins, 2010; Yates, Collins & O'Connor, 2011). Recently, this concern has been brought to attention in Australia through debates about the development of the Australian Curriculum (Atwey & Sing, 2011; Brennan, 2011); concerns about student performance in high stakes national testing and comparative international testing (Thomson, 2013), and related concerns about teacher quality (Australian Government Department of Education, 2014). Central to these debates are tensions about what constitutes discipline knowledge, about pedagogical content knowledge and about curriculum (Cambourne, 2013; Shulman, 1986). In light of these tensions, this paper analyses data gathered in the context of a broader project to be concerned with the relationship between disciplinary knowledge and teachers' pedagogical practices in the teaching of secondary English in Australia. Specifically, this paper reports on a comparative analysis of Australian English curriculum and policy documentation concerning the teaching of literature within the suite of 'English subjects'. This document analysis is considered in the context of debates about the teaching of national and world literatures (Casanova, 2044). Analysis of these data will explore the connections and disjunctions between the utopian vision of disciplinary knowledge articulated in sanctioned curriculum documentation and associated official texts. The larger project from which this paper is derived explores the ways in which literary sociability (Kirkpatrick & Dixon, 2012; McLean Davies, Doecke & Mead, 2013) mediates teachers' understandings of the teaching of texts in English, and impacts on their articulations of a literary education.

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**TONIA GRAY**

**Conference:** World Environmental Education Congress; Gothenburg, Sweden, June 28 – July 2, 2015

**Title 1:** Out Of School Hours (OOSH): Care in Australia and an urban environmental education centre in partnership for nature play (with colleague S. Crosby)

**Title 2:** The Outsiders: Slowing Down Gen Y via Techno-Fasting and Nature

**Title 3:** The Arts and place-based pedagogies: Transformative and creative learning to move students from awareness to action

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**TONIA GRAY**

**Conference:** International Outdoor Learning Conference, University of East London, July 3, 2015

**Title:** Lessons from Downunder: Outdoor Education in the Australian Curriculum

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**ANNE POWER** (with colleagues Dawn Bennett, Naomi Sunderland, Brydie-Leigh Bartleet)

**Conference:** Higher education service learning with First Peoples of Australia (HERDSA); Melbourne July 6 - 9, 2015

**Abstract:** Australian higher education institutions face increasing pressure to institute Aboriginal and Torres Strait Islander culture at every level of activity. In this paper, which takes as its context a three-university service-learning initiative with First Peoples of Australia, we argue that service-learning opportunities develop students who are more culturally responsive, adaptable and aware. In this instance we position service learning as a strategy through which Australian universities and colleges might promote Indigenous cultural content for students, faculty and the broader community. We report the experiences of a funded, arts-based service learning initiative in which creative arts students (n=70) and pre-service teachers (n=37) worked with over 290 Aboriginal community members in urban, rural and remote areas of Australia. The study adopted an action research approach and we combined a range of conceptual-theoretical resources with the voices and experiences of the students, academic researchers and community members. Our study data confirmed the potential for service learning to build valuable intercultural competencies amongst higher education students, fostering critical engagement with racial politics and a shift in extant views of cultural diversity. Participating students developed a deeper awareness of their past experiences and a greater sensitivity towards forms of social and cultural oppression. Deeper critical engagement with the issues faced by Indigenous communities prompted students to be more responsive in their critiques of the cultural politics of their own educational experiences. As they gained confidence and self-assuredness, students learned to draw on their past experiences and perceptions to adapt to diverse expectations and contexts.

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**WAYNE SAWYER** (3 papers)

**Conference:** International Federation for the Teaching of English (IFTE) conference, July, 2015

**Title 1:** English and literacy and teacher quality: A view from Australia (co-presented with colleague from Murdoch)

**Abstract:** In Australia recently, there has been a set of three 'Smarter Schools National Partnerships' between the national government and state governments. These were aimed at: addressing disadvantage, supporting teachers and school leaders and improving literacy and numeracy. All Partnerships targeted specific schools in Australia identified as in need. One SSNP was entitled 'Improving Teacher Quality'. The presenters were two of the evaluators of the 'Improving Teacher Quality' Partnership in one Australian state and in this presentation we will discuss the role of English and literacy teachers in the selected schools as well as the place of English itself. Of particular importance to the field are questions of how literacy was defined and of the place of subject English in programs for pedagogical improvement which are essentially curriculum neutral: without their own histories, driving imperatives or signature pedagogies.

**Title 2:** A stance for assessment as part of a panel on Teaching writing: A question of identity?

**Abstract:** This panel examines the teaching of writing through three perspectives: the teacher as writer; teaching writing in a climate of high-stakes testing, and the teacher as assessor of 'creative' writing. The panel further explores the identity which teachers take on in each of these contexts. The teaching of writing is itself a matter of strong importance to the field, but the rationale for this panel is also about 'creative' writing in a climate of standardised and outcomes-driven global education 'reform'. The first paper presents a history of 'the teacher of writing' and the role of 'writing teachers'; the second explores the ways in which high stakes testing in countries such as Australia impacts on the teaching of writing, and the third paper argues for a particular stance from which to assess student writing.

**Title 3:** A (recent) history in (NSW) Australia as part of a panel on English in Australia: A question of knowledge?

**Abstract:** The question of knowledge in subject English has been a matter of enduring concern across the IFTE world. What constitutes knowledge in English teaching? Is English a 'knowledge subject'? If so, what is distinctive about that

knowledge? What makes it different from that of other subjects? These questions provide the rationale for this panel, which focuses on English curriculum developments in Australia. Wayne Sawyer will consider how knowledge has been understood in English teaching in post-Dartmouth developments in Australia, drawing on various key documents, in particular the national journal *English in Australia*, as represented through two key years for the subject in Australia. Bill Green will then discuss how English is represented in the new National Curriculum.

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**KATRINA BARKER** and **MARGARET VICKERS**

**Conference:** National Summit on Student Engagement, Learning, and Behaviour; 8 – 9 July, 2015

**Title:** Strategies for increasing high school completion rates in low-retention regions: Findings from the “Staying on at School Study”

**Abstract:** The 4-year-long *Staying On* research project, supported by DEC and ARC funding, has identified teaching practices, social-relational contexts, and school programs that can effectively facilitate students’ re-engagement. Our findings are based on a large scale mixed methods approach across three geographic regions of NSW where retention rates to Year 12 are persistently low. Unlike most other engagement studies, we specifically recruited young people who were actually disengaged during their early high school years (Years 7, 8 and 9) and sought to understand how these young people can be turned around over time to re-engage. This presentation will focus on both the *triggers* that initiate change and importantly the *processes* through which new commitments to learning are consolidated.

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**MARY MOONEY** (with colleagues C. Hatton, R. Jacobs, P. Baldwin & T. L. Cody)

**Conference:** Drama Australia Conference. NIDA, Sydney, 2015

**Title:** Changing the curriculum and teacher education game (Keynote Panel)

**Abstract:** Education policy makers in many countries continue to ignore the overwhelming evidence of the power of Drama and Arts education, in favour of antiquated agendas which focus on narrowing the curriculum. We no longer hear debates on ideals of access, equity, breadth and inclusion. Our days of advocacy, agitation and lobbying for Drama and Arts curriculum provision are by no means over! Where and how can we push back against these blatant attacks on Drama and the Arts? How can we invigorate our approach to help change the educational games imposed on us, where our ‘work’, ‘research’ and ‘value’ in schools, curriculum and higher education are undermined and marginalized? This panel will consider how we might use theory, innovative practice and research evidence to position Drama more dynamically in debates and decisions regarding school-based curriculum and teacher education.

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**MARY MOONEY** (with colleagues C. Hatton & J. Nicholls)

**Conference:** International Drama in Education Research Institute Conference, Singapore, 2015

**Title:** Playing with the politics of context across cultures within a rolling role drama

**Abstract:** This paper focuses on one of the Australian research studies within the 2013 international Water Reckoning Project ([www.water-reckoning.net](http://www.water-reckoning.net)) - a project which repurposed Heathcote’s rolling role strategy with digital technologies to connect students and teachers around the world in a common drama considering the ‘what if’ context of a fictional community on the brink of an imagined environmental disaster. This paper will draw upon



place pedagogy and social ecology as analytic frameworks to examine the way this type of project positioned learners and opened up new ways to consider the local and global and the politics of difference. In this type of project, where experiences were curated by teacher/researchers and where audiences extended beyond the everyday school context as students' creative content was dispersed online, the performances of context and place surfaced and impacted the dramatic inquiry. In this study, researchers in the Sydney case study consider the tensions, issues and possibilities of situatedness in drama and the ways we might generate 'other' understanding in/through future digital rolling role projects. This project has illuminated for the researchers new insights into drama learning processes and the ways we might rethink our place and relationships in the world using drama and technologies to engage with real world environmental issues.

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## REFLECTIONS

**SUSANNE GANNON**

*Zigzagging between Edinburgh, Roehampton, and Manchester.*

My experiences in UK over the last few weeks have reminded me of what is worthwhile about academic conferences. I presented at three conferences, each of which was relatively small, incredibly stimulating, and very supportive of new and exploratory thinking. They seemed to me to be enabling a whole different academic milieu from the huge conferences that are fragmented into streams that barely acknowledge each other, where keynote speakers are watched on screens from another room because there is no space big enough for all the delegates, and where intellectual grandstanding sometimes seems more important than genuinely connecting with other people and their work.

*Emotional Geographies* was an interdisciplinary conference at the University of Edinburgh, where I co-presented two papers co-authored with academics from UK and other Australian universities, both emanating from workshops I had co-facilitated (at the University of Bristol during my ADP leave in 2012, and last year at UTS). One of the papers is forthcoming in a special issue of *Feminist Formations* on neoliberalism in universities. I also co-facilitated a two day writing workshop with PhD students in Edinburgh. At the biannual *Gender and Education* conference at Roehampton University, I presented a paper related to the Gender Equity Framework for Australian Schools (1997) that has been the subject of 3 (so far) ARC grant applications, where I began experimenting with the notion of 'kairos' or 'timeliness' as a new way of thinking through the gender equity impasse and the conventional narratives that are told about it. This was an unexpectedly fruitful opportunity for me to meet more people who had been involved in the policy but had since moved overseas and to arrange more interviews, as well as an opportunity to get feedback from some key gender policy researchers. This paper is under review for a special themed issue of *Gender and Education* called 'If not, now when?'. At this conference I also co-presented a workshop with Marnina Gonick around our 2014 book *Becoming girl*. The third conference was differently organised as the week-long *Summer Institute of Qualitative Inquiry* and there I contributed to a panel on Putting theory to work. The Institute was a quite extraordinary and intense experience with a strong commitment to pushing at the edges of educational research and representation, with PhD students as well as senior scholars from UK, Europe, US and Canada, and many amazing people from Australia as well (including our CER Director Margaret Somerville).

From these events and other meetings I was able to squeeze into the schedule I've come home both exhausted and invigorated by the ideas that I've encountered. I have a huge list of more things I need to read, a bunch of new ideas to pursue, and a sense that as well as my local allegiances, I am also part of a network of supportive and generous scholars that transcends institutions and crosses continents.

# EVENTS



## INVITATION & CALL FOR SUBMISSION

The School of Education at the University of Western Sydney invites you to the annual Higher Degree Research Student Conference.

The title for this year's conference is '*Securing Success: Bridging Practice and Research*'. We are passionate about research in Education and want to start a discussion which explores what is happening in education at the intersections of policy, research and practice. We want this theme to bring together new and experienced researchers to share their knowledge and encourage discussions about educational research and the implications this will have on our futures.

### CALL FOR SUBMISSION

Please submit all abstracts and paper submissions to  
[HDReducation@uws.edu.au](mailto:HDReducation@uws.edu.au)

### CONFERENCE THEMES

#### Educational Futures

##### *Sustaining education*

- Equity and social justice
- Learning for an uncertain future
- Diversity in learning
- Creativity and imagination in learning
- Systems thinking and futures
- Community service learning
- Social and emotional well-being of learners
- Socio-cultural theory and research
- Aboriginal and Torres Strait Islander education for the future
- Pedagogical challenges for educators and learners

##### *Educational leadership*

- Assessment of learning
- Professional development and learning for educators
- Early childhood education
- Workforce development in education
- Developing future educators and teachers
- Gender and sexuality in education
- Work integrated learning
- Leaders as change agents

#### Innovations in Education

##### *Designing innovative practices*

- Integrating technology in education
- Emerging technologies in education
- Adolescent development
- Educational policies and change
- Digital media in formal and informal learning
- Adult education and learning
- Instructional design trends
- Computer supported collaborative learning
- Curriculum change in schools
- Considering metacognition, epistemological beliefs, affects and emotions

##### *Evaluating Innovative Practices*

- Learning analytics research
- Evaluating educational research
- Issues in research methodologies
- Innovative research methods

### IMPORTANT DATES

29 June 2015	Call for papers
1 July 2015	Registration opens
22 July 2015	Abstracts due
6 August 2015	Notification of acceptance for presentation
21 August 2015	Full and Concise papers due
7 September 2015	Registration closes
14 September 2015	School of Education Higher Degree Research Student Conference 2015

### DETAILS

Monday, 14 September 2015.  
 8.15am to 7pm  
 The University of Western Sydney, Kingswood Campus  
 Accreditation through **Education Knowledge Network**  
[http://www.uws.edu.au/education/soe/higher\\_degree\\_research/vents\\_2015](http://www.uws.edu.au/education/soe/higher_degree_research/vents_2015)

### SUBMISSION TYPES

#### Abstracts

Provides a 300-500 word synopsis of full or concise paper. All presentations must submit abstract by 22 July 2015 and either a concise or full paper by 21 August 2015

#### Full paper

Describes research studies with results reported or theoretical reviews. References included.  
 Length: between 8-10 pages (or between 4000 to 6000 words).  
 Font: Ariel or Times Roman, font size 12 (APA style required)

#### Concise paper

Describe work-in-progress or discussions of key ideas/directions in research  
 Length: between 3-4 pages (or between 1000-2000 words).  
 References included  
 Font: Ariel or Times Roman, font size 12 (APA style required)

Education Knowledge Network

