RECOGNITION OF COUNTRY

The International Graduate Centre of Education and the School of Education at Charles Darwin University acknowledge traditional custodianship of land and sea around Australia.

We pay our respects to elders past, present and future and recognise the integral connections between land, language, family, culture and learning and the role of education in securing hopes for the future for Indigenous children and adults.
VISION
A globally engaged educational research community committed to Indigenous educational leadership.

MISSION
To conduct cutting-edge research that educates, informs and inspires positive change in education systems, workplaces and communities. We engage with highly skilled educators, local and regional education systems and Indigenous communities and leaders to promote and deliver professional development for a 21st century workforce.

CORE VALUES
- decent engagement with and provision of education for all
- produce research that promotes a spirit of critical enquiry and enriches our understanding of living and learning – across all sites and forms of learning, and throughout all stages of life
- advancement of Indigenous Australians and those developing communities in the Asia-Pacific
- work with great educators and researchers who produce critically engaged research to inform high quality, evidence-based decisions
- contribute to tangible improvements in local, national and global education systems, policies, and practices

THE INTERNATIONAL GRADUATE CENTRE OF EDUCATION (IGCE) AIMS TO PRODUCE GREAT EDUCATORS FOR THE NORTHERN TERRITORY (NT) AND ACROSS THE GLOBE, AND UNDERTAKE CRITICAL RESEARCH TO INFORM THE HIGH QUALITY, EVIDENCE-BASED EDUCATION SYSTEMS OUR TIMES DEMAND.
This second Annual Report for the International Graduate Centre of Education reflects our efforts to align educational research and research capacity building with systems, workplaces and communities in Northern Australia and with our university partners in Asia. Building on our successful inaugural year in 2014, this Report reflects a strengthened commitment to postgraduate engagement with all sectors associated with education: early childhood; schooling; adult and community education; workplace learning; and university teaching and learning.

Our postgraduate course, the Master of Education (International) continues to provide the opportunity for educators to return to postgraduate study, undertake important work-related investigations of practice and engage in robust debates about educational reforms experienced by all sectors. The MEd (I) teaching program is a contemporary program incorporating live video conferencing, an academic orientation program, international mobility exchanges and engagement with professional bodies and communities. It truly is a work-related program anchored in the opportunities and dilemmas facing all who seek to promote engagement in lifelong learning. Our thesis and internship opportunities support educators who have been away from academic study for a period of time and want to develop a competitive application for a higher degree research program such as the Master by Research or a PhD program.

We are especially proud of the theses and research portfolios that have been produced from the MEd (I) to date. They are a testament to the commitment of energetic educators who want to make a difference in the world. Their projects live on as they continue their work through the leadership positions they acquire and the work they do to shape leaders and learners of the future.

Our research teams work with policy makers and professional agencies that are all deeply immersed in the policy reforms, industrial conditions and community dynamics of our region. This Annual Report profiles the different knowledge practices and organisational mechanisms at play in understanding leading and learning in the region. One example of this work is a joint partnership with the Northern Territory Department of Education and the Centre for School Leadership (http://www.cdu.edu.au/csl). This partnership reflects a forward thinking approach to school leadership and university learning. It is committed to making a long term difference to children and families by strengthening the leading and learning opportunities for educators in the region.

Our learning through this initiative has shaped successful international partnerships in China, Indonesia and the Philippines where our focus is on leadership and research capacity building.

We have accelerated our efforts in the highly successful Education Health Research Nexus program which recognises the important research to be done where learning and living well overlap. We have four research themes that accompany our Education Health Nexus work. Researchers in these themes produce influential research in line with our goal of transforming schools, communities and workplaces as connected places for learning.

I am particularly honoured to be working with the research teams, postgraduate candidates and visiting scholars we have attracted to the IGCE. With a commitment to training and empowering individuals, our research and postgraduate programs are for education workers and policy makers who want to be part of a strong and positive culture of change for children, families, workers, organisations and communities.

I warmly invite you to approach us about a research program you would like to develop and explore how we might learn, think and work together.

Professor Sue Shore
Director
Our Education Health Research Nexus (EHRN) program attends to the overlapping sites of engagement that provide young people, families and communities with a healthy start to life. This program spans the disciplinary boundaries between education and health to better understand how administration and governance in both sectors promote (or hinder) progress towards healthier systems and populations. The efforts of this program address the complex spaces of living, learning and working to improve health, education and sustainability in communities.

Foci include:
- intergenerational literacy and learning in families and communities
- early childhood health and wellbeing
- health and resilience paradigms
- placed-based interventions

The EHRN program intersects with four research themes shaping postgraduate research training in the IGCE:

Wellbeing and Sustainability
This theme considers that wellbeing and sustainability are core principles of contemporary workplaces and education systems. Wellbeing has ethical and moral dimensions that are an integral part of the way in which educators negotiate the potent influences of values and beliefs. Related to wellbeing is the idea of sustainability – sustainability of individuals, institutions (such as schools), communities, environments and the planet. True sustainability is impossible without wellness.

Wellbeing and Sustainability explores:
- places of connection
- places of acceptance
- places of awareness and mindfulness
- places to explore dissonant identities

Identity, Language and Culture
This theme considers concepts such as identity and belonging – ideas that are constantly being adjusted and challenged by global discourses that emphasise mobility, hybridity, fluidity, and the blurring of different belief and value systems. In addition to the important work of curriculum development and schooling, the theme examines new cultural opportunities, tensions and challenges associated with the mobility of learners and workers around the globe and probes the notion of identity as fixed, unified and autonomous.

Digital Education Futures
Researchers in the Digital Education Futures theme think, create and teach in the digital realm. Enabled by the World Wide Web, the work of this theme investigates and works in the space of accelerated enmeshment with digital machine environments. This theme considers the implications for teaching, learning, education, and the new workplaces of the future as individuals and groups critically engage with digital worlds.

Research topics include:
- artificial intelligence and video games in education
- programming for social justice
- the use of computers in rural schools
- computer aided language learning
- the use of iPads in early childhood education

Teacher Education and Training
This research theme focuses on teacher education, teachers’ work and teaching in local and global contexts. Taking into account the national policy challenges shaping education and training systems, as well as international directions in teacher education research, the theme is comprised of three inter-related strands:
- professional practice and learning
- partnerships in education
- pedagogy and learning
NEW APPOINTMENTS

The International Graduate Centre of Education continues to build its research capacity and reputation through strategically positioning our researchers in new and exciting roles, attracting early career researchers with high research potential and by partnering with an internationally diverse group of highly accomplished adjuncts and scholars. Information about our other academic staff and their research and professional expertise is available on our website http://igce.cdu.edu.au.

DR FARHA SATTAR – LECTURER IN EDUCATION

Dr Farha Sattar has a Doctorate degree in Geoscience from Charles Darwin University, Australia. Other postgraduate research degrees include; a Master of Science in Geoinformatics from ITC, University of Twente, the Netherlands, and Master of Arts in Economics from University of the Punjab, Pakistan. Dr Sattar has more than twenty years teaching experience in Geographic Information Systems, Mathematics and e-Learning at undergraduate and postgraduate level. She has been working at Charles Darwin University since 2008 and prior to joining the School of Education she was a Lecturer in Mathematics at the School of Academic Language and Learning. Farha has worked on various research projects related to GIS and Information Technology. Her research is focused on applied mathematics for satellite image processing, three dimensional data modelling and mapping. She is well versed in quantitative techniques and methods and is registered to supervise at the postgraduate level. Her research interests include ICT in Geoscience and Mathematics education, GIS and remote sensing and information technology.

HONORARY APPOINTMENTS

We are pleased to present our new honorary appointments who represent just a few of our twenty-four adjuncts in the School of Education. An adjunct appointment is an honorary appointment to the university and is intended to build closer linkages with our international partners, government, industry and community members. Upon appointment, all adjunct staff become members of the School of Education and staff of the university. Our adjuncts come from around Australia as well as China, Jamaica, the Philippines, and the United States of America.

DR KOO YEW LEI – UNIVERSITI KEBANGSAAN MALAYSIA

As an Adjunct Professor at CDU, I am privileged to be able to engage in dialogues and networks with committed academics, stakeholders and students from diverse cultural and disciplinary contexts. Together, we explore the roles and meanings of higher education in a highly complex and contested space. Through these broad and inclusive perspectives and actions, we have productively engaged in and shaped discourses on our roles in transforming higher education and community. This has led to the synergistic production of texts, discourses, partnerships and programmes including a forthcoming book publication entitled Challenges in Global Learning: International Contexts and Cross Disciplinary Perspectives (currently with Cambridge Scholars Press – includes chapters with student collaboration).

We continue to work together on futures that not only have important economic consequences, but equally, working towards shaping and leading more cohesive, inclusive and compassionate communities and societies.
DR BONIFACIO GABALES – UNIVERSITY OF SOUTHEASTERN PHILIPPINES

Dr Bonifacio Gabales, Jr. is an Associate Professor at the University of Southeastern Philippines, Davao City, Philippines. He works in the university as a professional lecturer in undergraduate and graduate courses. He was the Dean of the College of Education from 2011-2015 and is currently designated as the Director of Extension Division in the university.

Dr Gabales had this to say about working with the International Graduate Centre of Education (IGCE): "The institutional benefits of partnering with the IGCE are evidenced through a widened perspective in higher education. Our expanded curriculum now emphasises the utilisation of partnership and collaboration with international agencies to enable our students to participate in cross-cultural internships and research initiatives. As a beneficiary of the short study tour at Charles Darwin University, my exposure to a rich IGCE researcher community has advanced my interests in doing more educational research. Finally, the collaborative process of working with the IGCE has unlocked my views of being a professional teacher-researcher that underscore professional development as a personal commitment for growth."

DR RUBY SERRANO – UNIVERSITY OF MINDANAO, PHILIPPINES

It's an honour to work in collaboration with the staff and students in the IGCE. As a research centre, the IGCE is dedicated to networking with other professionals in the field. Through their online and digital environment, I’m able to connect and engage with educational professionals and graduate students in the Northern Territory and across Australia. Through these interactions, I learn best practices that are beneficial in my task as a program coordinator in the Graduate School at the University of Mindanao. It allows me to consider hybrid curricular offerings - a mixture of Philippines and Australian graduate education. These different perspectives enable me to gain more knowledge in pedagogical practice associated with research and extension. The IGCE provides venues and opportunities to share my knowledge and expertise in the field of education with people in the academy. By visualising education with an expanded international horizon, the IGCE has given me a wider perspective of the how and why of global education.

DR CARMEL ROOFE-BOWEN – UNIVERSITY OF TECHNOLOGY, JAMAICA

As a teacher educator and a Curriculum and Instruction specialist from Jamaica, developing professional knowledge from people of different cultures is a critical means of broadening student experiences during course delivery. Experiencing and understanding the systems that guide teacher preparation and how curriculum is conceived and practiced in Australia, has been a rewarding and fulfilling experience.

In June 2014, I journeyed from Jamaica to CDU, where I pursued a four month Endeavour Executive Fellowship. Achieving this fellowship from the Australian government was a huge accomplishment as I was the first in my university and in Jamaica to be awarded this type of fellowship from the Australian government. The Endeavour Executive Fellowship is geared towards professional development and is awarded to individuals who are considered to be high achievers in their field.

Having completed the fellowship in the School of Education at CDU, my relationship with CDU has continued as an adjunct staff member. The adjunct experience has been beneficial personally and professionally. As an adjunct staff member, I have shared opportunities for publication with staff in the School of Education, shared my research publications, engaged in a writing project, participated in course delivery, and hosted Prof. Peter Kell and Dr Greg Shaw, who delivered guest lectures to graduate students. I look forward to more deliberate attempts at collaborating with the staff at CDU.
The Education Health Research Nexus program (EHRN) is a CDU funded research program committed to research that produces tangible results in practice. The scope of research activity has continued to diversify over the last year, moving from the more familiar areas of socio-emotional well-being and health issues in schooling to more complex work in the fields of social determinants of health, and the inter-relationships between knowledge and methodologies. The objective of developing new knowledge in the space between education and health opens up productive relationships with industry and community to improve human development goals of education, health, participation and sustainability.

We continue to offer a range of workshops focused on research capacity building, as well as developing theoretical and empirical knowledge. We celebrated the close of 2015 with six new internal grants being awarded to projects which contribute to the Nexus.
This research explores the social-ecological influences on students’ enjoyment and participation in physical activity during Physical Education (PE) classes and school break periods before and after a cooling uniforms intervention within primary schools. Research suggests there should be a stronger focus on school policies to increase physical activity. Providing school uniforms that are suitable for physical activity participation is a policy level factor in need of investigation. As extreme temperatures contribute towards heat stress, a cooling uniforms intervention during PE and school breaks is expected to positively influence students’ physical activity participation.

**Funding:** Education Health Research Nexus, CDU

**Partners:** RMIT University; University of Western Sydney; Northern Institute; Menzies School of Health Research

**Duration:** 2015 – 2016

**Contact:** Dr Brendon Hyndman

[Email](mailto:Brendon.Hyndman@cdu.edu.au)

[Website](http://igce.cdu.edu.au/research/cooling-uniforms)
FROM INTERSTATE ‘SPACE INVADERS’ TO RESILIENT PARTNERS: STRENGTHENING THE PROFESSIONAL EXPERIENCE OF CDU ENROLLED PRE-SERVICE TEACHERS IN SOUTH AUSTRALIAN SCHOOLS

This research examines the various factors that play a role in the success of interstate university-school partnerships for professional experience in Education. Given the growing number of external students in South Australia, it is imperative to understand the factors that ensure: the resilience and retention of external pre-service teachers; the resilience of mentor teachers and schools to provide adequate support, and; the resilience of the university to provide the necessary placement and professional learning support. This research will help to develop a framework for building and sustaining resilient interstate professional experience partnerships for universities, university students, and partnering schools.

Funding: Education Health Research Nexus, CDU
Duration: 2015 – 2016
Contact: Dr Lisa Papatraianou
Lisa.Papatraianou@cdu.edu.au
http://igce.cdu.edu.au/research/university-school-partnerships
Supporting the Transition to School: A Pilot Program

This project investigates the transition from home and prior to school settings into formal schooling for children in a remote Northern Territory community. The study will examine the different experiences of children as they move from various prior to school programs such as Families as First Teachers, Let’s Start, and Preschool through to the first year of formal schooling (Transition) and into Grade 1. Children’s learning outcomes and attendance will be measured for the impact of these experiences. Parental perceptions and participation will also be examined as an established and important aspect of how well children transition between these programs. As a pilot, this project will provide essential understandings for the development of an integrated approach to a broader evaluation of transition to school outcomes.

Funding: Education Health Research Nexus, CDU

Partners: Menzies School of Health Research; Centre for Child Development and Education; School of Psychological and Clinical Studies

Duration: 2015 - 2016

Contact: Dr Georgie Nutton

Georgina.Nutton@cdu.edu.au

STUDENT PERCEPTIONS OF CULTURALLY RESPONSIVE PEDAGOGY IN HEALTH AND PHYSICAL EDUCATION

This research will help educators in secondary schools to understand how their students perceive culturally responsive teaching in physical and health education activities. Lessons include cultural activities with an emphasis on the traditional values of students in four Northern Territory (NT) secondary schools. Based on previous research, Tinning (2010), Ladson-Billings (2006) and Thaman (2008) believe that the more culturally responsive approaches to teaching will positively impact student health outcomes, learning and achievement in physical education. The research team will ask: i) What values are necessary to make physical education and health promotion culturally responsive in the NT secondary school context? ii) How do teachers effectively implement values in health and physical education teaching (strategies, teacher responses and expectations)? iii) How do students respond to the teaching of values through cultural activities (responses to culturally responsive teaching in physical education)? This project is expected to contribute to broader interest and a larger scale project on culturally responsive health and physical education interventions.

Funding: Education Health Research Nexus, CDU
Partner: School of Psychological and Clinical Sciences
Duration: 2015 - 2016
Contact: Dr Aue Te Ava
Aue.TeAva@cdu.edu.au
http://igce.cdu.edu.au/research/culturally-responsive-pe
THE RELATIVE EFFECTIVENESS OF PRESCHOOL MODELS IN THE NORTHERN TERRITORY

This study will compare the longer term developmental and educational outcomes for children who experience different types of preschool programs in the Northern Territory. The two outcome measures of interest include how ‘school ready’ children are as indicated by the Australian Early Development Census and then how well these children perform on the National Assessment Program for Literacy and Numeracy relative to the types and amount of preschool programs they experience. This study will access the individual de-identified and linked data on children from administrative data. Factors such as socio-economic status, language backgrounds and community assets will be compared for children exposed to different types and amounts of preschool programs.

**Funding:** Education Health Research Nexus, CDU

**Partner:** Menzies School of Health Research

**Duration:** 2015 – 2016

**Contact:** Dr Georgie Nutton

- Georgina.Nutton@cdu.edu.au
LIFE SKILLS, RESILIENCE AND BETTER TRANSITIONS: A PILOT PROGRAM FOR INDIGENOUS STUDENTS IN RESIDENTIAL SECONDARY SCHOOLS

This project partners with St John’s Catholic College to develop and trial a comprehensive social and emotional wellbeing program for Indigenous students from remote communities undertaking residential schooling at the college. An integrated program of support is under development. This program includes a mix of universal and targeted interventions in both the school and communities and will draw on two conceptual models of development. The first model is derived from traditional Indigenous understandings of how a community should protect and nurture young people by ‘holding’ them while ‘growing them up’ into adults. The second model is designed from a western social research tradition of seeking to understand and build those individual, family and community resilience factors in a young person’s life that predict good developmental outcomes.

Funding: Education Health Research Nexus, CDU

Partners: Menzies School of Health Research; School of Psychological and Clinical Sciences

Duration: 2015 – 2016

Contact: Professor Richard Midford

Richard.Midford@cdu.edu.au

http://igce.cdu.edu.au/research/life-skills

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THIS PROJECT DEVELOPS AND TRIALS A COMPREHENSIVE SOCIAL AND EMOTIONAL WELLBEING PROGRAM FOR INDIGENOUS STUDENTS FROM REMOTE COMMUNITIES UNDERTAKING RESIDENTIAL SCHOOLING AT THE COLLEGE

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Professor Richard Midford
GROWING UP IN PALMERSTON

This research involves setting up a pilot longitudinal study of a birth cohort from the Palmerston community to identify relevant health, education and wellbeing indicators and develop research methodology, collaborative community networks and industry partnerships. This would then form the basis for a long term study to follow a Palmerston birth cohort through childhood and adolescence to adulthood.

This complex research project requires collaboration between a range of researchers from different disciplines. Expertise in epidemiology and biostatistics, data linkage, health, psychology, child development, education, Indigenous research and community engagement is required to undertake this project. The people with this expertise work in different areas of CDU and Menzies and have actively collaborated to define the nature of this proposed research project. In addition, Professors Richard Midford and Sven Silburn have met with Randall Cook from Child Australia, who is providing leadership to the “Grow Well, Live Well” project. This project already brings together a substantial number of community groups in Palmerston who are “working together for the wellbeing of children and young people”.

**Funding:** Education Health Research Nexus, CDU

**Partners:** Menzies School of Health Research; School of Psychological and Clinical Sciences; School of Health; Office of PVC Indigenous Leadership

**Duration:** 2015 – 2016

**Contact:** Professor Richard Midford

- Richard.Midford@cdu.edu.au

PREVENTING OBESITY BY DESIGN INTERVENTION: OUTDOOR PLAY AREAS AND PHYSICAL ACTIVITY LEVELS IN PRESCHOOL CHILDREN

Increased physical activity is considered an effective tool to combat obesity among children. Outdoor preschool play settings present a unique opportunity to increase physical activity levels in the 3-5 year age group, yet outdoor physical activity in Central Australia can be impeded by extreme weather conditions. This study provides an evidence base of the seasonal choices young children make when utilising play settings in Central Australian pre-schools. The results can inform how the design of outdoor preschool play settings can increase physical activity across the year, leading to improved health and wellbeing outcomes for young children.

**Funding:** Faculty of Law, Education, Business and Arts 2015 Grant Program

**Partners:** Northern Institute; Menzies School of Health Research

**Duration:** 2015 – 2016

**Contact:** Dr Brendon Hyndman

✉ Brendon.Hyndman@cdu.edu.au

http://igce.cdu.edu.au/research/preventing-obesity
THIS EXPLORATORY STUDY SEEKS TO INVESTIGATE EARLY YEARS TEACHERS’ PRACTICES FOR EFFECTIVELY TEACHING WRITTEN GRAMMAR AND PUNCTUATION AT ONE SCHOOL IN DARWIN, NT

GRANTS AWARDED IN 2015 - EXTERNAL
EARLY YEARS TEACHERS’ PEDAGOGICAL PRACTICES FOR TEACHING GRAMMAR AND PUNCTUATION

This exploratory study seeks to investigate early years teachers’ practices for effectively teaching written grammar and punctuation at one school in Darwin, NT. NAPLAN results consistently show students in the Northern Territory perform the lowest in the country in writing and language conventions. A greater understanding of the pedagogical practices of teachers in the Northern Territory can be used to facilitate children’s learning of written grammar and punctuation. Through semi-structured interviews, teachers will be encouraged to reflect on aspects of their knowledge, thought processes, and pedagogical practice for teaching young children written grammar and punctuation. Data will be analysed using the principles of grounded theory to generate insights from 8-10 early years’ teachers of children from Preschool to Year 2. Through this project, we aim to identify examples of best practice that are occurring in the NT context for teaching grammar and punctuation as well as identifying ideas for improving teaching. Through improved teaching, a knock-on effect may result in increased student learning and application of grammar and punctuation knowledge in children’s writing.

This is a collaborative project between an assistant principal at a local school and an academic partner from Charles Darwin University and has been funded by the Australian Literacy Educators’ Association (ALEA).

Funding: Australian Literacy Educators’ Association
Duration: 2015 – 2016
Partners: Wanguri Primary School
Contact: Dr Linda Mahony

Linda.Mahony@cdu.edu.au
http://lgce.cdl.edu.au/research/wanguri-primary-school
NEW AND EVENTS

2015 INDIGENOUS LEADERSHIP CONFERENCE: NAVIGATING THE HEALTH-EDUCATION NEXUS

The International Graduate Centre of Education and the Centre for School Leadership, in partnership with the Aboriginal Medical Services Alliance NT (AMSANT), presented the 2015 Indigenous Leadership Conference: Navigating the Health Education Nexus at the Darwin Convention Centre on 28-29 September 2015.

Conference participants explored the implications of the health education nexus for Indigenous education systems and communities through presentations that demonstrated the quality research, best practice response models and associated outcomes taking place in the Northern Territory and across the globe. Aims of the conference included enhanced understandings of the health education nexus, exposing best practices through exemplars in the field, and building cross agency and community partnerships involving Indigenous health and education professionals.

Presentations included keynote deliveries and plenary sessions from a wide number of health and education experts and practitioners from these sectors, as well as tertiary, NGOs, and allied industry groups. Papers and presentations are available from the website.

The 2015 Australian Teacher Education Association (ATEA) conference was built from the call for the teacher education community to better connect and strengthen school-university-community partnerships for the benefit of all students. Charles Darwin University and the International Graduate Centre of Education hosted the conference and this was the first time the ATEA community had convened in the Northern Territory. The 2015 conference provided education professionals with a fantastic opportunity to connect and form new partnerships with colleagues in Northern Australia and with our Asia Pacific colleagues and neighbours. The theme called for university and school based teacher educators as well as policy makers, community leaders and Education Associations to examine better ways in which to connect and strengthen our partnerships to ensure effective teaching and learning across our diverse landscape. The following themes were covered during the conference:

- Aboriginal and Torres Strait Islander teacher education
- Changing work of teacher educators
- Sustaining partnerships in teacher education
- Creative connections
- Building new communities
- Resilience, health and wellbeing in teacher education
- Innovation and ICT

THEORY WORKSHOPS

The International Graduate Centre of Education co-hosted a two day Theory Workshop with the Australian Association for Research in Education (AARE). The workshop, which ran from 15-17 May 2015, featured some of the most respected leaders in the field of education theory and research and focused on developing the research capacity of higher degree research (HDR) students and early career researchers (ECRs).

The workshop began with an evening meet and greet session led by University of Southern Queensland Professor Tracey Bunda and Charles Darwin University Professor Sue Shore followed by dinner at the Darwin Sailing Club.

Workshops on day two included presentations by Dr Eileen Honan (University of Queensland), where participants engaged with the work of Giles Deleuze to think through how a shift in ontology requires a shift in understanding of some key concepts in research methodology. Professor Michael Singh (University of Western Sydney) challenged HDR students and ECRs to think about how non-Western ‘practical ideas’ – concepts, metaphors and images – can be activated and mobilised in education research. Later in the day Dr Kathryn Gilbey (Batchelor Institute) presented her way of understanding the relations between theory and narrative when writing about race, racism and education within a settler colonial context. Dr Sandy Muspratt, (Independent researcher and Honorary Research Fellow, University of Queensland) provided an introduction to the construction of surveys and showed how to draw from theory and the literature of the field of study to design a survey. Professor Jennifer Gore (University of Newcastle) presented on the final day. Focusing on Michael Foucault’s work on the relations of power and knowledge, she explored ways in which these key concepts can be translated into methodological approaches to conducting empirical research in education.

Overall it provided an opportunity for HDR students and ECRs to be immersed in theory, learn from expert researchers, network with experienced researchers and share progress they were making on their own studies. The regional event was made possible by ongoing partnerships between the IGCE and the AARE.

http://igce.cdu.edu.au/events/aare-theory-workshops
SYMPOSIA ON PLAY AND LEARNING

The International Graduate Centre of Education (IGCE) hosted two important symposia in 2015 examining the complex and important interactions between play, academic resilience and learning in early childhood education. The first symposium was hosted in August and was entitled *The Play Way - Building Emotional and Academic Resilience in Primary Students*. The *Play Way* symposium consisted of two days of keynote speakers and CDU research team members presenting and workshopping concepts and strategies on creating evidence-based, play-focused learning environments that support student wellbeing, emotional growth, critical and creative thinking and social, ethical and intercultural development.

Teachers and CDU colleagues met again in December for the *Education Health Nexus: Understanding Play in Early Childhood and Primary Students through Research and Practice* symposium. This follow up symposium illustrated the most current research on the relevance of play in early childhood (3-8 years of age), its impact on teacher professional development and training and new developments at CDU which support early childhood and primary teachers in using play-based learning. Presenters included experts in neuroscience, psychology, language-learning, early childhood education and philosophy.

**Contact:** Dr Ania Lian
Ania.Lian@cdu.edu.au
2015 CREATIVE DIGITAL LEARNING LABORATORY: A LIGHTNING SYMPOSIUM

This symposium, hosted by Professor Laurence Tamatea, Head, School of Education and member of the Digital Education Futures theme, drew participants from Charles Darwin University, the NT government, University of Southern Queensland, and members of the local Darwin community. The aims of the lightning symposium were to:

- showcase the hot-spots of innovation in using digital technologies for research, teaching and learning at Charles Darwin University;
- engage with cutting edge social theory which holds the digital paradigm to scrutiny;
- introduce innovations in new media and design, and develop the work in the field of virtual reality and education; and
- provide a space for reflection about how CDU can harness its expertise in the digital domain for research, teaching and learning, in ways which are consumer focused and ‘market’ relevant.

If you are doing really creative and innovative teaching using digital technologies, and you would like to share or are interested in learning more about future opportunities at CDU, please contact Professor Laurence Tamatea.

Laurence.Tamatea@cdu.edu.au

INTERNATIONAL PARTNERSHIPS

FULBRIGHT SCHOLARSHIP AWARDED TO PROFESSOR PETER KELL

It has never been more important for education professionals to be equipped to foster global competency in their students. To that end, Charles Darwin University continues to push into a more connected world with Professor Peter Kell completing a six month Fulbright Scholarship at the University of Illinois (Urbana-Champaign), an institution with Nobel prize-winners, Olympians and astronauts among its alumni.

“It is a world ranked university with a large number of international students and a focus on addressing global challenges, so it was a good place to analyse how universities might work in global consortia,” Professor Kell said.

Hosted by the College of Education, Professor Kell explored how universities in various countries might work together. “I was particularly interested in how we might use new technologies to develop collaborative transnational learning experiences in postgraduate education,” he said.

“The University of Illinois is exploring a range of online learning options and has developed an innovative platform called Common Ground Scholar, which enables new collaborative approaches to learning.

“My project explores graduate education and challenges the capabilities of traditional learning management systems by enabling students to develop publications, projects and portfolios.

“I have developed a virtual site called ‘Reaching out for the globe’ using Scholar and this has enabled an interaction with US and Australian students. But the development of international collaborations is a long-term and painstaking process that involves investment and some risk-taking.

“Many universities worry that they will be giving up control if they work with other nations. It is most important to work through these concerns and build a culture of global trust.”

Article extract from Charles Darwin University publication Origins - Author Patrick Nelson

PARTNERSHIP BUILDING IN THE PHILIPPINES

In May 2015, the International Graduate Centre of Education (IGCE), consolidated its partnership arrangements with two Philippine universities by co-hosting a one-day Global Learning Forum on Research Capacity Building in Davao City, Mindanao.

Professor Sue Shore conducted a workshop with research leaders from the University of Mindanao and the University of Southeastern Philippines focussing on key trends, issues and opportunities associated with university research capacity building.

The research and teaching themes underpinning the IGCE were offered as a local case of how to strengthen linkages between postgraduate coursework and staff research expertise in areas such as wellbeing and sustainability, identity language and culture and digital education futures.

The Global Learning Forum in Davao is the first in a number of initiatives the IGCE will undertake to strengthen research links with local and international partners.

The IGCE and the University of Southeastern Philippines have identified common research links including:

- mother tongue language and early childhood learning
- digital learning and geographically isolated communities
- school leadership in communities vulnerable to extremes of climate change and political unrest.

Researchers working across our respective locations have much in common to explore.

CONTINUOUS PROFESSIONAL DEVELOPMENT FOR INDONESIAN EDUCATION PERSONNEL

Associate Professor Greg Shaw has been involved in a project in Indonesia since 2010, providing leadership and input in the growth of professional development courses for education personnel.

There are about 268,000 school principals in Indonesia who are required to undertake continuing professional development. Up till 2014, the focus of Dr Shaw’s work was on school principals, with 30 courses developed to provide ongoing leadership and professional development training. During 2015, nine of these courses were re-developed into online formats. A social constructivist and learning community approach was used with a major focus on learner engagement with materials. Application of learning to their work and the sharing of these experiences online with other principals is a key feature. The Indonesian Ministry of Education and Culture has extended this online approach to professional development to cover all 3.7 million education personnel. The model of instructional design and the model of online and blended learning pedagogy being applied was developed by Greg and his team. Greg and the team of national advisers are working with senior Ministry officials and over 400 staff in various training institutions across the country. More than 2000 existing professional development courses have been identified for redevelopment into online and blended forms. By the end of 2016 it is estimated that 1 million personnel will have undertaken some form of online training. The Learning Management System being used is Moodle and when fully developed it will be the largest Moodle installation in the world. The aim of this professional development is to improve the quality of educational outcomes for the nearly 50 million children in Indonesian schools. The work is supported by the Australian Government Department of Foreign Affairs and Trade.

Greg.Shaw@cdu.edu.au
NORTHERN TERRITORY SCHOOL PRINCIPALS TRAVEL TO CHINA TO TOUR SCHOOLS

Charles Darwin University first began developing important international partnerships with universities in the Anhui Province, China in 2011. Since then the School of Education, with key members from the International Graduate Centre of Education and the Centre for School Leadership (CSL), have been involved in a number of benchmarking tours to Hefei University and Anhui Normal University. In 2015, following the highly successful 2014 tour, Professor Peter Kell, Head, School of Education, Gary Fry, Director, CSL and Dr Gretchen Geng, IGCE researcher and lecturer travelled to Hong Kong and Anhui Province to continue strengthening the partnership with Hefei Normal University, in particular with President Jinhua Li, Dr Daniel Xu, and Mr Liqing Qian. Dr Gretchen Geng and Mr Leigh Disney visited Hefei Normal University again in the middle of December 2015 to discuss potential staff exchange programs, development of leadership programs and collaborative research mobility projects.

These collaborations will result in a visiting scholar spending one year studying at CDU in 2016 and a student exchange of five Chinese postgraduate students in July 2016.
GLOBAL INTEREST IN RECOGNITION OF PRIOR LEARNING

In 2015 a team of academics from three of Sweden’s top universities visited the IGCE to explore common interests in teacher education and recognition of prior learning. Their interest was sparked in part by a Swedish Government proposal in 2010 to replace teaching degrees at Bachelor/Master of Education level with four new professional degrees: a degree in pre-school education, a degree in primary school education, a degree in subject education and a degree in vocational education. In March 2011, the Swedish Parliament introduced certification of teachers and preschool teachers in Sweden. This reform was introduced from 1 July 2011. The purpose of the reform was to raise the level of skills among teachers and preschool teachers so as to improve the quality of educational services. Similar concerns have been expressed in Australia and Professor Shore had been involved with University of South Australia researchers in a project which developed recognition pathways and credit transfer for prior learning (Whittington, Shore & Thompson, 2014).

The target group for the Swedish project was certified teachers with no subject specific certification. The team project covered a range of activities including seminars to develop support manuals and templates along with workshops and training opportunities. The main outcomes included a national digital application and administration system and process support in the form of a manual and forms. The main findings of the Swedish project noted that staff, especially assessors, had limited experience of RPL assessment and felt uncertain about assessing informal knowledge.

Sue Shore led discussions concerning similar projects in the Australian context noting the practices available to develop tools for mapping and assessment of teachers’ occupational knowledge and skills. Key findings were shared from a recent CDU Vice Chancellor’s Innovation Fund project focussed on postgraduate learning opportunities for leaders working in complex educational environments. The workshops shared findings from that project which recognised the importance of RPL in facilitating seamless pathways to speedy completion of higher education awards. Issues of assessment rigour, volume of learning, equivalence of learning objectives and knowledge practices that integrate learning with Australian Qualification framework ‘Level 9’ higher education engagement, were also noted as important. However, the main finding of the Australian study was that collaborative pre-design of courses across higher education and the professional development sector was critical if students were not to be placed in the position of individually going, ‘cap in hand’, to institutions to request recognition for their learning.
PROFESSIONAL ASSOCIATIONS

Researchers in the IGCE maintain important relationships with professional bodies and their executive committees. This generates important networks with teachers and community; continued training; access to conferences, seminars, and workshops; political influence; and civic leadership. In addition to the importance these organisations play in keeping the IGCE researchers abreast of the latest developments in their respective fields of expertise, these organisations are central to building and maintaining community relationships and community engagement across the region. Below is a comprehensive list of our staff's organisational membership of organisational executive committees:

- Dr Yoshi Budd – Association of Teachers of English to Speakers of Other Languages in the Northern Territory
- Leonard Freeman: Master of Education (International) student – Association of Teachers of English to Speakers of Other Languages (NT)
- Dr Brendon Hyndman – Australian Council for Health and Physical Education and Recreation
- Dr Khalid Khan – Mathematics Teachers Association of the NT
- Dr Ania Lian – Vice-President for Research and Innovation of AsiaCALL; Member of International Advisory Board of the GEMA Online Journal of Language Studies; Member of Editorial Board of the Journal of Arts and Sciences.
- Dr Sharon Lierse – Australian Society for Music Education
- Dr Linda Mahony – Australian Literacy Educators Association (NT)
- Dr Jon Mason – Asia Pacific Society for Computers in Education
- Dr Richard Midford – Registered psychologist; Kettil Bruun Society for Social and Epidemiological Research on Alcohol
- Dr Georgie Nutton – Early Childhood Australia
- Dr Lisa Papatraianou – Australian Association for Research in Education
- Dr Greg Shaw – President of Board of Governance – Carers Northern Territory
- Dr Sue Shore – Community of Associate Deans of Research Education; Australian Council of Deans of Education; Women in Adult & Vocational Education
- Dr Gregory Smith – Science Teachers Association of the NT
- Dr Sue Smith – Australian Teacher Education Association
In January 2015, the International Graduate Centre of Education sponsored a one-day workshop where participants shared ideas about enhancing their public profile and best practices for connecting with professionals and other researchers in their field. This event featured presentations by Jayshree Mamtora, CDU’s library research services coordinator and Neil Godfrey, CDU’s digital collections coordinator. Presenters introduced the elements of Open Access and took time to draft personal plans for increasing researcher’s public and online research presence.

Open Access Publishing in its most general form means making information or documents freely available to the public via the internet and includes amongst other strategies, disseminating ‘preprints’, or developing a personal archiving system. However many academics are unaware of the legislative requirements associated with Open Access and the extent to which they are legally able to provide open access to publications and reports from their research and professional activity. Many are also unaware of the implications of engaging with ‘predatory journals’. Like many professionals, researchers struggle to present their work in inviting sound bites that will attract industry partners, potential research candidates or other researchers seeking a like conversation.

Topics included:
- Open Access Publishing: benefits; types of open access; policy and procedures; legal and not so legal strategies
- CDU’s eSpace: disseminating your research
- Key Open Access Resources: OA Subject Guide; Directory of Open Access Journals; Beall’s List of Predatory Publishers.
- Creating a plan and timeline for a public research profile

http://igce.cdu.edu.au/events/public-researcher
GRANT WRITING WORKSHOPS – THE WRIGHT STUFF

The IGCE sponsored a series of research capacity building workshops in August and October to support publication and research development of School staff and research students. The workshops were facilitated by Professor Jan Wright who has extensive experience in the development and facilitation of workshops and retreats to support higher degree by research candidates, early career and mid career researchers in their research and writing.

August 5-7

Making your research count - discourses, expectations, requirements and spaces of publication
The workshop explored what ‘making it count’ means to our writing? This workshop included deconstructing discipline specific articles to illustrate how the genre of an article varies markedly across disciplines and sub-disciplines. Focus was specific to professional, career, personal and institutional expectations and contemporary work space issues.

‘Research leaders: planning meeting’
This workshop assisted with the development of a more systematic approach to research theme planning, sourcing research funding and strengthening publication profiles.

The first round of the workshop was targeted specifically at research theme leaders and staff structuring the MEd(I) research and research publications.

‘Writing abstracts and thesis overviews’
This workshop was run for early career researchers and postgraduate students writing abstracts for papers and thesis overviews. It aimed to develop skillsets around writing persuasive academic arguments when word counts are limited.

‘Preparing for DECRAs, building track record, developing a DECRA plan’
A specific workshop that aimed to help early career researcher’s map and plan their research career (outputs, activities and engagements) to build their research track record with the end aim to successfully win a future specific grant (DECRA or an alternative National Competitive Grant).

‘Grant Writing and Track Record Workshop’
The workshop objectives were to identify key research problems in the field and the means to address these through a grant application, scaffold the develop of a research grant as an argument for funding, provide an overview of the competitive grants culture and expectations, and provide opportunities for staff to have grant application sections subjected to peer review.
Learning as Transformation and Empowerment: The Case of African Australian Women in the Northern Territory of Australia

Dr Susana Akua Saffu

This doctoral thesis explored the role and impact of adult education in the settlement and integration process of African Australian women in the Northern Territory. By examining the types of formal, non-formal and informal learning that African migrant and refugee women experience, the settlement odyssey of twenty-four African migrant and refugee women were presented in this study as a journey of learning, transformation, empowerment and social action.

The study informs adult education and social action theories of transformative learning, teaching and self and collective empowerment. The study makes a number of significant contributions including the provision of empirical data of African migrant and refugee women’s settlement and educational experiences in the Northern Territory. It also contributes to the debate and discourse on immigration, feminism and most importantly adult education and learning in cross-cultural contexts. The participants’ stories attest to transformation, empowerment and hope through adult education which can inform opportunities and educational pathways offered to other migrant and refugee groups in Australia and elsewhere.

Principal Supervisor: Associate Professor Greg Shaw
Associate Supervisor: Professor Ruth Wallace and Dr Jane Zhang
Mathematics and Indigenous pre-schoolers: Connecting home-community practices with mainstream curriculum

Dr Sharon Anne Gierus

An imbalance in literacy and numeracy achievements of Indigenous and non-Indigenous children is of ongoing concern to educators, families and governments. The documented dissonance between backgrounds of Indigenous children, non-Indigenous teachers and school/kindergarten culture contributes to this. The early years provide foundations for future schooling; enhancing existing practices occurring across home to kindergarten is one way to approach dissonance and potentially to combat the imbalance.

Despite kindergartens and schools, and by association, teachers, knowing about cultural discord, pedagogical approaches may tokenise cultural diversity. Through ethnographic fieldwork and action research this Doctor of Teaching adopted an in-depth holistic view towards dissonance by focusing on embedding Indigenous children’s cultural and social practices in kindergarten curriculum and everyday pedagogy.

Extending Boomer’s (1992a) concept of teacher-learner curriculum negotiation, this study places family and culture at the centre of curriculum and pedagogical decision-making. A collaborative process with Indigenous children, families and staff at one South Australian kindergarten produced knowledge about children’s everyday language and mathematics experiences.

An investigation of similar home–community and kindergarten practices revealed the important place of relationships and interactions as cultural and social practices, where non-physical artefacts and daily lived experiences—family-ness, making choices, family roles and responsibilities and Ngarrindjeri language use—provided home-kindergarten continuity. These, and identified mathematics practices were considered in an examination of curriculum documents which found insufficient examples of relevant local-level and explicit everyday mathematics language. This led to aligning home–community practices with mathematics in the documents and developing learning resources that showcased existing practices.

The study demonstrates that drawing on family expertise from home and curriculum expertise from kindergarten can strengthen continuity and localise the curriculum. Learning at kindergarten becomes relevant, meaningful and familiar through families, culture, prior knowledge and curriculum flexibility. It illustrates how teachers and on-site curriculum teams can share ownership of learning with Indigenous children and families by utilising their ways of knowing to enrich formal learning.

Principal Supervisor: Professor Sue Shore
Associate Supervisors: Dr Cris Edmonds-Wathen and Dr Gregory Smith
ALTERNATIVE PATHWAYS TO RESEARCH: THESIS IN GLOBAL LEARNING

For many people working in the field of education there is a lengthy period between an initial undergraduate degree and returning to postgraduate study. The Graduate Centre’s Master of Education (International) degree provides an innovative opportunity for educators to prepare for a research degree or develop an in-depth knowledge of a particular issue encountered in their professional life. One option in this degree includes a 40 credit point Thesis in Global Learning, which provides the research training required to make an informed decision about moving on to higher degree by research such as a Master by Research or a PhD.

Philippines’ Mother Tongue Based Multilingual Education policy and documentation: A call for inclusion of special education
Jeanette Laureno

This study focuses on a review of Philippines’ Mother-Tongue Based Multilingual Education (MTB-MLE) policy and documentation under the government’s K-12 program. This new policy emphasizes the use of the mother tongue as a medium of instruction as early as kindergarten until year three; the strong use of the mother tongue in instruction; execution of the planned curriculum; and the content to be implemented. Links between Special Education and the newly implemented Mother Tongue Based-Multilingual Education policy have not made much impact in the educational services provided by the government. Very limited documentation in the Philippines has provided for the accommodations and effective practices suggested to cater to students with learning disabilities, visual disabilities and hearing disabilities in an inclusive education setting. The policy document appears to have missed a gap in the inclusion of the needs of students with special needs in the basis, planning and implementation of the policy. The body of literature (see for example Rama, 2013; Gallaudet, 2010 pg.; Turnbull, Shank and Leal, 1999 in Compton, 2010) as well as tensions from the educational community (parents, teachers, community) that supports inclusion of students with special needs shows the need for such academic accommodations. In order to fulfill the Department of Education’s promise of equal quality education for all in the Philippines and also to develop the students with special needs to their full potential at par with students in a non-inclusive education, policy makers and educational stakeholders should question and be aware of the needs of disadvantaged students and acknowledge the need for a de facto language policy for disadvantaged students. Practices adapted from several countries that have similar language policy suggest that they have gained positive
outcomes in terms of academic accommodations. These have been focused on assessment and support group involvement of students with special needs, and have been compiled and tailored to suit the Philippines’ educational and economic context. Therefore, this project recommends that there should be appropriate ‘de facto’ language policy designed to meet the needs of students with special needs in an inclusive classroom.

Supervisor: Dr Nici Barnes

Challenging the deficit discourse in Indigenous education policy: Empowering Indigenous language speaking students

Leonard Freeman

The ‘under-achievement’ of Indigenous language speaking students (ILSS) is at the forefront of public discussions and within the current accountability movement this ‘achievement gap’ is often portrayed as a ‘crisis’. Australian policy makers, principals, teachers and parents are putting more emphasis on the results of mandated, standards-based literacy assessments and as a result, other important factors and measures of educational success have been silenced.

This research explores the ‘problem’ of the ILSS through a range of analytic lenses. Firstly a critical review of the literature demonstrates that the primary reason ILSS are identified as a ‘problem’ in the national education agenda is because their expected English literacy learning progression, as an English second language (ESL) learner, does not align with the national minimum standards specified by the National Assessment Program - Literacy and Numeracy (NAPLaN).

The Foucauldian tools of governmentality and normalisation are employed to elicit the historical and current deficit identities constructed in the discourse that classify Indigenous people as ‘different’ to ‘normal’. Tracing back the discursive construction of the deficit labels used to classify Indigenous learners in the policy discourse, different interpretations of Indigenous identity emerge. The findings of this analysis dissolve the unity of the established ‘truth’ that ILSS are ‘failing’ and instead reveals that the notion of government in Australia has traditionally focused on constructing a cohesive homogeneous society. Thus, it is the emergence of the ILSS as different from the ‘norm’, which haunts the government and its institutions, such as schools.
This thesis seeks to confront and expose the flaws in the ‘evidence’ and Australia’s monolingual mindset, which constructs the deficit positioning of Indigenous ESL learners, and produces their ongoing disempowerment and marginalisation. The analysis reveals the uncomfortable truth that colonial race-based assimilationist attitudes are still embedded in the foundations of today’s education system. It is argued that the broadness of the statistical categories of non-English-speaking background (NESB) and language background other than English (LBOTE) have been influenced by these assimilationist attitudes. This leads policy makers to focus on problematising a learner’s background characteristics rather than their level of English language proficiency.

Policy makers’ preoccupation with focusing on the ‘foreignness’ of learners’ background rather than their English language proficiency, results in a ‘problem of data’. This ‘problem of data’ leads policy makers and teachers, to construct two different kinds of identities for ILSS. This results in a fundamental disagreement regarding the nature of, and how best to address, the ‘problem’ of ILSS ‘poor’ rates of English literacy.

To shift the Indigenous education paradigm from focusing on deficit to empowerment, Cummins’ (1986) theoretical framework for the empowerment of minority students is presented to frame the findings of this thesis and point the way to developing an Indigenous education system that provides ILSS with the ability, confidence and motivation to succeed academically at school. It is argued that for education to become an empowering experience for ILSS, it is essential that the power relations between teachers, minority students and communities be redefined.

Principal Supervisor: Associate Professor Brian Devlin
Associate Supervisors: Dr Georgie Nutton and Dr Nici Barnes
Daniel Lee – MEd (I) Graduate

A global approach to guitar tuition: Developing an electric guitar meta-canon

Daniel Lee

This study investigated the development of a meta-canon for the electric guitar by analysing the status of various compositions within the implicit standard repertoire of electric guitar. An international curriculum for instrumental electric guitar tuition based on a meta-canon of ten songs was then proposed. The meta-canon was designed with a specific goal of preparing an electric guitarist for work in the modern global music marketplace. A canon is a list of songs that have developed significant status within the standard repertoire of a musical instrument. A meta-canon is a refined list with a pedagogical function. The majority of western art instruments already have their own canons with dedicated pieces written expressly for a specific pedagogical purpose. However, no formalised repertoire for the electric guitar has been established that caters for twenty-first century global developments in music.

Focussing on the electric guitar’s role in western popular music, this study extracted from various syllabuses and other relevant international sources a list of significant compositions suitable for the formulation of a meta-canon. The electric guitar meta-canon developed in the study has been assembled through; the analysis of each song’s historical and current significance in the idiom; pertinence in a current repertoire; and, its pedagogical value within a global education paradigm. Pedagogical value was gauged using established guitar curricula as an historical gauge for educational content. The study contained both quantitative data analysis and qualitative processes. International data sources were selected to represent a broad global perspective on the content. Triangulation was used to ensure the results were not biased and the selection criteria were set to ensure pedagogical value.

A major finding of the research was that culturally significant compositions within the genre of electric guitar music contained pedagogical elements already found within existing instructional books. The results found that all the songs in the meta-canon were composed by artists from either the United Kingdom or the United States of America. Implications of the position of Australian guitar culture within the global paradigm are discussed from a pedagogical perspective.

Supervisor: Dr Sharon Lierse

Supervisor: Dr Sharon Lierse
The learning of attitude in national competency-based training frameworks in Australia and Singapore

Ser Loy Chan

Attitudes are required along with knowledge and skills in the achievement of competency for the effective performance of tasks. Both the training sector of the Australian Qualifications Framework (AQF) and the Singapore Workforce Skills Qualifications (WSQ) employ Competency-Based Training (CBT) as the main pedagogical approach to training. Competencies are specified as performance requirements within Competency Standards (CS) that strictly frame and guide training and assessment. Therefore, if any of the components of knowledge, skills and attitudes are not articulated in the CS, they are not taught, leading to incomplete or unsuccessful achievement of actual work competency.

This study was initiated based on observations that the specification of attitudes appeared to be neglected in CS documents in the AQF and WSQ. The study set out to examine how attitudes have been incorporated into CS in the AQF and WSQ to determine more systematically if attitudes have been neglected from training. A literature review to inform the research was carried out into three areas: (1) attitudes, (2) policies and guidelines on attitudes in CS, and (3) the teaching, learning and assessment of attitudes and affects. Two sectors were selected for examination – healthcare and security. Document analysis was selected as the most suitable research method given the resources available. CS documents were the main data source analysed for an articulation of attitudes. Other documents analysed included industry codes of practice and relevant literature.

Findings revealed that attitudes were not explicitly articulated in the CS documents analysed. However, ‘Employability Skills’ and behaviours were mentioned in some instances that could imply associated attitudes which is insufficient to enable practitioners such as courseware developers, trainers and assessors to clearly interpret the correct attitudes required for training. Despite the absence of articulation of attitudes in performance statements, possible associated attitude requirements could be interpreted. Therefore, teaching only those implied associated attitudes mentioned above may be incomplete in view of all the possible associated attitudes. The findings also revealed that although many of the attitude requirements between the healthcare and security sectors were common, there were differences due to the nature of the work.

In view of the lack of meaningful articulation of attitudes in CS, although workers may be assessed to be competent (based on CS) at the end of training courses, they are likely to face competency gaps with respect to attitudes in the workplace. The status quo implies a failure of the current CBT model to deliver ‘fully’ competent work-ready trainees. This study has afforded recommendations for further research to improve how attitudes may be incorporated into the current CBT model.

**Supervisor:** Associate Professor Greg Shaw

**Principal Supervisor:** Associate Professor Brian Devlin

**Associate Supervisors:** Dr Georgie Nutton and Dr Nici Barnes
CONFIRMATIONS OF CANDIDATURE

As part of their confirmation of candidature CDU postgraduate research students are required to complete a presentation on their research proposal.

"Ampere-re Irrimhe Ngetye-lipye/"Safe. Home"—Amoonguna making-softball, remembering forward

Vicki Crowley - PhD Candidate

Since the 1960s the game of softball has featured in the cultural practices, relationships and storying of the women of Amoonguna—it is passionately storied as joyous and significant. In the early to mid-1980s, after a near 20-year interregnum, a next generation team formed. With homemade uniforms, the dusting off, borrowing and gathering of gloves, masks, bats and balls, a team entered the B-Grade Alice Springs Softball competition and won the premiership.

They went on to win more premierships and the team morphed, dissipated, reformed and fell away over the next couple of decades only to reform and find a new iteration in readiness for the 2015 season. The women of Amoonguna have asked for their story to be told, to be ‘remembered forward’, and have suggested that it be told via an exhibition of artworks made as they come together to tell their story.

Comprising artefact and exegesis the research project aims to creatively document ‘Amoonguna making-softball, remembering-forward’ and to co-curate an exhibition that animates, gives shape and form to the importance of softball for the women of Amoonguna.

In the proposed research “softball?” becomes the research question. It is positioned in this singular form to ‘trouble’ (in the Butlerian sense, 1993) softball as a concept and to pose it as a site open to curiosity and inquiry. It is to situate softball as both prefigured and unformed materiality. Conceptually and theoretically the research draws on many academic fields, at this point, loosely aligned with contemporary Deleuzian engagement of a kind that can be seen in Melinda Hinkson’s recent work, Remembering the Future—Warlpiri Life Through the Prism of Drawing (2014). Methodologically this research is aligned with ‘research-creation’ as outlined by SenseLab, its participants and contributors (2004, 2008, 2014, 2015), and with ‘practice as research’ as ‘approaches to creative arts enquiry’ (Barrett & Bolt and others, 2010).

The research will mobilise the language of softball and, as indicated in the research title, Ampere-re Irrimhe Ngetye-lipye/"Safe. Home"— the Arrentte and English represents a site of translation and intercultural dynamism.

The invited project and research takes place under the oversight and guidance of the women of Amoonguna, the softball players and Amoonguna Council.

Principal Supervisor: Professor Sue Shore
Associate Supervisor: Dr Kathryn Gilbey
Incorporating sustainability within a first year, compulsory, academic literacies unit - conflict or congruence?

Matthew Marchesi - Master by Research Candidate

In response to the role higher education institutions have in sustainability education initiatives, Charles Darwin University’s Sustainability Strategy (2013-2017) outlines a strong focus on learning and teaching performance indicators for sustainability. To meet the strategy’s objectives, the School of Academic Language and Learning has embedded sustainability into two compulsory first year academic literacy units: CUC100 and CUC106. These units have an existing framework for developing academic literacies (scaffolded literacy and transition pedagogy). They meet an expectation from the CDU faculties that academic literacy outcomes are the priority of the units. To accommodate these expectations, while also meeting the goals of the Sustainability Strategy, the unit CUC100 has been re-written to develop student’s academic literacies via a central theme ‘sustainability’. The new title is ‘Academic Literacies - Exploring sustainability’.

The project seeks to explore and evaluate the initial phases of implementing the revised version of CUC100. The project will use a pragmatic, mixed methods approach to evaluate learning outcomes across sustainability concepts and principles (knowledge, skills and affective outcomes such as attitudes), together with academic literacy outcomes. This project is a unique exploration of Education for Sustainability within Higher Education and will contribute to the development of undergraduate sustainability programs.

Principal Supervisor: Dr Birut Zemits
Associate Supervisors: Dr Nicola Rolls and Ms Deborah Prescott
ETHICS COMMITTEE APPROVALS – PROJECTS COMMENCED IN 2015

- Teaching writing: Mapping teachers’ pedagogies to improve student learning. Dr. Yoshi Budd, School of Education.
- Early years teachers’ pedagogical practices for teaching grammar and punctuation. Dr. Linda Mahony, School of Education.
- Case-based learning for classroom ready teachers: Building self-efficacy and resilience through narrative pedagogy. Dr. Lisa Papatraianou, School of Education.
- Tapping into the teaching experiences of fourth year pre-service teachers to increase support and reduce stress for students in their first year. Dr. Gretchen Geng, School of Education.
- Various coursework Masters projects for Internships in Global Learning. Dr. Linda Mahony oversees ethics approvals for projects on non-publically available documentation that is not of a sensitive nature. Projects include:
  - classroom-based music program to be used with children with additional needs
  - review of multicultural policies in the early childhood sector
  - review of school leadership
  - examination of teachers and lecturers teaching out-of-field
  - development of an IT road map to facilitate learning in one school in Columbia
  - case study of school-based professional learning to build collective capacity and effectiveness of new middle school teachers at one school in the Northern Territory
  - review of university documents from an inter-country partnership on research capacity building
BOOK CHAPTERS


JOURNAL ARTICLES


**CONFERENCE PUBLICATIONS**


ONLINE PUBLICATIONS


Hyndman, B. (2015). Back to the starting blocks of physical education teaching: Identifying the teaching perspectives of first year pre-service physical education teachers. ACHPER Active and Healthy Magazine 22(1), 12-16.


RESEARCH REPORTS


BACK PUBLICATIONS


RECOGNITION OF COUNTRY

The International Graduate Centre of Education and the School of Education at Charles Darwin University acknowledge traditional custodianship of land and sea around Australia.

We pay our respects to elders past, present and future and recognise the integral connections between land, language, family, culture and learning and the role of education in securing hopes for the future for Indigenous children and adults.