THE INTERNATIONAL GRADUATE CENTRE OF EDUCATION is invested in the transformation necessary to revitalise schools and workplaces as connected places for learning in large cities and small communities. We are privileged to work alongside candidates and colleagues from around the world and from diverse professions. Their theoretical and policy contributions provide a rich foundation for research that builds upon the long standing tradition of influential education research undertaken by researchers within the School of Education at Charles Darwin University.

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
- advancement of Indigenous Australians and those developing communities in the Asia-Pacific
- 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
- 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
Our researchers are invested in the transformation necessary to revitalise schools and workplaces as connected places for learning in large cities and small communities.

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. With a focus on the interstices - the in-between spaces - 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 & Sustainability considers:
- places of connection
- places of acceptance
- places of awareness and mindfulness
- places to explore dissonance identity

**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
We seek new understandings of living, learning and working by using critical research practices to advance equity. All the while we firmly situate these enquiries in today’s technological and global context.

INTERNATIONAL CENTRE FOR SCHOOL LEADERSHIP

The International Centre for School Leadership (ICSL) is a joint initiative between the Northern Territory Department of Education and Charles Darwin University. Its primary goal is to build the capacity of leaders within educational contexts to drive school improvement and strengthen the capacity and potential for leadership in the NT schooling workforce.

The ICSL provides high quality professional programs, services and research. In the past two years, the ICSL has convened annual Indigenous School Leadership conferences providing innovative models for working with school systems, communities, public sector agencies and NGOs.

These conferences - combined with programs for teachers/senior teachers, principals, and Indigenous professionals - build cultures conducive to individual and whole school learning.

Many of these programs are designed to articulate with postgraduate courses offered by the IGCE and streamline pathways to higher degree study for the education workforce.

INTERNATIONAL PARTNERSHIPS

Philippines
The IGCE partners with universities and education systems in the Philippines, including the University of Mindanao and the University of Southeastern Philippines. Our partnership agreements focus on shared research capacity building using symposia, student exchanges, honorary staff appointments, research project collaborations and co-publishing opportunities. We have developed virtual meeting spaces and web-based seminar programs to promote multimodal international work.

China
The IGCE works closely with CDU and the NT Government to promote cross-provincial and cross-sectoral partnerships with universities located in Anhui Province, China. Partnerships with Hefei Normal and Anhui Normal Universities have generated reciprocal benchmarking study tours planned and managed by the International Centre for School Leadership. Plans are underway with senior executives to consolidate this work through staff exchange programs, leadership development programs to enhance education system responsiveness, research mobility projects and online postgraduate study opportunities.

Indonesia
Our important and long standing relationship with Indonesia extends beyond universities to school systems, schools and private teacher education providers. We align corporate social responsibility goals with the provision of resources to poor and remote schools. These partnerships are strengthened by memoranda of understanding signalling our commitment to the ongoing professional development of leaders and school principals as well as assigned scholarship places associated with research capacity building in Indonesia’s higher education system.

Timor Leste
The School of Education has convened cooperative workshops on education and training with the Timor Leste Ministry of Education. These workshops reflect an approach based on cooperation, shared responsibility and engagement in managing major educational change. Our research program explores a number of initiatives including: early childhood provision; school leadership; vocational education and training; and bilingual and mother tongue co-learning across education systems.
We celebrate the ability of individuals to work collaboratively towards shared progressive goals and transformational change. We believe that people flourish when challenged in safe, supportive environments and when engaged in the pursuit of the common good.

HIGHER DEGREES BY RESEARCH

In the IGCE, we utilise our international partner networks, researcher expertise and alumni to grow an internationally aware and locally responsive community of policy specialists, practitioners and researchers.

The Doctor of Philosophy (PhD) in Education is considered to be the capstone experience in guided postgraduate study. It offers an exciting opportunity to combine personal and professional passions for discovery, connecting and networking with community and systems and growing your capacity to make a strong contribution to your field and your community.

PhD candidates in the International Graduate Centre of Education have access to dedicated teams of academic researchers with practical research experience with issues of significance in the Asia-Pacific region. Every IGCE research candidate is advised by a panel of supervisors.

Candidates receive administrative and financial support along with research training and professional development opportunities. We offer workshops and funding opportunities that include: data collection and transcription services; data analysis software training; report writing and publication opportunities; conference participation; and travel grants.

Master by Research

Our Master by Research students represent some of the best and brightest minds in the world of educational research. We attract students from Cambodia, Philippines, Indonesia, North America, and all over Australia. This diversity generates a theoretically rich learning environment supported by policy resources and research initiatives from around the globe. Our research staff welcome the opportunity to supervise and partner with students from diverse educational and cultural backgrounds, as well as drawing on the theoretical interests this generates. For more information about Higher Degree Research and scholarship opportunities with the IGCE please visit the CDU Research page. This degree attracts experienced education and workplace professionals interested in areas such as:
- comparative studies in education
- digital workplace futures
- wellbeing and sustainability
- identity, language and culture
- teacher education and teaching
- educational policy analysis
- vocational education and training
- early childhood education
- non-formal education

COURSEWORK DEGREE

The Master of Education (International) is an innovative postgraduate course providing fast track opportunities to professional learning and higher degree research about contemporary policy issues including:
- theories of educational change
- language, culture and literacy
- managing English language teaching
- mobility and educational policy
- Indigenous education
- information technology and learning
- international education
- higher education
- vocational education

The MEd (I) meets the professional development needs of education policy makers, researchers, and practitioners working in the Asia-Pacific region and will offer learning opportunities in Melbourne, Sydney, Hong Kong and other offshore venues. The course combines a global learning ethos with hands-on opportunities to work with researchers across four major thematic areas:
- digital education futures
- identity, language and culture
- sustainability and wellbeing
- teacher education and teaching