Being Educated in Contemporary Australia

Listening to the voices of children, young students, adolescents, teachers, teacher education students and teacher educators.

23rd November 2009
Educational Building, Flinders University, Adelaide

>> http://caef.flinders.edu.au
## Conference Program

The Conference will be held in the Education Building at Flinders University, Adelaide.

Registration will take begin at 8.45am. Please ensure you have registered by 9.10am so the conference may start promptly.

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<td><strong>Opening Address</strong>&lt;br&gt;Professor Mike Lawson, Director, Centre for the Analysis of Educational Futures</td>
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<td><strong>Creating Capacity: Meeting the needs of an uncertain future</strong>&lt;br&gt;Professor Martin Westwell, Director, Flinders Centre for Science Education in the 21st Century</td>
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<td>10.20am</td>
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**Perspectives on Language Learning Experience**  
Ms Kathy Coccetti, Department of Education and Children’s Services, will act as a critical friend during this strand.

**Developing Intercultural Competence in the Languages Classroom.**  
*Ms Laura Cereceda, Hamilton Senior College*

Intercultural language learning recognises the ‘fundamental integration of language, (and) culture in ... using any language’ (Scarino and Liddicoat, 2009:33). It is deemed important that students be given opportunities to develop their intercultural competence (Byram, 1997) through reflection on their own understandings 'of the variable ways in which language and culture exist in the world’ (Liddicoat et al, 2003:46). This research is based on student voice in relation to their reflections when making connections with another culture through linguistic, visual and cultural immersion in the Spanish classroom. The results reveal interesting findings with respect to the students’ expressed thoughts, attitudes and values.

**Freire & Fairclough: A framework for critical discourse analysis (and there’s more.....).**  
*Ms Kate Berniz, Flinders University*

This paper is part of a larger study that explored the social and pedagogical enactment of a critical approach to Spanish language teaching and learning in a local Year 10 Spanish classroom. Aspects of Spanish students’ motivations and verbal proficiencies were examined over time. Drawing on Paulo Freire’s transformative theories and philosophy on education (1970) and the researchers grounded research into Spanish learning and teaching at five sites, the researcher invited a group of Spanish students and their Spanish teacher to enact a critical approach to their learning and teaching, over three terms. As expected, a collaborative enactment with multiple explicit and hidden key players (people, discourses and beliefs), was messy. The classroom participants' dialogue, 'our' influenced negotiations and 'our' complex responses to ongoing feedback (from these key players) in context, required the use of a research tool that would allow an examination and analyses of complex and problematic happenings, interpreted in the data and provided in my conclusions. Using Fairclough's framework(1992,2001) for CDA (critical discourse analysis), I have attempted to explain how an enactment of critical Spanish language learning and teaching in a case study, as a social practice, is meaningful when one goes beyond the textual, to the 'larger picture of social action and structure (Krieg 2008). Seeing possibilities and being aware of challenges are important experiences for researchers and teachers.

**Motivational and contextual influences on caregivers’ home involvement in children’s second language learning.**  
*Ms Ulli Glintzner, Flinders University*

The proposed study is about caregivers’ involvement in their child’s German language learning at home and at an Ethnic School. A multiple case study design was utilised to identify the degree to which motivational and contextual factors have an effect on how caregivers support their child’s German language learning in the home, through a particular focus on caregivers in a German Ethnic community in Australia. The study likewise explored the nature of caregivers’ involvement and their views on how to support a child learning a minority language in an Ethnic School. Semi-structured interviews were conducted with caregivers from 10 families, in order to ascertain their perspectives. It is intended that this inquiry into parental involvement in language
learners’ development will inform caregivers and teachers in the German ethnic community and assist the development of interventions that benefit parental participation in children’s language learning. The results of this study have provided some affirming outcomes as well as some indications for ways in which caregivers support their child’s German language learning in the home.
Rural and Remote Education

Rural communities: Schools and sustainability.
Dr Julie Clark, Flinders University and Dr Pam Bartholomaeus, Flinders University

Sustainability is a complex concept in the context of social communities, and particularly so for rural communities. Black (2005) argues that the sustainability of rural communities has three dimensions – social, economic and ecological. Taking the thesis that education is a key component of the social dimension of community sustainability the Flinders Rural and Remote Education Research Group in August 2008 invited principals of schools in rural South Australia to participate in a survey that explored ideas about links between their schools and the social sustainability of their rural community. From the questionnaire responses five main themes were identified: (1) principals believe that their schools have some unique characteristics; (2) the relationships between rural school staff and their rural community differ from those experienced in urban schools; (3) schools are a focal point for their rural community; (4) some policies and practices are impeding the sustainability of rural schools; and (5) support is required if rural schools are to make a significant contribution to the sustainability of rural communities. These themes and some key issues identified by rural principals will be discussed, as a contribution to the work of identifying strategies to promote and enhance the sustainability of South Australian rural communities and their schools.

Engaging & retaining youth in rural communities using learning for choice and strong choice ideas.
Professor John Halsey, Flinders University

One of the common characteristics of rural communities globally, and especially those in the developed countries of the world, is the exodus of youth in search of ‘greener pastures’.

While this exodus of youth has been happening for centuries and has often been spurred along by fundamental changes in the way societies organise themselves, such as occurred during the Industrial Revolution, it is now one of the most challenging issues confronting rural communities. This is because “youth are fundamentally future-oriented and, as such, are a critical human resource for re-building and re-energising rural contexts” (Halsey 2008, p. 2).

This presentation explores learning for choice as a contribution towards addressing the decline of youth in rural areas and in doing so commences with a section on rurality to illustrate some of the diversity of understandings about the concept and to provide locational and contextual dimensions. I then introduce the concepts of strong choice and weak choice and amplify Bernstein’s (1971) message system theory about how schools realise their purposes. This is followed by some theoretical framing based on Corbett’s (2007a) research in a fishing community in Nova Scotia. The final section of the presentation attempts to bring together the problem and the theorising using a modified case study to show how learning for choice constitutes a way of helping retain youth in rural areas.
Parent perceptions of a remote service delivery model of early intervention.

Professor Bob Conway, Flinders University

Parent interviews were conducted to examine the effectiveness of a remote service delivery model of Early Intervention for infants and pre-school age children with sensory disabilities living in remote and regional areas of Australia. Support was provided to children and their families via a range of mediums including telephone, post, fax, email, video-recordings and video conferencing. A number of positive features of the remote delivery model were identified by the 14 families interviewed. Positive aspects included the provision of information about sensory impairment, specific strategies for improving children’s communication and play skills, the provision of specialised toys and equipment, frequent contact between the service and families and the emotional support provided by the educators and therapists. The outcomes of the program are discussed with reference to indicators of effective family-centred practice.
Teaching Games for Understanding (TGfU) has evolved into a global movement aimed at the reform of games and sport teaching in physical education. It was first introduced in physical education literature in 1982 by Rod Thorpe and David Bunker who noticed that physical education lessons substantially focussed on the acquisition of ‘textbook techniques’ which students were frequently unable to apply successful in games. TGfU represents an alternative curriculum model, a learner centred model that fosters the development of sports literacy by foregrounding game appreciation, as well as having been applied to sport coaching in Australia as ‘Game Sense’. This paper will look at the pedagogical and curriculum principles of TGfU, how TGfU has been iterated as Game Sense, Designer Games, Play Practice and Play with Purpose in Australia. Links to curriculum documents across Australia will be illustrated to highlight the considerable support for TGfU approaches for the design of sport curriculum and the teaching of sport related games in Australian physical education.

Voices at play: Children’s perceptions of what influences their lunchtime play.

Ms Rebecca Stanley, University of South Australia

Purpose: The school lunchtime period has been identified as a “critical window” for potentially promoting physical activity (PA) in children. Previous attempts to increase children’s PA and decrease sedentary behaviour have had limited success, often due to the application of a “one-size-fits-all” approach to intervention design. In order to develop effective PA interventions, a clear understanding of the factors that influence children’s PA during this specific period is important. Exploring children’s perceptions may be key to improving current understanding of children’s PA behaviour and developing more appropriately targeted PA interventions. The purpose of this study was to identify children’s perceptions about what influences their engagement in lunchtime PA.

Methods: This was a qualitative study of 80 children aged between 10 - 13 years who attend government and non-government schools in South Australia. Data were collected using eleven semi-structured focus groups. Transcripts, field notes and focus group activity documents were analysed using content analysis. An inductive thematic approach was used to code and categorise the data into perceived barriers and facilitators of children’s lunchtime play relating to the Youth Physical Activity Promotion (YPAP) model.

Results: Children identified a number of factors that influence their engagement in lunchtime play in the schoolyard. Factors were identified across all components of the YPAP model with varying degrees of importance. Main themes to emerge included access to, and suitability of space; access to programs/facilities and equipment; weather; enjoyment of PA; beliefs about PA; and peer influence.
Conclusions: Communicating with children is an effective approach to uncover information regarding the perceived importance of PA factors, which may not be exposed using quantitative methods. This information can be subsequently employed to develop more targeted questionnaires and contribute to future efforts of developing interventions to improve children’s access to PA.

Being Physically Educated and Healthy in Contemporary Australia - listening to the voices of teachers as H&PE ‘goes national’ … again.
Mr Russell Brown, Flinders University

A new nationally developed Health and Physical Education curriculum is currently being considered by ACARA. The idea that Health Education and Physical Education as curriculum subjects in schools share sufficient similarities to gather them under a unifying umbrella for policy development or curriculum identification purposes is not new. In South Australian schools teachers have been asked to rethink, reorganise and redefine their teaching in tune with nationally developed curriculum documents since the early 1990’s. For teachers of Health Education and Physical Education this has meant guiding and connecting their work to ‘frameworks' provided by the nationally developed Health and Physical Education statements and profiles and, since 2001, the SACSA curriculum. This recent proposal is just the most recent example. However, what is most relevant at this embryonic stage of their development is how much has been learnt from past implementations and to what extent will the administrators draw on the voices of teachers ultimately responsible for implementing and teaching the new curriculum. This paper will analyse these issues while highlighting the complexities, challenges and realities associated with curriculum reform.

Do Australian children’s physical activity influences and behaviour vary according to where they live?
Ms Nicole Lewis, University of South Australia and Ms Suzanne Carroll, University of South Australia

Background: Previous research has suggested that population density may affect health and health behaviours including physical activity levels, though the impact of location of residence (urban versus rural) on the physical activity of young Australians is poorly understood. To understand physical activity behaviour, it is essential to identify the correlates of physical activity. Interventions to promote physical activity need to be founded on an understanding of correlates in unique socio-demographic settings. The aim of this study was to compare the physical activity levels and correlates of physical activity among Australian urban and rural children.

Methods: In 2005, young South Australians (10-15y; n=1720) were surveyed on psychosocial and environmental correlates of physical activity using the Children’s Physical Activity Correlates Questionnaire (CPAC) and a parent survey. The following constructs were derived, based on the Youth Physical Activity Promotion Model (YPAP): ‘is it worth it?’ (perceived outcomes); ‘am I able?’ (perceived competency); ‘reinforcing’ (parental support); and ‘enabling’ (parent-perceived barriers; safety, access to facilities, and transport availability). Self-reported physical activity (global PA) was derived from the Physical Activity Questionnaire for Adolescents (PAQ-A), while a separate question identified the number of organised sports played in the previous 12 months. Urban and rural respondents were compared on physical activity and correlates, using ANCOVA, controlling for age. Correlates were further explored using stepwise multiple regressions, accounting for clustered sampling in schools. In the whole sample, several interactions of YPAP variables and location of
residence (urban and rural) were significant. Therefore, models were tested separately in rural (n=231 males, 311 females) and urban (n=465 males, 514 females) participants.

Results: Among males and females, rural residents played more club sport, less school sport, and more sport overall compared with urban counterparts. Rural males and females also spent more time outside, with differences more marked among male high schoolers, and engaged in less screen time than urban residents. There were no differences for global PA among males, while rural females reported a higher score than urban females, but only among primary schoolers. Urban residents reported greater access to places to be physically active. For all regression models, total explained variance in global PA ranged from 29-34%. Among both urban and rural participants, age was inversely associated, and ‘is it worth it?’ directly associated with global PA. Among boys, rural participants’ global PA correlated with by ‘am I able’ and ‘enabling/transport’, while urban boys’ global PA correlated with by ‘enabling/safety’ and ‘reinforcing’. Among girls, ‘reinforcing’ also predicted global PA in rural and urban participants. There were no other differences in correlates of global PA between urban and rural girls. All reported associations were statistically significant (p<0.05).

Conclusions: Reported global PA levels were not statistically different between rural and urban children except for primary school age females (rural>urban). However, the way this activity was accrued differed. There is some justification for focused attention on transport availability among rural boys and safety issues among urban boys though, regardless of sex and location of residence, interventions to promote physical activity should emphasise to children of all ages the positive outcomes of engagement, while also focusing on pathways through which parents provide support.
Mediatisation of Education Policy

Eight days in November: Neo-Liberal Strategies for selling the “Education Revolution” between 22nd and 29th November 2008.
Mr Luke Bowering, Flinders University

On November 29th 2008 the Council of Australian Governments signed off on a National Education Agreement in which the States undertook to implement policy from the Federal Government’s vaunted “Education Revolution”. This paper will analyse the pro-policy media campaign conducted in the week prior to COAG, through the relationship of its 3 main actors and their key contributing speeches; News Corporation CEO Rupert Murdoch’s Boyer Lecture entitled Fortune Favours the Smart, New York City Schools Chancellor Joel Klein’s address to the National Press Club and Minister for Education Julia Gillard’s Keynote Address to the Leading Transformational Change in Schools Forum. While comparison of these texts in the context of the campaign demonstrates a level of strategic co-ordination between the actors in pursuit of their mutual goals, rhetorical analysis reveals multiple agendas, such that the reforms of the Education Revolution can be seen to serve an uneasy convergence of Conservative, managerialist and politically expedient interests.

Warnings from the Bronx and lessons from Finland: Education systems Australia should be watching.
Dr Catherine O’Halloran, Flinders University

This presentation will explore why management culture has become so prevalent within Western public education systems and discuss how this affects the education of our students. An article appearing in The Weekend Australian Magazine by David Nason portrayed what initially appeared to be a highly successful, transformative education policy in New York providing inspiration for Australian education. Closer examination reveals that the reasoning behind the New York policy is quite dubious, and is more concerned with management-in-education, efficiency, and accountability, and shows very little concern for social justice. In addition, it is questionable why Australia looks to the US for a model education system when Australia out-performs this country in PISA tests for scientific, mathematical and reading literacy. I reason that Australia’s Federal Education Minister, Julia Gillard, should look to the Finnish education system as one to inspire the Australian education reforms, as this country outperforms all OECD countries in the PISA tests, and is also one country where a child’s postcode does not predict their educational outcomes.

Driving the wrong way down a one-way education street!
Mr John Glennon, Flinders University

This paper discusses the proposal advanced by Iain Evans (a senior South Australian Liberal politician and a former leader of the SA Liberal Party) concerning student truancy. Mr Evans proposes a delay in the granting of learners and provisional drivers licences to students the system judges ‘truant’ in order to rectify student truancy problems. Mr Evans announced his concept publicly in a newspaper article entitled “You Wag You Pay” which was published on the front page of the Sunday Mail by Elissa Doherty on May 24th 2009 and again in a follow up radio interview on radio 891 on May 26th 2009. The paper discusses the likely negative impacts effects that such a proposal would have if put into practice and in particular discusses how Aboriginal and other lower
socio economic students would be impacted. The discussion concludes that not only will the proposal fail to solve the truancy problem but that it will actually increase disadvantage to Aboriginal and lower socio-economic class students. Accordingly the paper seeks alternative solutions not discussed by Mr Evans in his proposal which likely to have positive effects on a reducing student truancy.

**Standards in decline: Right answers and wrong questions or right questions, wrong answers?**

*Dr Caroline Dean, Flinders University*

Increasing pressures are being placed upon the teaching profession with respect to accountability and transparency in the provision of education. This paper analyses media reports and on-line Readers' comments from the Queensland newspaper *The Courier Mail* regarding the collection and publication of student and school literacy and numeracy benchmarks. These public perceptions of school accountability were contrasted with a Government review of educational policies by Geoff Masters published in 2009 into 'declining' educational standards. The attitudes of the various stakeholders are examined and their ramifications are discussed in relation to reshaping the teaching profession in contemporary Australia. As teachers cannot avoid accountability measures in the 'post-professional' age, this paper reaches the conclusion that teaching professionals need to be highly informed and active participants in the development of educational policies to negate the numerous pitfalls of performance testing. The questions that are imposed upon the various accountability measures should be closely aligned to sound 'evidence-based education' data. In seeking the 'right' answers from performance indicators, issues including: social justice; student diversity; staff professional development; curriculum interpretation; curriculum implementation; and level of resource support, all need to be considered when interpreting performance standards to strive for 'best practice' and well-implemented policies.
Equity & Identities in Early Childhood

Professor Glenda MacNaughton, Director, Centre for Innovation in Early Childhood, University of Melbourne will chair this strand.

Empathic Intelligence: What does this look like, sound like, feel like?
Dr Marietta Rossetto, Flinders University & Dr Susan Krieg, Flinders University

Respect is an important part of relationships that kindle trust and feelings of wellbeing for all learners (Professional Standards for ECE). Understanding and caring about others, in turn, rests in empathic intelligence (Arnold, 2005). Empathic intelligence, itself, is defined by ‘four qualities of relatedness …enthusiasm…motivated by belief and hope;…expertise…attuning to others’ learning needs…engagement…channelling charisma for the benefit of students’ learning (and) empathy…applying self-understanding to the service of others (Arnold, 2005, pages 22-23). But what does empathic intelligence look like, sound like and feel like in a learning situation? Motivated by a search for answers, this research undertook a study that invited two groups of pre service early childhood teachers, totalling 40 in number, to participate in a narrative, learning experience that was conducted in Italian. After the narrative learning experience, the participants were invited to reflect, as future pedagogues, on their feelings, the factors and/or strategies, if any, that had supported their learning and the implications of this experience for their future practice (Early Literacy and the ESL Learner). The participants were not prompted or prepared in any way, with the aim of facilitating the expression of reflections based on spontaneous, authentic responses. This transformative learning approach was based on the view ‘that the best educative processes …match information-seeking with imaginative and open-ended outcomes’ (Arnold, 2005, p.17). The results of the study were interesting, surprising and often unexpected.

Listening to the voices of boys in early childhood: Muscles, males and masculinity.
Associate Professor Murray Drummond, Flinders University

This presentation draws on qualitative research with early childhood boys within the context of sport, health and physical activity. The data is based on a longitudinal research project that will follow boys from early childhood through to completion of primary school in year 7 in attempt to understand the way in which masculinity changes over time. This presentation will identify the ways in which boys in early childhood perceive boys and men and their interpretation of what a typical male should be, how he should act, and what he should look like. A key theme to emerge from the first round of data has been that of muscles and masculinity, which will be a specific point of focus in the presentation.

Finding myself in this place: parent-infant separation behaviours on arrival to childcare.
Ms Jessie Jovanovic, Flinders University

The manner in which infants start the day in Long Day Childcare (LDC) centres determines both the quality of their day and their learning opportunities. Recognising that parents and centre caregivers play an integral role in the psychological environments in which young children engage, this study observed thirty parent-infant pairs upon their arrival at three metropolitan Adelaide childcare centres. Parent interactions with their infants (aged 6-18 months) and
centre caregivers were observed, noting how parents attended to their child’s needs and how they separated prior to leaving the centre. Parents focused more on routine tasks and conversations with caregivers than on interacting with or responding to their infant prior to separation. In the same way, parents shared information more frequently with caregivers and rarely spoke with their child about their return to the LDC centre. Fifteen minutes after their parent’s departure, infants were observed in close proximity to a caregiver and were typically immobile and engaged in watching behaviours. The final part of the presentation discusses some implications for the speed of parent-infant transitions into childcare.
Media Constructions of Students and Teachers

Investigating Erin Gruwell as a 'reel' teacher.
Ms Karen Rowe, Flinders University

Susan Ellsmore writes in *Carry on Teachers* that ‘screen culture provides resources which can be plundered and exploited as a source of educational theory for both practising teachers and teachers-in-training as a means of questioning and reflecting on their work’. With this in mind I will analyse the screen representation of Erin Gruwell in the 2006 film *Freedom Writers* exploring 'real' and 'reel' teacher identities. I will also examine the education policies and broader social environment encountered by her and her students during the 1990s.

To Sir, with [the pedagogy of] love.
Ms Katina Cacas, Flinders University

Walking with purpose, a Guyanese man in a suit befitting his middle class status, pauses to read a sign. The sign is the name of a school in a working class suburb of London, where this man ‘Mark Thackery’ will become a teacher. It is within this vocational/neo-classical school as discussed by Tyack and Cuban that the movie ‘To Sir, with love’ is set and this paper is oriented. An argument will emerge to consider Mark Thackery’s metamorphosis from an out-of-work engineer of working class origins to a charismatic teacher as discussed by Haralambos and Holborn. The growth of Mark Thackery as a teacher is experienced through his implementation of a ‘pedagogy of love’, as represented by Moore. This approach to teaching elevates the cultural capital of his students; enabling them to move away from their working class heritage and expectations of becoming part of ‘London’s great unwashed’.

Advantaging "our students" in the education marketplace.
Ms Cherie Vickery, Flinders University

In Australia the pressure on schools to strategically position themselves in a competitive educational market is growing. Evidence of this strategic positioning cannot just be seen in advertisements from the private sector but from the public as well. In my paper, I have given a comparative analysis of two Open Day advertisements from two contrasting schools – Prince Alfred College and Le Fevre High School. I have contrasted them in light of how they can be seen to be re-positioning themselves against each other in a market where resources, wealth and academic success determine the quality of the product being put on offer – Education.

What I argue is that Le Fevre have marketed themselves as a school which is well-resourced and which can offer the students academic success. In this Le Fevre shows a heightened consciousness of academic success being intertwined in many consumers’ minds with resources, exclusivity and money. In stark contrast to this, I have argued that prince Alfred College have consciously tried to redefine what makes its education so special, claiming in their advertisements that it’s the lifestyle, the prestigiousness and not academic success alone that make for a good education.
Gen Z: A Voice in School Choice  
Ms Veronica McCaffrey, Flinders University

This research has recognised the student, the unheard in the school choice literature. It has drawn on other fields to inform the study including healthcare related to children and decision making and children’s influence on family spending from a market research perspective. Using a Constructivist Grounded Theory Method approach this study has revealed perceived family values, beliefs, influencers and influences on school choice from the students’ vantage point. It has highlighted the importance of relationships both in the family, with friends and the emerging trusting relationships with staff at the schools of choice. A model for decision making on school choice reveals that joint decision making for secondary school by parents and children is the students’ preferred option as it empowers them in an area which has both short and long term effects on their lives. However students want to know that parents take the ultimate responsibility for the school choice decision. The inherent transition that comes with secondary school choice highlighted the anxieties that arise for young people at this time. These anxieties are ameliorated by a range of protective factors which can assist the student in this important rite of passage: the move from primary to secondary school.
Learning Communities

Family Wellbeing: Comparing Parent and Teacher Perspectives
Associate Professor Carolyn Palmer, Flinders University & Dr Judith Peppard, Flinders University

This paper will report on one aspect of a broader study evaluating the work of a school community network operating in an area of Adelaide experiencing high levels of disadvantage. As part of the evaluation, parent and teacher views were sought on school community life, issues that needed to be addressed to promote student academic achievement and the potential of the network to make a difference. This presentation will compare the lay knowledge of parents with the professional views of teachers, showing what these different perspectives offer to an understanding of the issues faced by families and how they might be addressed. The data collected via parent and teacher focus groups clearly demonstrates the links between poverty, social disadvantage and school achievement, and the need for broad policy change and local level support to create health enhancing environments and facilitate better outcomes for children and families.

'Threatened good order': the discipline disconnect.
Dr Julie McMillan, Flinders University & Dr Judith Peppard, Flinders University

This paper discusses findings related to student behaviour as part of a larger study of the operation of a community/school network. The student behaviour records from three schools were analysed alongside student academic achievement and attendance. As a result of this analysis, questions were raised about the purpose of collecting such data, the importance placed on these records, and how schools or systems may use these data to inform school disciplinary practices and promote a positive school climate. This paper addresses these broader questions through an examination of the literature on school-wide systems for data collection and monitoring student behaviour. We present the emerging theme of the ‘discipline disconnect’ and the importance of giving attention to the interconnections between academic achievement, student behaviour and the socioeconomic context. The authors discuss the relationship between behavioural and academic ‘risk’, in particular the need for academic supports and broader community programs in schools serving large populations of students living in areas of high disadvantage.

Teachers’ learning in an innovative school: the construction of an explanatory model.
Ms Kerry Bissaker, Flinders University

This paper reports on the process and outcomes of teachers’ learning in an innovative senior secondary school designed to reform teaching and learning in science and mathematics. The analysis and interpretation of a range of data collected over an extended period of time supported the development of an in-depth understanding of the interactions between contextual conditions, organisational elements and relationships factors that provided a context for and enabled teachers’ professional learning. An explanatory model of professional learning was developed as an outcome of the theorising process and identified the importance of alignments between teachers’ capacities, characteristics and sense of personal agency and specific contextual conditions, organisational
Teaching Critically for Globalisation in China and Australia

Dr Ben Wadham, Flinders University & Dr Amy Hamilton, Flinders University

As China reforms and opens up to a globalised world the relations of citizenship and identity profoundly change. Internationalized education is one site where the influences of Western educational practice are experienced by Chinese citizens. An imperative of a globalizing world is a broadening of educational practice, in particular the scope of pedagogies available to Chinese teachers. This paper draws on the experiences of teaching cultural sociology and critical sociological thinking (cultural analysis) to Australian prospective teachers in South Australia, and Chinese educators in Beijing. In educational terms cultural analysis is best described by the literature on critical and multi-l literacies: it involves the education of students to become critically minded citizens in an increasingly globalised and hence liquid (Bauman, 2007) or postmodern world. We argue that the challenges of teaching cultural analysis to Australian students are fundamentally structured by citizenship and identities cultivated through ontological individualism - the viewing of the world as an aggregate of rational, autonomous, self-directed individuals resulting in particular forms of cultural blindness. Chinese students are moving from a Communist governance to Market Socialism - from a Communist identity based on collectivism to Market Socialist (globalised) identities that enhance the potential of different forms of individualism. We argue that the challenges of teaching critical sociological thinking (in the educational context critical and multi-literacies) to both groups of students are structured by different forms of individualist subjectivities. In this paper we reflect on the relations of globalisation (eg Westernisation, hybridisation, polarisation) and their influence on the potential that China (in its transitional period) has to develop critical citizenship for a globalised and liquid world through an engagement with critical pedagogies.
Southern Schools Project Group

The mental health and friendship status of adolescent victims, bullies and bully-victims.
Ms Grace Skrzypiec, Flinders University & Professor Phillip Slee, Flinders University

Generally a common bullying incident is typified by a number of players. This includes the perpetrator of the bullying, commonly referred to as the bully, who targets a victim. The incident often occurs in the presence of a number of bystanders who witness the bullying but usually do nothing to assist the victim and may even egg-on the bully (Salmivalli, 1999; O’Connell et al., 1999). The roles of bully or victim however, are not necessarily played out by different individuals. Several researchers (Haynie et al, 2001; Nansel et al, 2004; Slee, 1995) have shown that some victims may also bully others, while some bullies may themselves be victimised. Young people who are both victimised and bully may be considered as a third group commonly referred to as bully-victims. There is substantial research to show that bully-victims are at a greater risk of experiencing mental health difficulties than bullies or victims. Using Goodman’s (1997) self-report Strengths and Difficulties Questionnaire (SDQ), this research of 1,388 young high school students presents results which supports this finding and demonstrates how friendship status may be a protective factor against mental health difficulties.

Metacognitive engagement
Professor Mike Lawson, Flinders University & Dr Helen Askell-Williams, Flinders University

Abstract to follow.

Together? Teacher and community views of working in partnership.
Ms Carolyn Gregoric, Flinders University & Ms Annabelle Wilson, Flinders University

In recognition that schools alone are unable to meet all the needs of their students and staff, communities are increasingly becoming involved in activities with schools. School-community partnerships seek to draw upon communities to complement and expand the resources, skills and knowledge that would otherwise be available within schools. Relationships and practices between schools and community partners impact on the effectiveness of these partnerships, however the extent of this has not been fully investigated.

This integrated presentation will explore the experiences of both teachers and the community of working in partnership. Firstly, using data from 22 interviews with educators, teacher and school approaches to partnership work will be explored. Links between teachers’ philosophical views on education and attitude towards partnerships will be proposed. Community partner perspectives will then be presented using a case study approach of a healthy eating and physical activity community program based across 40 primary schools in South Australia. A continuum of experiences, including enablers and barriers to positive contact and outcomes will be discussed.
After reflecting on current practices, the ‘ideal’ partnership from the point of view of both schools and partners will be discussed. This united view of effective partnership work will consider four key themes - relationships, communication, processes and approach.

Wellbeing and inclusion

Ms Leigh Burrows, Flinders University & Ms Pat Fleming, Flagstaff Hill Primary School

'I'm not that weird guy anymore' - how a holistic-relational practice and inquiry approach assisted ‘Jack’, a young man with Asperger Syndrome, to develop the skills of interpersonal relating through the inner experience of authentic relationship with his teacher and his peers.

Vulnerable young people with impairments in the capacity to relate to others such as in the condition Asperger Syndrome represent a particular challenge to education systems since their complex social and behavioural patterns tend to place them at odds with school structures and staff expectations (Swayne and Fielding 2006). This single case study focuses on a student with Asperger Syndrome who identified through an initial interview that he was lonely and wanted to have friends at school. While social skills programs can assist children with social impairments to learn appropriate behaviours in order to fit in more easily into mainstream educational environments they have been shown to be less effective in developing the reciprocal skills needed for genuine friendship (Gustein, 2000). A tailored holistic-relational intervention designed to develop Jack’s capacity to relate to others through the inner experience of authentic relationships with his teacher and classmates in the context of meaningful and engaging activities was collaboratively developed and implemented over a two year period. Observations, checklists and further interviews with Jack demonstrated an improvement in his capacity to engage in more developed forms of social relating with trusted teachers and peers, a reduction in agitation, an increase in emotional expressiveness and the ability to maintain attention. Evidence of an emerging personality was observed as the symptoms of his conditions began to recede (Alvarez & Lee, 2004). An obstacle to a whole school approach to supporting Jack in the form of the unwillingness of some teachers to modify their traditional approach to behaviour management remains. This study suggests however that conditions such as Asperger Syndrome may not be as immutable as previously thought.

Teachers Wellbeing: Yard Duty.

Ms Mirella Wyra, Flinders University & Professor Mike Lawson, Flinders University

Teacher wellbeing is of great significance for the proper functioning of the educational establishment. The main responsibility of a teacher is to facilitate student learning. But a teacher’s work encompasses many other responsibilities, one of them being yard duty. Yard Duty is an integral part of teachers’ work but very little research is available that explores the interactions and roles of teachers on yard duty. Even less information is available about wellbeing of teachers when they engage in yard duty. In this paper we will explore the influence of yard duty on teacher wellbeing.
The Panel

Members of the panel will make short presentations related to the theme of Being Educated in Contemporary Australia which will be followed by a discussion involving the panel and the audience.

Panelists include:

- Professor Martin Westwell, Director, Flinders Centre for Science Education in the 21st Century
- Professor Glenda MacNaughton, Director, Centre for Innovation in Early Childhood, University of Melbourne
- Ms Kathy Coccetti, Department of Education and Children’s Services
- Students from Bellevue Heights Primary School, Blackwood High School and Christies Beach High School.