Curriculum leadership for a diverse Australia

Wednesday 30 September – Friday 2 October 2015
Adelaide Convention Centre, South Australia

ABSTRACTS
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WEDNESDAY 30 SEPTEMBER
Session 1  12.35–1.35 pm
Session 2  2.25–3.25 pm

THURSDAY 1 OCTOBER
Session 3  10.00–11.00 am
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Session 6  10.00–11.00 am
Session 7  11.30 am–12.30 pm
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As the world becomes increasingly interconnected and interdependent, yet also increasingly diverse, it is clear that individuals will need the capacity to both critically examine and actively engage with transnational communities. This demands the development of particular understandings, skills and dispositions that empower young people to act as ethical global citizens and leaders of social change.

Yet, before adapting ‘global citizenship’ as an educational goal, we must consider what kind of global citizenship we wish to promote, and for what purpose. Too often in education, such ideals are promoted in theory, without meaningful reflection and debate about what they would look like in practice. As a result, the implementation of these approaches is often at a surface level; the ideals promoted in the ‘official’ curriculum are not evident in the ‘enacted’ curriculum.

This paper examines both the challenges and the possibilities for constructing a meaningful approach to global citizenship education which is transformative for both students and teachers. Through an analysis of existing practices in an elite independent school, I identify the disjuncture between the ideals and realities of educating for global citizenship, with a view to constructing a framework for teaching and learning which fosters critical global consciousness.

**BIOGRAPHY**

Joanna Baker is the global leadership coordinator and teacher of English at Melbourne Girls Grammar School, and recently completed a Masters of Education (MEd) from the University of Melbourne, specialising in curriculum design and global education. Her experiences in Australia and abroad have inspired a focus on curriculum innovations and global citizenship education.
Curriculum negotiation: The relevance of Boomer’s approach to the curriculum as a process, integrating student voice and developing democratic citizenship

Jeroen Bron, Netherlands Institute for Curriculum Development (SLO)

This paper presents an analysis of the work of Garth Boomer and his colleagues and relates this to a number of developments in present day education. Garth Boomer (1982, 1992) developed an approach in which teacher and students work together to negotiate their curriculum. We argue that this model is still valuable in both schools and university education today.

Students offer unique perspectives that can improve the quality and relevance of the curriculum, when they are involved in curriculum design. The processes involved in negotiating their curriculum can lead school and university students to develop a range of relevant skills by providing opportunities to practise and experience citizenship. However, enabling students to have a role in curriculum design requires that curriculum is regarded as a process instead of a predetermined, externally established product.

In this paper we answer the following questions: What is the current relevance of Boomer’s curriculum negotiation model in education? How does curriculum negotiation contribute to our knowledge about 1) the development of a more democratic society through the curriculum as a process; 2) the concept of student voice in curriculum development; and 3) the development of students’ democratic citizenship and 21st century skills, and graduate attributes?

BIOGRAPHY

Jeroen Bron taught social studies at secondary level and at a teacher training college before starting his career at the Netherlands Institute for Curriculum Development (SLO) where he specialises in citizenship education and cross-curricular themes for primary and secondary education. Jeroen is currently pursuing his Doctorate of Philosophy (PhD) at the University of Humanistic Studies in Utrecht, Netherlands.

Fostering empathic reasoning and ethical understanding through the community of inquiry approach

Martyn Mills-Bayne, University of South Australia

This paper explores the general capability of ‘ethical understanding’ described in the Australian Curriculum and argues that the community of inquiry approach is the ideal pedagogy for fostering ethical understanding. Furthermore, by drawing heavily on the work of Lipman, Osanayn and Sharp who were instrumental in developing the ‘Philosophy for Children’ (P4C) program which uses the community of inquiry pedagogical approach, the general capability already provides a strong argument for its use. To support this argument, the author draws on findings from his own doctoral research that explored the use of the community of inquiry pedagogical approach to foster young children’s empathic reasoning in a primary school setting. The ability to take the perspective of others and reason about their emotional concerns is at the heart of any ethical understanding involving the lives of others. The community of inquiry provides educators with a robust pedagogical approach that can be used across curriculum areas to encourage children to engage in empathic reasoning and ethical understanding about the world around them. In this way we can help students to become confident, creative and caring learners, who are active, informed and empathic citizens.
**BIOGRAPHY**

Martyn Mills-Bayne is a lecturer at the University of South Australia. Martyn is writing his doctoral thesis titled ‘An exploration of community of inquiry as a pedagogical tool to foster empathy in the early years of school’. He is currently president of the South Australian Philosophy in Education Association.

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**Improving together—engaging teachers in designing challenging and supportive learning for Aboriginal students**

*Andrea Lawrie, Claire Wood* and *Denise Higgins*, Department for Education and Child Development South Australia

The Anangu schools are mostly situated in the Anangu Pitjantjatjara Yankunytjatjara (APY) lands. It is a complex context with schools feeling isolated and most students being English as an additional dialect (EALD). Staff changes are frequent including leadership positions. The Anangu Lands Schools are Indulkana, Mimili, Pipalyatjara, Murputja, Amata, Ernabella, Kenmore Park, Fregon, Oak Valley and Yalata. Each site is a combined primary/secondary and most have a preschool on site.

Systems and structures on the Anangu lands must be agile and adaptive. This project takes into account the transient and inexperienced teaching population as well as the diverse learning needs of Indigenous students. The aim is to develop an agreed partnership approach to teaching and learning so that there is a coherent and consistent approach to designing curriculum that supports, engages and challenges all learners. A yearly overview and unit outline was developed by the steering committee to support this work.

The project aims to support and value a network of teachers to build on expertise in teaching for effective learning and innovative programs through face-to-face and professional learning communities via tele/video conferencing.

Events, excursions, exchanges and carnivals are linked to the teaching and learning cycle in order to bring purpose and real-life experience to classroom learning.

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**BIOGRAPHIES**

*Andrea Lawrie* is an engaging educator who began her teaching in the APY lands at Mimili school. Andrea now works as part of the Anangu Lands Curriculum Steering Committee to support schools on the APY lands. Andrea has 27 years’ experience as a teacher and leader of curriculum.

*Claire Wood* started teaching in Ireland 30 years ago and since then she has experienced teaching in a range of public and private educational institutions around the world, including the United States, the United Kingdom, Europe and Asia. She has 15 years’ leadership experience in Australia and has led teacher learning within the Australian Curriculum since 2011.

*Denise Higgins* is an experienced leader who has worked extensively in country South Australia as a teacher, school and curriculum leader with experience as an Aboriginal education coordinator. She is currently working as a secondary implementation officer of the Australian Curriculum leading the learning with Anangu schools staff.
Teacher perceptions of history teaching and cross-curriculum priorities in middle school history classes

Shaun Parry, Associate Professor Michael Christie and Dr Bill Allen, University of the Sunshine Coast, Queensland

The implementation of the Australian Curriculum: History marks the re-introduction of history as a stand-alone subject in schools across the country. Adding to issues around the implementation has been the contentious area of teaching to the cross-curriculum priorities. These issues include integrating the priorities seamlessly across the curriculum. This paper reports on research into how teachers in the middle school years are responding to teaching the curriculum, and in particular how they are addressing the cross-curriculum priorities. The research employs interviews and classroom observation for data collection.

Integral to this process is to identify and analyse teacher perceptions of the meaning of history, teaching the new curriculum, the value of the cross-curriculum priorities and their potential benefits and constraints, and the consequences of these perceptions on their classroom practices. The perceptions are reflected by and through, the educator’s values and beliefs of education, history and therefore history education.

The paper reports on the findings of the research project and has implications for understanding how teachers are coping with the new curriculum in the lower secondary years and for their preparation and professional development.

BIOGRAPHIES

Shaun Parry is a MEd research student who has over 10 years’ experience in Queensland state schools and is qualified to teach both middle and senior history. While completing his studies, Shaun is tutoring future teachers at the University of the Sunshine Coast.

Michael Christie works in education at the University of the Sunshine Coast. His PhD was a history of contact between Aborigines and colonists in early Victoria and is published by Sydney University Press. He teaches in MEd and the primary Bachelor of Education (practicum and history) and researches in a variety of areas.

Bill Allen is a senior lecturer in education at the University of the Sunshine Coast. His teaching areas and research interests are in senior curriculum, history teaching and international education. He has co-authored a book Practical Planning and Assessment (Oxford University Press, 2013) with Kylie Readman.
The unfinished project of critical pedagogy

Associate Professor Robert Hattam, University of South Australia

The political struggle over what constitutes school curriculum and pedagogy in Australia is now being framed by: neoliberalising policy that has excised key words such as ‘critical pedagogy’ and ‘social justice’ from schooling policy; the Murdochisation of the public sphere; debates about fairness, and the rights of bigots; the recent Review of the Australian Curriculum and its claim for more attention to ‘Judeo-Christian civilisation’; and heightened unease about national security and freedom of the press.

This paper takes up the contemporary national context and the confused and contradictory national debates as a provocation to rethink the project of ‘critical’ pedagogy. What is the project of critical pedagogy when the nation argues for: giving up our freedoms for security; defends freedom of the press against terrorists in France while passing laws to curtail press freedom here; wants to foreground a ‘Judeo-Christian civilisation’ that must correlate with the trope ‘team Australia’ while also celebrating cultural diversity; advancing the privatisation of education while also claiming ‘mateship’ and the egalitarian mythology; asserting parental choice as a policy imperative while undermining the only choice most parents have? Being critical demands that schools nurture a sceptical attitude towards common sense, official knowledge, understandings of how power works through knowledge and identity formation; and commitments to equality and social justice.

BIOGRAPHY

Robert Hattam is an associate professor in the School of Education, is associate head of school: research, and leader of the Pedagogies for Justice research group. His research focuses on teachers’ work, educational leadership, critical and reconciliation pedagogies, refugees and school reform.

Wellbeing education in initial teacher education: Influences on teacher quality, transition, retention and student achievement

Professor Faye McCallum, Southern Cross University and Dr Deborah Price, University of South Australia

Internationally, continued research on teacher quality confirms that it is one of the most influential factors on student achievement. Australia has been concerned about teacher quality for over 30 years and has responded with various initiatives, one being in initial teacher education (ITE). However, the attraction, retention and sustainability of teachers in the profession is a concern. And the transition from university to work is identified as an area of challenge, often affecting the wellbeing of early careers teachers. This paper reports on a joint project with the University of South Australia and St Mary’s University (United Kingdom) where wellbeing education has been a focus during ITE. Wellbeing education addresses the concerns of teacher retention and transition and the effect this has on teacher quality and student achievement.
Results from a mixed-method iterative design compares these influences through data collected with graduates (one to five years) using an anonymous online survey that integrates quantitative measures of Resilience and Youth Development Module (WestEd, 2003), the Optimism/Hope Scale (Snyder, 1997) and Happiness Scale (Fordyce, 1988), and qualitative open questions addressing ITE teacher wellbeing principles. Implications regarding wellbeing education in ITE will be discussed to advance teacher wellbeing, globally, both within ITE and the workplace.

At the University of South Australia a focus on wellbeing education in ITE has existed for the last eight years, now offered at postgraduate level with numerous research outputs including a book. At St Mary’s University there also exists an explicit ITE teacher wellbeing program. Both approaches will be compared to measure impact on early career teacher quality, transition, retention and ultimately student achievement.

BIographies

Faye McCallum is dean and head of the School of Education, Southern Cross University. She was previously employed at the University of South Australia as associate dean: Teaching and Learning in the School of Education where she was responsible for all teaching and learning academic programs which included initial teacher education accreditation, curriculum reform and the implementation of an online strategy. Her two main research interests have attracted funds nearing $2 million and include: the attraction, retention and sustainability of teachers in rural areas; and, secondly, wellbeing education.

Deborah Price is lecturer in inclusive education and wellbeing and deputy director of the Centre for Research in Education (CREd) Wellbeing Research Group at the University of South Australia.
Bringing it all together: Authentic curriculum leadership in an age of accountability
Michelle da Roza, Maria O’Donnell and Clare Fletcher,
St Mary MacKillop College, Australian Capital Territory (ACT)

In a time of increased accountability for schools and individual teachers, there are many competing priorities for schools which can detract from a focus on teaching and learning. St Mary MacKillop College, a large co-educational, Catholic systemic school in the south of Canberra, has addressed this by creating a curriculum model that allows teachers to develop a sense of their place in the broader strategic plan of the school, empowers them to address excellence and inclusivity, and encourages them to have a clear development plan for their own career development. By pulling together all aspects of teaching and learning into a model for understanding of the interconnectedness of strategically planning for better student outcomes, teachers are more likely to become involved in professional learning, school improvement using research and data, and collaborative planning for success.

BIOGRAPHIES
Michelle da Roza is assistant principal curriculum at St Mary MacKillop College in Canberra where Maria O’Donnell and Clare Fletcher are teaching and learning coordinators. They each have a long history of teaching and curriculum work, both in New South Wales and the ACT, including extensive periods of time as English coordinators.
Differentiating the curriculum for students with disability: Inclusive approaches at Adelaide East Education Centre

**Caitlin Cottnam, Adelaide East Education Centre, South Australia**

Insight into the diverse approaches the Adelaide East Education Centre (formally the Kensington Centre) uses to differentiate and integrate the curriculum for students with a disability will be shared. Exploration will showcase how educators at Adelaide East Education Centre enact the Australian Curriculum and both the modified, and non-modified, South Australian Certificate in Education (SACE) for students who present with an intellectual disability and/or autism spectrum disorder and a myriad of other behavioural and learning needs. The process of building on students’ strengths and capabilities to enhance their learning outcomes and opportunities will be explored through individual teacher case studies. These include the experiences of implementing the Year 8 Australian Curriculum learning areas of history, geography and science; the process of achieving modified SACE for all students with a specific focus on the research project; and the development of a non-modified personal learning plan program specifically designed to assist students with disabilities to achieve a passing grade aligned to mainstream performance standards. Such initiatives have been designed to value and respect all learners and assist young people to achieve success. This presentation intends to highlight and share educational practices that aim to be inclusive and socially just to ensure quality education for all.

**BIOGRAPHY**

**Caitlin Cottnam** is a teacher at the Adelaide East Education Centre, a secondary special education site for the Department for Education and Child Development South Australia. Caitlin has presented at the Australian Association for Research in Education conference, more recently at the South Australian Special Education Principals and Leadership Association conference and at the Australian Curriculum Studies Association 2014 symposium. She enjoys collaborating with others regarding inclusive practices for all learners to achieve success.

Network analysis for educational leaders

**Dr Sue Nichols and Bec Neill, University of South Australia**

What does the concept of the ‘network’ encourage educators to see, understand and do? What educationally relevant goods and values circulate through networks? What opportunities and challenges might be revealed by network analysis? This workshop will address these questions by presenting practical examples of network analysis in education contexts.

We will demonstrate how adding these to the inquiry toolkit will open up new kinds of knowledge production for educational leaders. We will look at various ways of representing networks and of interpreting these representations, considering the value of both ‘big data’ and small-scale targeted case study approaches. Participants are encouraged to bring their own network-related questions and issues for discussion. The presenters are educational researchers who have applied networking concepts to investigating flows of ideas, goods and practices between individuals, organisations and sites.

**BIOGRAPHIES**

**Sue Nichols** and **Bec Neill** are education researchers at the University of South Australia. Sue is senior lecturer in education and leads the Multiliteracies and Global Englishes research group. Bec is currently working on several research projects while completing her doctorate.
Re-igniting the passion in humanities and social science (HaSS): An exploration of pre-service teachers’ experiences

Deborah Green, University of South Australia

Educat[ing] pre-service teachers in a large curriculum area such as humanities and social science (HaSS) is challenging. Many of these higher education students have little or no recollection of HaSS or similar learning areas from their schooling experiences. Of note, descriptions of negative, unengaging practices emerged from those who did recall this learning area. These students therefore enter the HaSS education course at university unmotivated and disinterested. This needs to change if these future educators are to engage their own students and enhance their development as global citizens. This small-scale qualitative study explored the insights of 32 pre-service teachers. Open-ended questionnaires were administered at the commencement and conclusion of the HaSS Masters of Teaching course. Findings indicated that using an inquiry model of learning and engaging students in a range of often controversial topics enabled them to explore their values and beliefs, igniting curiosity and passion. At the conclusion of the course students reported increased knowledge, feeling more confident and motivated to teach this important curriculum area. Some students indicated a strong passion about ensuring that this curriculum is integrated across all other curriculum areas thus ensuring a holistic exposure to these topics.

BIOGRAPHY

Deborah Green currently coordinates humanities and social science education courses for pre-service teachers in the early years, primary, primary/middle and secondary strands at the University of South Australia. She has recently submitted her PhD thesis for examination where the research explored why some individuals persistently bully in spite of the interventions employed by schools.
Steerage learning for steerage students: Enhancing provision for migrant and refugee students

Professor Phillip Garner, University of Nottingham and Fiona Forbes, Australian Special Education Principals Association

Children of migrant and refugee families face particular challenges in being included in education. The phenomenon is a feature of many industrialised nations, not least in the current Australian context. It is characterised in particular by both the unmet curriculum and social and emotional learning (SEL) needs of this section of the school-age population. Studies have indicated that it is the latter which is a major factor in educational underperformance and subsequent social isolation. This presentation draws upon evidence from a three-year UNICEF intervention in four provinces in China (2011–14). This aimed at enhancing schools’ capabilities in meeting the SEL needs of children in locations that experienced significant population displacement as a result of the demand for manual labour in growing metropolitan regions. These data are used as a reference point for a discussion on what might be the optimum school environments in which such marginalised learners might flourish.

The study uses narrative feedback from a small group of Australian teachers and trainers to illustrate 1) the nature of the challenges experienced, 2) how school leaders and staff can make meaningful contributions to a learning culture which is inclusive, and 3) a reflective commentary on the impact and future potential of promoting a version of ‘learning for all’ which encompasses those students who are the most likely not to succeed.

Some key principles emerged from the evidence gathered: while these do not differ significantly from ideas which have consistently been viewed as essential characteristics of successful interventions for marginalised populations (UNDP, 2010), they do highlight both the need to look beyond ‘headline’ levels of national educational ‘progress’ while acknowledging that valuable lessons can be learned regarding the ways learners and communities can be empowered.

BIOGRAPHIES

Phillip Garner is professor of education within the School of Education, University of Northampton, England. He is involved in teaching and research on aspects of special and inclusive education.

Fiona Forbes is a practising school leader and the national president of the Australian Special Education Principals Association.

Supporting curriculum leaders implementing the Australian Curriculum: A retrospective by Queensland independent schools

Jenene Rosser, Independent Schools Queensland with Jan Morey, The Glenleighden School and Sharyn Ive, Shalom Christian College

This workshop is in three parts:

1. Jenene will explain some of the approaches and strategies that she has used to support curriculum leaders across independent schools in Queensland as they implement the Australian Curriculum.

2. Two of those curriculum leaders will provide responses on how they used those approaches and strategies within the context of their schools.

3. Workshop participants will then have a chance to ‘play with’ and consider some of the strategies and approaches within their own context.
**BIOGRAPHIES**

**Jenene Rosser** is executive manager (Australian Curriculum) supporting 190 member independent schools with implementation of the Australian Curriculum. Jenene is a member of the Australian Curriculum, Assessment and Reporting Authority (ACARA) Curriculum Directors’ Group and represents the independent sector on a number of national panels and reference committees for the Australian Curriculum. Jenene has worked in education for 30 years as a teacher, head of department, curriculum developer and consultant.

**Jan Morey** is the Curriculum Coordinator and Early Childhood Coordinator at The Glenleighden School, an independent special P–12 school in Queensland for children with language disorders. Jan has been an educator in both tertiary and primary settings and has followed her passion to work with children and young people who have special needs. At The Glenleighden School, Jan works closely with multidisciplinary teams of teachers and allied health professionals to deliver the Australian Curriculum with targeted adjustments for students with severe to profound speech and language disorders.

**Sharyn Ive** is Head of Teaching and Learning at Shalom Christian College; a United Church, day and boarding, P–12 school for Aboriginal and Torres Strait Islander students predominantly from remote and very remote communities across Australia. Sharyn is a literacy and numeracy coach and supports the College and teachers in meeting the Australian Curriculum requirements while catering for students from diverse Indigenous cultural backgrounds who have English as an additional language or dialect. Sharyn has worked in education for 25 years as a teacher, head of department and curriculum.

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**The place, role and potential of geography in a balanced and well-rounded curriculum**

*Malcolm McInerney, Australian Geography Teachers Association*

The workshop will explore the place, role and potential of geography in the curriculum within the context of the Australian Curriculum. The Australian Curriculum: Geography is a new and exciting development in the teaching of geography in Australia and in many cases challenges the perception of geography held by the community and many educators. Malcolm will discuss how the curriculum differs from traditional geography curricula and enunciate how it can be said that it is a necessary and critical part of the curriculum for the development of the well-rounded 21st century citizen. Malcolm will also show that geography is a very holistic learning area that has the capacity to be a potential connector with all the learning areas of the Australian Curriculum. Such a capacity of geography is a characteristic to be embraced when talking about the ‘over-crowded’ curriculum and ways to connect and integrate knowledge, understandings and skills across the curriculum.

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**BIOGRAPHY**

Malcolm McInerney considers humanities education is critical in the school curriculum and has been heavily involved in the teaching and promotion of geography over recent years. Malcolm’s experience includes being the immediate past chair of the Australian Geography Teachers Association (2008–13), member of the ACARA Australian Curriculum: Geography Advisory Panel (2009–13), executive director of the Education Services Australia GeogSpace Supporting Australian Curriculum Online project, president of the Australian Alliance of Association in Education (2013–15) and previously the humanities coordinator at Thebarton Senior College in Adelaide.
SESSION 3: 10.00–11.00 am
THURSDAY 1 OCTOBER 2015

Enriching numeracy learning using digital tools—sharing stories from teacher researchers
Desiree Gilbert, Educational Consultant, AISSA

Creating rich numeracy experiences for young students in ways that develop, demonstrate and optimise their numeracy skills is critical to the future success of our students both in school and as citizens of the 21st century.

Teacher action research in primary and secondary settings has explored harnessing the potential of digital technologies to enrich and enhance numeracy learning and engage students. This workshop will share teachers’ provocations and ensuing classroom research as they investigated the connections between numeracy, digital tools and the teacher pedagogies that underpin deep student learning.

The workshop will engage participants in the rich numeracy learning that resulted from the project and will demonstrate the way digital tools were used and integrated in learning experiences. Pedagogical approaches that optimise numeracy learning across curriculum areas and empower students as independent learners will be shared.

BIOGRAPHY
Desiree Gilbert is the numeracy educational consultant for the Association of Independent Schools of South Australia (AISSA). Her work involves providing central and school based support to schools by facilitating a range of professional learning opportunities to build teacher capacity in numeracy. Desiree is studying a MEd—Leadership and Management degree.
Achieving Asia literacy in one South Australian school: Beyond the intentions

Dr Hannah Soong, Dr David Caldwell and Dr Greg Restall, University of South Australia

Achieving Asia literacy in Australian schools requires sustained action to deliver on the intent of the Australian Curriculum. Yet, much is unknown about how schools in South Australia are delivering such intent. The aim of this paper is to investigate the role of a school community, and its contribution to students’ cultural and language development in Asia literacy. Using a case-study methodology, this paper seeks to provide socio-cultural understanding of linguistic and cultural diversity, and the pedagogical approaches taken up by a school community, to build cultural and language capacities in the delivery of Asia literacy.

BIOGRAPHIES

Hannah Soong is a lecturer and a course coordinator of critical perspectives on curriculum, pedagogy and assessment. Her research interests include cultural diversity, multiculturalism, international education, and the literacy and pedagogical issues evolving in the context of global changes in educational mobility.

David Caldwell is a lecturer in literacy and English language and is course coordinator of language and literacy for learning. He is trained in systemic functional linguistics and is interested in its application to a range of contemporary language contexts, including literacy practices in school-based education.

Greg Restall is a lecturer in teachers of English to speakers of other languages (TESOL) and the program director for the MMTL Master of Education (TESOL) and the MMEL Master of Education programs. His educational and professional background is in languages education, specifically Chinese, French and TESOL, and educational technologies.

Cultural wellbeing in Australian schools: Theorisations, provocations and implications for curriculum

Sherridan Emery, University of Tasmania and Margaret Shearer, St Brendan Shaw College

Children’s wellbeing is identified as a central goal of schooling addressed in numerous ways within curriculum frameworks and school leadership standards. One little known aspect of wellbeing is its cultural dimensions. Cultural wellbeing has become part of educational policy, but there is little research specifically addressing this area.

What is cultural wellbeing and how is it relevant in education? What could cultural wellbeing look like within a classroom community? These questions form the inquiry of this presentation in which a PhD researcher and a Year 9 educator will share early findings from a study of cultural wellbeing currently being conducted in a Tasmanian Catholic college.

While silences exist around cultural wellbeing within educational literature, there is a growing body of literature on cultural wellbeing in other reference disciplines. Emerging theories of cultural wellbeing will be discussed in relation to data gathered from a case study of a unit of learning conducted within the Year 9 class by the educator and documented with the researcher.
This case study is part of a larger research project investigating cultural wellbeing in classroom communities through a grounded theory study which stands to offer insights into this little known aspect of wellbeing in education and its implications for curriculum.

**BIOGRAPHIES**

Sherridan Emery is a PhD candidate, researcher and tutor in the Education Faculty at the University of Tasmania.

Margaret Shearer is a humanities teacher Years 9–12, professional learner leader and Aboriginal student support teacher at St Brendan-Shaw College, a regional Year 7–12 college in Devonport, Tasmania.

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**How ‘Australian’ is the national curriculum—critical pedagogy: Colonial narratives or shared histories. What is to be taught?**

*Kevin Lowe, University of Newcastle*

The Australian Curriculum carried the potential to assist teachers in reconfiguring classroom discourse on Aboriginal people, their place, rights, and status within the state that rose out of the colonisation of their homelands. The paper will apply a critical race analysis of the how ‘Indigenous’ content at a national and state levels has been articulated within the history curriculum and analyse how this articulation inherently influences classroom pedagogic and assessment practices.

**BIOGRAPHY**

Kevin Lowe, a Gubbi Gubbi man from south-east Queensland. He has been a teacher, university lecturer, board inspector of Aboriginal education in the New South Wales, and has long term and extensive experience in schools, vocational education and universities. He has held positions in the Federation of Aboriginal and Torres Strait Islander Languages, the NSW Aboriginal Education Consultative Group, and is actively involved in First Languages Australia and ACSA. Over the last 20 years his work has focused on establishing educational projects with Aboriginal communities, schools and education systems that centre on the development of effective school-community learning partnerships. He is currently a post-graduate doctoral student at Newcastle University.

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**Implementing the Australian Curriculum in a special school**

*Ian Copland, Rochelle Steely and Marie Campbell, The Woden School, ACT*

The Woden School is a high school and senior school for students with intellectual disability and/or autism. In 2011 the school was selected as one of the lead schools in the ACT public education system to implement the Australian Curriculum. The school also started an ongoing relationship with ACARA in the development of exemplars of units of work that demonstrated how the Australian Curriculum could be successfully adapted for students with moderate to severe disabilities.

The philosophy of the school is firmly focused on ensuring that the students have a high school experience that is reflective of all high schools. Preparing students for life in the wider community requires a broad curriculum that exposes them to the diversity of learning options available.
This workshop will expand on this philosophy and then demonstrate how this has been put into practice across the learning areas, general capabilities and cross-curriculum perspectives. The issues of making the Australian Curriculum relevant for a very diverse range of learners will be discussed. Examples of curriculum documents, including scope and sequence documents will be presented. Future directions will also be discussed.

**BIOGRAPHIES**

**Ian Copland** is principal of The Woden School, and was previously manager of disability education, ACT Department of Education and Training. He is a member of ACARA’s Students with Disability Advisory Group, and vice-president of the Australian Association of Special Education.

**Rochelle Steely** is curriculum coordinator at The Woden School and a classroom teacher.

**Marie Campbell** is teacher/librarian, teacher mentor at The Woden School.

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**Teaching ‘ethical understanding’ in the Australian Curriculum**

**Julie Mitchell, University of Melbourne**

This paper draws on research conducted for my doctoral study on the general capability of ‘ethical understanding’ in the Australian Curriculum. My key research question is: What understandings do teachers construct when they explicitly teach ethical understanding in their discipline area?

The study is qualitative in nature, framed by hermeneutic phenomenology and involves 11 secondary school teachers from four subject areas in three contrasting schools. Collected data comprises two semi-structured interviews, reflective journals and sample teaching materials.

This paper will explore the initial findings from interviews and journal entries of these teachers reflecting on their work in implementing ethical understanding in their specific subject area. I was interested in discovering what understandings of ‘the ethical’ teachers create in the context of their subject classrooms and the knowledge sources they draw upon.

The interviews sought to explicate teachers’ understandings of ethics, the connection of ethics to their specific curriculum subject and the processes and pedagogies they used to teach this explicitly in their subject. In this paper, I will consider preliminary findings and emerging insights in relation to two areas: 1) participants’ knowledge of ethics and their construction of that knowledge, and 2) the implications of student responses for the future of this general capability.

**BIOGRAPHY**

**Julie Mitchell** is a lecturer and PhD candidate in the Melbourne Graduate School of Education, University of Melbourne. She was a secondary English teacher for 23 years before moving into teacher education. She was a writer and consultant for the Commonwealth Values Education project.
Teaching for the future: Diversity, inclusion and human rights in the Australian Curriculum

Siobhan Tierney, Australian Human Rights Commission

The Australian Curriculum provides a unique opportunity to ensure that all young Australians develop an understanding and appreciation of their own rights, while fostering a culture of respect for the rights and freedoms of others. Human rights education equips students with important knowledge of human rights and the mechanisms to protect them, while also developing their skills to defend, promote and apply human rights in everyday life. In this workshop, Dr Ratnasingham will discuss how incorporating human rights into the curriculum and classroom can contribute to a society in which human rights are respected and upheld.

By meaningfully engaging with students through the curriculum on important social issues, teachers and educators are at the forefront of building a just and cohesive society. There is evidence to show that human rights education assists students to develop important social values, attitudes and behaviours by increasing empathy, tolerance and respect among students, as well as increasing student confidence in combatting bullying.

Through its education program, the Commission has developed a series of educational RightsEd resources, to further assist teachers with incorporating human rights issues into the classroom while covering core content from the Australian Curriculum. During this workshop, Dr Ratnasingham will demonstrate some of the ways of practically applying these resources in a classroom context.

BIOGRAPHY

Siobhan Tierney is the Education Policy Officer for the Education and Innovation Team at the Australian Human Rights Commission. While at the Commission, Siobhan has developed human rights educational resources for primary and secondary schools, and training for the public service. She also has experience in policy development and advocacy in the children’s rights area and has worked in various roles at UNICEF, Amnesty International Australia and ANTaR.

The spatial distribution of curriculum in (rural) NSW schools

Assistant Professor Philip Roberts, University of Canberra

This paper establishes the existence of a curriculum hierarchy in the NSW senior secondary curriculum and examines its socio-spatial distribution. Building on previous work in Victoria by Teese and colleagues this paper extends the idea of the curriculum hierarchy to the NSW senior secondary curriculum and then moves to explicitly examine the hierarchy in non-metropolitan areas. In doing so the ideas of powerful knowledge encoded in the school curriculum and the selection of this knowledge is examined in relation to the diversity of communities and the inclusion of rural knowledges. It extends previous work in this area by introducing spatial thinking from the social sciences to look at how this knowledge is spatially distributed, its relationship to communities and place, and the spatial influences on its selection and enactment in schools.
While the overall focus is on rural school achievement the analysis necessarily begins with state-wide distributions and trends, before moving to a spatial analysis. Specifically the paper illustrates that the curriculum hierarchy favours high socio-economic status (SES) metropolitan communities and that access to the curriculum is determined by SES and location.

**BIOGRAPHY**

**Philip Roberts** is assistant professor in teacher education (curriculum studies) at the University of Canberra, ACT. His area of expertise is rural education.

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**Wishful thinking: Developing students’ capacity to evaluate in design and technology**

**Wayne Bickley, Parafield Gardens High School, South Australia**

This paper examines the extent to which the Australian Curriculum can be a tool to enhance social justice in northern Adelaide secondary schools contexts by exploring the development of capacity in secondary students to reflect on and evaluate their choices in design and technology and its potential as a transferable skill in their broader lifeworlds. By using ‘two stars and a wish’ as a peer-evaluation tool, and gathering survey data from students, this paper reflects on the value of evaluation in a range of contexts both before and after the use of two stars and a wish. Students universally engaged with the two stars and a wish method to varying degrees of depth, and positive changes were noted in their regard for evaluation as a tool both within a design and technology context and without. By building reflective evaluative skills, it is hoped that students will be empowered to examine unsatisfactory situations and choices and move from reacting to events to understanding and shaping them.

**BIOGRAPHY**

**Wayne Bickley** is a design and technology teacher at Parafield Gardens High School in the northern suburbs of Adelaide, where he has taught for almost 10 years. He has a keen professional interest in design and technology as a vehicle for gender and social equity. He is a committee member and former vice-president of the Artist Blacksmiths Association of South Australia.
SESSION 4: 12.35–1.35 pm
THURSDAY 1 OCTOBER 2015

Aboriginal stewardship (our new era)
Kirralee Baldock and Paul Clapton-Caputo, Department for Education and Child Development (DECD) South Australia

Imagine a portfolio of educational sites in rural South Australia where Aboriginal voices, young and old, are heard, valued and preserved. Imagine teachers confidently weaving Aboriginal and Torres Strait Islander histories and cultures through all learning areas. Imagine Aboriginal parents feeling welcome at schools and their children happily attending and succeeding in the knowledge that their teachers, peers and community value their history and have high expectations for their future. This is the vision of the Berri portfolio.

Join our team of curriculum leaders as we share our use of the Australian Curriculum’s Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority as a vehicle to powerfully propel local stories into every classroom from Years K–10. Then imagine your own preferred reality!

BIOGRAPHIES
Kirralee Baldock and Paul Clapton-Caputo are members of the DECD Teaching and Learning Services team. They work with school leaders and teachers in The Riverland to successfully implement the Australian Curriculum. They are innovative educators with a passion for increasing teacher confidence, student engagement and community connectedness.
Curriculum re-enactment and rural re-interpretation: 
Parental enactment as curriculum work in primary school distance education

Natalie Downes, University of Canberra

Curriculum in Australia is increasingly being conceived as representing the nation on a national scale. This representation of the nation tends to privilege metropolitan-cosmopolitan values (Roberts, 2013). The resulting lack of diversity in the nation’s representation is problematic for students whose lifeworlds are outside this construction, in this case the rural. In this paper I report on one component of a project that examined the experiences of parent supervisors in rural primary school distance education. This project found that parent supervisors are key curriculum workers who act to include rural knowledges as they navigate between at least three stages of curriculum enactment. Each curriculum is reinterpreted with a different place of education in mind, as each place has distinct perspectives on the purpose of education which has significant implications for sustaining rural lifeworlds. The official curriculum, and enactment of the curriculum by the teachers is influenced by metropolitan-cosmopolitan values (Roberts, 2013). However, parent supervisors then further re-interpret the curriculum designed by the teachers and use place-based pedagogies (Gruenewald, 2003) to enact it with their students. The situated perspective that is implicit in the enactment of the curriculum by parent supervisors indicates that adopting a place-conscious (Gruenewald, 2003) approach to curriculum development in the earlier stages would help sustain rural lifeworlds.

BIOGRAPHY
Natalie Downes is a research student/research assistant at the University of Canberra. She specialises in rural distance education.

Finding connections—World War I

Emma Diamond, National Archives of Australia

In World War I people born in more than 60 countries enlisted in the Australian Imperial Force. Their service records are part of the National Archives of Australia’s collection and are featured in a new website, Discovering Anzacs. Discovering Anzacs provides students with various tools for searching, interpreting and crowd-sourcing information about service records. In this workshop we will use a range of resources available in Discovering Anzacs to explore ways to connect students from diverse backgrounds with experiences of people considered ‘naturalised British subjects’. We will share ways to develop greater understanding of the service records, including terms, abbreviations and stamps—enhancing students’ research skills. We will also demonstrate how to get students actively collaborating and contributing their knowledge and stories about the National Archives’ collection.

BIOGRAPHY
Emma Diamond is an education officer at the National Archives of Australia with a primary years teaching background. Emma has been working in cultural institutions in Canberra for the last three years, providing engaging learning experiences to students from across Australia.
Live, learn and settle: Successful outcomes for young people of refugee background

Gillian Kerr, Victoria Foundation for the Survivors of Torture

Nearly two thirds of the world’s refugees experience protracted displacement, the current average approaching 20 years. Disruptions to the lives, social connections and education of young people of refugee background in the post-compulsory age group are extensive and challenge educators to rethink educational paradigms beyond the traditional classroom. A classroom provides opportunity for students to gain skills and social capital which enables them to interact well with, and integrate into, the community. The community provides an extensive and vital learning environment in which they can use and build on these skills.

This workshop briefly examines social integration theory and strategies within and beyond the classroom that have proven successful in accelerating language acquisition, engagement in education, increasing social networks and supporting emotional wellbeing and settlement of young people of refugee background aged 16 years and over. The Ucan2 program, developed by Foundation House, Centre for Multicultural Youth and Adult Multicultural Education Services, will be used as an example of a successful program.

BIOGRAPHY

Gillian Kerr coordinates the Ucan2 program at Foundation House, the Victorian Foundation for Survivors of Torture. Ucan2 strengthens opportunities available to young people from refugee backgrounds, aged 16–25, who have arrived in Australia with limited formal education and significant disruption to their lives as a consequence of the refugee experience.

Navigating the ‘inter’ in intercultural education

Jacinta Maxwell, University of Southern Queensland and Peta Salter, James Cook University

The Australian Curriculum provides various opportunities to engage with ‘intercultural education’. The most obvious content is that related to the ‘intercultural understanding’ general capability and the cross-curriculum priorities ‘Aboriginal and Torres Strait Islander histories and cultures’ and ‘Asia and Australia’s engagement with Asia’. Knowing about cultures from within a different, culturally specific framework is problematic and prompts critical discussions around content and pedagogies designed to teach about ‘culture’. Knowledge of complex cultural signifiers, such as ‘Indigenous Australia’ or ‘Asia’ are always developing and cannot be claimed to be ‘known’. Teachers’ theoretical work engages them in the navigation of frames of reference and cultural spaces, continually searching ‘to know’ cultural ‘others’. Fiedler (2007) notes that “the call for navigation and dialogue further accentuates ‘the ‘inter’” in intercultural education as not only “a place of encounter but of negotiation and discussion”. This paper explores the complexities of cultural encounter to establish how ‘negotiation’ may be achieved, or indeed compromised, via convergences in approaches to ‘knowing about’ cultures.
BIOGRAPHIES

Jacinta Maxwell is a lecturer at the University of Southern Queensland, in Toowoomba, on Giabal and Jarowair country. Her doctoral thesis explores the intentions behind the inclusion of the Aboriginal and Torres Strait Islander histories and cultures initiative within the Australian Curriculum. Jacinta’s research interests include critical race theories of education, policy and curriculum. Jacinta is a Pākehā New Zealander and a non-Indigenous Australian.

Peta Salter has worked in both the government school and tertiary sector. She has recently completed a PhD on the topic of Asia literacy policy. She has presented at both national and international conferences. Her research interests include Asia literacy, policy, service learning and multicultural education.

Teaching the spiritual and moral in an inclusive curriculum

Ian Keese, educational author and commentator

In The Review of the Australian Curriculum, Donnelly and Wiltshire argued that the curriculum failed to address the Melbourne Declaration’s aim of developing the “spiritual and moral dimensions of life”. The reviewers’ response was a desire for a new cross-curriculum priority “that ensures the continued recognition of Western civilisation and Judeo-Christian values”.

This presentation will begin by deconstructing the terms ‘Western civilisation’ and ‘Judeo-Christian’, exploring some of their sub-texts and the threat that some of these interpretations pose to an inclusive curriculum. It will then demonstrate the variety of ways in which the curriculum does already address, in the words of the Melbourne Declaration, an “understanding of the spiritual, moral and aesthetic dimensions of life”.

From here the presentation will explore fresh ways of incorporating, within a multi-faith society, some of the major religious and ethical traditions, both within their historical context and in their contemporary settings. While the focus will be on the history curriculum, reference will be made where relevant to geography, English, citizenship and visual arts curriculums.

BIOGRAPHY

Ian Keese has degrees in arts and science and taught in NSW country and metropolitan schools, including 15 years as a history head teacher. At times he was seconded to the NSW Board of Studies on curriculum and assessment. He is a co-writer of many history textbooks, including four for the Australian Curriculum.

The Australian Alliance of Association in Education: A story of the curriculum leadership of associations through collaborative action

Malcolm McInerney, Australian Alliance of Association in Education

The workshop will discuss the development and work of the Australian Alliance of Association in Education (AAAE) over recent years. As a body of committed and motivated educators representing over 23 national professional teacher associations, AAAE has the vision to promote quality curriculum and teaching in Australia through collaborative action. Malcolm will explore ways that AAAE can enhance communication and collaboration between teachers and jurisdictions in an effort to make the most of the enormous ‘pool’ of curriculum and teaching expertise of the teachers the AAAE associations represent across Australia. While such communication and collaboration is logical and desirable, Malcolm will explore some of the impediments standing in the way of such an outcome and propose sustainable ways for informed curriculum leadership to occur in the future.
**BIOGRAPHY**
Malcolm McInerney’s experience includes being the immediate past chair of the Australian Geography Teachers Association (2008–13), member of the ACARA Australian Curriculum: Geography Advisory Panel (2009–13), executive director of the Education Services Australia GeogSpace Supporting Australian Curriculum Online project, president of the Australian Alliance of Association in Education (2013–15) and previously the humanities coordinator at Thebarton Senior College in Adelaide.

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**What we have learnt about redefining pedagogical practice through embedding mobile devices: Teacher inquiry as a way of leading whole school improvement in learning and teaching**

*Monica Williams, Educational Consultant, AISSA*

In a time of dynamic change, when there are so many possibilities, maybe the question the next step is simply to investigate your ‘big’ questions? Many school leaders and teachers are deliberating about:

- Mobile devices, are they a good idea?
- Which mobile device? What ratio?
- Do they improve learning?
- What do parents think?

One strategy that school leaders in independent schools have used to address these ‘big’ questions is a process of teacher action research. In this collaborative process, teacher researchers are supported as they design, review and evaluate the data they have collected about the impact digital tools have had on the learners in their class. One of the outcomes of the research has been that for many teachers, the embedding of mobile devices has been a catalyst for redefining their pedagogy. The teacher research cycle culminates in a formal sharing of research findings to colleagues at their school. This dissemination of ‘new’ learning promotes a culture of whole school improvement in learning and teaching.

AISSA has been working in partnership with school leaders to identify strategies to embed digital tools that meet the specific requirements of each individual school. Although every school site has unique characteristics, there have been significant and unexpected themes that have emerged about the impact of mobile technologies on student learning, teacher pedagogy and whole school capacity building. It is these themes that will be unpacked and explored in this session.

**BIOGRAPHY**

*Monica Williams* is the educational consultant for AISSA in the areas of digital technology and student learning. Her work focuses on providing school-based advice and support to principals and leadership teams in designing and implementing change management processes that build teacher capacity to integrate technology into student learning.
SESSION 5: 3.35–4.35 pm
THURSDAY 1 OCTOBER 2015

#Teaching Catholic

Mary Senj, Catholic Education Commission NSW and
Yve Rutch, Queensland Catholic Education Commission

There is unfinished business in closing the gap in employment outcomes for Aboriginal and Torres Strait Islander people in the education sector. The presenters will explore the #Teaching Catholic phenomenon in this workshop.

The National Teacher Workforce Dataset estimates that in 2012, there were 3700 Aboriginal and Torres Strait Islander teachers in Australian schools, representing just 1.2% of the total school workforce of Australian teachers (Aboriginal and Torres Strait Islander Teacher Workforce Analysis, More Aboriginal and Torres Strait Islander Teachers Initiative [MATSITI], September 2014).

Increasing the number of Aboriginal and Torres Strait Islander teachers is a major goal of the Catholic schooling sector nationally. An historic agreement between the National Catholic Education Commission and MATSITI to increase the number and professional capacity of Aboriginal and Torres Strait Islander teachers in Catholic schools across the nation has led to some innovative and creative ideas for developing positive pathways for students and future Aboriginal and Torres Strait Islander teachers.

The presenters will share current project strategies and their journey to increasing the number of Aboriginal and Torres Strait Islander teachers employed across the national Catholic education sector through the #Teaching Catholic project.

BIOGRAPHIES

Mary Senj is the state coordinator of Aboriginal education with the Catholic Education Commission NSW. Mary has held various leadership roles across the NSW Catholic education sector over the last 20 years. Mary is passionate about making a difference to the lives of Aboriginal and Torres Strait Islander people and recognises the critical role played by education in making a sustainable difference to the life chances and opportunities of Aboriginal and Torres Strait Islander peoples.

Yve Rutch is the executive officer, Aboriginal and Torres Strait Islander Education, Queensland Catholic Education Commission. She has been a secondary teacher for over 20 years and is passionate about equipping Aboriginal and Torres Strait Islander students to achieve their full potential both academically and vocationally.
Aligning curriculum materials with the Australian Curriculum: What is happening in the field and what needs to be done?

Michael Watt, education consultant

The purpose of this study was to report what actions publishing companies, education organisations, and state and territory education agencies are taking to align digital and print-based materials with the Australian Curriculum. Content analysis and survey methods were used to analyse literature and collect information from developers and selectors of curriculum materials. The results of the study were used to determine what steps publishing companies, education organisations, and state and territory education agencies need to take to empower teachers in terms of training, time and support to select and align materials with the Australian Curriculum.

BIOGRAPHY

Michael Watt has taught in several secondary schools in Tasmania, and worked as an education officer in the Tasmanian Department of Education. He holds masters’ degrees in educational studies and education from the University of Tasmania, and a PhD (Education) from the University of Canberra. He currently works as an education consultant.

Australian Curriculum: Technologies with a focus on critical and creative thinking

Julie King, Australian Curriculum, Assessment and Reporting Authority (ACARA)

The Australian Curriculum: Technologies focuses on the key ideas of creating preferred futures; project management and the types of thinking used in technologies learning. These key ideas, including the critical and creative thinking skills of systems thinking, design thinking and computational thinking are evident in the content descriptions and achievement standards for design and technologies and digital technologies. The development of portfolios of student work samples for technologies is designed to assist teachers in their assessment of student learning.

This paper focuses on the thinking skills underpinning the Australian Curriculum: Technologies, how they were developed and what this means for teachers. In particular it will illustrate how assessment can provide opportunities for students to demonstrate critical and creative thinking skills in technologies, how this is evidenced in student work and how students demonstrate this at different levels of achievement.

BIOGRAPHY

Julie King, Senior Project Officer Technologies, ACARA is responsible for the Australian Curriculum: Technologies F–10. She has previously worked as a teacher, distance education writer, curriculum advisor and manager for the NSW Department of Education and Training.
Boys, dance, inclusion and pedagogy

Dr Robyne Garrett, University of South Australia

Pedagogical practices in schooling bear a potential to impact on student success, achievement and engagement with schooling. This is especially the case for students from disadvantaged backgrounds who are deeply dependent on schooling for their educational resources. Central to this paper are pedagogies for social justice and improved engagement of boys in the traditionally female domain of dance within a school located in an area of high socio-economic disadvantage. It is in these areas that boys spend considerable time performing masculinities that are in opposition to the formal processes of schooling including participation in perceived feminine pursuits. In this work we attempt to make visible the nuanced interplay of disadvantage and gender in an educational setting.

The specific focus of this paper is a project of pedagogical design, enacted by a teacher of physical education and dance. The paper will first address pedagogies as they relate to physical education, dance, inclusion and social justice. We next describe the action research project before discussing and illustrating the pedagogical processes used in our case study and outcomes for participants. Findings reveal that cross-age peer teaching as well as a number of other pedagogical interventions resulted in increasing student engagement, as well as outcomes that ranged across a number of Australian Curriculum learning areas. In conclusion we argue for pedagogical practices that provide safe and supporting learning environments, connect to student lifeworlds and extend student skills to offer ‘possibilities’ for success and investment in schooling.

BIOGRAPHY

Robyne Garrett is a senior lecturer in health and physical education (HPE), dance and methodology at the University of South Australia. Her research interests include, gender, critical pedagogies, embodiment and dance.

Ensuring current and future secondary students gain positive benefits from the Australian Curriculum: A matter of linking key educational theory with grounded practice at the classroom level

Dr Allen Campbell, Department for Education and Child Development South Australia

Together we will investigate three innovative approaches from the field of student-teacher monitoring conversations and formative feedback practices that attempt to advance student learning. Approaches are highly dependent on the effectiveness of initial learning design and subsequent teaching and learning planning that ensures unit and assessment task design incorporates the interplay between the aspects of the achievement standards selected and the relevant content descriptions.

Our challenge will be to determine the potential usefulness of the formative feedback approaches and the effectiveness of the related teaching and learning planning. Are the related ideas of key researchers extended into the classroom? Do student voice conversations invite us to teach individual as recommended by Tomlinson (2008)? Are Claxton’s (2011) dispositional learning and consideration of all students as powerful learners evident?
Can such approaches emphasise personal reflections and conversations and add to the ‘effect size’ for individual students, suggested by Hattie and Yates (2013)? Is William’s (2010) importance to record basic formative feedback conversations incorporated? Is Vygotsky’s (1978) ‘zone of proximal development’ to scaffold student learning evident? Can we confirm that accommodations implemented will lead to successful achievement and the development of students as self-regulated learners (Van Kraayenoord, 1997) if teaching is adapted to take into account the individual differences and needs of students?

**BIOGRAPHY**

Allen Campbell has worked as a teacher, leader, lecturer and recruitment and curriculum officer in many places and many varied settings, including 18 years (four as principal) in country South Australia across the North, Yorke Peninsula and Kangaroo Island. He has spent six years in large Adelaide high schools and 10 years (six across Adelaide universities) at the Department for Education and Child Development.

**Gifted students in the Australian Curriculum: Providing appropriate challenge**

*Lesley Henderson, Flinders University, South Australia*

When teachers focus on achieving year level standards and providing additional supports for struggling students, there is little consideration or provision for the high ability students who are capable of working above year level standards, but are languishing in an educational holding pattern. It is not only possible for teachers to differentiate the curriculum to provide appropriate challenge for all learners, including the gifted learners, but it is also imperative in today’s inclusive classrooms if the goals of equity and excellence for all students are to be realised. Using the guidelines provided in the Australian Curriculum, the principle of appropriate challenge and the addition of depth and complexity to curriculum design will be explained and illustrated. Participants will experience a workshop designed to incorporate varying levels of challenge appropriate to diverse learners.

**BIOGRAPHY**

Lesley Henderson is a lecturer in the School of Education at Flinders University and coordinates the gifted education specialisation. She works with undergraduate and postgraduate students and teachers in South Australian schools to develop knowledge, skills and understandings relating to high quality teaching and learning for diverse students.

**Growing with gratitude: Exploring the impact of gratitude curriculum on student wellbeing and achievement**

*Deborah Green, University of South Australia and Ashley Manuel, Immanuel Primary School, South Australia and Deborah Price, University of South Australia (on behalf of Kevin McDavid, Discovery College, Hong Kong)*

Increasing measurement of student achievement has been suggested to impact on student wellbeing including concerns of coping with stress, school or study problems, body image, depression and family conflict. Positive psychology suggests that gratitude results in less depression and anxiety, better relationships, less behavioural problems, higher academic achievement, more success in life and better physical health. However, educational emphasis remains on increasing student achievement in core curriculum subjects. Explicit gratitude habit formation in the early years of primary school creatively addresses the materialistic nature of some young people.
Recent studies found materialistic people are generally less happy due to a lack of gratitude and need for the latest gadgets. Therefore skilling students in concentrating on what they have, rather than what is absent innovatively aims to increase levels of gratitude and improve wellbeing and happiness. A school community approach implementing an innovative Growing with Gratitude program involving class teachers, students and families/caregivers aims to promote positive school partnerships to address youth concerns about coping with stress, school and study problems, family conflict and depression. The influence of an explicit gratitude curriculum on student wellbeing and academic achievement will be discussed.

**BIOGRAPHIES**

**Deborah Green** currently coordinates humanities and social science education courses for pre-service teachers in the early years, primary, primary/middle and secondary strands at the University of South Australia. She has recently submitted her PhD thesis which explored why some individuals persistently bully in spite of the interventions employed by schools.

**Ashley Manuel** is head of physical education and sports at Immanuel Primary School.

**Deborah Price** is lecturer in inclusive education and wellbeing and deputy director of Centre for Research in Education (CREd) Wellbeing Research Group at the University of South Australia.

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**Working with asylum seekers: Lessons learned**

*Rosie Antenucci, Department for Education and Child Development South Australia*

An education program was delivered in Adelaide Hills schools and preschools for asylum seekers (aged 4–18) accommodated in the Inverbrackie Centre, from 2011–14. This presentation will describe the particular context of the asylum seekers and the education program delivered, shaped around four objectives:

1. To strengthen student resilience.
2. To improve English language capacity and knowledge of Australia, schools and the curriculum.
3. To create a positive school and community environment.
4. To enhance parent engagement.

The results of the evaluation of the program will also be presented including lessons learned about working with asylum seekers.

**BIOGRAPHY**

*Rosie Antenucci* has had a range of roles in the EALD field. She has worked in South Australia as a teacher of new arrivals, a consultant in the English as a second language program and manager of the Inverbrackie program. She has been a teacher and manager of programs in Thailand and Cambodia. She has been a board member of South Australian and national TESOL associations.
Getting conceptual and connected with the Australian Curriculum

Dr Jennifer Nayler, education consultant

Diverse Australian schooling contexts share a common curriculum platform via the Australian Curriculum. There is a range of scenarios that could be taken up to respond to this common and required curriculum context. Just two scenarios are explored here. First, the Australian Curriculum can be implemented through a ‘join the dots’ curriculum in which content descriptions and portions of the relevant achievement standard are allocated and covered. Another scenario involves a strong focus on conceptual understandings and skills with connections both to the world and to learners’ lives. In such a scenario the Australian Curriculum is enacted in ways that are meaningful to the local community, are built on high expectations of all learners and which fulfil the requirements of the curriculum. The enactment of a conceptual and connected curriculum is based on a number of qualities including the use of BIG questions to drive teaching/learning units, as well as ‘purposefully connected curriculum’ (Nayler, 2014) which draws on understandings and skills across subjects and learning areas where clear connections exist. The focus in this workshop is on the ways in which these two qualities can be utilised to ensure intellectually rigorous ‘conceptual and connected’ curriculum, while ensuring the integrity of learning areas and subjects.

BIOGRAPHY

Jennifer Nayler is an independent education consultant. As well as tertiary teaching/research experience, she has worked in education and social policy development, taught in secondary schools and undertaken major national and state projects. Her key professional interest is the enactment of the Australian Curriculum for relevant and intellectually rigorous learning, inclusive of the range of learners.
**Gifted students and the Australian Curriculum**

*Janet E. Farrall, Senior Education Consultant, AISSA*

Participants in this workshop will be guided through the student diversity advice in the Australian Curriculum on gifted and talented students. They will explore ways in which the learning needs of gifted and talented students and gifted learning disabled students can be met using the flexible design of the Australian Curriculum. The general capabilities of critical and creative thinking and ethical understanding, in particular, allow teachers to make adjustments to personalise learning for individual students. Practical advice will be offered about curriculum models, learning and teaching strategies, and assessment practices that can be used to provide rich and challenging learning experiences for all learners, including the gifted.

**BIOGRAPHY**

Janet Farrall is an experienced educator of gifted and talented students. She helped to develop the Australian Government’s Gifted Education Professional Development Package for teachers and is at present working for the Association of Independent Schools of South Australia where she presents courses and workshops for teachers on thinking and learning and gifted education.

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**Indigenous education policy: Equity and recognition**

*Mohd Roslan Rosnon, University of South Australia*

For centuries, education has been used as a tool of assimilation, and this has been the Indigenous experience in the Australian education system. Nevertheless, for those who successfully negotiate it, education provides the key to self-determination, and active and equal participation in society. Therefore, this paper reviews the current and past reports that reflect the shifts in government policy of Indigenous education in Australia. Evidence from a range of reports, have been used to shed light on why Indigenous peoples’ educational disadvantage persists, despite extensive government and community effort and resources. It also highlights and recommends the equity and recognition for Indigenous people. Alteration to the current curriculum framework needs to be done to improve the effectiveness of education development and cultivation of relationships between schools and Indigenous communities. It is because Indigenous people have the best knowledge of their culture and curriculum needs and the most appropriate approach, enabling them to cater for their own particular circumstances and create a successful outcome in the development of Indigenous education policy.

**BIOGRAPHY**

Mohd Roslan Rosnon is a PhD candidate at the David Unaipon College of Indigenous Education and Research at the University of South Australia. Before commencing his PhD, he completed his Master in Sociology (community development) in 2010 and undergraduate studies in anthropology and sociology in 2008. He is a lecturer at University Putra Malaysia and his research interests are Indigenous education, policy studies, community development, cultural and social development among the Orang Asli (Indigenous people) in Malaysia and Aboriginal people in Australia.
Professional learning and publishing: For teachers, by teachers and with teachers

The Primary English Teaching Association Australia

This paper will explore the impact on a teacher professional association in a time of the change to a nationally-focused curriculum. The paper will explore the tensions in leading curriculum learning areas (in particular the area of English curriculum for primary schools) in the context of the distinctive interface with state-based jurisdictions responsible for curriculum implementation. How does a nationally focused teacher professional organisation manage to provide for the range of teaching and learning contexts presented by a national curriculum and state implementation?

By referring specifically to the process of commissioning, reviewing and preparing publications and professional learning for teachers in English for primary schools which can be used by teachers across jurisdictions, attendees will be able to consider the complexities of the Australian Curriculum context. In considering this complexity, participants will come to understand the strength in this inherent diversity.

This presentation will be of particular benefit to those who work across jurisdictions to deliver professional learning and those who want to understand more about the place of the Australian Curriculum within models of curriculum leadership and change management.

BIOGRAPHY

The Primary English Teaching Association Australia (PETAA) is a national, not-for-profit professional association supporting primary school educators in the teaching and learning of English and literacies across the curriculum. PETAA is one of the largest associations for primary educators in Australia. Working with a network of leading academics, educational and literacy consultants, and exemplary classroom teachers, PETAA supports primary school educators with publications, professional learning, partnerships and advocacy.
PART 1

Humanities and social sciences in the Australian Curriculum: Considering future directions and possibilities for the nation’s schools

This symposium will span three paper/workshop sessions as Part 1: Session 6 (A and B), Part 2: Session 7 and Part 3: Session 8 (A and B).

The symposium has been designed as a complete unit; however, it is not necessary to attend all three parts of the symposium.

This symposium examines the development and enactment of the humanities and social sciences (HaSS) learning area in the Australian Curriculum from a variety of points of view. The nature and purpose of this learning area is examined with specific reference to social education, history and citizenship within the context of HaSS and the Australian Curriculum cross-curriculum priorities and general capabilities. Importantly, this symposium discusses how HaSS can be enacted in primary and secondary schools to support the development of ethical, informed and active citizens.

PART A

What matters for young people’s social education: Exploring a multidimensional approach to learning

Associate Professor Libby Tudball, Monash University

In this paper it is argued that young Australians are entitled to a social education that includes all aspects of the humanities and social sciences, the cross-curriculum priorities and general capabilities, to ensure that they develop comprehensive understanding of local, national, regional and global communities through a temporal, spatial, economic and political lens, and have opportunities to develop as ethical, informed and active citizens in multiple communities. The challenge for teachers is how to grapple with the development of a scope and sequence for learning that achieves these goals. In this paper, these tensions and issues are discussed and some practical approaches suggested for planning in schools.

BIOGRAPHY

Libby Tudball is associate professor and director of undergraduate programs, in the Faculty of Education, Monash University. She lectures in pre-service teacher education programs, supervises higher degree research students and conducts research in the fields of citizenship, social and environmental education and internationalisation in schools and higher education.

Part B follows
PART B

Curriculum flows and fens: Examining the relationship between the humanities and social sciences and social education in the Australian Curriculum

Catherine Hart, Australian Catholic University

This session examines the marginalisation of social education as espoused in curriculum policy in Australia, and the potential impact on pedagogy and practice at both a pre-service and in-service teacher level. To address this, this paper examines the relationship between the humanities and social sciences learning area in the Australian Curriculum and social education. In doing so, it contributes to a critical dialogue about the purpose, nature and future of social education in Australian school education, by examining the policy ‘flows and fens’ teachers must navigate to interpret and enact social education through the lens of the Australian Curriculum. The increasing verticalisation of curriculum as evidenced by the recommendations of the recent Review of Australian Curriculum (2014) is problematised and the possible and preferable futures of social education are subsequently discussed.

BIOGRAPHY

Catherine Hart is a senior lecturer in history and humanities education at the Australian Catholic University in Melbourne. She recently spent five years in secondary schools leading curriculum change in the humanities and has a keen interest in educational policy, curriculum theory and practice, and teachers technological content knowledge. She has published broadly in these fields and welcomes opportunities for collaboration.
White shadows in the curriculum: When good intentions go astray
Dr Greg Vass, University of New South Wales

In this paper, I report on my investigation into what I now describe as ‘White shadows’ in the classroom. This is a helpful conceptual tool that extends our understanding of the ‘hidden curriculum’ to consider more specifically the racialised dimensions of schooling practices. I developed an awareness of ‘White shadows’ sitting at the back of the classroom as one of the teacher participants in my study encouraged her Year 9 students to be proud of their efforts after completing the unit, ‘Terra nullius: Invasion, dispossession and social justice’. It was a defining moment for me, as this was a unit of work that I had led while developing as a teacher in the school, I was then undertaking research. Subsequent to this encounter, my research trajectory shifted to more explicitly focus on concerns to do with race, and ‘Whiteness’ in particular. The study was shaped by critical race theory, a framework that will be drawn on for this presentation to highlight the ‘everyday’ ways that teachers and students reproduce racialised hierarchies in the classroom. In addition to this, I hope that this discussion will serve to encourage further debate and interest in working on curricula and pedagogic initiatives that seek to disrupt the influences of race in schooling.

BIOGRAPHY
Greg Vass is a lecturer at the University of New South Wales. A former high school teacher, his work is now concerned with learner identities and schooling practices that impact on the engagement and achievements of students. His current project involves working with teacher educators as they develop the skills, knowledges and practices that support culturally responsive schooling.
Worthy of an authentic curriculum?
Students with disability and the Australian Curriculum

Philip Garner, University of Northampton and
Fiona Forbes, Australian Special Education Principals Association

Throughout 2014, and in the deliberations for the Review of the Australian Curriculum (2014), there has been a lively debate on provision for students with special education needs and disabilities (SEND), notably their inclusion in the current iteration of the curriculum. In 2012, ACARA were presented with some scoping research highlighting key themes that required consideration in any curriculum developments for this group of students. These indicated a need to ensure that curricular provision was inclusive, appropriate, consultative, accountable, flexible, and delivered by a trained and informed workforce. We argue that these themes remain not fully explored, and have resulted in the relative failure to provide authentic learning opportunities for SEND populations in schools. At the same time, champions of ‘inclusive education’ have advocated the end to additional curriculum for SEND students. They view the latter as something of an afterthought to the ‘main event’. They argue that the Australian Curriculum cannot be viewed as a ‘curriculum for all’ when there is ‘separate’ content for SEND students.

This paper explores some of the paradoxes and tensions between inclusive education and curriculum provision in the Australian context. It examines some of the underlying causes of why we are where we are now in respect of policy and much school-based practice. And through analysis of some current national and international practices it suggests ways forward to ensure that SEND students are better able to access authentic curriculum opportunities in our schools.

BIOGRAPHIES

Philip Garner is professor of education within the School of Education, University of Northampton, England. He is involved in teaching and research on aspects of special and inclusive education.

Fiona Forbes is a practising school leader and the national president of the Australian Special Education Principals Association.
SESSION 7: 11.30 am–12.30 pm
FRIDAY 2 OCTOBER 2015

Beyond the apology: Decolonising educational leadership and schooling through authentic partnerships
Jonathan Lindsay-Tjapaltjarri Hermawan and Dr Roma Aloisi, Catholic Education South Australia

Aboriginal and Torres Strait Islander peoples are under-represented as teachers and leaders across Australia, including Catholic education. Using a historical and socio-cultural contextual analysis informed by critical interpretative theories of Whiteness, this paper interrogates discursive compositions of Aboriginal and Torres Strait Islander peoples and educational leadership. Modelling authentic partnerships between Aboriginal and non-Aboriginal peoples, we investigate institutional representations of so-called ‘problems’ of Aboriginal and Torres Strait Islander teacher and leadership recruitment, retention and succession. The progression from approaches of social justice towards transformational leadership is positioned as critical to attending to 21st Century Australian reconciliation agendas. The discussion examines: constructions of cultural identities and associated impacts upon wellbeing and resilience; the role of educators as cultural and spiritual custodians; the development of culturally safe schooling environments; models of radical equity underpinned by authentic partnerships. We argue that the praxis of decolonising education not only disrupts, but transforms, endemic and systemic practices that entrench social inequalities and lead to gender-race-ethnic othering, lateral violence and undermine resiliency. Praxis frameworks are therefore posed as constructive and restorative institutional responses to the ‘problem’.

BIOGRAPHIES
Jonathan Lindsay-Tjapaltjarri Hermawan is a multi-cultural and multi-lingual man whose cultural and spiritual home is Walungurru (Kintore) Community near the Northern Territory/Western Australian border. Jonathan provides Aboriginal and Torres Strait Islander cultural competency and respect training, curriculum and program development support, community development training, drug and alcohol education, and youth leadership training for organisations, schools and government agencies throughout Australia.
Roma Aloisi is a multi-cultural, multi-lingual and spiritual woman, first generation Australian of Calabrian heritage. Roma has enjoyed a multi-disciplinary educational career as teacher, consultant and leader. Currently senior education advisor Aboriginal and Torres Strait Islander education and senior secondary education at Catholic Education South Australia, Roma’s diverse academic background spans interests across education, theology and gender-race-ethnicities.
Identifying professional learning needs using the Australian Council of TESOL Associations EALD elaborations of the Australian professional standards for teachers

Dr Kathy Rushton, University of Sydney

Australian educators have recognised the importance of providing a diverse range of opportunities for social learning, multicultural engagement and support for EALD students. According to Courcy, Dooley, Jackson, Miller and Rushton (2012), “approximately one in four students in Australian schools is learning English as a second or additional language or dialect (EALD)” with diverse linguistic and cultural backgrounds. These groups of students bring unique challenges such as low academic language proficiency levels (Laguardia & Goldman, 2007) and therefore it is critically important that teachers are familiar with the cultural and linguistic backgrounds of their students and with the nature of language development. To effectively support students teachers also need to choose strategies that develop a meaningful learning environment which embraces multicultural values and diverse linguistic and cultural heritages. This reflects the need to investigate the professional learning needs of teachers who work in such environments.

This paper reports on a case study that explores teachers’ understandings of their professional learning needs as teachers of EALD students and the ability of individual teachers and school leaders to identify and define these needs. Data were collected from interviews with different stakeholders and through discussion during workshops. The study makes a contribution in identifying and defining the implications for designing and implementing professional development programs for teachers working in these contexts.

BIOGRAPHY

Kathy Rushton is a lecturer in the Faculty of Education and Social Work at the University of Sydney. She has worked as a literacy consultant, English as a second language and classroom teacher with the NSW Department of Education and Communities and in other educational institutions. Her interest is in the language and literacy development of EALD students.
Middle years communication: A teacher/speech pathologist collaboration

Dionne Lloyd, Brisbane Catholic Education

Speech language impairment (SLI) is the hidden disability in schools. With typical hearing, vision, non-verbal abilities, and cognition children with SLI are not ‘obvious’ in contemporary inclusive classrooms. Likewise, professional learning for teachers with regard to the impacts of SLI on student learning is less frequent than for other disabilities such as autism. For adolescents with SLI, engagement with a speech pathologist whether privately or at school, is far less frequent than for young children. Certainly, early recognition and intervention for children with speech and/or language delay in the early years of schooling is crucial. However, adolescents with a history of SLI that has persisted since childhood, and their teachers, remain in considerable need of speech pathology services if academic, social, and vocational aspirations are to be accomplished. Adolescents with SLI are twice as likely as their typically developing peers to develop emotional and behavioural difficulties, while their participation and entitlement to the Australian Curriculum is also likely to be compromised.

Brisbane Catholic Education, School Service Centre South, sought to address this gap in service delivery with the conception and provision of professional learning for classroom teachers who currently have a student or students with SLI in their class. Inclusive education specialists and speech pathologists worked together to develop a package entitled, ‘Middle Years Communication and the Australian Curriculum’ (MYCAC). Recognising that ‘one-off’ professional learning sessions have limited impact on student outcomes, we combined teacher education and awareness raising with ongoing mentoring and support. Central to our approach is the metaphor of a ‘language to literacy bridge’ recognising the necessity to understand the impact of a student’s underlying language difficulties on their ability to demonstrate age-equivalent literacy skills. We also emphasised the benefits of a multi-disciplinary approach to making the curriculum accessible to students with SLI.

Initial results suggest that secondary teachers’ pedagogy was significantly impacted by both the information presented and the ongoing support offered. Future renderings of MYCAC will place greater emphasis on in-situ coaching of teachers.

BIOGRAPHY

Dionne Lloyd has held the positions of pastoral coordinator, learning support coordinator, middle years coordinator, assistant principal curriculum, and currently education officer—inclusive education based at the Brisbane Catholic Education Office in Springwood. In this role she supports schools and class teachers to personalise learning for students with disability as they access their entitlement to the Australian Curriculum.
PART 2

Humanities and social sciences in the Australian Curriculum: Considering future directions and possibilities for the nation’s schools

This symposium will span three paper/workshop sessions as Part 1: Session 6 (A and B), Part 2: Session 7 and Part 3: Session 8 (A and B).

The symposium has been designed as a complete unit; however, it is not necessary to attend all three parts of the symposium.

This symposium examines the development and enactment of the humanities and social sciences (HaSS) learning area in the Australian Curriculum from a variety of points of view. The nature and purpose of this learning area is examined with specific reference to social education, history and citizenship within the context of HaSS and the Australian Curriculum cross-curriculum priorities and general capabilities. Importantly, this symposium discusses how HaSS can be enacted in primary and secondary schools to support the development of ethical, informed and active citizens.

Social education or history: Is ‘historical thinking’ too much to expect in primary?
Dr Malliha Tambyah, Queensland University of Technology

The Australian Curriculum: History introduces children to history from their first year at school. Controversially, it assumes that young children’s curiosity about the past can be harnessed to teach history within a disciplinary framework. The recent Review of the Australian Curriculum (2014) prioritises historical knowledge and recommends that the cross-curriculum priorities and general capabilities, which promoted connections between the learning areas, should be embedded only in relevant subject areas. Despite strong curricular boundaries within humanities and social sciences, inquiry-based learning can support subject integration and a social education perspective. However, given the disciplinary focus of the Australian Curriculum, can we expect children in primary to engage with historical thinking and understanding? This paper examines the current policy framework and advice for implementing primary history in Queensland. Examples of pre-service primary teachers’ planning also reveal the scope for teaching historical thinking through inquiry-based learning.

BIOGRAPHY
Malliha Tambyah is a lecturer in social education at the Queensland University of Technology (QUT). Malliha is program coordinator of the Bachelor of Education (Primary) at QUT’s Caboolture campus. Her research interests include social science teachers’ knowledge, teacher professional identity and history teaching and education policy.
Teacher quality and changing classroom practice

Dr Liz Criddle, St Stephen’s School, Western Australia

The improvement of teacher quality requires a focus on the classroom and on teachers making decisions about growth in their teaching practice. This workshop examines the development of evidence-based communities of practice where teacher observation and action research are integrated into the school climate. The process aims to empower teachers and enable positive change. It is hoped that this experimental model may be taken further afield and encourage a truly global dialogue between local policy practitioners.

BIOGRAPHY

Liz Criddle is the director of teaching and learning at an independent school in Western Australia. Her recently completed PhD thesis was titled ‘Contested curriculum in Australian schooling—a global to local policy trajectory’.

The role of leadership in the development and delivery of an integrated curriculum, with high interest and relevance for middle years students

Nina Thomas and Anne Wilson, Department for Education and Child Development South Australia

The presentation will describe the journey that leadership took in the middle years at Mark Oliphant College in order to implement the Australian Curriculum.

Specific outcomes that will be addressed include how we:

- integrated Australian Curriculum English and history to make connections for students
- built the pedagogical capacity of our teachers to deliver such a curriculum
- delivered a collaboratively developed integrated Chinese language/geography unit of work. The journey will be referenced to the (Asia Education Foundation) six aspects of an Asia literate school, and the critical role of leadership in that.

BIOGRAPHIES

Nina Thomas and Anne Wilson specialise in the middle years and have a particular interest in developing relevant curriculum. Working at Mark Oliphant College, in one of the most disadvantaged areas of the state, has reinforced the importance of making strong connections between the curriculum of entitlement and the students’ world. The implementation of the Australian Curriculum has provided Nina and Anne with an opportunity to further this connection.
The following workshop and the workshop Towards place-based education in the Murray–Darling Basin: Embedding cross-curriculum priorities (Dr Josephine Caffery, University of Canberra) in Session 8 are about different aspects of the same project. Presenters from both workshops will take part in the discussion at the end of the presentation in Session 8; however it is not necessary to attend both workshops.

**Towards place-conscious education: Using (rural) community understandings of sustainability to situate curriculum enactments**

*Philip Roberts and Natalie Downes, University of Canberra*

In this paper we report on a two-year project exploring education and sustainability in the Murray–Darling Basin of Australia. The project was conducted in two phases; first it used a survey methodology to uncover the understandings of, and actions towards, sustainability in-use in communities throughout the Murray–Darling Basin. Secondly it used the approach of collaborative problem solving in selected case study sites to develop and enact new curriculum interpretations in partnership with schools and their communities. As one of three cross-curriculum priorities in the Australian Curriculum sustainability is to be included in all learning areas. In this paper, and the project it arises from, we are interested in what is meant by ‘sustainability’ and how it is understood as a concept. In particular we are interested in the diversity of meanings of sustainability and the inclusion of rural meaning. Specifically we explore how metropolitan-cosmopolitan understandings interact with, relate to and perhaps contradict, rural knowledges. In this paper we outline the broad results from the project, with an emphasis on the re-interpretation and enactment of the curriculum in a place-conscious manner.

**BIOGRAPHIES**

*Philip Roberts* is assistant professor in teacher education (curriculum studies) at the University of Canberra. His area of expertise is rural education.

*Natalie Downes* is a research student/research assistant at the University of Canberra. She specialises in rural distance education.
Aboriginal perspectives across the Year 9 curriculum: From immersion to the classroom and vice versa

Robert Tassoni, Genazzano FCJ College, Victoria

The aim of this presentation is to demonstrate how Aboriginal and Torres Strait Islander perspectives are integrated across our Year 9 curriculum. We are in the privileged position of providing our Year 9 students with an opportunity to participate in an Indigenous immersion program called the ‘Kimberley Exchange Scholarship’. This scholarship involves taking a small group of students to the Kimberley region where they visit remote aboriginal communities and live with a host family in Broome for a set period of time. We also provide other immersion opportunities available to the entire Year 9 cohort as part of the program. The program is supported throughout various aspects of the curriculum where Indigenous issues are explored in greater depth. We also conduct our own constitutional convention to provide our students with an opportunity to explore the complexity of these issues. This presentation will outline how our immersion program works and how it is used to integrate Aboriginal perspectives across the Year 9 learning and teaching program.

This approach is part of unique Year 9 program called ‘Making Connections: Journeying beyond the gates for learning’.

BIOGRAPHY

Robert Tassoni is deputy principal, curriculum, standards and innovation at Genazzano FCJ College in Melbourne. Robert has been involved in a number of learning and teaching initiatives over the years and has presented on various educational topics in Australia and overseas.
Creating digital-rich resources for the classroom

**Angela Colliver, Angela Colliver Consulting Services**

Learning is all about engagement. Today’s classrooms are at the centre of change that has technology as its core. Be exposed to new ideas and expand your thinking about high-tech digital tools that are being used in today’s classrooms.

Hear about the exciting and innovative ways the Australian Government and the Primary Industries Education Foundation have developed integrated units of inquiry to support teachers use and integrate both content descriptions in the Australian Curriculum in technologies, science, geography and history, and apps and Web 2.0 tools in meaningful ways where students apply, analyse, evaluate and finally create using critical and creative thinking skills.

Explore the recently developed junior primary, primary and secondary school teaching resources that support schools in their efforts to use of food and fibre production content descriptions in the Australian Curriculum and engage learners in a 21st century environment.

**BIOGRAPHY**

**Angela Colliver** is widely experienced in the development and delivery of nationally distributed educational content, programs and associated curriculum materials in education for sustainability in both the private and public sectors. She is widely published in the field of education. A leader with a strong commitment to sustainability teaching and learning, she has had considerable experience in developing and reviewing educational resources in this field. She has a strong network in teacher professional associations and a track record of achieving high quality outcomes for the education sector.

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Language and lifeworlds: Fostering empathy and expression in English through literature and real world connectedness

**Carla Henderson, John Paul College, Brisbane**

Traditional classroom boundaries have been smashed to bring learning to life in a multicultural world. This paper discusses a program design that has bridged the gap between curriculum and reality and allowed lasting connections between personal and academic lives to be forged.

The program aligns fictional and real worlds to empower students to hear others and express themselves in the English classroom. It recognises that in diverse educational environments the learning experiences must be student-centred models that are personalised and foster empathy, understanding and exploration of identities.

By integrating fictional and real worlds, the program encourages students to consciously consider texts, recognise textual ideology and understanding of self, through themes and individual reading processes. These experiences equip students to interpret and manipulate images, language, vocabulary and text structures with increasing complexity across Years 7 to 12.
As learners recognise, reflect and interact they are empowered to engage and empathise as responsible citizens in a multicultural society and are equipped to articulate increasingly sophisticated ideas about their own individual differences and complex cultural identities.

This paper presents a theoretical framework exemplified by specific case studies which illustrate the success of this approach through snapshots of learning and evidence of improved student outcomes.

BIOGRAPHY
Carla Henderson has taught English and drama, and been head of English, in state and independent schools in Queensland and England. Her passion is people, which drives her to personalise learning by connecting students to local and global communities and to nurture the best in her students and her teaching teams.

Reading the curriculum world
Marie Brennan, Victoria University

Learning to read the world of curriculum is a constant challenge for educators in these troubling and highly politicised times. Yet part of developing informed and ethical curriculum practice requires an analysis of how the politicisation of curriculum is intertwining with local options for teachers, students and communities. ‘Political literacy’ may once have consisted of knowing departmental and curriculum authority policies but, in a more globalised policy world, this is no longer sufficient. For example, understanding how the school is positioned in a marketised context helps teachers to make sense of school responses to publicised NAPLAN data, particularly if they serve vulnerable communities. How do schools pursue options for supporting all students to succeed and contribute to build good future lives in community in a context which narrows success to what can be measured and defines curriculum in terms of pre-specified content syllabi in a national ‘curriculum’? Such educator and educative analyses require significant political judgement in navigating the local, national and global terrain proactively. Having established a case for the need for political literacy groups of teachers, might both develop the necessary political literacy and extend their research practice towards a wider renewal of education.

BIOGRAPHY
Marie Brennan is a professor of education at Victoria University, Melbourne, previously working at the University of South Australia, University of Canberra, Central Queensland and Deakin Universities. Before that, Marie worked in the Victorian Education Department in curriculum and research, focusing on action research and democratic school improvement.
Reflecting on cultural competence in the early years

Karen Sinclair, PhD student, David Unaipon College of Indigenous Education and Research, University of South Australia

In the current climate of improving outcomes for Aboriginal students, educators have a responsibility to develop strategies that are transformative. Quite simply, this will require educators to rethink their pedagogical practices. The Early Years Learning Framework (EYLF) identifies an explicit practice of cultural competence that supports educators to develop respectful relationships with Aboriginal and Torres Strait Islander children, families and communities within their local context. In order to provide culturally competent programs and curriculum to Aboriginal and Torres Strait Islander children, educators need to go beyond a checklist approach. Therefore, I argue dialogue and analysis of educators’ understandings and perspectives of cultural competence is imperative. My PhD research investigates educators’ understandings and perspectives towards Aboriginal and Torres Strait Islander Cultural Competence as outlined in the EYLF through Q Methodology and an Indigenous methodology of yarning through semi-structured interviews. This paper draws on the preliminary findings of my doctoral research undertaken in South Australia. Analysis of the common themes drawn from the research illustrates significant and substantial reflection about cultural competence with potential to advance an inclusive and socially just educational foundation for Aboriginal children.

BIOGRAPHY

Karen Sinclair is a Ngarrindjeri woman from South Australia. She is also an early years educator currently undertaking my PhD in Indigenous studies. Her research investigates educators’ perspectives towards Aboriginal and Torres Strait Islander cultural competence as outlined in the Early Years Learning Framework through Q Methodology and semi-structured interviews.
PART 3

Humanities and social sciences in the Australian Curriculum: Considering future directions and possibilities for the nation’s schools

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PART A

Teaching the humanities: Benefits of a multi-disciplinary approach

Dr Heather Sharp and Dr Robert Parkes, University of Newcastle

Debates over the past 15 years, about the place and purpose of humanities subjects, have oftentimes led to discussion regarding whether or not discipline areas such as history and geography should be taught as stand-alone subjects, or whether they should form part of an all-encompassing social sciences or humanities learning area. What these debates often neglect however, is the importance of meta-disciplinarity in order to navigate a multi-disciplinary learning area.

This presentation argues for a meta-disciplinary approach to school curriculum and argues that for an inter-disciplinary or multi-disciplinary approach to be effective in a humanities and social sciences curriculum, teachers and their students need to have a well-developed understanding of the meta-disciplinary aspects of their subject areas. To make the case, this presentation draws on data gathered from a recent project that sought to gather information about their historical consciousness as it related to Australian history in a project titled ‘RAP: Remembering Australia’s Past’.

Part B follows
BIOGRAPHIES
Heather Sharp is a lecturer and director, teaching quality at the University of Newcastle, convenor of the History Network for Teachers and Researchers; and an associate editor of Historical Encounters. Her research investigates historical representations in school curriculum and the wider community, with a focus on national histories.

Robert Parkes is senior lecturer in curriculum studies at the University of Newcastle; HERMES History Education Research Network convenor; editor of Historical Encounters and Sungrápho [Agora]; core author for Public History Weekly; co-convenor of the History and Education Special Interest Group (Australian Association for Research in Education); and member of the Academic Advisory Board of the International Society for History Didactics.

PART B
Questions and discussion with all presenters from Parts 1, 2 and 3
The following and the workshop *Towards place-conscious education: Using (rural) community understandings of sustainability to situate curriculum enactments* (Philip Roberts and Natalie Downes, University of Canberra) in Session 7 are about different aspects of the same project. Presenters from both workshops will take part in the discussion at the end of this presentation; however it is not necessary to attend both workshops.

**Towards place-based education in the Murray–Darling Basin: Embedding cross-curriculum priorities**  
*Dr Josephine Caffery, University of Canberra*

This paper explores models of embedding two of the ACARA cross-curriculum priorities in units of work in mainstream classrooms—sustainability and Aboriginal and Torres Strait Islander histories and cultures—while focusing on a school’s local community. Drawing on theories and practices of place-conscious education, and results, to date, from the ‘Towards place based education in the Murray–Darling Basin’ research project, the benefits of embedding the diversity of understandings of sustainability from the perspective of the community, particularly Indigenous communities, in mainstream classrooms are explored and linked to various Indigenous and non-Indigenous pedagogies, including the Yunkaporta’s (2009) eight Aboriginal ways of learning framework and Garrin Garrin’s initiatives. This paper shows that mainstream schools that build on local knowledge rather than generic knowledge makes curriculum relevant to students in the local school and builds individual and community pride and engagement that can lead to deeper understandings, learnings and build closer ties across the community.

**BIOGRAPHY**  
Jo Caffery convenes linguistic/cultural diversity and inclusion units for pre-service teachers at the University of Canberra; including the skills to embed Indigenous perspectives and linguistic and cultural diversity in mainstream classrooms. Jo’s research interests include documenting endangered Indigenous languages and cultures, bilingual education in Australia and Timor Leste, and place-conscious education.