

2020 RESEARCH AREAS
AND SUPERVISORS —

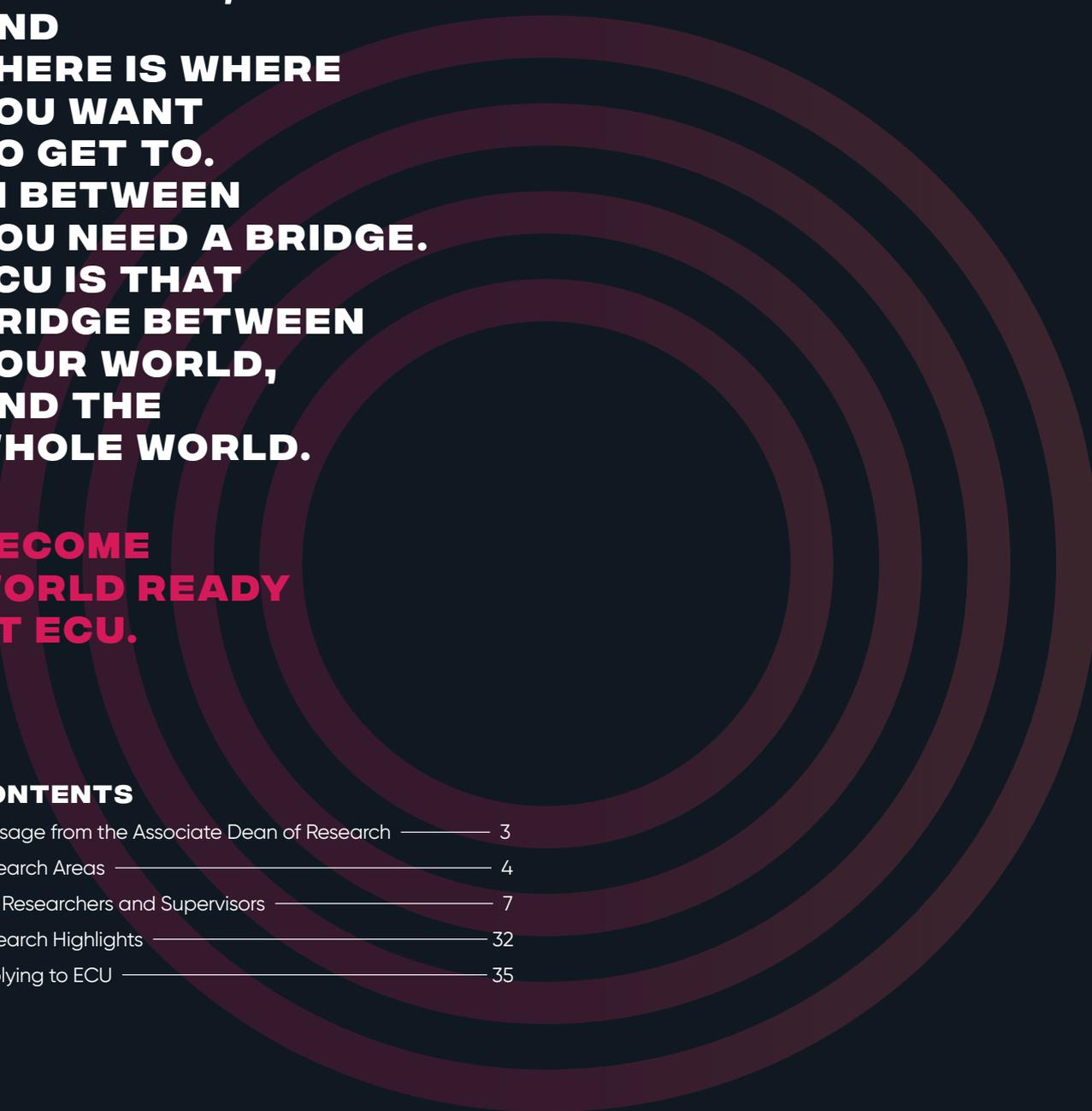


EDUCATION



WORLD READY —

2020



**THERE IS
WHERE YOU ARE
RIGHT NOW,
AND
THERE IS WHERE
YOU WANT
TO GET TO.
IN BETWEEN
YOU NEED A BRIDGE.
ECU IS THAT
BRIDGE BETWEEN
YOUR WORLD,
AND THE
WHOLE WORLD.**

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CONTENTS

Message from the Associate Dean of Research	3
Research Areas	4
Our Researchers and Supervisors	7
Research Highlights	32
Applying to ECU	35

ECU is committed to reconciliation and recognises and respects the significance of Aboriginal and Torres Strait Islander peoples' communities, cultures and histories. ECU acknowledges and respects the Aboriginal and Torres Strait Islander peoples, as the traditional custodians of the land. ECU acknowledges and respects its continuing association with Nyoongar people, the traditional custodians of the land upon which its campuses stand.

MESSAGE FROM THE ASSOCIATE DEAN OF RESEARCH



ECU's School of Education has more than 100 academic staff who bring high level expertise and experience in education theory, disciplinary knowledge and professional practice to their research. Staff collaborate with state and national education bodies, teacher professional associations, schools, school leaders, teachers and other professional groups to reform and inform educational policy and curricula, enhance school leadership to achieve improvement, increase teacher effectiveness, and improve student engagement and learning outcomes at early childhood, primary, secondary and tertiary levels.

The School leads, initiates and sustains high quality research that effectively addresses pertinent issues faced by learners and educators both within and beyond educational settings, and across the lifespan. We generate, promote and strengthen nationally

and internationally significant educational research which leads to socially just policies and practices. Our research benefits participants through enabling equitable, informed and productive communities, schools and workplaces, and promotes individual, economic, organisational, political and social transformation.

The School offers on-campus facilities and work spaces at both the metropolitan campuses and supports off-campus students via a range of contact strategies.

Thank you for your interest in our research. This brochure will share more detail with you and I invite you to come and become part of the research effort and collaboration in the School of Education.

ASSOCIATE PROFESSOR NICOLA F. JOHNSON
ASSOCIATE DEAN RESEARCH
SCHOOL OF EDUCATION

ECU RESEARCH THEMES & PRIORITY AREAS

Research at ECU is focused on 4 main research themes:

- Health: Prevention, detection and management of disease and injury
- Society and Culture: Impacting and supporting social change through ensuring diversity, creativity, cultural identity, education, personal and organisational success and social justice
- Natural and Built Environments: Understanding, harnessing, building and protecting environments for sustaining people, place and planet
- Securing Digital Futures: Enabling a safe, secure, productive and enterprising digital environment

ECU's research is characterised by its fundamental commitment to the pathway from basic research to translation to innovative implementation (including practice, service delivery, and industry adoption).

ECU's commitment to this research pathway is reflected in its cross-cutting approach to research across each of its research themes and priority areas. These cross-cutting approaches are:

- A strong research–practice interface, including research-led practice and practice-led research, that involves and engages the professions, service-delivery agencies and other end-users (patients, clients, consumers, industry).
- Strengthening the evidence base by responding to the needs of high-end practitioners, policy-makers, guideline developers, activists, companies and governments, thereby ensuring they have access to expert advice and robust data for decision-making.
- Assessment, evaluation, advocacy, policy-making throughout all stages of planning, measurement and monitoring as well as the early stages of innovation.
- Indigeneity and diversity to reach a fuller understanding of aboriginal knowledge, practice, and belief and the diversity of the cultures among which we live and research.

RESEARCH AREAS



CURRICULUM & PEDAGOGY

Research in curriculum and pedagogy investigates the goals and content embedded in school curricula, and how those goals are met in the classroom through teaching methods and resources. It encompasses historical and social studies of curricula, including changing contexts, perspectives, and political influences; as well as the variety, evolution and efficacy of teaching practices in various learning areas. Research approaches range from document analysis, to historical inquiry, to classroom observation and experimental designs. In all cases, the goal is to advance teaching and learning through improved curricula and more effective classroom practices. Research supervision in Curriculum and Pedagogy at ECU is available for Reading and Literacy, Primary and Secondary Science, Health and Physical Education, and Secondary English.

For more information, contact:

Professor Dawn Penney (Curriculum theory; Health and Physical Education)
d.penney@ecu.edu.au

Associate Professor Brian Moon (Secondary English)
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Associate Professor Lorraine Hammond (Reading)
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Dr Margaret Merga (Literacy, Reading)
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Dr Donna Barwood (Health Education)
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Dr Lily Taylor (Primary and Secondary Science)
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EARLY CHILDHOOD

The school supports research into Early Childhood Education, with a focus on bringing together active researchers to sustain and develop our community of research and scholarship. We aim to build on and extend our reputation of excellence in early childhood teaching and research within the University, nationally and internationally, and develop and support research skills amongst the staff and students in this area. Research students can benefit from collaborative research opportunities within early childhood communities and industry partners, as well as influence national policy and practice in early childhood education and care.

For more information, contact:

Professor Caroline Barratt-Pugh
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Professor Mindy Blaise
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Associate Professor Lennie Barblett
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Dr Gill Kirk
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Dr Marianne Knaus
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DIGITAL FUTURES

Digital Futures in the School of Education begins from teacher education courses in Early Childhood through Primary and Secondary to the tertiary level. The focus is to ensure that all students are able to utilise digital technologies towards achieving personal and educational goals and apply this knowledge in research and classroom practice. Digital technology is integrated into all courses through the use of tools for learning but also in modelling the development of programs to be implemented in future classrooms by the graduate teachers. The emphasis of this integration is on the enhancement of 21st century skills, the development of technological literacy and the advancement of the digital citizens of the future. Ongoing research continues to develop structures that enhance the use of technology tools for creative purposes and for solving problems as they continue to emerge.

For more information, contact:

Associate Professor Nicola Johnson
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Dr Pauline Roberts
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ASSESSMENT & EVALUATION

The School has a national and international reputation for innovative research in assessment, including digital assessment. Research connects with contemporary developments in assessment policy and practices in a range of educational settings and learning areas. Ongoing projects link with current curriculum developments and help strengthen authenticity, validity and equity in assessment. Graduate research studies include projects focusing on high stakes assessment in Mathematics, pedagogy associated with assessment specifications in senior secondary physical education, and early career teachers' use of assessment for learning.

For more information, contact:

Professor Dawn Penney
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EDUCATION & LEADERSHIP

Educational leadership is a key performance indicator in any effective school. Around the globe, and here in Australia, teachers are promoted into leadership positions that stretch their skill set into broad management duties over people and resources.

Research into educational leadership can result in improved understandings of how to create communities of engaged, happy and healthy learners.

At ECU our team of educational leadership researchers are especially keen to critically and comparatively analyse data on educational leadership from all around the world in the following topics:

- Accountability, transparency and school governance
- Gender parity and leadership roles
- Futurology, artificial intelligence and surveillance education
- Neo-liberalism, school improvement, assessment and curriculum design
- Citizenship education and student leadership

For more information, contact:

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Dr Christine Cunningham
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RESEARCH AREAS



HEALTH & PHYSICAL EDUCATION

The ECU Health and Physical Education research team's overarching goal is to improve health and well-being of children and adolescents by enhancing Health and Physical Education pedagogies for early childhood, primary and secondary schooling across Australia and around the world. Our team collaborates with leading Health and Physical Education researchers, practitioners, government and sporting bodies both nationally and internationally to investigate the optimum teaching, learning and assessment strategies in the Health and Physical Education learning area.

Our group has a diverse approach to research using both qualitative and quantitative methods to examine areas such as: the physical and mental health of children and adolescents; physical activity; physical literacy; safety and safer living; personal development; resilience; sport; and development of life long skills; Physical Education, Health Education and Outdoor Education in senior secondary education, and curriculum, assessment and pedagogy in all phases of education.

Research also extends to learning in other contexts of health promotion, physical activity and sport participation, including health intervention, sport coaching and swimming and water safety education. The group has national and international research collaborations, close links with professional associations and industry leaders, and supports masters and doctoral students in research studies designed to link directly with policy and practice.

For more information, contact:

Professor Dawn Penney
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Associate Professor Andy Jones
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Dr Donna Barwood
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DIVERSITY, EQUITY & SOCIAL INCLUSION

The research carried out in the space of diversity, equity and social inclusion encompasses a broad range of areas, including teaching in international fora, cultural exchange and impact, and supporting students with disability. Some of the current research taking place in this space includes:

- Higher education access and participation for persons with disability in Ghanaian public universities
- Examining the role of social connection as a positive coping strategy
- Exploring the teaching and learning of girls on the spectrum in the primary classroom
- Students' perceptions of school-based well-being programs
- Using digital technologies to enhance professional learning communities that support students with autism
- Perceptions of parents choosing non-evidenced based strategies to support their children with complex needs
- A Multiple Assessment Instrument Process for Identifying Intellectually Gifted 6- and 7-year-old Children in the Classroom
- Exploring the Experiences of People Who Participated in Selective Gifted and Talented Education (GaTE) Programs in Western Australian Schools.
- Universal Design for Learning in tertiary education

For more information, contact:

Professor Dawn Penney
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OUR RESEARCHERS AND SUPERVISORS —

PROFESSOR STEPHEN WINN

PhD, MEd, BEd, DipTeach
Executive Dean
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Professor Stephen Winn is the Executive Dean of the School of Education and has over 25 years of experience in academia. Stephen has held a number of academic leadership positions. He was previously Academic Director at the University of New England, Armidale, New South Wales and Deputy Head of the School of Rural Medicine, Joint Medical Program, University of Newcastle/University of New England.

Stephen has been involved in the regulation, accreditation and approval of initial teacher education programs as well as medical programs across several jurisdictions in Australia.

Stephen has worked at several universities across Australia and is a Visiting Professor in the School of Medicine, Psychiatry and Neuroscience at University of California, Riverside, holds an adjunct position as Professor at the School of Rural Medicine UNE and is a Visiting Scholar at NIE Singapore.

SELECTED PUBLICATIONS

Book Chapters

- Rakib, M., Chakrabarty, S & Winn, S (2018). Gender-differentiated Social and Human Capital and the Use of Microcredit in Bangladesh Female Entrepreneurship. In Social Capital and Enterprise in the Modern State. Edit. She, E., Danaher, P., & Burton, L. Switzerland, Palgrave Macmillan

Journal Articles

- Winn, S., McKeown, P., Lotfipour, S., Maguire, G., Youm, J., Wiechmann, W., Fox, C., (2015), Remote, Synchronous, Hands-On Ultrasound Education. Telemedicine and e-Health, 21(7), 593-597, DOI: 10.1089/tmj.2014.0050.

GRANTS

- Improving parental engagement in children's learning and school readiness through a literacy-based text messaging program. Ian Potter Foundation, 2020 - 2022, \$607,313
- HEPP Grant Virtual Synchronous Connectivity to Rural and Remote Locations, 2016 -2017, \$110,000.
- CSIRO Australian Centre for Broadband Innovation Funding Smarter Safer Homes enhancing the Quality of Life of Aged Citizens, 2012 - 2014, \$1,500,000.
- DEEWR IPCTE Improving the Practicum Component of Teacher Education, 2010, \$66,200



Research Interests

- Educational leadership
- Compliance and accreditation
- Disability
- Hearing impairment and deafness
- Tele-medicine and Tele-health
- Rural and Remote education
- Online education

ASSOCIATE PROFESSOR NICOLA F. JOHNSON

PhD

Associate Dean, Research

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Associate Professor Nicola Johnson is the Associate Dean (Research) in the School of Education. Dr Johnson has supervised 10 higher degree by research students to completion. Dr Johnson researches peoples' use (of all ages) of digital technologies for formal and informal learning and leisure, within schools and within the home. Associate Professor Johnson has written three books, co-edited three books, published 28 journal articles and seven book chapters.

SELECTED PUBLICATIONS

Books

- Selwyn, N., Nemorin, S., Bulfin, S. & Johnson, N. F. (2018). *Everyday schooling in the digital age: High school, high tech?* Oxfordshire, UK: Routledge.
- Johnson, N. F. (2009). *The multiplicities of internet addiction: The misrecognition of leisure and learning.* Surrey, UK: Ashgate.

Book Chapters

- Johnson, N. F. (2015). 'The work of theory in ed-tech research'. In Bulfin, S., Johnson, N. F. & Bigum, C. (Eds.), *Critical perspectives on technology and education* (chapter 3, pp. 35-50). New York, NY: Palgrave Macmillan.

Journal Articles

- Johnson, N. F. (in press). Temporal digital control: Theorizing the use of digital technologies to provide a temporal autonomous space, *Time & Society* (date accepted 10/10/19)
- Selwyn, N., Nemorin, S., Bulfin, S. & Johnson, N. F. (2017). Left to their own devices: the everyday realities of 'one-to-one' classrooms. *Oxford Review of Education*, 43(3), 289-310.
- Selwyn, N., Nemorin, S., & Johnson, N. F. (2017). High-tech, hard work: An investigation of teachers' work in the digital age. *Learning, Media & Technology*, 42(4), 390-402.
- Johnson, N. F. & Keane, H. (2017). Internet addiction? Temporality and life online in the networked society, *Time & Society*, (26)3, 267-285.
- Henderson, M., Johnson, N. F., & Auld, G. (2013). Silences of ethical practice: Dilemmas for researchers using social media. *Educational Research and Evaluation*, 19(6), 546-560.
- Bulfin, S., Henderson, M., & Johnson, N. F. (2013). Examining the use of theory within educational technology and media research. *Learning, Media & Technology*, 38(3), 337-344.

GRANTS

- Improving parental engagement in children's learning and school readiness through a literacy-based text messaging program. Ian Potter Foundation, 2020 - 2022, \$607,313
- Neil Selwyn, Nicola Johnson, Scott Bulfin. Making a digital difference? An investigation of new technologies in secondary school. Australian Research Council Discovery Project, 2014-2016, \$325,000
- Nicola Johnson, Nerissa Albon, Anna Fletcher, Cheryl Glowrey & Margaret Plunkett. Evaluation of The Smith Family's Lakes Entrance Schools and Community Hub. The Smith Family, 2016-2017, \$45,000



Research Interests

- Critical and ethical perspectives on technology and education
- Students' and teachers' use of digital technologies within schools
- Cybersecurity education
- Smartphones and temporalities within formal and informal settings
- Internet addiction

PROFESSOR CAROLINE BARRATT-PUGH

PhD

Professor of Early Childhood Research

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Caroline Barratt-Pugh is Professor of Early Childhood and Director of the Early Childhood Research group in the School of Education at Edith Cowan University, Western Australia. She has extensive experience of teaching and research across early childhood settings and tertiary institutions in the UK and Australia. Her research interests include language and literacy in families, communities and formal educational settings, digital literacy, cultural and linguistic interfaces and the evaluation of early literacy programs. She is director of several state and national language and literacy research projects and is currently director of the evaluation of Better Beginnings Family Literacy program in WA, the KindiLink pilot initiative for three year old Aboriginal children and their parents/carers and the Literacy-texting program for Kindergarten families. She is also a member of the ARC Centre of Excellence for the Digital Child. Numerous publications and engagement with professionals, parents and other key stakeholders through her research has resulted in evidence-based policy and practice innovations.

SELECTED PUBLICATIONS

Book Chapters

- Barratt-Pugh, C., Rohl, M., & Allen, N. (2017). "The first time I've felt included": Inclusive literacy learning in early childhood through the evaluation of Better Beginnings. In M. Milton (Ed.), *Inclusive principles and practices in literacy education* (pp. 125-142). Bingley, UK: Emerald Publishing. doi: 10.1108/S1479-363620170000011009
- Barratt-Pugh, C., & Rohl, M. (2016). Transforming research into practice: Implications of a family literacy program for early childhood professionals. In J. Scull & B. Raban (Eds.), *Growing up literate: Australian literacy research for practice* (pp. 13-36). South Yarra, VIC: Eleanor Curtain publishing.

Journal Articles

- Adam, H., Barratt-Pugh, C. & Haig, Y. (2019). "Portray cultures other than ours": How children's literature is being used to support the diversity goals of the Australian Early Years Learning Framework. *Australian Educational Researcher*. <https://doi.org/10.1007/s13384-019-00302-w>
- Wilson Ali, N., Barratt-Pugh, C., & Knaus, M. (2019). Multiple perspectives on attachment theory: Investigating educators' knowledge and understanding. *Australasian Journal of Early Childhood*. 42 (1), 1-15, ACT. <https://doi.org/10.1177/1836939119855214>
- Ruscoe, A., Barblett, L., & Barratt-Pugh, C. (2018). Sharing power with children: Repositioning children as agentic learners. *Australasian Journal of Early Childhood*, 43(30), 63-71, <https://doi.org/10.23965/AJEC.43.3.07>
- Adam, H., Barratt-Pugh, C., & Haig, Y. (2017). Book collections in long day care: Do they reflect racial diversity? *Australasian Journal of Early Childhood*, 42(2), 88-96.
- Barratt-Pugh, C., & Rohl, M. (2016). Evaluation of family literacy programs: A case study of Better Beginnings, a library initiated family literacy bookgifting program in Western Australia. *Library Trends*. 65(1), 19-40.

GRANTS

- Improving parental engagement in children's learning and school readiness through a literacy-based text messaging program. Ian Potter Foundation, 2020 - 2022, \$607,313
- Evaluation of the KindiLink Pilot Initiative in Western Australia. WA Department of Education (2016-2018), \$100,00
- Longitudinal evaluation of the Better Beginnings family literacy program. WA Department of Culture and the Arts (2016-2018), \$198,702



Research Interests

- Early language and literacy learning
- Cultural and linguistic interfaces
- Digital literacies
- Early childhood pedagogy and practice
- Evaluation of literacy programs
- Reconceptualising early childhood

PROFESSOR DAWN PENNEY

PhD

VC Professorial Research Fellow

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Dawn Penney is a professorial research fellow in the School of Education, undertaking research projects focusing on developments in curriculum, pedagogy and assessment in health and physical education, and equity in physical education and sport. Dawn is an international leader in physical education who has worked with government agencies, curriculum authorities, schools and sport organisations in collaborative research and evaluation projects in Australia, New Zealand, the UK and South Korea. Dawn's research is directed towards informing policy development and professional practice in education and sport contexts, with the aim of making a positive difference to young people's education, participation in physical activity and sport, and their health and wellbeing.

Dawn has an extensive publication record including 7 research-based books, over 50 book chapters and over 100 refereed journal publications. Dawn is an experienced supervisor working with students studying part-time and full-time, and a research mentor for early and mid-career staff.

SELECTED PUBLICATIONS

Journal Articles

- Jones, A., & Penney, D. (2019). Investigating the 'integration of theory and practice' in examination physical education. *European Physical Education Review*, 25(4), 1036-1055. doi:10.1177/1356336X18791195
- Makopoulou, K., Penney, D., Neville, R., & Thomas, G. (2019). What sort of 'inclusion' is Continuing Professional Development promoting? An investigation of a national CPD Programme for Inclusive Physical Education. *International Journal of Inclusive Education*. doi: 10.1080/13603116.2019.1647297
- Penney, D., Jeanes, R., O'Connor, J., & Alfrey, L. (2018). Re-theorising inclusion and reframing inclusive practice in physical education. *International Journal of Inclusive Education*, 22(10), 1062-1077. <https://doi.org/10.1080/13603116.2017.1414888>
- Penney, D. (2017). Big policies and a small world: an analysis of policy problems and solutions in physical education. *Sport, Education and Society*, 22(5), 569-585.
- Wilkinson, S., Penney, D., & Allin, L. (2016). Setting and within-class ability grouping: A survey of practices in physical education. *European Physical Education Review*, 22(3), 336- 354.
- Penney, D., Brooker, R., Hay, P. & Gillespie, L. (2009). Curriculum, pedagogy and assessment: Three message systems of schooling and dimensions of quality physical education. *Sport, Education and Society*, 14(4), 421-442.
- Hay, P. & Penney, D. (2009). Proposing conditions for assessment efficacy in physical education. *European Physical Education Review*, 15(3), 389-405.
- Penney, D. & Jess, M. (2004). Physical Education and Physically Active Lives: A lifelong approach to curriculum development, *Sport, Education and Society*, 9(2), 269-288.

GRANTS

- Informal sport as a health and social resource for diverse young people, Australian Research Council, Grant - Linkage (Projects), 2019 - 2021, \$494,122.
- Investigating the feasibility of using digital representations of work for authentic and reliable performance assessment in senior secondary school courses, Australian Research Council, Grant - Linkage (Projects), 2007 - 2011, \$714,679.
- School Swimming and Water Safety Program Evaluative Assessment, Department of Education NSW, Grant, 2019, \$59,627.



Research Interests

- Health and Physical Education curriculum and pedagogy
- Equity and inclusion in education and sport
- Assessment policy and practices
- Sport coaching and leadership
- Swimming and water safety education

PROFESSOR MINDY BLAISE

EdD, MEd, MA, BSc
VC Professorial Research Fellow
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Mindy is a Vice Chancellor's Professorial Research Fellow. She is leading an interdisciplinary project on children's common world relations with place, materiality, and the more-than-human.

She is a co-founding member and principal researcher of the Common Worlds Research Collective. In 2016, she co-founded the international and interdisciplinary collective, #FEAS, Feminist Educators Against Sexism.

She is interested in supervising students who want to conduct interdisciplinary and/or creative research related to children's relations with the world and the world's relations with children. Students who are looking for a collaborative and generative environment to work in are strongly encouraged to get in touch.

SELECTED PUBLICATIONS

Books

- Blaise, M. (2005). *Playing it straight!: Uncovering gender discourses in the early childhood classroom*. NY: Routledge Press.

Book Chapters

- Pacini-Ketchabaw, V., Taylor, A., & Blaise, M. (2016). Decentring the human in multi-species ethnographies. In C. Taylor & C. Hughes (Eds). *Posthuman research practices*, 149-167. London: Palgrave/MacMillan.

Journal Articles

- Blaise, M. & Hamm, C. & Iorio, J. (2017). Modest witness(ing) and lively stories: Paying attention to matters of concern in early childhood. *Pedagogy, Culture, and Society*. DOI:10.1080/14681366.2016.1208265.
- Blaise, M. (2016). Fabricated childhoods: Uncanny encounters with the more-than-human. *Special Issue: Monstrous Childhoods, Discourse: Studies in the Cultural Politics of Education*, 37 (5), 617-626.
- Taylor, A. & Blaise, M. (2014). Queer worlding childhood. *Special Issue, Discourse: Studies in the Cultural Politics of Education*. 35 (3) 377-392. DOI:10.1080/01596306.2014.888842
- Blaise, M. (2013). Charting new territories: Re-assembling childhood sexuality in the early years. *Gender and Education*, 25 (7) 801-817
- Banerjee, B. & Blaise, M. (2013). There's something in the air: Becoming-with research practices. *Cultural Studies<=>Critical Methodologies, Special Issue, Provocations: (Re)visioning Data in Qualitative Research*, 13 (4), 240-245.
- Blaise, M. (2005). A feminist poststructuralist study of children 'doing' gender. *Early Childhood Research Quarterly*, 20 (1) 85-108.

GRANTS

- Blaise, M. (July 2018-June 2020). Pedagogical documentation as a tool for transforming waste practices in early childhood education. Perpetual Impact Philanthropy Program. \$68,000
- Pacini-Ketchabaw, V., Blaise, M., Corcoran, P., Delgado, C., Hird, M., Kallis, S., Kind, S., Kocher, L., Kunmen, K., Soltis, G., & Taylor, A. (2017-2021). Rethinking the Rs through arts: Transforming waste practices in early childhood education. Social Sciences and Humanities Research Council (SSHRC), CAN. Insight Grant. Invited collaborator.
- Pacini-Ketchabaw, V., Bezxure, K., Blaise, M., Delgado, V., Ghafouri, F., Kind, S., Jazvac, K., Kocher, L., Kraftl, P., Kummen, K., Rooney, T. (2017-2020). Climate action network: Exploring climate change pedagogies with children. Social Sciences and Humanities Research Council (SSHRC), CAN. Partnership Development Grant. Invited Co-applicant.



Research Interests

- Contemporary childhood(s)
- Children's relations with place, plants, and animals
- Creative research methodologies
- Post-empiricism (critical theory, feminist theory, queer theory, postcolonialism, posthumanism, new materialism)

ASSOCIATE PROFESSOR GLENDA CAMPBELL-EVANS

EdD, MEd, BEd

Director, International

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Glenda Campbell-Evans is the Director, International, for the School of Education. Her research interests focus on school governance, leadership and improvement, and on educational policy. She has supervised numerous research students and is currently working with ten students undertaking their research qualification in the Master or PhD program. The current group of research students, domestic and international, are exploring educational issues across a range of topics in their home countries. Glenda has teaching and administrative experience in the primary sector and stays connected to schools with service on school boards, including deputy chair and chair of education committee for a period of 20 years. Glenda has experience as state representative to the national committee of professional associations and as Deputy Chair of the board and Chair of Governance in the not-for-profit service provider. She has served as the Golden Key International Honour Society Asia Pacific Rep to the Council of Advisors and is the ECU Golden Key Chapter Advisor. Glenda is an active editor of the Australian Journal of Teacher Education.

SELECTED PUBLICATIONS

Journal Articles

- Cross, G., Campbell-Evans, G., Gray, J., (2018), Beyond the assumptions: Religious schools and their influence on students' social and civic development. *International Journal of Christianity & Education*, 22(1), 23-38, DOI: 10.1177/2056997117742172.
- Leggett, B., Campbell-Evans, G., Gray, J., (2016), Issues and challenges of school governance. *Leading and Managing*, 22(1), 36-56, Australian Council for Educational Leaders.
- Bolaji, SD., Campbell-Evans, G., Gray, J., (2016), Universal basic education policy implementation in Nigeria. *KEDI Journal of Educational Policy*, 13(2), 137-158, Korean Educational Development Institute.
- Naylor, D., Campbell-Evans, G., Maloney, C., (2015), Learning to teach: What do pre-service teachers report. *Australian Journal of Teacher Education*, 40(11), 120-136, Australia, Social Science Press, DOI: 10.14221/ajte.2015v40n11.7.
- Bolaji, SD., Gray, J., Campbell-Evans, G., (2015), Why do policies fail in Nigeria? *Journal of Education and Social Policy*, 2(5), 57-66, USA, Centre for Promoting Ideas.
- Leggett, B., Campbell-Evans, G., Gray, J., (2014), Opportunities Taken, Lost or Avoided: The Use of Difference of Opinion in School Decision Making. *Australian Journal of Teacher Education*, 39(4), 115-124, Australia, Social Science Press, DOI: 10.14221/ajte.2014v39n4.7.
- Campbell-Evans, G., Gray, J., Leggett, B., (2014), Adaptive leadership in school boards in Australia: An emergent model. *School Leadership and Management*, 34(5), 538-552, Taylor & Francis Group, DOI: 10.1080/13632434.2014.938038.

GRANTS

- Participation and Retention in Senior Secondary Schooling, Sevenoaks Senior College, Grant, 2019 - 2020, \$54,980.
- Completing Year 11: Providing quality retention for WA students - Phase 9, Sevenoaks Senior College, Grant, 2017 - 2019, \$68,678.
- Enhancing Learner Autonomy through Computer Assisted Language Learning (CALL): A Study on Vietnamese Students, Vietnam International Education Development of the Ministry of Education and Training, VIED - Scholarship, 2015 - 2018, \$60,000.



Research Interests

- School governance
- School improvement
- School leadership
- Educational policy

ASSOCIATE PROFESSOR LENNIE BARBLETT

PhD, BEd (Hons), BA

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Lennie Barblett is an Associate Professor at Edith Cowan University in the School of Education. Lennie has extensive experience working in early childhood education as an early childhood teacher in both preschool and early primary education before returning to University to complete further studies. She is a long time member of Early Childhood Australia (ECA) and was an ECA national Board Member, a state president and co-writer of the ECA Code of Ethics in 2016. Lennie is a current Board member of the Western Australia School Curriculum and Standards Authority and was a lead writer of the West Australian Kindergarten Curriculum Guidelines. Lennie has been invited to contribute to the work of numerous state and national committees and working parties focussing on curriculum reform, ethics, teaching standards and learning frameworks. All of her experiences and scholarships have culminated in writing a book titled *Early childhood leadership in action* in partnership with Elizabeth Stamopoulos published in 2018.

SELECTED PUBLICATIONS

Books

- Stamopoulos, E. & Barblett, L. (2018). *Early childhood leadership in action. Evidence based approaches for effective practice.* Sydney: Allen and Unwin

Journal Articles

- Roberts, P., Barblett, L., & Robinson, K. (2019). Early years teachers' perceptions of the effects of NAPLAN on stakeholders' wellbeing and early years curriculum and pedagogy. *Australasian Journal of Early Childhood*. DOI: 10.1177/1836939119855562
- Barblett, L. & Kirk, G. (2018). National Quality Standard in Schools: Leadership enabling power and agency. *Australasian Journal of Early Childhood* 43 (3) 43-51
- Rogers, S., Barblett, L., & Robinson, K. (2018). Parent and teachers' perceptions of NAPLAN in a sample of Independent schools in Western Australia. *The Australian Educational Researcher* (34) 1-21
- Boylan, F., Barblett, L., Knaus, M. (2018). Early childhood teachers' perception of growth mindset: Developing agency in children. *Australasian Journal of Early Childhood*, 43 (3), 16-24. <http://dx.doi.org/10.23965/AJEC.43.3.02>
- Barblett, L. Knaus, K. & Barratt-Pugh, C. (2016) The pushes and pulls of pedagogy in the early years: Competing knowledges and the erosion of play based learning. *Australasian Journal of Early Childhood* (41) 4 36-43
- Rogers, S., Barblett, L., & Robinson, K. (2016). NAPLAN "no worries": Measuring the impact of NAPLAN on student, teacher and parent wellbeing. *Australian Educational Researcher* 43 (3), 327-343
- Leitão, N., Barratt-Pugh, C., Anderson, K., Barblett, L., & Haig, L. (2015). Engaging children in reading for pleasure: A Better Beginnings project linking libraries with primary schools. *Libri. International Journal of Libraries and Information Services*, 65(1), 15-24.

GRANTS

- Improving parental engagement in children's learning and school readiness through a literacy-based text messaging program. Ian Potter Foundation, 2020 - 2022, \$607,313
- Department of Education 2016-2018 \$110,000 Kindilink evaluation
- Department of Culture and the Arts 2012 -2015 \$796,624.95 Extension of the Better Beginnings Program
- AISWA 2015-2018 \$125,000 NAPLAN and student, parent and teacher wellbeing



Research Interests

- Early childhood education and pedagogy
- Early childhood leadership
- Learning through play
- Partnering with families and communities
- Embedding Aboriginal and Torres Strait Islander perspectives in early childhood

ASSOCIATE PROFESSOR GEOFFREY W. LUMMIS

PhD; M.Ed; B.Ed; B.Ed(Primary), Dip Teach (Primary)
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Associate Professor Geoffrey W. Lummis (PhD) is a researcher in the School of Education. Geoff is the Chair of a Perth secondary school board and has collaborated with State Government ministers on education projects. Geoff has also taught preservice education for over thirty years and his doctorate is in sustainability and interests in evolutionary epistemology and aesthetics. His interdisciplinary interests are inclusive of: The Arts, Humanities and STEM in education. Some of Geoff's recent research projects include working with secondary schools to build positive staff culture; secondary students, scientists and an Aboriginal Elders to help rehabilitation of 'Country' in Northern Australia; companies to promote STEM education, and the Northern Territory Department of Education to review of STEM and Arts Education. Geoff has presented his research at both national and international conferences and has over thirty higher degree research completions. Geoff also is a ceramic artist who has exhibited locally and in the USA.

SELECTED PUBLICATIONS

Journal Articles

- Lummis, G.W., Lock, G., Freeman, C., Ferguson, C. (2019). Transformational learning in first year Australian preservice primary teachers. *Journal of Transformative Education*. DOI: 10.1177/1541344619849043
- Morris, J., Slater, E., Fitzgerald, M. T., Lummis, G.W., Van Etten, E. (2019). Using Local Rural Knowledge to Enhance STEM Learning for Gifted and Talented Students in Australia. *Research in /science Education*, online (n/a), 1-19, Netherlands, Springer, DOI: 10.1007/s11165-019-9823-2.
- Norris, C. M., Morris, J. E., & Lummis, G. W. (2018). Preservice teachers' self-efficacy to teach primary science based on 'science learner' typology. *International Journal of Science Education*. doi: 10.1080/09500693.2018.1528645
- Lowe, G., Lummis, G., Morris, J., (2017), Pre-service primary teachers' experiences and self-efficacy to teach music: Are they ready? *Issues in Educational Research*, 27(2), 314-329.
- Lummis, G. W., Morris, J. E., Lock, G., & Odgaard J. (2017). The influence of ecological citizenship and political solidarity of Western Australian Student teachers' perceptions of sustainability issues. *International Research in Geographical and Environmental Education* 26(2), 132-149.

GRANTS

- Hill, S., Penney, D., Lummis, G. Compulsory science and mathematics subjects in senior secondary school in other jurisdictions, Department of Jobs, Tourism, Science and Innovation. 2018-2019, \$39,968.
- Lummis, G., Morris, J., Lock, G., [Hill, S.] Building positive school communities through participatory action research, Edith Cowan University, ECU Industry Collaboration Grant - 2015 (Round 2), 2015 - 2018, \$156,169.
- Morris, J., Slater, E., Lummis, G., Boston, J., Fitzgerald, M. Towards ensuring a STEM workforce: Engaging industry to inspire and foster real-world STEM teacher learning, Edith Cowan University, ECU Industry Collaboration Scheme - 2016 Open Round, 2016 - 2017, \$136,805



Research Interests

- The Arts in education and aesthetics
- STEM and sustainability education
- Transformational education
- Interdisciplinary education contexts
- Multicultural competency and school culture

ASSOCIATE PROFESSOR LORRAINE HAMMOND

PhD, AM

Email: l.hammond@ecu.edu.au

Associate Professor Dr Lorraine Hammond AM currently designs and delivers professional learning and coaching for 22 schools in the north of Western Australia for the Kimberley Schools Project. This project draws upon her expertise in literacy, science-aligned practice and high impact instruction. Lorraine is closely connected to schools and spends time coaching teachers and working directly with students of all ages. Lorraine is the current President of Learning Difficulties Australia and has a particular interest in the development of teacher knowledge and instructional coaching as well as students with diverse abilities.

SELECTED PUBLICATIONS

Journal Articles

- Hammond, L. S. & Moore, W. M. (2018). Teachers taking up explicit instruction: The impact of a professional development and directive instructional coaching model. *Australian Journal of Teacher Education*, 43(7).
- Scarparolo, G. E., & Hammond, L. S. (2017). The effect of a professional development model on early childhood educators' direct teaching of beginning reading. *Professional Development in Education*, 1-15.
- Serry, T. & Hammond, L. (2015). What's in a word? Australian experts' knowledge, views and experiences using the term dyslexia. *Australian Journal of Learning Difficulties*, 1-19.
- Hammond, L. (2015). Early Childhood Educators' perceived and actual metalinguistic knowledge, beliefs and enacted practice about teaching early reading. *Australian Journal of Learning Difficulties*. 1-16. doi:10.1080/19404158.2015.1023208
- Moore, W., Hammond, L., & Fetherston, T. (2014). Strengthening vocabulary for literacy: an analysis of the use of explicit instruction techniques to improve word learning from story book read-alouds. *Australian Journal of Learning Difficulties*.
- Callcott, D., Hammond, L., & Hill, S. (2014). The Synergistic Effect of Teaching a Combined Explicit Movement and Phonological Awareness Program to Preschool Aged Students. *Early Childhood Education Journal*, 1-11.
- Capern, T., & Hammond, L. (2014). Establishing Positive Relationships with Secondary Gifted Students and Students with Emotional/Behavioural Disorders: Giving These Diverse Learners What They Need. *Australian Journal of Teacher Education*, 39(4). Retrieved from <http://ro.ecu.edu.au/ajte/vol39/iss4/3>

GRANTS

- 2017 WA Catholic Education and WA Department of Education. The impact of a cognitive apprenticeship explicit direct instruction (EI) Phase 2, WA Department of Education, \$80,000
- 2014 ECU Industry Partnership Grant St Helena's Catholic Primary School. The impact of a cognitive apprenticeship explicit direct instruction (EI) \$76,696
- 2008-2012 Department of Education, Employment and Workplace Relations. Strategic Initiatives to Address Teacher Shortages, \$1,837,500



Research Interests

- High impact instruction including Explicit Instruction and Direct Instruction
- Early literacy instruction and the prevention of literacy based Learning Difficulties and Learning Disabilities
- Teacher knowledge of literacy precursors and high impact, science-aligned instruction
- Instructional coaching
- Attention Deficit Disorder, Autism Spectrum Disorders and Dyslexia

DR KUKI SINGH

PhD, MA, BA (Hons), PGDip (TerTeach), PGDip (TESOL), PGDip (DistEd)
Email: k.singh@ecu.edu.au

Dr Kuki Singh, joined the School of Education as a senior lecturer in 2015. Over period of 35 years, Dr Singh has taught at a number of universities in Australia, New Zealand and South Africa where she has held leadership roles in teaching and learning, and curriculum, student and staff development. This varied background presented an eclectic research scope that embraced early childhood, primary, higher education, and communities of practice in different settings.

Dr Singh teaches into undergraduate and postgraduate courses in Primary Education and supervises a number of Masters and PhD students in topics as diverse as schema acquisition, metacognitive learning, student engagement, parent enrichment, feedback strategies, STEM education, reflective practice, communities of practice and learning technologies.

Dr Singh's current research pursues the goal of maximising children's learning ecologies. She employs theoretical and practical pedagogies with socio-psychological foundations as frameworks for understanding the impacts of diverse communities, contexts, and domains. By positioning the individual and society as convergent, her research seeks to illuminate educational complexities and contradictions. It encompasses intrapersonal and interpersonal processes, as well as structural conditions that influence student and teacher learning in ways that have the potential to drive and or suppress educational change.

SELECTED PUBLICATIONS

Books

- Herrington, A., Schrape, J., & Singh, K. (Eds). (2012). Engaging students with learning technologies. Perth, Western Australia: Curtin University. (ebk).

Book Chapters

- Singh, K., (2017), Transformative academic development: Complexity and convergence. Smart Technology applications in Business Environments, 276-302, Hershey, USA, IGI Global, DOI: 10.4018/978-1-5225-2492-2.ch013.
- Singh, K., (2016), Integrative course design and pedagogy to humanize online learning: A case study. Handbook of research on humanizing the distance learning experience, 256-285, Hershey, PA, USA, IGI Global, DOI: 10.4018/978-1-5225-0968-4.ch012.

Journal Articles

- Singh, K., Mildenhall, P., Roberts, P., Wren, J., (2019), Sustaining multi-partner engaged research: Principles, processes and tensions. Reflective Practice, Online(N/A), 1-19, DOI: 10.1080/14623943.2019.1639497.

GRANTS

- The effect of digitally supported schema acquisition on middle school students' problem-solving achievement, CingleVue Pty Ltd, Scholarships to Support Industry Engagement PhD Project, 2019 - 2024, \$120,000.
- Towards ensuring a STEM workforce: Engaging industry to inspire and foster real-world STEM teacher learning, Edith Cowan University, ECU Industry Collaboration Scheme - 2016 Open Round, 2016 - 2017, \$136,805.



Research Interests

- Primary pedagogy
- Learning sciences (interdisciplinary perspectives of design and implementation of innovative instructional strategies, including STEM)
- Student engagement, motivation and self-regulation
- Technology applications in the classroom
- Teacher professional learning

DR MARIANNE KNAUS

PhD, BEd, DipTeach
Associate Dean, Early Childhood
Email: m.knaus@ecu.edu.au

Dr Marianne Knaus is a teaching-research scholar and currently the Associate Dean Early Childhood at Edith Cowan University in the School of Education. She has extensive experience of teaching and research across early childhood settings and tertiary institutions in Australia. Marianne is an author of several mathematics and STEM publications and journal articles relating to early childhood education. Her textbook 'Maths is All Around You' is widely used in universities in Australia and is also a text in the UK. Marianne has wide experience and particular interest in researching play-based approaches to education and supporting children and families in the transition to school.

SELECTED PUBLICATIONS

Book Chapters

- Knaus, M., Callcott, D., (2016), The lifestyle of a student-led community of practice in higher education. *Implementing Communities of Practice in Higher Education: Dreamers and Schemers*, 423-446, Singapore, Springer, DOI: 10.1007/978-981-10-2866-3.

Journal Articles

- Knaus, M. (2017). Supporting early mathematics learning in early childhood settings. *Australasian Journal of Early Childhood*, 42(3), 4-13.
- Hammond, L., Hesterman, S., & Knaus, M. (2015). What's in your refrigerator? Children's views on equality, work, money and access to food. *International Journal of Early Childhood*, 47, 367-384. doi: 10.1007/s13158-015-0150-0
- Knaus, M. (2014). 'Time for Being': Why the Early Years Learning Framework opens up new possibilities. *Journal of Early Childhood Research*, 12(2), 1-15. doi: 10.1177/1476718X14538601
- Knaus, M. & Warren, J. (2015). A supported playgroup located on school grounds: Developing family relationships within a school environment to support children's transition to school. *New Zealand Research in Early Childhood*, 18, pp. 20-36.
- Jay, J. A., & Knaus, M. (2018). Embedding Play-Based Learning into Junior Primary (Year 1 and 2) Curriculum in WA. *Australian Journal of Teacher Education*, 43(1), 112-126. <http://dx.doi.org/10.14221/ajte.2018v43n1.7>
- Barblett, L., Knaus, M., & Barratt-Pugh, C. (2016). The pushes and pulls of pedagogy in the early years: Competing knowledges and the erosion of play-based learning. *Australasian Journal of Early Childhood*, 41(4), 36-43.
- Boylan, F., Barblett, L., Knaus, M. (2018). Early childhood teachers' perception of growth mindset: Developing agency in children. *Australasian Journal of Early Childhood*, 43 (3), 16-24. <http://dx.doi.org/10.23965/AJEC.43.3.02>.

GRANTS

- Evaluation of the KindiLink Pilot Initiative in Western Australia. WA Department of Education (2016-2018), \$100,00
- Maximising student engagement for learning through teacher and student interactions. AIWSA Schools (2019) \$82,317
- Mathematics education in early childhood settings. Early Career Research Grant (2014) \$20,000



Research Interests

- Mathematics in early childhood
- Play-based teaching strategies
- Playgroups
- Early childhood education

DR CHRISTINE CUNNINGHAM

PhD, BEd (Hons), BA
Higher Degrees by Research Coordinator
Email: c.cunningham@ecu.edu.au

Dr Christine Cunningham is a Senior Lecturer in the School of Education. She is the academic coordinator of postgraduate studies in Educational Leadership and she supervises a diverse range of PhD students in topics as diverse as school leadership, social justice education, international education and feminist critique. She is the author of the book *Corrupted Principles and the challenges of critically reflective leadership* (Peter Lang, 2011) and has been published in multiple Australian and international academic journals. She is currently researching educational leadership and gender in China, but her most recent article focused in on her home state research which was "An investigation into school inspection policies in Western Australian state education performed by the Expert Review Group" (*Educational Research Policy and Practice*, 2019).

SELECTED PUBLICATIONS

Journal Articles

- Cunningham, C. & Wandei, E. (2019). Critical reflections on postgraduate andragogy from the points of view of a Kenyan student and an Australian academic. *Reflective Practice: International and Multidisciplinary Perspectives*, (online), 1-20. <https://doi.org/10.1080/14623943.2019.1598350>
- Cunningham, C. (2018). An investigation into school inspection policies in Western Australian state education performed by the Expert Review Group. *Educational Research Policy and Practice*. 18(1), 39-58. <https://doi.org/10.1007/s10671-018-9227-5>
- Barwood, D., Penney, D., Cunningham, C., (2017), A paradox or a culture of acceptance? The idiosyncratic workforce delivering health education in lower secondary government schools in Western Australia. *Asia-Pacific Journal of Health, Sport and Physical Education*, 8(3), 193-209.
- Cunningham, C., (2014), Decision-Making Processes and Educational Leadership in Australia. *Leading and Managing*, 20(1), 11-31.
- Cunningham, C., (2014), Educational Leadership: What can China teach the West about inclusive decision making practices? *Journal of US-China Public Administration*, 11(9), 773-789.
- Cunningham, C., Jackson, S., (2014), Leadership and the Australian Greens. *Leadership*, 11(1), 1-16.
- Cunningham, C., Coy, N., (2014), Understanding the need for fine-grained assessment. *Australian Educational Leader*, 36(3), 6-9.
- Cunningham, C., (2013), The Australian Baccalaureate: A preliminary study. *Curriculum Perspectives*, 33(3), 46-57, Australia, Australian Curriculum Studies Association.
- Cunningham, C. (2012). *Critically Reflective Leadership*. *Australian Journal of Teacher Education*, 37(4), 46-58.

GRANTS

- Using songs and chants to foster primary school children's English language acquisition in the Mekong Delta of Vietnam - a case study, Vietnam International Education Development of the Ministry of Education and Training, VIED - Scholarship, 2017 - 2021, \$60,000.
- The study on the curriculum of Business English major for Business English major undergraduates in Vietnam, Vietnam International Education Development of the Ministry of Education and Training, VIED - Scholarship, 2016 - 2020, \$240,000.
- A Comparative Analysis of Chinese and Australian Masters of Education Students' Insights into Leadership Models, Edith Cowan University, ECU Early Career Researcher - Grant, 2012 - 2013, \$22,555.



Research Interests

- Educational Leadership
- International Education
- Humanities Education
- Critical Education Theory
- Gender and Education

DR JOHN O'ROURKE

PhD, BEd, BBus, DipEd
Email: j.o_rourke@ecu.edu.au

Dr John O'Rourke is a senior lecturer in the School of Education at Edith Cowan University with over 25 years of experience as an educator. He lectures in the secondary and primary programs around diversity and inclusion, is currently Course Coordinator of Post-Graduate Certificates in special education and complex communication needs, and was formerly a secondary special education teacher and coordinator. He has published widely, with his main research interests including inclusive pedagogies and supports, digital technologies that enhance student engagement, enabling education, and happiness/wellbeing. He has presented nationally and internationally on a broad range of special education related research, and has been ECU's lead investigator in several large multi-institutional projects. He supervises a number of PhD students in a diverse range of digital technology, inclusion, and disability related topics.

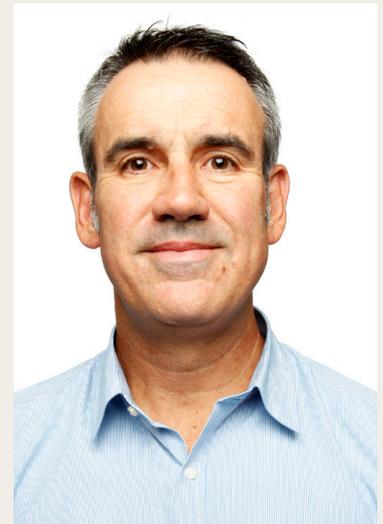
SELECTED PUBLICATIONS

Journal Articles

- O'Rourke J., Harms C. & Cohen L. (2019). They're always there for me! Friendship and meaning in young people's lives? *Scandinavian Journal of Psychology*. 60(5), 1-13. DOI: 10.1111/sjop.12570.
- O'Rourke, J., Relf, B., Crawford, N., & Sharp, S. (2019). Are we all on course?: A curriculum mapping comparison of three Australian university open-access enabling programs. *Australian Journal of Adult Learning*, 59(1), 7-26.
- Barwood, D., Sanbrook, C., O'Rourke, J., Jones, A., Thomas, J., (2018), Blowing a whistle, how hard can it be? An exploration of practicum experiences for a pre-service health and physical education teacher with a hearing impairment. *Curriculum Studies in Health and Physical Education*, 9(3), 270-285, Online, Routledge, DOI: 10.1080/25742981.2018.1490627.
- O'Rourke, J., Main, S., Hill, S., (2017), Commercially available digital game technology in the classroom: Improving automaticity in mental-maths in primary-aged students. *Australian Journal of Teacher Education*, 42(10), 50-70, Katoomba, NSW, Social Science Press, DOI: 10.14221/ajte.2017v42n10.4.
- Main, S., O'Rourke, J., Morris, J., Dunjey, H., (2016), Focus on the journey, not the destination: Digital games and students with disability. *Issues in Educational Research*, 26(2), 315-331.
- O'Rourke, J., West, J., (2015), Education assistant support in inclusive Western Australian classrooms: Trialling a screening tool in an Australian context. *International Journal of Disability Development and Education*, 62(5), 531-546, United Kingdom, Routledge, DOI: 10.1080/1034912X.2015.1052376.
- O'Rourke, J., (2015), Inclusive schooling: If it's so good – why is it so hard to sell?. *International Journal of Inclusive Education*, 19(5), 530-546, Routledge, DOI: 10.1080/13603116.2014.954641.

GRANTS

- Improving the 'beaten track': investigating alternative pathways to increase higher education participation for mature-aged low socio-economic status students in regional and remote Australia, Department of Education and Training, Higher Education Participation & Partnerships Programme HEPPP) - 2016 National Priorities Pool, 2017 - 2018, \$63,221.
- Arts-based pedagogy: Engaging children with additional needs through multi-sensory storytelling, Sensorium Theatre Inc, Sensorium Theatre Inc - Grant, 2017 - 2018, \$10,000.
- Lighting the path(way): Articulating curriculum design principles for open-access enabling programs, Office for Learning and Teaching, OLT - Seed Projects, 2016 - 2017, \$33,669.



Research Interests

- Inclusive pedagogy
- Happiness and well-being
- Digital technology in curriculum
- Enabling pedagogy

DR JULIA MORRIS

PhD, B.Arts(Ed), B.Creat.Arts(Vis Arts)
Email: j.morris@ecu.edu.au

Dr Julia Morris is a senior lecturer in the School of Education at Edith Cowan University, and an honorary fellow at the University of Melbourne. Her main research interests include engagement and evaluation in applied education research, with an emphasis on developing and utilising evidence-based measures to improve educational experiences. Her collaboration with research partners is centred on developing participatory approaches that ensure research design and implementation give partner organisations evidence that is contextually-based and supports improvements to educational practice.

She has attracted over \$300K of external research funding in the past five years, and has a strong track record of translating research findings for both academic and professional audiences. In 2017 she won the WA Institute for Educational Research Early Career Award for Research, and has been invited to do several national and international speaking engagements as a result of her expertise in research methodologies and evaluation in applied research settings.

SELECTED PUBLICATIONS

Journal Articles

- Morris, J. E., Lummis, G. W., Lock, G., Ferguson, C., Hill, S., & Nykiel, A. (2019). The role of leadership in establishing a positive staff culture in secondary school. *Educational Management, Administration & Leadership*. doi: 10.1177/1741143219864937
- Morris, J. E. (2018). Arts engagement outside of school: Links with year 10 to 12 students' intrinsic motivation and self-efficacy in responding to art. *The Australian Educational Researcher*, 45(4), 455-472. doi: 10.1007/s13384-018-0269-8
- Morris, J. E., Lummis, G. W., McKinnon, D. H., & Heyworth, J. (2017). Measuring preservice teacher self-efficacy in music and visual arts: Validation of an amended science teacher efficacy belief instrument. *Teaching and Teacher Education*, 64(1), doi: 1-11. 10.1016/j.tate.2017.01.014
- Morris, J. E., & Lummis, G. W. (2014). Investigating the personal experiences and self-efficacy of Western Australian primary pre-service teachers in the visual arts. *Australian Art Education*, 36(1), 26-47

GRANTS

- CI Morris & CI Imms. Plans to Pedagogy: Spatial Learning. \$90,000 (2019-2021), NorvaNivel.
- CI McKinnon, CI Morris, CI Lummis, CI Fitzgerald & CI Hill. Science, Technology, Engineering, Arts and Mathematics (STEAM) Strategic Plan and STEAM Capacity Building. \$69,753 (2016), Northern Territory Department of Education Tender.
- CI Morris. Participation and Retention in Senior Secondary Schooling. \$32,904.50 (2019), Sevenoaks Senior College.



Research Interests

- Student engagement and motivation
- Learning environments
- Teacher professional learning

DR MARGARET K. MERGA

PhD, MEd, GradDipEd, BA (Hons)
Email: m.merga@ecu.edu.au

Margaret K. Merga currently works as a Senior Lecturer (Literacy). Margaret primarily conducts literacy research that spans the early years to adulthood. She also explores issues in Higher Education and Health Workforce Education. She is currently working on projects related to the role of teacher librarians in fostering literacy in primary and secondary schools, how schools support struggling literacy learners, the challenges and advantages of completing a PhD thesis by Publication, and early career researchers' experiences of producing research outputs for academic and non-academic end users. She is the author of more than 50 peer-reviewed journal articles, as well as 2019 books 'Reading engagement for tweens and teens: What would make them read more?' and 'Librarians in schools as literacy educators'. She is also the co-author of the 2019 book 'Conducting quantitative research in education' with Dr Saiyidi Mat Roni and Dr Julia Morris.

SELECTED PUBLICATIONS

Books

- Merga, M.K. (2019). Reading engagement for tweens and teens: What would make them read more? Santa Barbara, California: ABC-CLIO/Libraries Unlimited.
- Merga, M.K. (2019). Librarians as literacy educators in schools. Basingstoke, United Kingdom: Palgrave Macmillan.

Journal Articles

- Merga, M.K., Mason, S. & Morris, J.E. (2019). "The constant rejections hurt": Skills and personal attributes needed to successfully complete a thesis by publication. *Learned Publishing*. <https://onlinelibrary.wiley.com/doi/full/10.1002/leap.1245>
- Merga, M.K. & Mason, S. (2019). Teacher librarians' perceptions of factors contributing to school reading cultures. *Australian Journal of Education*. <https://doi.org/10.1177/0004944119844544>
- Merga, M.K. (2019). School libraries fostering children's literacy and literature learning: mitigating the barriers. *Literacy*. <https://onlinelibrary.wiley.com/doi/pdf/10.1111/lit.12189>
- Merga, M.K. & Gardiner, V. (2019). The role of whole school literacy policies supporting reading engagement in Australian schools. *English in Australia*, 53(3), 37-50.
- Merga, M.K. (2019). Collaborating with teacher-librarians to support adolescents' literacy and literature learning. *Journal of Adolescent & Adult Literacy*. Retrieved from <https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/jaal.958>
- Merga, M.K. (2019). How do librarians in schools support struggling readers? *English in Education*. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/04250494.2018.1558030>

GRANTS

- Writing for All: Studying the Development of Handwriting and Keyboarding Skills in the Early Years, Ian Potter Foundation, \$197,000, Jan 2020-Dec 2021
- 2018-2019 Copyright Agency Cultural Fund (CACF). CI Margaret Merga, Teacher Librarians as Australian Literature Advocates in Schools, \$20,299 for 2 years.
- 2019-2020 Collier Foundation Grant, CI Margaret Merga, Supporting struggling secondary literacy learners: English teachers' strategies, preparedness and challenges, \$29,000 for 1.5 years.



Research Interests

- Reading engagement
- Higher education
- Reading and libraries
- Reading and technology
- Reading beyond the early years of schooling

DR ANNE THWAITE

PhD, BA (Hons)

Email: a.thwaite@ecu.edu.au

Dr Anne Thwaite is a lecturer in Language & Literacy Education where she works in the B.Ed. (Primary), M.Teach (Primary), Grad. Cert. (TESOL) and M. TESOL programs, as well as supervises postgraduate students. Her research interests are in spoken discourse analysis (especially classroom discourse analysis), functional grammar and knowledge about language (KAL) for teachers. She has previously taught at the University of Western Sydney, the University of Sydney, the University of New England (NSW) and in China, Singapore and the Seychelles, as well as currently teaching for ECU in Vietnam.

SELECTED PUBLICATIONS

Books

- Jones, P., Simpson, A. & Thwaite, A. (2018). Talking the Talk: Snapshots from Australian Classrooms. Sydney: PETAA.

Book Chapters

- Thwaite, A., Gardiner, J. & McCullough, K. (2018), Talking about Language in a Diverse Urban Community. In Jones et al. (2018), Talking the Talk: Snapshots from Australian Classrooms, 63-74, Sydney: PETAA.

Journal Articles

- Thwaite, A. (2019) "Halliday's View of Child Language Learning: Has it been Misinterpreted?". Australian Journal of Teacher Education, vol. 44, no. 5.3. DOI: 10.14221/ajte.2018v44n5.3.
- Thwaite, A. (2015b) Pre-service teachers linking their metalinguistic knowledge to their practice. Functional Linguistics, vol. 2. No. 4, DOI: 10.1186/s40554-015-0019-4, URL: <http://www.functionallinguistics.com/content/2/1/4>.
- Thwaite, A. (2015a) "Using the 'Multimodal Analysis Video' Program for Register Analysis: A Preliminary Study". TESOL International, vol. 10, no. 1, pp. 102-125.
- Thwaite, A. (2014) "Teachers and teacher aides initiating five-year-olds into science". Functional Linguistics, vol. 1, no. 6, DOI: 10.1186/2196-419X-1-6, URL: <http://www.functionallinguistics.com/content/1/1/6>.
- Thwaite, A. & McKay, G. (2013) "Five-year-olds doing science and technology: How teachers shape the conversation". Australian Journal of Language and Literacy, vol. 36, no. 1, pp. 28-37.
- Thwaite, A. & Rivalland, J. (2009) "How can analysis of classroom talk help teachers reflect on their practices?". Australian Journal of Language and Literacy, vol. 32, no. 1, pp. 38-54..

GRANTS

- 2018, Student Knowledge About Language (KAL) in the B.Ed. Primary, Edith Cowan University Strategic Initiative Funding
- 2017, Student literacy needs and support in the B.Ed. Primary, Edith Cowan University Teaching & Learning Grant
- 2016-2018, Structuring assessment in the B.Ed. (Primary) course, Edith Cowan University Strategic Initiative Funding



Research Interests

- Spoken discourse analysis
- Classroom discourse analysis
- Multimodal discourse analysis
- Functional grammar
- Teachers' knowledge about language

DR JOSEPH SCOTT

PhD

Email: joseph.scott@ecu.edu.au

Dr Joseph Scott is a qualified Health and Physical Education teacher and has taught across early childhood, primary and secondary disciplines in independent and government schools. He completed his PhD within the Priority Research Centre in Physical Activity and Nutrition (PRCPAN), University of Newcastle. His PhD research focused on physical activity measurement in the adolescent population and investigated protocols, compliance and participant perceptions. Dr Scott is currently a Lecturer in Health and Physical Education in the School of Education at Edith Cowan University. Since completing his PhD, Dr Scott's research has focused on physical activity promotion, physical literacy and health education. The overarching aim of his research is to address global health issues that affect child and adolescent populations by promoting health and implementing targeted behavioural interventions. Dr Scott's work has been published in high impact prestigious peer-reviewed international journals such as: *American Journal of Lifestyle Medicine*, *Journal of Sports Sciences*, *Journal of Paediatrics and Child Health* and *Journal of Science and Medicine in Sport*. In addition to keynote and symposium presentations, Dr Scott has presented his research at leading national and international conferences in his field.

SELECTED PUBLICATIONS

Journal Articles

- Scott, JJ., Hansen, V., Morgan, PJ., Plotnikoff, RC., Lubans, DR., (2018), Young people's perceptions of the objective physical activity monitoring process: A qualitative exploration. *Health Education Journal*, 77(1), 3-14, DOI: 10.1177/0017896917734576.
- Scott, JJ., Rowlands, A., Cliff, D., Morgan, PJ., Plotnikoff, RC., Lubans, DR., (2017), Comparability and feasibility of wrist-and hip-worn accelerometers in free-living adolescents. *Journal of Science and Medicine in Sport*, 20(12), 1101-1106, NSW, Australia, Elsevier Australia, DOI: 10.1016/j.jsams.2017.04.017.
- Lubans, DR., Plotnikoff, RC., Miller, A., Scott, JJ., Thompson, D., Tudor-Locke, C., (2015), Using Pedometers for Measuring and Increasing Physical Activity in Children and Adolescents: The Next Step. *American Journal of Lifestyle Medicine*, 9(6), 418-427, DOI: 10.1177/1559827614537774.
- Scott, JJ., Morgan, PJ., Plotnikoff, RC., Lubans, DR., (2015), Reliability and validity of a single-item physical activity measure for adolescents. *Journal of Paediatrics and Child Health*, 51(8), 787-793, Milton QLD, Wiley-Blackwell, DOI: 10.1111/jpc.12836.
- Scott, JJ., Morgan, PJ., Plotnikoff, RC., Trost, SG., Lubans, DR., (2014), Adolescent pedometer protocols: Examining reactivity, tampering and participants' perceptions. *Journal of Sports Sciences*, 32(2), 183-190, London, Routledge, DOI: 10.1080/02640414.2013.815361.

GRANTS

- Reducing children's risk of developing skin cancer: Improving the approach to sun protection in WA primary schools., Edith Cowan University, ECU Early Career Researcher Grant – 2019, \$14,968
- Assessment of physical activity in adolescents: protocols, compliance and participant perceptions. University of Newcastle Priority Research Centre for Physical Activity and Nutrition, Seed funding Grant – 2011, \$5000



Research Interests

- Physical activity (measurement and promotion)
- Physical literacy
- Physical education
- Health education
- Health promotion

DR EILEEN SLATER

PhD

Email: e.slater@ecu.edu.au

Dr. Eileen V. Slater currently works within the School of Education. Eileen does research in gifted education, science education, educational assessment and educational measurement. Eileen is primarily a mixed methods researcher who values working directly with teachers and school leaders to refine educational interventions to better support student learning.

SELECTED PUBLICATIONS

Journal Articles

- Morris, J., Slater, E., Fitzgerald, M., Lummis, G., Van Etten, E., (2019), Using local rural knowledge to enhance STEM learning for gifted and talented students in Australia. *Research in Science Education*, online(n/a), 1-19, Netherlands, Springer, DOI: 10.1007/s11165-019-9823-2.
- Slater, E., (2018), The identification of gifted children in Australia: The importance of policy. *TalentEd*, 30(1), 16p., Australia, University of New England.
- Slater, E., Morris, J., McKinnon, D., (2018), Astronomy alternative conceptions in pre-adolescent students in Western Australia. *International Journal of Science Education*, 40(17), 2158-2180, United Kingdom, Routledge, DOI: 10.1080/09500693.2018.1522014.
- Slater, E., Howitt, C., (2018), Teacher perceptions of a pilot process for identifying intellectually gifted 6- and 7-year-old children in the classroom. *Australasian Journal of Gifted Education*, 27(1), 5-20, Sydney, Australian Association for the Education of the Gifted and Talented, DOI: 10.21505/ajge.2018.0002.
- Slater, E. (2018) Meeting the Needs of Gifted Children Through Acceleration. *Words*.

GRANTS

- Cultural Sky Stories. Higher Education Participation and Partnership Program, 2016-2017, \$20,000.
- Towards ensuring a STEM workforce: Engaging industry to inspire and foster real-world STEM teacher learning, Edith Cowan University, ECU Industry Collaboration Scheme - 2016 Open Round, 2016 - 2017, \$136,805.
- The Development and Validation of a Multiple Assessment Instrument Process for Identifying Intellectually Gifted 6-and 7-year-old Children in the Classroom. Strategic Initiative Funding, 2018, \$22,880



Research Interests

- Gifted Education (including Twice Exceptional)
- Science Education
- Educational Measurement
- Student Well-being (connection and belonging)
- Home-schooling

DR MICHAEL FITZGERALD

PhD

Email: m.fitzgerald@ecu.edu.au

Dr Michael Fitzgerald is a Senior Research Fellow in the School of Education. His qualifications include a PhD in astronomy research and science education from Macquarie University and a Master of Education in science and mathematics education from Monash University. His research interests encompass STEM education, with a particular focus on astronomy education, as well as pure astronomy research. He has a particular interest in encouraging the use of remotely accessible telescopes to support authentic research and educational activities in the classroom as well as professional learning for high school teachers. He holds many leadership roles in astronomy education worldwide, including being the current Secretary of the International Astronomical Union's Commission C1 for Education and Development. In 2018, Michael was successful in winning a prestigious Australian Research Council Discovery Early Career Researcher Award (DECRA) to investigate whether authentic scientific research projects undertaken by teachers translate into improved science-related outcomes for students.

SELECTED PUBLICATIONS

Journal Articles

- Students' Perceptions of High School Science: What has Changed Over the Last Decade? (2013) L Danaia, M Fitzgerald, D McKinnon, *Research in Science Education* 43 (4), 1501-1515.
- A review of high school level astronomy student research projects over the last two decades. (2014) MT Fitzgerald, R Hollow, LM Rebull, L Danaia, DH McKinnon. *Publications of the Astronomical Society of Australia* 31
- Big Ideas in Astronomy: A Proposed Definition of Astronomy Literacy. (2019) Retre, J., Russo, P., Lee, H., Pentead, E., Salimpour, S., Fitzgerald, M.T., Ramchandani, J., Possel, M., Scorza, C., Christensen, L., Arends, E., Schrier, W., International Astronomical Union Commission C1 Working Group on Literacy and Curriculum Development
- Robotic telescopes in education. (2017), Gomez, E., Fitzgerald, M., *The Astronomical Review*, 13(1) , 28-68 (Journal Review Article)
- Barriers Inhibiting Inquiry-Based Science Teaching and Potential Solutions: Perceptions of Positively Inclined Early Adopters. (2019), Fitzgerald, M., Danaia, L., McKinnon, D., *Research in Science Education*, 49(2), 543-566
- Major outcomes of an authentic astronomy research experience professional development program: An analysis of 8 years of data from a teacher research program. (2018) Rebull, L., French, DA., Laurence, W., Roberts, T., Fitzgerald, M., Gorjian, V., Squires, G., *Physical Review Physics Education Research*, 14(2)
- Astronomy And Science Student Attitudes (ASSA): A Short Review And Validation Of A New Instrument. (2019). Bartlett, S., Fitzgerald, M., McKinnon, D., Danaia, L., Lazendic-Galloway, J., *Journal of Astronomy and Earth Sciences Education*, 5(1), 1-22.

GRANTS

- Do teacher research experiences affect student outcomes in science?, Australian Research Council, Grant - Discovery Early Career Researcher Award, 2018 - 2021, \$661,349.
- Towards ensuring a STEM workforce: Engaging industry to inspire and foster real-world STEM teacher learning, Edith Cowan University, ECU Industry Collaboration Scheme - 2016 Open Round, 2016 - 2017, \$136,805.
- Alice Springs - Science, Technology, Engineering, Arts and Mathematics (STEAM) Strategic Plan and STEAM capacity building, Northern Territory Government Department of Education, Tender, 2016 - 2017, \$69,753.



Research Interests

- Astronomy, Physics and Space Sciences Education Research
- Educational and Curriculum Design (Secondary)
- Student Research and Depth Studies
- Teacher Research Experiences
- Secondary STEM Education

DR DONNA BARWOOD

PhD, MEd, BEd, DipTeach
Email: d.barwood@ecu.edu.au

Donna is a Lecturer and Coordinator of Health and Physical Education for the School of Education. Donna has taught Health and Physical Education in primary, secondary and tertiary educational settings and held key positions of responsibility in the public, private and Catholic education sectors. Donna was writer of the K-10 Syllabus for Health and Physical Education in Western Australia, the online course for Protective Behaviours in Western Australia, the Aboriginal Education supplement for the Protective Behaviours Curriculum and the Australian Curriculum for Health and Physical Education.

SELECTED PUBLICATIONS

Journal Articles

- Barwood, D. (2019). Does theory matter? Reflection, transformation and agency after receiving a doctoral award. *Issues in Educational Research*, 29(4), 1057-1067. <http://www.iier.org.au/iier29/barwood.pdf>
- Barwood, D., Jones, A., (2019), Pre-service teachers, co-creating sun safety education for adolescents. *Curriculum Studies in Health and Physical Education*, Online(N/A), 1-14, DOI: <https://doi.org/10.1080/25742981.2019.1627669>.
- Barwood, D., Sanbrook, C., O'Rourke, J., Jones, A., Thomas, J., (2018), Blowing a whistle, how hard can it be? An exploration of practicum experiences for a pre-service health and physical education teacher with a hearing impairment. *Curriculum Studies in Health and Physical Education*, 9(3), 270-285, Online, Routledge, DOI: 10.1080/25742981.2018.1490627.
- Barwood, D., (2017), Ruminantion, realignment and reflection: Who is really teaching health education in secondary schools?. *Learning Communities: International Journal of Learning in Social contexts*, 21(November 2017), 46-55, Charles Darwin University.
- Barwood, D., Penney, D., Cunningham, C., (2017), A paradox or a culture of acceptance? The idiosyncratic workforce delivering health education in lower secondary government schools in Western Australia. *Asia-Pacific Journal of Health, Sport and Physical Education*, 8(3), 193-209, Melbourne, Victoria, Routledge, DOI: 10.1080/18377122.2017.1362955.
- Barwood, D., Cunningham, C., Penney, D., (2016), What we know, what we do and what we could do: Creating an understanding of the delivery of health education in lower secondary government schools in Western Australia. *Australian Journal of Teacher Education*, 41(11), 15-30, Australia, Social Science Press, DOI: 10.14221/ajte.2016v41n11.2.

GRANTS

- Meningococcal Infection, Awareness Prevention and Protection (Mlapp) – Improving and evaluating adolescent access to meningococcal education through the use of an app, LotteryWest Research, 2019 – 2021, \$200,910.
- ECU Collaboration to Bring Farm to Fork to Market, School of Medical and Health Sciences School Collaboration Grant, 2019 – 2021, \$10,000
- Get ready, set and go: A vision for Health and Physical Education (HPE), Strategic Initiative Funds (SIF). 2018. \$21,697
- Transformational games: A way to engage adolescents in nutrition education? , Healthway (WA Health Promotion Foundation), Health Promotion Research – Exploratory Research Grants, 2016 – 2018, \$56,634.



Research Interests

- Health Education
- Physical Education
- Practicum experiences
- Inclusivity and diversity in Health and Physical Education
- Health and Physical Education teacher needs

DR PAULINE ROBERTS

EdD, MEd, BEd, BTeach

Email: pauline.roberts@ecu.edu.au

Dr Pauline Roberts is a Lecturer in Early Childhood studies at Edith Cowan University (ECU) in Perth, WA. Pauline works across the undergraduate and post-graduate courses and coordinated the Graduate Certificate in Early Childhood Studies and is the Academic Coordinator of the Masters of Education for the School of Education.

Dr Roberts has taught and held leadership roles across the education sector in Early Childhood, Primary and Tertiary settings that incorporated a range of curriculum and content areas. Pauline has worked in both NSW and WA including experience in the tertiary sector for both TAFE and universities.

Dr Roberts' doctoral research centred on the use of an ePortfolio to scaffold reflection in pre-service teachers through an action research project. This focus remains an ongoing area of interest and research within the ECU teacher education programs. In her current role at ECU Dr Roberts has undertaken teaching and researching in the Science and Technologies content areas for Early Childhood. The overarching goal of Pauline's research is developing knowledge and skills of play-based approaches to the development of science skills and concepts in young children.

SELECTED PUBLICATIONS

Journal Articles

- Singh, K., Mildenhall, P., Roberts, P. & Wren, J. (2019): Sustaining multi-partner engaged research: Principles, processes and tensions. *Reflective Practice*. DOI: 10.1080/14623943.2019.1639497
- Roberts, P., Barblett, L. & Robinson, K. (in press for 2019). Early years teachers' perspectives on the effects of NAPLAN on stakeholder wellbeing and the impact on early years pedagogy and curriculum. *Australasian Journal of Early Childhood*.
- Roberts, P., & Kirk, G. (2019). Introducing an ePortfolio into Practicum-Based Units: Pre-service Teachers' Perceptions of Effective Support. *Australian Journal of Teacher Education*, 44(5). Retrieved from <http://dx.doi.org/10.14221/ajte.2018v44n5.5>
- Roberts, P. & Knaus, M. (2018). STEM in Early Childhood Education: Using the inquiry approach to scaffold learning. *NZ International Research in Early Childhood Education Journal*, 21(2), 71-84.
- Roberts, P. (2018). Developing reflection through an ePortfolio-based learning environment: Design principles for further implementation. *Technology, Pedagogy and Education*. DOI: 10.1080/1475939X.2018.1447989
- Roberts, P. (2016). Reflection: A renewed and practical focus for an existing problem in teacher education. *Australian Journal of Teacher Education*, 41 (7), 19-35
- Roberts, P., Maor, D. & Herrington, J. (2016). ePortfolio-based learning Environments: Recommendations for effective scaffolding of reflective thinking in higher education. *Educational Technology & Society*, 19 (4), 23-35.

GRANTS

- 2018: ECU SIF funding: \$28,070 Swivl for reflection project with Dr Lennie Barblett, Dr Marianne Knaus, Fiona Boylan
- 2017: AISWA Collaboration Research: \$156,771 (over 3 years) NAPLAN Narratives: Stakeholders' perspectives surrounding children's wellbeing (Studies 4 & 5) with AISWA, Dr Lennie Barblett and Dr Ken Robinson
- 2016: ECU Early Career Research Grant: \$21,600. Fostering inquiry-based science learning through play in early childhood education.



Research Interests

- Reflective practice in education including Action Research
- ePortfolio to demonstrate competency
- Early Childhood Science, Technology and STEM
- NAPLAN and impact on student wellbeing
- Early years robotics

DR SUSAN MAIN

PhD

Email: s.main@ecu.edu.au

Susan Main Ph.D., is a Senior Lecturer in Education. She has delivered units in Educational Psychology, Special Education, Behaviour Management, Literacy and Work Place Learning. She coordinated the Edith Cowan University and University of Seychelles transnational program for the Bachelor of Education Primary and Early Childhood programs. Susan has extensive experience working with students who require teaching and learning adjustments and incorporating the use of ICT in teaching. Her teaching and research interests include preparing pre-service and in-service teachers to teach children with diverse abilities, including evidence-based approaches to literacy instruction, managing challenging behavior, and using technology to facilitate learning. She was joint Editor of the Australian Journal of Teacher Education and continues to serve as a board member for the journal. She is an experienced reviewer of articles relating to special education, literacy and learning disabilities/difficulties. She is the current President of the Western Australian chapter of the Australian Association of Special Education and a member of the InSpEd Panel of Experts, a not-for-profit organisation that was established to promote the recognition of Special Educators as professionals through a registration process.

SELECTED PUBLICATIONS

Book Chapters

- Main, S., Konza, D., (2017), Inclusive reading practices for Aboriginal and/or Torres Strait Islander students in Australia. Inclusive principles and practices in literacy education, 177-194, Bingley, UK, Emerald Group Publishing Limited.

Journal Articles

- Luo, M., Main, S., Lock, G., Joshi, RM., Zhong, C., (2019), Exploring Chinese EFL teachers' knowledge and beliefs relating to the teaching of English reading in public primary schools in China. *Dyslexia: an international journal of research and practice*, N/A(N/A), 1-20, Online, DOI: 10.1002/dys.1630.
- O'Rourke, J., Main, S., Hill, S., (2017), Commercially available digital game technology in the classroom: Improving automaticity in mental-maths in primary-aged students. *Australian Journal of Teacher Education*, 42(10), 50-70, Katoomba, NSW, Social Science Press, DOI: 10.14221/ajte.2017v42n10.4.
- Main, S., O'Rourke, J., Morris, J., Dunjey, H., (2016), Focus on the journey, not the destination: Digital games and students with disability. *Issues in Educational Research*, 26(2), 315-331.
- Main, S., Chambers, DJ., Sarah, P., (2016), Supporting the transition to inclusive education: Teachers' attitudes to inclusion in the Seychelles. *International Journal of Inclusive Education*, 20(12), 1270-1285, Taylor & Francis, DOI: 10.1080/13603116.2016.1168873.
- Konza, D., Main, S., (2015), The Power of Pedagogy: When all else fails. *The International Journal of Learning: Annual Review*, 22(2015), 9-29, Illinois, USA, Common Ground.

GRANTS

- Collaborative networks: Improving literacy outcomes in regional and remote schools, Edith Cowan University, ECU Industry Collaboration Grant - 2018, 2018 - 2019, \$92,489.
- Kiara Literacy Development Project, Edith Cowan University, ECU Industry Collaboration Scheme - 2016 Open Round, 2016 - 2017, \$103,228.
- Kimberley PALL Plus, Muludja Remote Community School, Muludja Remote Community School - Grant, 2014 - 2017, \$178,121.



Research Interests

- Effective approaches to reading instruction
- Classroom management and challenging behaviours
- Use of technology to support learning
- Approaches supporting inclusive learning environments

DR PAULA MILDENHALL

PhD, MBR

Associate Dean Teaching and Learning

Email: p.mildenhall@ecu.edu.au

Associate Professor Paula Mildenhall is currently the Associate Dean Teaching and Learning in the School of Education. Over the past 25 years Paula has held teaching and leadership roles across the education sector in primary and tertiary settings both in Australia and internationally. After successfully gaining an APA scholarship and ECU excellence award she completed her PhD in mathematics education in 2011. Her research focuses on mathematics and STEM education in primary schools and also how pre-service teachers may effectively learn in tertiary settings. She is particularly experienced in video research methodology and case study research approaches. Recently Paula has been leading a funded research evaluation study of a three-year long STEM learning project.

SELECTED PUBLICATIONS

Journal Articles

- Mildenhall, P., Cowie, B., Sherriff, B., (2019), A STEM extended learning project to raise awareness of social justice in a year 3 primary classroom. *International Journal of Science Education*, Online(N/A), 1-19, United Kingdom, Routledge, DOI: 10.1080/09500693.2018.1560514.
- Singh, K., Mildenhall, P., Roberts, P., Wren, J., (2019), Sustaining multi-partner engaged research: Principles, processes and tensions. *Reflective Practice*, Online(N/A), 1-19, DOI: 10.1080/14623943.2019.1639497.
- Mildenhall, P., Sherriff, B., (2018), Using multiple metaphors and multimodalities as a semiotic resource when teaching year 2 students computational strategies. *Mathematics Education Research Journal*, 30(4), 383-406, DOI: 10.1007/s13394-017-0212-8.
- Mildenhall, P., (2016), Estimation in the primary school: Developing a key mathematical skill for life. *Australian Primary Mathematics Classroom*, 21(1), 18-22, The Australian Association of Mathematics Teachers Inc..
- Mildenhall, P., (2014), Number sense development in the pre-primary classroom. *Australian Primary Mathematics Classroom*, 19(3), 6-10, Adelaide, SA, Australian Association of Mathematics Teachers Inc.
- Northcote, M., Mildenhall, P., Marshall, L., & Swan, P. (2010). Interactive whiteboards: Interactive or just whiteboards?. *Australasian Journal of Educational Technology*, 26(4).

Published Conference Proceedings

- Bolton, D., Mildenhall, P., Sim, K., Lounsbury, L., Northcote, M., (2016), Engaging students in the use of technologies for assessment within Personal Learning Environments (PLE's). The development of a framework. *Show Me The Learning. Proceedings ASCILITE 2016 Adelaide*, 1(27-30 Nov, 2016), 57 - 66, ASCILITE.
- Mildenhall, P., (2015), Early years teachers' perspectives on teaching through multiple metaphors and multimodality. *Proceedings of the 38th Annual Conference of the Mathematics Education Research Group of Australasia*, 413-420, MERGA.

GRANTS

- Research and evaluation of the STEM learning evaluation, Scitech, Grant, 2016 - 2019, \$228,048.
- Semiotic resources in the Kindy mathematics classroom, Edith Cowan University, ECU Early Career Researcher Grant - 2013, 2013 - 2014, \$22,000.



Research Interests

- STEM education in the primary school
- Qualitative methodologies including video research
- Number sense in the primary school
- Teaching and learning in higher education settings

DR CHRISTINA GRAY

PhD, MEd, BEd

Email: c.gray@ecu.edu.au

Dr Christina Gray is the Coordinator of Dance and Drama Education (Secondary) in the School of Education. She is a passionate advocate for Arts education and has extensive teaching experience both nationally and internationally. Christina's recent research projects include: The power of connection: Identifying the role of social interaction in the coping strategies of experienced teachers; Arts-based pedagogy: Engaging children with additional needs through multi-sensory storytelling, and, Investigating the 'readiness' and proficiency of beginning Arts teachers in Western Australian secondary schools. Dr Gray has supervised four higher degree by research students through to completion.

SELECTED PUBLICATIONS

Journal Articles

- Gray, C. & Lowe, G. (2019). "Learning the Ropes": Pre-service arts teachers navigating the extracurricular terrain. *Australian Journal of Teacher Education* 44(4), 77-90.
- Gray, C. & Lambert, K. (in press). Being the adult you needed as a kid: Why the AITSL standards are not the best fit for drama teachers. *Asia-Pacific Journal of Teacher Education*, 47(2), 193-207, Australia, Routledge, DOI: 10.1080/1359866X.2018.1504279
- Lambert, K. & Gray, C. (2019). Performing 'teacher': exploring early career teachers' becomings, work identities and the [mis-]use of the professional standards in competitive educational assemblages. *Pedagogy, Culture & Society*, DOI: 10.1080/14681366.2019.1663247
- Gray, C., Lowe, G., Prout, P., Jefferson, S. (2019). "I feel very fortunate to still be doing what I love": Later-career performing arts teachers still keen and committed. *International Journal of Education and the Arts*, DOI: doi.org/10.26209/ijea20n7
- Gray, C., Wright, P., Pascoe, R. (2018). "They made me feel like a teacher rather than a praccie": Sinking or swimming in pre-service drama education. *Asia Pacific Journal of Teacher Education*, 47(2), 193-207.
- Gray, C., Wright, P., Pascoe, R. (2017). There's a lot to learn about being a drama teacher: Pre-service drama teachers' experience of stress and vulnerability during an extended practicum. *Teaching and Teacher Education* 67(1), 270-277.
- Gray, C., Wright, P., Pascoe, R. (2018). "I felt that I could be whatever I wanted": Pre-service drama teachers' prior experiences and beliefs about teaching drama. *International Journal of Education & the Arts*, 19(10), DOI: 10.18113/P8ijea1910
- Gray, C., Wright, P., Pascoe, R. (2017). Raising the curtain: Investigating the practicum experiences of pre-service drama teachers. *Australian Journal of Teacher Education* 42(1), 35-53.

GRANTS

- Investigating the readiness and proficiency of beginning Arts teachers in secondary schools. ECU Early Career Researcher Grant Scheme. Amount: \$13,000.
- 2017/18 Arts-based pedagogy: Engaging children with additional needs through multi-sensory storytelling. Sensorium Theatre. Amount: \$10,000.



Research Interests

- Drama education
- Pre-service education and the practicum
- Teacher career trajectories with a focus on early career and later career arts teachers.
- Teacher beliefs
- Portraiture and narrative methodologies

DR MAGGIE MCALINDEN

PhD

Email: m.mcalinden@ecu.edu.au

Maggie is the TESOL program leader at the school of education where she coordinates and teaches on the MEd TESOL in Vietnam, the Grad Cert TESOL and the MTeach. She has worked in the UK, Egypt and Vietnam and is interested in qualitative and post-qualitative research projects that incorporate critical, feminist, sociocultural and transcultural perspectives.

SELECTED PUBLICATIONS

Journal Articles

- McAlinden, M., (2018), English Language Teachers' Conceptions of Intercultural Empathy and Professional Identity: A Critical Discourse Analysis. *Australian Journal of Teacher Education*, 43(10), 41-59, Perth, Australia, DOI: 10.14221/ajte.v43.n10.3.
- McAlinden, M., (2014), Can teachers know learners' minds? Teacher empathy and learner body language in English language teaching. *Critical Perspectives on Language Education: Australia and the Asia Pacific*, 11(11), 71-100, Cham, Switzerland, Springer, DOI: 10.1007/978-3-319-06185-6.
- McAlinden, M., & Zagoria, I. (2013). Which English?. In *Forum (Winter)* (pp. 31-33). EAIE.

GRANTS

- ICT competency framework: Challenges for English language teachers in the Mekong Delta Universities, Vietnam International Education Development of the Ministry of Education and Training, VIED – Scholarship, 2016 – 2018, \$60,000.
- Council for Arab Australian Relations, DFAT. Seizing an opportunity: Promoting dialogue among students using Arabic Films.

ASSOCIATE PROFESSOR BRIAN MOON

PhD, MA, PGradDipEngl, GradDip, BA

Email: b.moon@ecu.edu.au

Brian Moon is a teacher and researcher working in the area of Secondary English curriculum and pedagogy. He has experience as a classroom teacher, curriculum writer, state examiner, and consultant to state government departments. Brian is the author of many books for secondary English, including most recently, *Introducing Literature and Literary Terms*.

SELECTED PUBLICATIONS

Books

- Moon, B. (2017). *Literary Terms: A Practical Glossary*. (3rd ed.). Chalkface Press.
- Moon, B. (2016). *Introducing literature: A practical guide to literary analysis, criticism and theory*. London: Chalkface Press.
- Moon, B. (2011). *Writing Projects: Practical lessons based on classical methods*. 2 vols. Chalkface Press.

Journal Articles

- Moon, B. (2017). Rereading "Personal Response": A reflection on the contribution of Annette Patterson. *English in Australia* 52,1 8-13.
- Moon, B. & Harris, B. (2016). Career motivations, role expectations and content knowledge of prospective secondary English teachers. *Australian Journal of Teacher Education*, 41, 12, 41-66.
- Merga, M.K. & Moon, B. (2016). The impact of social influences on high school students' recreational reading. *The High School Journal*, 99 (2), 122-140.
- Moon, B. (2014). The literacy skills of secondary teaching undergraduates: results of diagnostic testing and a discussion of findings. *Australian Journal of Teacher Education*, 39 (12), 111-130.

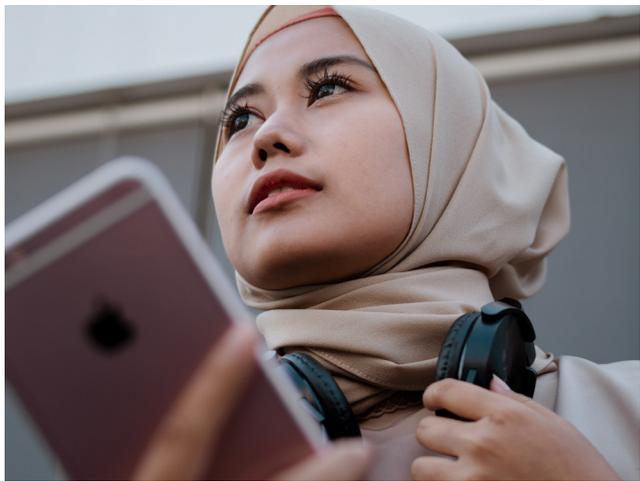
Research Interests

- Teacher empathy
- Teacher emotion
- Critical pedagogies in English language teaching
- Teaching and learning in Higher Education
- Transcultural teaching and learning

Research Interests

- English curriculum pedagogy, theory and history
- Teaching English and literature after 'postmodernism'
- Teaching writing: classical rhetoric and training systems
- Ramism, rhetoric and educational method

RESEARCH HIGHLIGHTS —



TEXT-MESSAGING FOR SUPPORTING EARLY LITERACY LEARNING: DOES IT WORK?

Research Team: Professor Caroline Barratt-Pugh, Associate Professor Nicola Johnson, Associate Professor Lennie Barblett, Dr Susan Hill

This research is supported by the Ian Potter Foundation and the Fogarty Foundation and aims to develop and evaluate a literacy text messaging program for parents with a child at kindergarten. It will be developed in partnership with the State Library of Western Australia (SLWA), the WA Department of Education, Catholic Education WA and the Association of Independent Schools of WA and delivered through the SLWA Better Beginnings Kindergarten family literacy program across WA. Parents will receive a series of text messages about ways of supporting early literacy, linked to library and kindergarten activities. Kindergarten teachers and local librarians will work together to establish strong partnerships to support early literacy and the transition to pre-primary. The program will be evaluated through in-depth case studies in six communities, surveys with all participants, and assessment of children's concepts of print. The research will take place across three years and is believed to be the first parent based literacy text-messaging program in Western Australia.

THE POWER OF CONNECTION: IDENTIFYING THE ROLE OF SOCIAL INTERACTION IN THE COPING STRATEGIES OF EXPERIENCED TEACHERS

Research Team: Dr Geoffrey Lowe, Dr Peter Prout, Dr Christina Gray, Ms Sarah Jefferson

Informed by seminal studies by Huberman (1989, 1993) and Day and Gu (2007, 2009) into teacher career trajectories, this project focuses on positive later-career teachers and how they maintain their positive outlook. Our team is particularly interested in the coping strategies this cohort employs and how these strategies can be utilised for re-engaging disenchanted teachers, and nurturing the next generation of beginning and pre-service teachers.

In 2019, our team extended research into the United States including prominent universities and performing arts schools in Pennsylvania and New York. This wider data collection has been integral into understanding global issues facing later-career teachers and mechanisms by which these teachers rationalise and maintain their enthusiasm.



W3: INTERDISCIPLINARY THINKING-WITH WATER, WEATHER, AND WASTE

Research Team: Professor Mindy Blaise, Dr Jane Merewether, Dr Jo Pollitt

Informed by feminist environmental humanities' critiques of the Anthropocene, our cutting-edge research sits at the forefront of generating new pedagogies for 21st Century childhoods. The W3 project troubles dominant narratives surrounding climate change and focuses on ways for responding and flourishing together in a changing world.

Our collaborative, embodied, and affect-focused research is grounded in the everyday common worlds of children. We are part of international and interdisciplinary projects that are interested in complex natureculture relations. We use creative, situated, emergent, and speculative methodologies across our inquiries. Sites of investigation include locally situated places, such as early childhood centres, primary schools, playgrounds, Indigenous communities, art galleries, waterways, and urban streets.



“FALLEN THROUGH THE CRACKS”: TEACHERS' PERCEPTIONS OF BARRIERS FACED BY STRUGGLING LITERACY LEARNERS IN SECONDARY SCHOOL

Researcher: Dr Margaret Merga

Struggling literacy learners are typically low achievers with poor engagement in literacy learning, and the gap between struggling and capable students widens as children move through the years of schooling. Literacy research and interventions for struggling literacy learners typically focus on the primary school years. The 2019 Supporting Struggling Secondary Literacy Learners mixed-methods project collected qualitative data on teacher perceptions of the barriers experienced by their struggling literacy learners in Australian mainstream secondary English classrooms. Recurring barriers included literacy skill gaps and English as an additional language status, absenteeism, home factors, student attitudes and engagement, school and systems factors, and learning difficulties and disabilities influencing learning. Quantitative analysis examined the extent to which diverse barriers were observed at individual and group level, and if diverse learner barriers were associated with perceived adequacy of time to meet the needs of struggling literacy learners. This project found high agreement with diverse individual and group level barriers, and diverse learner barriers were negatively associated with the adequacy of time to meet the needs of struggling literacy learners. Mitigating

diverse barriers at group and individual level may be central to addressing the wicked problem of struggling literacy learners beyond the early years in mainstream classrooms.

This paper will be available in English in Education at doi.org/10.1080/04250494.2019.1672502.

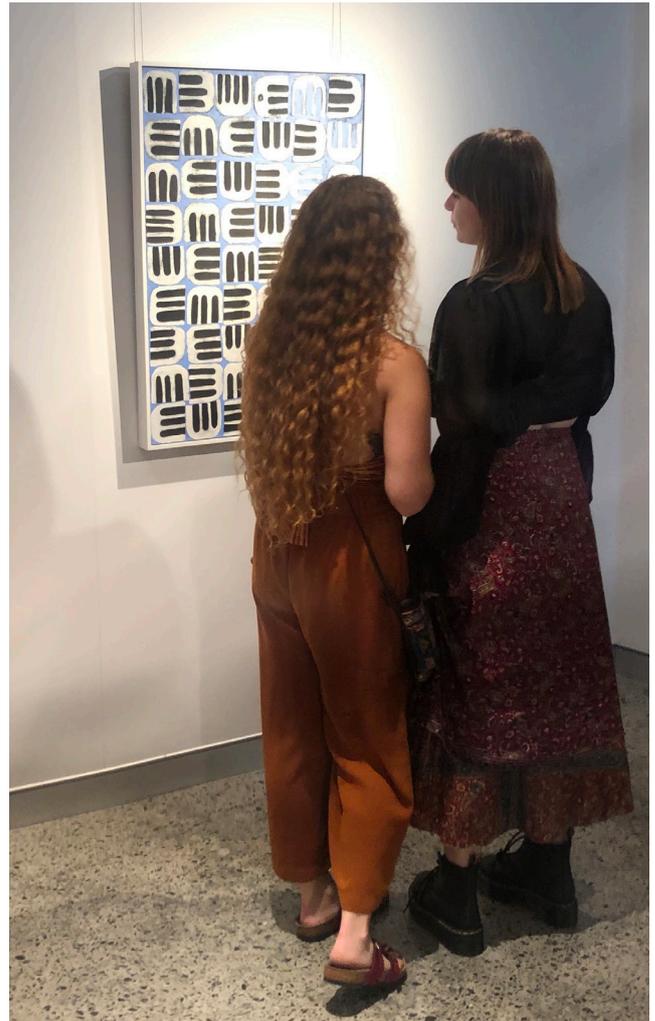


TEACHER AS PRACTITIONER – PROFESSIONAL LEARNING

Researcher: Dr Julia Morris

The Teacher as Practitioner project is a collaboration between Edith Cowan University and the University of Melbourne, in which we explore the role of teachers' discipline practice on their perceptions of teaching quality and retention in the profession. We define personal discipline practice as teachers engaging with their major subject area beyond the requirements of their teaching duties. We argue that secondary teachers choose a subject major based on their passion for the discipline, and our project aims to keep them engaged in their subject through practice once they graduate from initial teacher education. Our intervention is an annual exposition where teachers exhibit artefacts of practice, from visual artworks (for art teachers) to outcomes of science experiments (for science teachers). What constitutes an artefact of practice is determined by the teacher, as our aim is to make the professional learning experience as flexible as possible to meet individual teachers' needs.

Through this longitudinal project we are gathering evidence that shows our personalised approach to subject-based professional learning is improving both teachers' perceptions of their quality as well as their intention to remain in teaching. We are now extending the project to examine how teachers integrate personal discipline practice in the classroom. As one of the core aims of educational interventions is to improve student learning, we hope to examine the characteristics of discipline practice that best support students' development through authentic learning experiences.



INFORMAL SPORT AS A HEALTH AND SOCIAL RESOURCE FOR YOUNG PEOPLE

Research Team: Associate Professor Ruth Jeanes (Monash University), Professor Ramon Spaaij (Victoria University), Professor Dawn Penney (Edith Cowan University), Dr. Justen O'Connor (Monash University), Ms Carmel Guerra (Centre for Multicultural Youth)

This project involves researchers and partner organisations in Victoria and Western Australia collaborating to generate new knowledge about an important emerging trend in participation – the growth of informal sport. It explores how informal sports are self-organised and sustained, factors enabling and inhibiting participation, and will generate an evidence base for the economic and social impact of informal participation.

The Victorian Health Promotion Foundation (VicHealth), the Department of Local Government, Sport and Cultural Industries (WA), the Centre for Multicultural Youth, and Cricket Victoria are industry partners, with research centring on four local authorities, City of Hume, City of Casey, City of Stirling and City of Canning.

The study is designed to support the development of coherent policy guidance for government, sport and health agencies across Australia, to enhance informal sport participation opportunities and outcomes for diverse young people. The issues being explored are also highly relevant to provision of Health and Physical Education and sport in schools.

Research in Western Australia is led by Professor Dawn Penney working with ECU researchers Eibhlish O'Hara and Dr. May Carter. For more information on the project, please contact Dawn Penney (d.penney@ecu.edu.au) and visit our project website

<https://www.monash.edu/education/research/projects/informal-sport-health-social-resource-for-diverse-young-people>

This free to access publication provides background to the current research <https://www.tandfonline.com/doi/full/10.1080/19406940.2018.1479285>

APPLYING TO ECU

Getting ready to apply for a research degree can seem quite daunting so we've laid out the following process to assist you. We recommend that you complete your application four to six weeks prior to any deadline. An incomplete application will result in delays, which means you could potentially miss deadlines, so make sure that your application is complete before submitting it.

CHECK YOUR DATES

Masters by Research courses and the Integrated PhD have a specific start date and application deadlines. However, applications for the standard PhD are open all year round. Keep in mind that ECU's Research Scholarships also have opening and closing dates. If you are interested in applying for a scholarship, visit the Scholarships website: ecu.edu.au/scholarships

KNOW YOUR TOPIC

You will need to prepare a 300-word abstract and a two-page proposal on your topic. Your initial abstract and proposal will tell us about you, including how much you know about ECU, research in your area of study, how passionate you are about your subject, and how familiar you are with the prospective supervisors within the schools.

PREPARE YOUR DOCUMENTS

In addition to your abstract and proposal, you will need to submit the following:

- Academic certificate transcripts (secondary and/or tertiary studies) in both the original language and official certified English translation (if applicable)
- English proficiency test scores
- Copy of passport photo page (if applicable)
- Résumé/Curriculum vitae (if applicable)
- Work reference (if applicable)
- Marriage or name change certificate (if applicable)
- Copies of your Honours or Masters Thesis, as well as any publications you have produced

APPLY DIRECTLY TO ECU OR THROUGH AN AGENT

Visit the Application Portal: apply.ecu.edu.au to apply for your course, including uploading your documents. You can also track the progress of your application here.

Please note that ECU requires certain nationalities to apply via an authorised agent. Visit ecu.edu.au/future-students/applying/find-an-authorised-agent to find an agent near you.

RECEIVE OUR INITIAL ASSESSMENT

The initial assessment will take into account your qualifications, topic, abstract and proposal to ensure it is closely aligned with our areas of research focus, and that we have supervisors in your research area. This can take four to six weeks, depending on academic availability. Please note that during December and January this process may take longer.

We will communicate with you via email, so it is important for you to check your email regularly to ensure there are no delays with your application.

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If your application satisfies all our criteria, it will be progressed for further assessment. At this stage your qualifications will be verified and a research supervisor will be assigned to you. Processing time for the assessment of your application will vary based on academic availability.

OUTCOME OF YOUR APPLICATION

You will be advised of the outcome of your application via email. If you are successful, you will receive an offer to commence your studies at ECU.

ACCEPT YOUR OFFER

Your offer letter will contain specific instructions as to how to accept your offer via our online system.

If you have questions about your application, contact Admissions: HDR.enquiries@ecu.edu.au

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