



Social Justice, Inclusion and Diversity in Education (SJIDE) Research Focus Area

The Social Justice, Inclusion and Diversity in Education (SJIDE) Research Focus Area (RFA) undertakes research and scholarly engagement with social justice in education within the broad themes of equity, diversity, inclusion, opportunity, regionality and wellbeing in formal education as well as non-formal education settings. Educational issues relating to diverse learners and those considered as 'different', e.g. ethnicity, gender, class, culture, sexual identity and orientation, social background, geographical location including international locations, age and dis/ability, are the core of this RFA.

Newsletter 2, Autumn 2019

Welcome to the Autumn newsletter of the Social Justice, Inclusion and Diversity in Education (SJIDE) research focus area (RFA) in the School of Education. This edition showcases recent research achievements of SJIDE researchers, several of the research projects currently being undertaken within the RFA, news and published articles, upcoming conferences, and a wrap-up of upcoming events.

From the SJIDE Convenor

SJIDE, as a RFA in the School of Education, is starting to gain momentum. We now have 29 researchers who have joined the group. This figure is comprised of 11 HDR students and 17 academic staff (including two from the School of Arts), and one adjunct.

SJIDE is gearing up for its first research-sharing event, the SJIDE Conventicle, will be held on Friday July 19 at the Mt Helen Campus. The conventicle is a research-sharing event for the purpose of building our SJIDE research community. The theme is *Moving beyond 'us and them' in diverse education communities*. The aims of the Conventicle are to share, promote and show-case the scope, diversity and quality of research taking place in the SJIDE research focus area, to encourage collaborations between SJIDE members and with other researchers, and to build a research community within and outside of the SJIDE RFA. All abstracts have been double peer-reviewed and a book of abstracts will be available. We intend to digitise the presentations and up-load these to our webpage.

SJIDE is privileged to have three well-regarded teacher educators for the keynote presentation,

Study tours: A pedagogy of discomfort as a notion of social justice, in A/Prof Marcelle Cacciattolo, Victoria University, A/Prof Catherine Lang, Latrobe University and A/Prof Gillian Kidman, Monash University. We are delighted to secure researchers of such high calibre for our event. Participants will be able to experience a sample of the research being undertaken within SJIDE and the scheduled presentations cover a diverse range of research projects from an array of SJIDE members. Of the ten presentations on the program, all are led by SJIDE researchers, and a total of 25 researchers are listed. Of these seven are FedUni HDRs (five from SoE), seven SJIDE academics, four researchers from other universities, two from other schools, and one is a FedUni associate.

The event is open to SJIDE and School of Education researchers, colleagues from other schools at FedUni and other universities, schools and the community who are interested in research under the Social Justice, Inclusion and Diversity in Education research theme. Tickets to the conventicle are free, but limited - so make sure you register soon through [Eventbrite](#).

Associate Professor Jenene Burke, SJIDE Convenor

Updates on Research Activities:

Social Justice and the Education Sustainable Development Goal – SDG 4

Carolyn Johnstone

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

The Australian Coalition for Education and Development (ACED) is a network of civil society organisations working on education and development in Australia and overseas. A principal purpose is to develop a common advocacy agenda amongst members for education as a human right and as a tool for international development. All ACED members are committed to increasing Australian aid to education, and supporting the education of disadvantaged children and adults in Australia and around the world.

ACED is affiliated with the Global Campaign for Education (GCE) and, as such, had voting rights at the World Assembly which gathered in Nepal in November last year. As well as electing new Board members and office holders, the Assembly undertook a participatory process in developing the GCE strategic plan. There were hundreds of delegates and the collective experience, wisdom and passion was awe-inspiring.

As convenor of ACED, I was privileged to attend the World Assembly during which I facilitated workshopping the GCE's approach to education in emergencies.

In September 2019, the UN General Assembly will convene a High Level Political Forum (HLPF) which will review progress towards SDG 4. The event will be a focus for advocacy groups around the globe working to secure the right to quality lifelong learning and ACED has been active for months in preparing for the HLPF.



Carolyn Johnstone on a panel at the GCE World Assembly reporting on education in emergencies

During the HLPF, governments are expected to state what they have done to achieve the SDGs. Australia produced its Voluntary National Report in 2018 and, as a bookend to this publication, ACED has published a “spotlight” report¹. Many members of ACED contributed to the report, which addressed achievement of SDG 4 both domestically within Australia and in the region through Australia’s education aid program. It was launched in Melbourne on 7 May 2019 and can be found on Adult Learning Australia’s website: <https://ala.asn.au/spotlight-on-australias-progress-on-sdg4-education-and-lifelong-learning/?highlight=spotlight> The Spotlight report assessed progress towards SDG 4 thematically, and highlighted: equity and inclusion; sector wide approaches and frames; funding and resourcing; and, capacity building and quality.

ACED believes that there are still groups who are marginalized and who do not benefit equitably from education. People with disabilities, women and girls, Indigenous learners and those receiving education in second or third languages, refugees ... social justice will be achieved only when everyone is included and has education acknowledged as a human right. A weakness in Australia’s progress towards SDG 4 is the conception of education as a linear progression, with primary schooling prioritised. ACED recommends framing education in a sector wide

¹ A spotlight report is a civil society analytical paper on the implementation status of SDGs.

manner and calls for a formal national lifelong learning policy that clearly outlines economic and social goals; integrates efficiency and equity; and sets out roles and responsibilities for community, business and all levels of government.

Increased funding for all parts of Australia's education sector – including early childhood education for 3 year olds, needs based funding for schools, and a new National Partnership Agreement for vocational education and training – would go a long way in furthering achievement of SDG 4. Historically, Australia has been a generous donor in education aid overseas but its poor contribution was noticed at the recent Global Partnership for Education (GPE)² Replenishment Conference. Declining finance for education in partner countries is limiting the ability to deliver inclusive and equitable quality education for all.

Finally, the importance of having good teachers to provide quality education, and to build capacity within education systems cannot be understated. ACED calls for steps to increase the respect accorded to teachers within society, improve their salaries and offer them better job satisfaction.

The education Sustainable Development Goal SDG 4, with its implicit links to other SDGs and in particular SDG 16 (promoting just, peaceful and inclusive societies) is important for furthering social justice across the globe. In its advocacy and through the projects of member organisations, ACED is committed to achieving progress in this vital area.



Launching the Australian Coalition for Education & Development (ACED) report, *Spotlight on Australia's Progress on the Education Sustainable Development Goal – SDG 4*

² The [Global Partnership for Education](#) is a global multi-stakeholder partnership and funding platform with the

aim of strengthening education systems in developing countries. Australia has been a GPE partner since 2008.

FedUni Researchers to examine Chinese students' approaches to learning

Boli Li., PhD Candidate

Differences in approaches to learning have been noted when international university students are compared with domestic students, however such differences and how they inform effective ways to teach students are not well understood. Boli Li, a Chinese doctoral student in the School of Education at Federation University Australia is conducting a study titled ***Approaches to Learning: Perceptions of Chinese international undergraduates and their lecturers in Australian Universities.***

This project will be of value in assisting international students' understanding of their learning and teaching in Australian universities. A second aim of the research is to provide information to academics who teach international students to assist with their international teaching practice. This research will help to inform the learning and teaching in Australian higher education to domestic and international students, particularly those from China. This project has approval from Federation University's Human Research Ethics Committee with approval number A18-144.

As part of this study, both Chinese and Australian domestic students are being recruited to take part in completing surveys and/or interviews. Those aged over 18 who have been enrolled in Australian universities for an undergraduate degree for at least a semester, (i.e., enrolled before March 2018) are invited to participate in this research.

The survey is anonymous and will take approximately 15-20 minutes of your time. Upon completion of the survey, an opportunity to **WIN** one of ten Coles Myers Gift cards worth AUD\$20 will be available if you provide your email address for this purpose only. Chinese students are further encouraged to participate in a follow-up interview regarding their learning experiences in Australian

universities by contacting the researchers listed below.

If you are interested in participating, please click on the link below to start the survey.

Chinese international students:
<https://limesurveys.federation.edu.au/index.php/281187?lang=en>

Australian domestic students:
<https://limesurveys.federation.edu.au/index.php/793362?lang=en>

Academics who teach both Chinese international and domestic students are invited to take part in a semi-structured interview, which will take a maximum of 60 minutes and involve their reflection of internationalised teaching experience of Chinese students in Australian higher education. The interview will be scheduled at their convenience, either through face to face, or via telephone, video conference or Skype.

If you are interested in participating in the study, please contact any of the following researchers.

Boli Li

04345631718 b.li@federation.edu.au

A/Prof Margaret Plunkett

0416034488
Margaret.plunkett@federation.edu.au

A/Prof Jenene Burke

0409863027 Js.burke@federation.edu.au

Evaluation of *The Pizzicato Effect* program in the City of Hume

SJIDE researchers, Associate Professor Jenene Burke, Dr Majida Mehana, Adele Echter and Dr. Kay Job along with colleagues from the School of Arts, Associate Professor Jeremy Smith and Dr Rick Chew are conducting a study commissioned by the Melbourne Symphony Orchestra (MSO). The research will evaluate the MSO's flagship education program *The Pizzicato Effect*, a program offered free of charge to children in Grade 3 or above who reside in the City of Hume, in the Northern suburbs of Melbourne. The program currently involves the teaching of instrumental music to approximately 75 children from 34 schools, across junior and senior levels, by a team of teacher artists. The program operates after school, two nights a week (on Mondays and Wednesdays) during the school term in Broadmeadows.

The research team plans to identify the views and perceptions of the program participants (including students, parents, family members and teaching artists) by collecting and analysing data that considers their self-reported experiences.



Image source: <https://www.mso.com.au/education/the-pizzicato-effect/>

More for our HDR Students:

3MT Competition

HDR candidates in SJIDE should consider participating in this year's FedUni heat of the Asia-Pacific 3 Minute Thesis competition. The 3MT is a great opportunity for HDR candidates to showcase their research. It helps develop the important skill of presenting a succinct oration on their thesis and its significance in a language appropriate for a non-specialist audience. Our 3MT Heat will occur in August, more details will be provided soon by the Graduate Research School (GRS). The winner of our heat will be provided with an expenses paid trip to represent FedUni at the Asia-Pacific finals in sunny Queensland. The GRS will be offering a workshop to help candidates prepare for the heat. You can familiarise yourself with the 3MT competition here <https://threeminutethesis.uq.edu.au/home>.

2019 Annual HDR Research Conference titled "Research that Matters" – Thursday 25th July, 2019

Please put this date in your diary and come along to support our HDR presenters. The Graduate Research School would like to see as many HDR supervisors and staff as possible attend this important research and networking opportunity. The Website for the conference will open soon and more details about the conference will be disseminated. HDR candidates should prepare a written abstract of no more than two-hundred words. They can also start to prepare a poster for the conference poster competition and PowerPoint slideshow for the oral presentation stream.

Further information about SJIDE, can be found the SJIDE Webpage:

<https://federation.edu.au/schools/school-of-education/research/research-groups/social-justice,-inclusion-and-diversity-in-education-sjide>

Newsletter items can be forwarded to the SJIDE newsletter editor Adele Echter, a.echter@federation.edu.au

Recently Published:

English Language in India

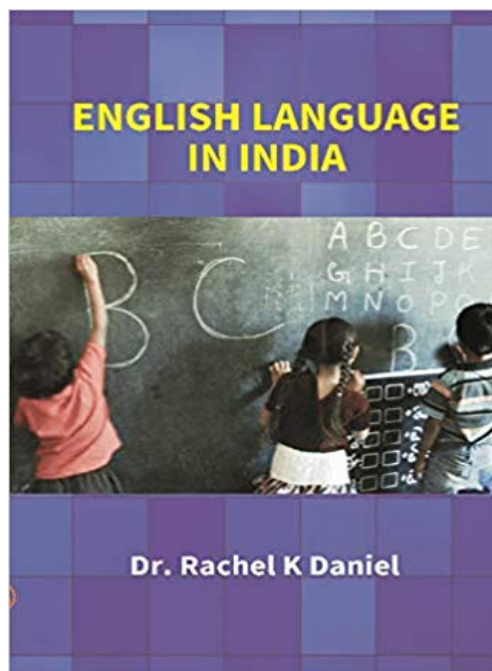
Dr Rachel K Daniel

Dr Rachel Daniel has launched her new book *'English Language in India'*. This book follows Rachel's PhD dissertation. Rachel wishes to acknowledge the contribution of her PhD supervisor Associate Professor Margaret Plunkett

This book takes the reader on a journey that includes an impressive account of the extent of English language usage in India before expanding to a broader view of English as the Lingua Franca due to its potential as the language of international communication. The growing use of English in India is not an uncontested space, due to concomitant concerns about the possibility of languages and dialects dying out in response. This aspect has not been shied away from in the book, with the author tackling the issue by consoling

readers that "the sheer number of speakers of India's native languages more or less ensures that they do not face extinction" The most important one in the book in terms of providing insights into tensions associated with the range of possible future directions for the use of the English language in India. The purpose of this book has been to prove how this massive foreign language growth has evolved and what factors and issues have influenced and affected this transformation. The global spread of English may also be associated with decreased use of endangered languages. The future of English is in the hands of countries outside the core of Anglophone group. Is English going to be learnt forever or not is an unanswerable question that only time will answer.

For further information about this book, the author, Rachael Daniel, and where the book can be purchased from can be found [here](#).



New Journal

Researchers in the field of Disability - a new journal, the Journal of Disability Studies in Education. <https://brill.com/view/journals/jdse/jdse-overview.xml?lang=en>



Journal of Disability Studies in Education

The *Journal of Disability Studies in Education* (JDSE) is an interdisciplinary journal that focuses upon the experiences and outcomes of people with disabilities in education. JDSE focuses upon the overt and covert barriers to access to, and presence, participation and success in education for people with disabilities. JDSE will therefore examine the architecture and cultures of education across all sectors: early childhood education; elementary education; secondary education; higher education; vocational training and informal and alternative education provision.

This is a fully Open Access journal, which means that all articles are freely available online, ensuring maximum, worldwide dissemination of content, in exchange for an Article Publication Charge.

As the journal receives a subvention for publication from the University of South Australia the Article Publication Charge is waived. For more information visit the [Brill Open](#) dedicated webpage.

Upcoming Conferences:

Australian Teacher Education Association (ATEA)

The theme for the 2019 Conference “*Professionalism and Teacher Education*” aims to explore the breadth of teacher and teacher educator professional work across all sectors from early childhood through to higher education. <https://atea.edu.au/>



The Inclusive Education Summit 2019

25-27 October 2019 at University of Auckland, Epsom Campus, New Zealand.

AARE 1-5 December 2019, Brisbane

The theme for the annual AARE conference is ‘Education for a Socially Just World’. The call for abstracts closes on Wednesday 12 June <https://www.aareconference.com.au/>



SJIDE members might be interested in joining one of AARE’s Special Interest Group (SIG). Each SIG has a Facebook page and a twitter feed. All members of SIGs must be current financial members of AARE. AARE SIGs that might be of interest to SJIDE researchers include Inclusive Education; Aboriginal and Torres Strait Islander Research; Gender, Sexualities & Cultural Studies; Rural Education; and Social Justice.

Upcoming SJIDE Event:

SJIDE Conventicle

Research sharing day in the Social Justice, Inclusion and Diversity in Education research focus area in the School of Education at Federation University Australia

Location: Federation University Australia, Mt Helen Campus, Building F, Room 301



Date: Friday 19 July 2019, 9am-4pm

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The aims of the Research Sharing Event are to share, promote and show-case the scope, diversity and quality of research taking place in the SJIDE research focus area, to encourage collaborations between SJIDE members and with other researchers, and to build a research community within and outside of the SJIDE RFA

[View and download the program \(pdf, 250kb\)](#)

Don't forget to

[Reserve your seat](#)

SJIDE Conventicle

Social Justice, Inclusion and Diversity in Education (SJIDE) Research Focus

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Research sharing event

Friday 19 July 2019

Moving beyond 'us and them' in diverse education communities

F301, Mt Helen Campus



Program

09.00 am Registration, tea and coffee

09.30 am **Welcome**

Acknowledgement of Country

Prof Claire McLachlan, Dean of the School of Education, Federation University Australia

Building a research community in the SJIDE Research Focus Area

A/Prof Jenene Burke, SJIDE leader and Conventicle convenor

09.40 am **Plenary**

Study tours: A pedagogy of discomfort as a notion of social justice

A/Prof Marcelle Cacciattolo, Victoria University

A/Prof Catherine Lang, Latrobe University

A/Prof Gillian Kidman, Monash University

10.30 am **Morning tea**

10.45 am **Session 1:** Chair – Adele Echter

'Think Equal' in Early Childhood: An Australian randomised control trial to assess the impact of a targeted personal, social and emotional program

Dr Sue Emmett, Dr Lynne Reeder, & Karen Schneider, Berwick Campus, Federation University Australia

Rural education: Curriculum as a catalyst for community regeneration and engagement in secondary schools

Dr Cheryl Glowrey, Churchill Campus, Federation University Australia

Desiring or deracialising the 'other'? A look at Australian-Indian romantic comedy

Dr Reshmi Roy, Berwick Campus, Federation University Australia, & **Dr Nish Belford**, Monash University

12.00 pm **Lunch**

12.55 pm **Session 2:** Chair – Karen Felstead

An educator's journey: Learning through play

Amy Claughton, Mt Helen Campus, Federation University Australia

"The violin makes my brain feel happy": Children's perceptions of learning to play a musical instrument in a community-based music program

A/Prof Jenene Burke, Dr Majida Mehana, Adele Echter, A/Prof Jeremy Smith, Dr Rick Chew, & Kay Job, Mt Helen and Camp St Campuses, Federation University Australia

The application of the 'Three-Dimensional Space Approach' to a study with teachers with impairments

Gerry Skene, Mt Helen Campus, Federation University Australia

02.15 pm **Break**

02.30 pm **Session 3:** Chair – Dr Sue Emmett

What makes them stay? Exploring teaching approaches that encourage women's engagement in STEM at university

Dr Anitra Goriss-Hunter, Sally Firmin, Taiwo Oseni, Adele Echter, Amy Meade, & Wendy Burke, Mt Helen Campus, Federation University Australia

Young mothers and the 'cloak of invisibility': Learning from the margins

Karen Felstead, Mt Helen Campus, Federation University Australia

Agentic ruptures: Interrogating long held assumptions about conflict amongst year 8 girls from regional Australia

Kim Pappaluca, Mt Helen Campus, Federation University Australia

03.50 pm **Concluding comments**

04.00 pm **Close**

Reserve your ticket through **Eventbrite**

Enquiries to SJIDE leader and Conventicle convenor, A/Prof Jenene Burke, js.burke@federation.edu.au