

PeCALE Virtual Symposium 2020 – Program

Education in precarious times - Reimagining pedagogy and learner engagement

Symposium Venue: Virtually via MS TEAMS **Symposium Date:** Friday 11th December

Time	Session Title
10am – 10:15am	Welcome and Acknowledgement of Country Professor Claire McLachlan, Dean, School of Education, Federation University Australia Dr Hongming Ma, PeCALE convenor, Federation University Australia
10:15am – 11:15am	Keynote Workshop - In precarious times: Pausing, taking stock, reflecting and talking about our academic work Associate Professor Mark Selkrig, University of Melbourne Session chair: Dr Monica Green
11:15am – 11:45am	Keynote Research presentation- Seeing inside a collaboration Associate Professor Mark Selkrig, University of Melbourne Associate Professor Robyn Brandenburg, Federation University Australia Dr Sharon McDonough, Federation University Australia Session chair: Dr Monica Green
11:45am – 12:00pm	Break
Research Sharing Session Session Chair: Mick Barrow	
12:00pm – 12:20pm	Making as Methodology Josh Ambrosy, Federation University Australia Ben Zonca, Deakin University Australia
12:20pm – 12:40pm	Oral Language Productive Vocabulary at School Entry and the Australian Curriculum: A Computational Approach Dr Clarence Green, Federation University Australia
12:40pm – 13:00pm	'We don't do anything from PE on the playground': A micro-sociological examination of the connection between PE and the playground. Dr Cameron Smee, Federation University Australia
13:00pm – 13:45pm	Lunch Break
13:45pm – 14:45pm	Teacher panel – Teaching during the COVID-19 pandemic Emma Manton, Midlands Kindergarten Chris Wines, Ballarat High School Benjamin Zonca, Auburn South Primary school Session Chair: Josh Ambrosy
14:45pm – 15:00pm	Concluding comments Dr Hongming Ma, PeCALE convenor

Session Introduction

Keynote workshop

In precarious times: Pausing, taking stock, reflecting and talking about our academic work

Associate Professor Mark Selkrig, University of Melbourne

Our special guest is Ass Prof Mark Selkrig from the University of Melbourne, who will explore a range of ideas and provocations in relation to the nature and meaning of academic work, who we are and who we might like to be in that work. For those of you planning to come along to the seminar, please bring an object or artefact that reflects the way you think about your academic work.

Associate Professor Mark Selkrig is an Associate Professor in Education at the Melbourne Graduate School of Education, The University of Melbourne. His research and scholarly work focus on the changing nature of educators' work, their identities, lived experiences and how they navigate the ecologies of their respective learning environments. Linked to this focus is an interest in the ways concepts of quality, the arts and creativities are interpreted and promoted in education contexts. He engages with arts-informed methodologies in these areas to probe the uneasy tensions and intersections that influence change, capacity building and agency of individuals and communities. He is always keen to work, talk and collaborate with others who have an interest in these areas.

Keynote research presentation - Seeing inside a collaboration

Associate Professor Mark Selkrig, University of Melbourne
Associate Professor Robyn Brandenburg, Federation University Australia
Dr Sharon McDonough, Federation University Australia

In this session we will provide insight into our research collaboration. We are currently working together on the project 'Seeing inside the field' - research to examine the work and experiences of those working in teacher education. Our presentation will explore the ways our collaboration formed, the processes we used for developing and framing our project, and what we are hoping to achieve both through the project and our work together. We will also explore our use of arts-based methodologies and what their use offers our work. By enabling participants in the symposium with the opportunity to see inside our collaboration we hope to provide provocations and prompts for them to consider in their own current and future research collaborations.

Associate Professor Robyn Brandenburg is the Associate Dean Research in the School of Education. She is the immediate Past President of the Australian Teacher Education Association (ATEA). She is recognised for outstanding contributions to teacher education and has recently received a prestigious Fulbright Scholar Award; an award that recognises international research excellence, leadership and diplomacy. Her research interests include learning and teaching in teacher education; mathematics education and feedback and reflective practice to enhance learning and teaching outcomes. Robyn has published extensively and presented research nationally and internationally. She also researches and publishes about her teaching to improve learning outcomes for learners and teachers and she is internationally recognised for her leadership in pedagogy and the roles of feedback to achieve excellent educational outcomes and impact.

Dr. Sharon McDonough is a researcher in teacher education with advanced disciplinary knowledge of sociocultural theories of teacher emotion, resilience and wellbeing. Dr. McDonough brings these to explore how best to prepare and support teachers for entry into the profession, how to support the professional learning of teachers and teacher educators across their careers, and how to support wellbeing in education and in community. Sharon's research expertise lies in methods of phenomenology and self-study, however she also draws from mixed methods approaches in her work. She has expertise in writing and editing as evidenced through her publication of multiple edited books, journal articles and through her invited seminars on writing for publication. She is co-author of the recent text "Building and Sustaining a Teaching Career: Strategies for professional experience, wellbeing and mindful practice" (Cambridge).



Making as Methodology

Josh Ambrosy, Federation University Australia
Ben Zonca, Deakin University



Mess and precarity everywhere,
neo-liberal tide makes us despair!
What shall we do?
What is there to do?
Make poetry
Make art
Make mess!

[#Phdlfie](#)

11:53 AM · Nov 09, 2020

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John Law suggests that to grapple with the messiness of the world, we need to deploy research methods that are themselves messy. It is through this messiness that we can grapple with the complexities of the world—to see, think and disturb things that linear methods might otherwise miss. As part of this, we as researchers have both chosen unique paths within our current doctoral studies. Specifically ones that have allowed us to not just cling to Honen’s flimsy rope bridge, but embrace and feel comfort straddling that flimsy rope bridge within messy post- paradigms. We have done this work both concurrently within our PhD projects and in collaboration to examine the DET response to COVID-19 during the first lockdowns which resulted in a joint publication titled ‘The expendable teacher in COVID-19 times: A poetic inquiry into the reconfiguration of risk discourses in Victorian schools.’ (currently under review). Within this session, we will present some of the ways that we have worked together to ‘make’ within our research to deconstruct and put back together experiences of teaching during precarious times.

Josh Ambrosy is a lecturer in the school of education. He is currently completing his PhD titled Understandings and Deconstructions of a Year 9 program. Josh has a strong interest in arts-based methodologies—specifically the use of poetic inquiry.

Benjamin Zonca is currently a PhD student at Deakin University. His project is focused on teacher subjectivity in the International Baccalaureate Primary Years Programme and the possibilities and consequences of being otherwise to the intelligible teacher image in this context. Benjamin is also Assistant Principal/Grade 4 teacher at Auburn South Primary school in Victoria.

**Oral Language Productive Vocabulary at School Entry and the Australian Curriculum:
A Computational Approach**

Dr Clarence Green, Federation University Australia

Early years' oral language contains the vocabulary initially recommended for teaching reading. There is a need to better understand what this oral language resource consists of at school entry, particularly the diversity of vocabulary knowledge amongst children, both to address inequalities and because the Australian Curriculum (ACARA, 2014, p.4) emphasizes that "due to its importance in literacy development, vocabulary is included within and across sub-elements". Using a Natural Language Processing methodology, this presentation profiles the oral language productive vocabulary in 3.6 million words of children (> 800) under 5. A productive vocabulary resource is developed with 2767 vocabulary targets. This profile represents highly productive vocabulary presumably known by most children and more advanced vocabulary not part of every child's oral language. I then discuss the pedagogical implications in the context of the National Literacy Learning Progressions of the Australian National Curriculum.

Dr Clarence Green currently lectures in the School of Education, Federation University Australia. He holds a PhD in linguistics (University of Melbourne) and a Master of Applied Linguistics (University of Melbourne), as well as a Graduate diploma of Secondary Education (La Trobe). He has published and taught in areas of the cognitive psychology of language, literacy, language development, corpus linguistics, stylistics and English grammar. His research has appeared in journals such as *Linguistics and Education*, *System*, *Cognitive Linguistics*, *Language and Literature*, *English for Specific Purposes*, *the Journal of English for Academic Purposes* etc.

**'We don't do anything from PE on the playground': A micro-sociological examination of
the connection between PE and the playground.**

Dr Cameron Smee, Federation University Australia

The school playground is a compulsory space where primary age children engage in physical activity on a daily basis. However, it is also a separated and highly hierarchical space that is constantly contested between groups of children. A substantial body of literature has highlighted a number of factors that contribute to this separation between children on the playground (including age and gender), but few studies have examined the role that physical education may play in this separation. To examine the connection between these two spaces, a six-month ethnographic project was conducted at a primary school in Victoria. The experiences of the children in and across these spaces was examined using a variety of ethnographic and child-centred methods. Drawing on a theoretical approach, combining Bourdieu (1998) and Collins (2004), this presentation will show how the outcomes of PE activities played a role in impacting the types of activities that children chose to engage in on the playground. This meant that many of the practices that were occurring in PE became naturalised on the playground. To address this problem, significant pedagogical steps must be taken to intervene in these practices across both spaces.

Dr Cameron Smee is a Lecturer in Health and Physical Education. He recently finished PhD. His areas of interest include pedagogy, curriculum, micro-sociology and embodiment.

Teacher panel – Teaching during the COVID-19 pandemic

Emma Manton, Midlands Kindergarten

Chris Wines, Ballarat High School

Benjamin Zonca, Auburn South Primary school

We have three very experienced educators on the panel who will share their experiences of teaching during COVID-19 at local early learning centre, primary and secondary schools respectively. In their presentation, teachers will share their experiences in terms of:

- How COVID19 has impacted their teaching
- The challenges that they have faced and ways that they have overcome them
- What they have learnt from adapting to teaching during COVID19
- The impact on students (including assessment, learning, attendance, etc.)

Emma Manton has been in the Early Childhood sector for the past 20 years. She finds great joy in nurturing the growth and development of young children by embracing and encouraging a child's innate sense of wonder, enthusiasm and creativity. Her own teaching philosophy is based in the belief that children learn and develop best when they are empowered as active agents in their own learning and where their voice is valued and heard. She is currently working for ECKA (Eureka Community Kindergarten Association) as Educational Leader and teacher at Midlands Kindergarten. She also works two days a week as an Early Educational Advisor (EEA) managing six kindergartens, supporting staff with pedagogy, curriculum and compliance. Next year She step into a full time management role as Pedagogical Leader and EEA for nine services across Ballarat and the greater region.

Chris Wines has been a Science and Mathematics teacher for over 25 years in the Ballarat region and is currently teaching in a Year 9 Program at Ballarat High School. He has been working as a lecturer at Federation University in a partnership arrangement with local secondary schools for over 13 years. Chris has cherished this opportunity to continue teaching in schools whilst working in Teacher Education. He currently teaches the Science Curriculum subject at the university as a sessional lecturer. Whilst working at the university, Chris was research active in the areas of Science Education and Teacher Dispositions.

Benjamin Zonca is Assistant Principal/Grade 4 teacher at Auburn South Primary school in Victoria. He is also currently a PhD student at Deakin University. His project is focused on teacher subjectivity in the International Baccalaureate Primary Years Programme and the possibilities and consequences of being otherwise to the intelligible teacher image in this context.

