Education Transforms 2017

12 – 14 July 2017

Sandy Bay Campus
University of Tasmania

http://www.utas.edu.au/underwood-centre/events/education-transforms-2017

Peter Underwood Centre

UNIVERSITY *of* TASMANIA

![Peter Underwood Centre]

INFORMATION FOR DELEGATES

Directions

Bus routes
Routes from the CBD to the University: #401, #402, #501 & #601
Hop off at bus stop 12 in Churchill Ave or bus stop 10 on Sandy Bay Road (for #402)
The trip planner is useful, see: https://www.metrotas.com.au/planner/

Car parking
Voucher (ticket) parking is available on campus, but the number of spaces and the length of time are limited. Parking meters will only take coins, cost is $0.70 per hour.
Please look for blue dots and voucher parking signs.
Parking is available free on side streets but may be restricted by time limits.

Taxi
Phone numbers: 131008 or 133222, Uber is also available in Hobart.
Ask the driver to drop you at the Churchill Ave end of the University, near the Stanley Burbury Theatre (building 25).

Arts Lecture Theatre	Building 27
Stanley Burbury Lecture Theatre (University Centre)	Building 25
TUU Activities Centre	Building 21
Room Humanities 346	Building 29
Rooms Social Sciences	Building 26

Campus maps, see: http://www.utas.edu.au/campuses/campus-maps/hobart

Peter Underwood Centre

Registration

To collect your name tag and program:
- Wednesday 12 July, between 8.00-8.45am
  Room Humanities 346 (Building 29)
- Thursday 13 July, 8.45-9.15am
  Foyer Stanley Burbury Lecture Theatre (University Centre) (Building 25)
- Thursday 13 July, 8.45-9.15am
  Foyer Stanley Burbury Lecture Theatre (University Centre) (Building 25)

For presenters

Papers: 25 minutes, please ensure to save at least 5 minutes at the end for questions.
Workshops: 90 minutes, please ensure to build in an interactive element.

Please bring your presentation on a USB stick, and have a back-up on a cloud.

Go to the session room around 15 minutes prior to the starting time of the whole session, ie:
        11.15am on Wednesday and 10.45am on Thursday and Friday for papers
        14.15pm on Wednesday and 13.15 on Thursday for workshop presentations
This will give you a chance to load our presentation, meet your session chair and familiarise yourself with the equipment: PC computer (PowerPoint enabled) and data projector.

If you have any questions, please ask your chair, or one of our staff or student volunteers.
Chairs will help us all stay on schedule, and will let you know when you need to finish up.

For Chairs

Thank you so much for volunteering to chair a session!

Please go to the session room around 15 minutes prior to the starting time, ie:
        11.15am on Wednesday and 10.45am on Thursday and Friday for papers
        14.15pm on Wednesday and 13.15 on Thursday for workshop presentations
IT staff and volunteers will circulate to help presenters load their presentation, but you may be asked to help as well.

Your key roles as chair:
- Welcome delegates, remind them to turn off their mobile phone, and briefly introduce the presenter.
- Keep each presentation on schedule! Timecards will be provided in all rooms: 5 minutes and 1 minute remaining, and a 'times up' card.
- If need be, support the presenter with taking questions from the floor by indicating delegates who have a question.
- And again keep an eye on the time! Finishing each presentation on time is essential to enable delegates to move to a different room for the next presentation if they wish.
- Thank the presenter at the end of their presentation and then thank all at the end of the session.

Social Media

Blog   http://blogs.utas.edu.au/education-transforms/
Twitter   #EduTransforms
                @UnderwoodCentre
Facebook   www.facebook.com/UnderwoodCentre

Weather

Hobart is beautiful at this time of year but it's COLD and can be wet too.
Dress for the cold weather, layer up, and bring a coat, gloves and an umbrella.
We want you to enjoy your time at the symposium so be prepared!!
Note: we have a short walk to lunch on the first day to see a demonstration by our national "Formula 1 in schools" champions and a robotics display (in building 21).

Social events

These both required pre-booking. Unfortunately Government House and MONA are unable to add more people if you did not book in advance.

Government House Cocktail Reception
Tuesday 11th July 6pm – 7pm

Due to government House regulations, this is a ticketed event.
Please make sure you bring your ticket with you, as you will not be admitted without it!

Tickets have been emailed from **trybooking** to individuals who registered.

Please arrive at Government House at approximately 5.50pm
Dress code is Lounge Suit/Day Dress.

MONA dinner
Thursday 13th July 6.30pm – 10.45pm

Transport to MONA via the MONA ROMA ferry, leaving Brooke Street Pier at 6.30pm.
Please arrive at least 15mins early to allow for boarding. The ferry won't wait for you!

Of course you're welcome to make your own way to MONA via car.
We will be seated for dinner at 7.15pm so please arrive by 7pm.
Dinner is in the Eros room which is situated below The Source Restaurant.

The MONA ROMA will return us to the Brooke Street Pier around 10.45pm.

PROGRAM OF ABSTRACTS

DAY 1 WEDNESDAY 12 July 2017

DAY 2 THURSDAY 13 July 2017

DAY 3 FRIDAY 14 July 2017

DAY 1 WEDNESDAY 12 July 2017

8.00-8.45	**Registration**
	Room Humanities 346
9.00-10.00	**Plenary – OPENING**
	Arts Lecture Theatre
10.00-11.00	**Plenary – KEYNOTE 1** *Arts Lecture Theatre* **Sharon Bessell Creating Child Inclusive Communities**
11.00-11.30	**Morning Tea** *Room Humanities 346*

KEYNOTE 1

Creating Child Inclusive Communities

Associate Professor Sharon Bessell
Australian National University

Abstract
What do children in Australia value about their communities? How are communities supporting children? How are communities failing them – and why?

Over the past fifteen years, across Australia, at all levels, governments have been concerned with strengthening communities as part of a policy shift towards 'local solutions to local problems' and to place-based initiatives. As part of this shift, there has been considerable focus on how communities can be 'child-friendly.' Much has been done to create communities that are inclusive of children, but much remains to be done.

Based on research with over 100 children across six urban communities in eastern Australia, this address explores what a child-inclusive community is from a child standpoint. The child standpoint that emerges from this research presented a vision of communities as safe, inclusive and respectful. This vision was contradicted by the reality experienced by many children, whereby exclusion and insecurity were most commonly experienced. How can we reshape communities, drawing on a child standpoint? How can we bridge the gap between children's vision of strong, supportive communities and the very different realities faced by many children? This address suggests that listening to, and taking seriously, children's priorities and experiences is the starting point for creating strong and supportive communities.

Parallel Presentation Session 1

Room Social Sciences 210

11.30-11.55

Educational Outcomes for Aboriginal School Students in Tasmania.

Alison Stone, University of Tasmania
Maggie Walter, University of Tasmania
Huw Peacock, University of Tasmania

Abstract
A quality education is a basic societal right. Yet, for many Aboriginal students that right is not yet a reality. This paper focuses on the situation of Aboriginal/*palawa* school students in Tasmania and employs a quantitative methodology to examine the comparative educational achievements of Aboriginal school students. State level numeracy and reading test results from the *National Assessment Program of Literacy and Numeracy* (NAPLAN) 2008 - 2016 support the analysis. The results indicate that despite an increasing awareness and the development of strategic policies to address Aboriginal educational inequality little has changed between 2008 and 2016. The most positive interpretation is that the longstanding gap in Aboriginal educational outcomes has stayed the same. Students' results also deteriorate across their schooling years. These results are then discussed in the context of education policy and the broader national and international literature on factors influence academic achievement for Indigenous Islander schools students.

12.00-12.25

Recognising 'attainment' in diverse social locations: Experiences of achievement and cultural wellbeing in Tasmania.

Sherridan Emery, University of Tasmania
Kim Beasy, University of Tasmania

Abstract
There are various discourses of 'attainment' through which meaning and understandings differ. In this presentation, we trouble discourses of attainment within education and broader social discourses. We interrogate what the discourses value and exclude, to inquire into possible wellbeing implications for those who do not aspire to modes of attainment that have been constructed as legitimate.
These provocations will be explored in the Tasmanian context drawing on findings from two recent PhD projects within the Faculty of Education. These studies revealed stories from different social locations which told of diverse meanings of attainment, some of which challenge the dominant hierarchy of knowledge and standardisation regimes in education. We employ the lens of a social justice approach to wellbeing to explore how social locations variously constrain and enable different trajectories of attainment (Scott, Rowe & Pollock, 2016).

The presentation will make a theoretical contribution to the discursive practices of attainment in Tasmania. We contend that the dominant hierarchy of knowledge does a disservice in the Tasmanian context through reinforcing and widening existing inequalities. Employing de Sousa Santos' (2014) concept of 'ecologies of knowledges', we reimagine attainment within a cultural wellbeing frame to argue the need for recognising difference and diversity within attainment discourses. This we argue will afford greater opportunities for inclusive education which will enable more Tasmanians to experience attainment and wellbeing.

12.30-12.55

Supporting motivation in children who face difficulties in learning.

Monica Cuskelly, University of Tasmania
Linda Gilmore, Queensland University of Technology

Abstract
Motivation is an essential element of success; it contributes to effective functioning across a range of areas of activity, including learning. One way of understanding motivation to learn is provided by the construct of mastery motivation. Mastery motivation refers to the desire to be competent in the environments in which we find ourselves. This type of motivation in early childhood has been found to be linked to later outcomes, including in adulthood. This presentation will draw on a number of studies we have conducted that have focussed on mastery motivation, particularly with individuals with intellectual disability. Children's experiences in their family life and within the school system contribute to the development or undermining of motivation. This presentation will discuss the barriers to and facilitators of motivated behaviour in children who face difficulties with learning, with a particular focus on approaches that promote and sustain motivation.

Room Social Sciences 211

11.30-11.55

Enabling the work of flexible learning programs through collaboration, partnership and networks.

Louise Ellum, University of Tasmania

Abstract
Partnerships sit central to Flexible Learning Providers (FLPs) as they (formally or informally) seek relationships, connections, partnerships and networks with a range of community and other education agencies as well as businesses to assist them to try to meet the immediate and future needs of their marginalised learners. How this happens, why this happens and what the impact and outcomes of this partnership work, is largely unknown. Currently conventional schools are the primary focus of research into partnerships in an education context yet the identification of the necessity of partnerships and the role they play in broadening opportunities for flexible learning providers is regularly stated (Zyngier, Black, Brubaker and Pruyn, 2014). What is evident through my own work and research, as well as

the research of current academics working in this field, is that partnerships have been identified as important to the strengthening of the flexible learning sector (te Riele, 2014; Ellum and Longmuir, 2013; Ellum, 2014; Mills and McGregor, 2010).

My contribution to this symposium will focus on current information and research on partnerships in the FLP sector and highlight some of the findings in the PhD research I am undertaking. Based on an analysis of previous research, this presentation will explore the 'what, how and why' of partnerships. My current PhD research project asks about the nature of partnerships in the work of FLPs through a case study approach focused in Victoria and understanding the processes that are undertaken by FLPs to develop and engage in partnerships.

12.00-12.25

Enhancing social inclusion for marginalised young people through socially just schooling practices.

Carmel Hobbs, La Trobe University

Abstract
In order to participate in society—to be socially included—young people need to acquire the resources, opportunities, and capabilities they need to learn, work, engage, and have a voice. As social structures that enable young people to acquire credentials, knowledge, skills, and confidence that contribute to their level of social inclusion, schools play a key role in determining who does and does not participate. Thus, being excluded from school can have a significant impact on a young person's current, and future social inclusion.

Using a constructivist grounded theory approach this study privileged the voices of students attending The Kardinia School, an alternative school in Melbourne, as a means for understanding their experience of educational disengagement and re-engagement. Data collected included an online questionnaire with 62 students, 200 hours of participant observation, interviews with 15 students and two parents, and a focus group with school staff.

The findings of this study illuminate outcomes of re-engagement that increase social inclusion. Key to students' enhanced social inclusion was the socially just schooling practices embedded within the school structure and culture. This presentation will focus on how The Kardinia School applies five dimensions of social justice to their practice and the impact this has on students' social inclusion.

These findings highlight the significance of socially just schooling practices in facilitating re-engagement in education that enhances social inclusion for marginalised young people. Whilst the focus here is on alternative education settings, it is suggested that these strategies are applicable to all forms of schooling.

12.30-12.55

Cultivating processional learning partnerships in Tasmania: Tom Bentley's 7 key features of collaboration.

Abbey MacDonald, University of Tasmania
Kate Wightman, University of Tasmania

Abstract

At the 2015 *Education Transforms* symposium, Tom Bentley challenged his audience to embrace and harness collaboration as a means to creating the next wave of big gains in education. From this presentation, a seed was planted in the fertile soil of a couple of art teacher minds. The challenge to permeate boundaries and draw together external expertise to co-evolve a 'many to many' reciprocal relationship for teacher professional learning for Tasmanian art teachers became our vision. We devised a question; how can partnerships between schools, universities and other stakeholders be strengthened to support teachers in their implementation of the new *Australian Curriculum: The Arts*? Armed with this question and a view to test Tom's seven key features of collaboration, we set about assembling a group of contributors, with whom we then pushed the boundaries and thresholds of what we could collectively do to support Tasmanian art teachers in their enactment of the *Australian Curriculum – The Arts*. Arts education volunteers and advocates, early career and senior academics, professional learning organisations, and Arts classroom specialists working at the coal-face poured their collective energies and resources in to the shared ambition of supporting each other towards successful transformation of practice to enact the *Australian Curriculum- The Arts.* The preliminary outcome of this investment was a two day professional learning program, brought to life by the Professional Learning Institute, the Tasmanian Art Teachers Association and the University of Tasmania.
In our session, we will share with the audience our perspective of navigating the professional learning partnership landscape, and reflect upon our experience of adopting Tom Bentley's seven key features of collaboration as a model for cultivating professional learning partnerships in Tasmania.

Room Social Sciences 212

11.30-11.55

Home truths: Highly vulnerable teens in Tasmania

Catherine Robinson, Social Action and Research Centre (SARC), Anglicare Tasmania

Abstract

Highly vulnerable teens (aged 10-17) concurrently experience lifetime trajectories of cumulative harm, repeat homelessness, limited education, contact with police and youth justice and repeat child protection notification. This paper draws on a component of research recently conducted by the Social Action and Research Centre (Anglicare Tasmania) which sought to understand what drives the continued high vulnerability of teens in Tasmania. The focus of SARC's research was specifically on those young people who have *not* received a response from child protection.

Drawing on life histories, the aim of the paper is to offer an account of the lifeworlds of highly vulnerable teens, providing invaluable insight into the context in which engagements with, and exclusions from, education also take place. The paper provides a confronting account of the violence and abandonment young people experience during childhood and of the breaking points at which they begin to leave home environments of extreme adversity.

Feeling abandoned by care-givers, stigmatised and bullied in school environments, and often experiencing severe impacts of cumulative trauma, young people embark on trajectories into and through adolescence during which further harm is accumulated. This includes an interweaving of homelessness, school exclusion, violent victimisation, suicidality, and the perpetration of violence and crime, amongst other issues.

Overall, this paper offers a rare glimpse into the lives of highly vulnerable teens – a cohort which remains on the margins of both the Tasmanian community and of support services. It offers some home truths about the lived complexity which must be grappled with in tackling inclusive pathways to education in Tasmania.

12.00-12.25

How a Churchill Fellowship helped me better understand the essential elements of trauma informed practice in teaching.

Steve Bentley

Abstract

Experiencing trauma as a child can result in a significant loss of potential. They necessarily create a picture of the world where adults are unavailable, untrustworthy, violent, abusive and dysregulated. This is the "normal" for them. Our brain is designed to adapt to the environment surrounding us and if that environment is dysregulated or dysfunctional the brain will allow us to adapt our behaviour and survive. For children, these maladapted brain processes work against them in places like schools. They can perceive the school environment as very strange and completely different to their previous experience. This perception along with their lack of trust in adults and often negative self-image increases anxiety and can lead to disengagement from school.

My study travel through the Churchill foundation and work with the education department here in Tasmania has helped me identify common elements from different trauma recovery programs. I have visited programs in Northern UK, Bath, London, New York, Wilmington, Miami, Oregon, Melbourne, Huonville, Launceston and Hobart. There is evidence that with the right approach, we can help children who have suffered the effects of trauma recover, maintain engagement or reengage with education and most importantly, regain some of their potential.

12.30-12.55

Education Pathway Plan for Expecting and Parenting Teens.

Bernadette Black, Brave Foundation
Presenter - Ebony Curtis, Brave Foundation

Abstract

The Brave Pathway Plan for Expecting and Parenting Teens (E&PTs) offers a support mechanism never trialed before in Australia and is being considered currently by state and federal governments. Brave is the national hub and provides a conduit for all stakeholders in the EP&T journey. Brave has a unique value proposition with an ability to leverage partner organisations and establish strategic alliances that best fit Brave's mission and values, to

deliver an optimum outcome for the needs of E&PTs. Brave has commenced the facilitation of working groups of E&PTs and relevant stakeholders to better understand their challenges/goals, and can deliver a best practice optimum solution that fits their needs. The groups consist of E&PTs, and a range of professionals who meet and determine a series of objectives designed to assist E&PTs achieve their aspirations and ultimately reduce reliance on welfare.

Room Social Sciences 312

11.30-11.55

The true meaning of Gonski.

Eleanor Ramsay, University of Tasmania
Michael Rowan, University of Tasmania

Abstract
Much of the Tasmanian discussion of the Gonski proposal for a new school funding model has focused on how much more money is needed and how it could be spent, prioritizing the needs of disadvantaged students and their schools. But the Gonski report itself focuses primarily on outcomes from schooling. Inequality of outcomes, not inputs, is the basis of the argument for Gonski funding. That should be the focus of attention in Tasmania too. Guided by the federal Australian Education Union Gonski campaign, we discuss what targets we might set for our schooling system here in Tasmania if increased funding is to achieve Gonski's aim of ensuring that 'differences in educational outcomes are not the result of differences in wealth, income, power or possessions [and] all students have access to a high standard of education regardless of their background or circumstances.'
Key words: Gonski funding, inequality, attainment, Tasmanian targets.

12.00-12.25

Media representations of educational attainment in locations of poverty.

Aspa Baroutsis, Queensland University of Technology
Annette Woods, Queensland University of Technology
Barbara Comber, Queensland University of Technology

Abstract
This paper explores the media coverage of educational attainment of locations of high poverty on the *National Assessment Program: Literacy and Numeracy (NAPLAN)* test. The OECD has identified strong correlations between socio-economic status and educational attainment in Australia and many other affluent nations. Additionally, the Vinson Report has found that poverty in urban and Indigenous locations frequently remains unchanged over time, suggesting that some communities deal with the sustained impact of institutional and generational poverty.

Our research over many years suggests that high poverty locations are often constituted as educationally lacking. This is particularly the case in the public domain through media representations that contribute to institutionalised understandings of poverty. To illustrate this premise, we draw on examples from Queensland newspapers and the media constructions of school performance on NAPLAN. Media coverage of educational attainment in communities of high poverty often positions schools and children as deficit; with location-based successes often being identified as out of the ordinary variances. This includes metaphors such as 'punching above their weight' or 'jumping hurdles' when referring to successful NAPLAN results. This is particularly evident in media reports that focus on comparisons of educational attainment across schools and location. Such location-based discourses of deficit in the print media amplify social injustices and normalise poor results in these communities. This is of particular concern given that inequalities are often institutionalised through political and economic policies and reforms such as decisions regarding economic investment or social infrastructure.

12.30-12.55

Improving students' outcomes through the use of assessment diagnostics.

Alexander (Alex) Young, Ingenious Technological Enterprises

Abstract
The author collaborated with schools in three states to develop a 'world first' means for teachers to monitor the quality of their teaching using 'assessment for learning'.
One of the many unique aspects of this software is that teachers use it for assessing practical, multiple-choice and written work across the curriculum.
This has enabled teachers to "change their lives and that of their students", or as a speaker (Deputy Head, Government High School) at the ACEL 2012 conference put it; "The students in her school, on average, learn at twice the pace of the nation and at twice the usual depth". Teachers achieve these outcomes by using their school's photocopier as a high speed scanner to provide forensic feedback on each student's learning needs.
Participants will be shown how they can diagnose the nature of student flawed thinking when a student is not having success. This methodology assists teachers to lift student outcomes in ways that were not previously possible. This has transformed teaching enabling huge productivity gains and improved teacher satisfaction.
This research project has been supported by Federal Government Research and Development Grants.

Room Social Sciences 322

11.30-11.55

Improving sexual health and sexuality related outcomes for individuals: Approaching Sexuality Education from new angles.

Katy Thomas, University of Tasmania

Abstract
Comprehensive sexuality education ultimately allows individuals to attain and maintain appropriate sexual health knowledge and the accompanying skills and attitudes to manage their sexual health and intimate relationships, prevent disease and minimise risk-taking behaviours. This set of skills and attitudes can be described as Sexual Health Literacy (SHL).
Outcomes of high quality sexuality education and increased SHL include a delay in sexual début, fewer sexual partners, higher uptake of contraceptives, greater self-acceptance, lower rates of unplanned pregnancies and a deeper understanding of consent, identity and attraction. In addition to the health and wellbeing outcomes for the individual, SHL has consequences for population health, as well as considerable economic implications. Despite decades of education targeted towards at-risk groups, the rates of Sexually Transmissible Infections (STIs) in Australia are on the rise. This problem is being tackled on a number of levels; however, to date, little consideration has been given to the importance of SHL among health professionals.
This presentation provides a rationale for an educational intervention to improve the SHL levels of students of the health professions in order to improve tangible sexual health and sexuality related patient outcomes.

12.00-12.25

Organisational Health Literacy – Catching the Health Literacy Bug.

Simone Zell, Tasmanian Council of Social Services
Maria Duggan, Tasmanian Council of Social Services
Zoe Kizimchuk, Tasmanian Council of Social Services

Abstract
Health literacy is often thought of as people having the knowledge and skills to get health information. But health literacy is also about health service providers and organisations doing all we can to provide information that is easy to understand, and helping people find their way through the maze of health and community services to get the services they need. Improving our organisational health literacy is about communication, empowerment and being consumer-focussed. As service providers, we are all committed working hard to do these things well. Now TasCOSS, the health literacy network working group, and 8 community sector organisations have worked together to develop the HeLLOTas! Toolkit to help make it easier. In the process of developing the Toolkit our organisations caught the 'Health Literacy Bug' – watch out it's contagious!
The new toolkit recognises that health literacy is everyone's business and it is the first of its kind for the community sector. We have translated health literacy initiatives into the language of the community sector – applicable in community health and health promotion settings. The toolkit is also sparking interest in other settings such as education and general practice. There is a quality improvement approach and a step by step process to follow. The self-assessment checklist helps identify what you are already doing well, and areas for improvement so you can take action. It is a whole of team approach to making it easier not harder for people to look after their health and wellbeing.

12.30-12.55

Education and Nutrition. Trans-disciplinary professional experience for better childhood.

Megan Gibson, Queensland University of Technology
Alison Evans, Queensland University of Technology
Lyn Zollo, Queensland University of Technology

Abstract
With the increasing negative impacts of poor diet, inadequate exercise and high levels of screen time experienced by children, families and communities around Australia, early childhood settings have become crucial places to provide support for children's health and wellbeing. This complex issue calls for innovative ways of working with children and families, and inter-professional work, that sees authentic collaboration between disciplines, has much to offer. This presentation presents the results of a student placement model developed by the Queensland University of Technology (QUT) and the Creche and Kindergarten Association, which introduced transdisciplinary professional experiences for Education and Health students who completed their placements in pairs in long day centres. This action research project examined how students benefited from practical, real world, community-integrated learning; how academic staff across the two Faculties were able to work collaboratively within a real-world context, and how partner organisations experienced and benefited from the collaborations with a University's staff and students. Most significant however were the potential benefits for the children, with this model providing new ways of thinking about how Education-Health transdisciplinary work is able to influence their health and wellbeing.

Room Social Sciences 379

11.30-11.55

Authentic learning in practice – a student's experience.

Golden Diversity – National F1 in Schools Champions

Abstract
How does authentic learning work in practice? What does it do for students? Golden Diversity are an all-girls team from Queechy High School who have participated in the largest STEM based competition in the world reaching 31 countries and 9 million students. They will be representing Australia in Malaysia in September at the World Finals. They will speak of their journey and the way in which meaningful, self-directed learning has empowered them as students and opened their futures.

12.00-12.25

Robotics – Powerful Ideas

Bob Elliott, Claremont College

Abstract
Bob teaches robotics at Claremont College and has been on the Robotics Tasmania committee for 6 years. He is the delivery teacher for the Smartbots program, a Lego-based Gifted Online program for primary students. Bob runs robot clubs in Huonville and Newtown, does after school robotics at Ogilvie High School, and hangs out Thursday nights at the open night for Hobart Hackerspace. Bob and his collaborator Stuart Thorn have helped primary kids build over 150 Arduino robots around the state of Tasmania. In collaboration with Penelope Stringer he ran an 'Internet of Things' (IoT) workshop at Woodbridge High School where students designed and started coding mini glasshouse control systems (light, water and temperature) using inexpensive Arduino sensors, relays, servos, pumps and LEDs. Bob tutored students from the Andrew Dickinson's Design for Industry short course build IoT devices, including load cells for inventory control, BBQ thermometers, and smartphone-connected pool level controllers. Current in-progress collaborations with students include a drone-from-scratch, a computer-vision soccer robot, a Robocup Jr. dance team, and a satellite-dish controller for a boat.

12.30-12.55

Discover Children's University

Becky Shelley, University of Tasmania
Karen Eyles, University of Tasmania

Abstract
Children's University commenced in Tasmania in 2015. It creates opportunities and encourages children to try new experiences, develop new interests and acquire new skills through participation in innovative and creative activities at validated *Learning Destinations.* Twenty-five young Tasmanians and their families/carers will join the Children's University Tasmania team in a unique experiential learning opportunity at the Symposium. Evaluations of the Children's University in the UK and in Australia indicate its positive influence on attainment, attendance and attitudes to learning. Preliminary evaluation results from Tasmania will be shared with the children and their families/carers and they will be able to reflect on the 2016 graduation ceremony and their engagement in the program. Parent and child perspectives will be shared during an interactive, strengths based discussion.

The session will not be open to conference delegates – the intended audience is the children and their families.
Please email r.shelley@utas.edu.au if you would like to request to observe the session.

| 13.00-14.30 | LUNCH   plus   *TUU Activities Centre*
Demonstration of *Formula 1 in Schools* and *Robotics for Children* |

| 14.30-16.00 | Parallel Workshop Session 1 |

Room Social Sciences 210

14.30-16.00

What about Teachers?: Kindness, Courage & Clarity

Rosie Martin, Speech Pathology Tasmania

Abstract
In the busyness and multi-tasking of modern life and modern classrooms, teachers can find themselves tugged in many directions, bringing stress, tiredness and dissonance. This has potential to be harmful to teachers. And consequently, harmful to their students, colleagues and the institutions within which they work. Teacher wellbeing is an important plank in attainment of the highest educational outcomes (Palmer, 2007).
This workshop will share theory about reflective dialogue and the creation of safe space to support teachers in the kindness, courage and clarity needed to identify and respond to their deeply-held wellbeing needs. It will also provide a participative taster of the restorative application of reflective dialogue. Using intentional, non-violating process, participants will have opportunity to make safe, nonjudgmental enquiry about the work they do, to develop *inner capacity* to lead a more authentic, meaningful and resilient life – in every part of life.
Such clarity, with its ensuing vibrant integrity, directly impacts student inspiration and aspiration.

Room Social Sciences 211

14.30-16.00

Gifted Education?

Judy Travers, Department of Education, Learning Services Southern region
Adam Potito, New Norfolk High School
Jan Hunt, Ogilvie High School
Hayley Noonan, New Town High School

Abstract
The extension of students to high level attainment was a focus of a 2016 Hardie Fellowship by the presenters. The group travelled to the USA to undertake courses and study in Gifted Education and to visit schools and districts to see work in practice.

The Workshop will focus partly on the learning gained but most importantly on the practices that are being led across three high schools during 2017 to improve educational extension of students.

New Norfolk High School has worked to create a community of learning underpinned by an aspirational culture. The school has embraced the value of excellence, and has installed the belief and confidence that high levels of educational attainment can be achieved.

Gifted education pedagogy is used to ensure that high ability learners are provided with challenging and engaging opportunities to advance their learning. Gifted pedagogy is also used throughout the school to create a positive school environment where learning is driven by both curriculum requirements and student passions and interests.

New Norfolk High School has implemented the Renzulli Schoolwide Enrichment Model for students in Years 7-10. The school has an acceleration program that provides a structure for high ability students to work above grade level, including supporting Year 10 students to undertake selected units in Level 3 Year 11 & 12 classes.

Ogilvie and New Town High Schools are piloting Renzulli's *School Wide Enrichment Program* and *Tina* Blyth's, *Teaching for Understanding Framework* and *Visible Thinking* at Project Zero, Harvard. Students learn best when they are engaged and challenged. A key inquiry research for this group us "How do teachers do this in busy, diverse, curriculum driven classrooms?" There are ways!

This session will share the experience of the Grade 8 team at Ogilvie High School who are planning collaboratively to produce cross-curricular learning sequences based on student interest. The team incorporates into their planning pedagogical ideologies and strategies espoused by Joe Renzulli and Tina Blyth's, including the ideas that classrooms become more dynamic learning spaces when students are clustered in a variety of ways and for a variety of learning opportunities and student understanding is deepened when they engage in cross-curricular learning tasks that have an authentic purpose and outcome.

Curriculum Unites will also be presented.

Room Social Sciences 312

14.30-16.00

Youth Engagement and Industry Collaboration Strategies, Building a bridge between education and employment.

Lesley Richardson, Manager, Australian School-based Apprenticeships Unit

Abstract

School to work transition and youth unemployment has become an issue worldwide with a plethora of public policies and program responses being developed. Across the world, governments are asking themselves how they can close the gap between education and employment? How can they better engage employers and industry in the work of schools? Moreover, how can we all better ensure young people make a successful transition from school to work?

These are all critical questions that are very relevant to not only our schools but also our employers, industry and community leaders. During this workshop, Lesley will share her learnings from The Park Family, Churchill Fellowship which allowed her to explore a diverse and innovative range of public policies and program responses in the United States, United Kingdom and Germany. All programs underpinned by sustainable partnerships between education and business (employers). The workshop will also explore local examples of youth engagement and industry collaboration strategies that are building a bridge between education and employment.

Room Social Sciences 322

14.30-16.00

The value and potential of Tasmania DoE Environment Centres as a focal point of STEM and experiential learning.

Jenny Dudgeon, Department of Education
Chloe Simons, Department of Education
Andrew Walsh, Department of Education

Abstract
Our intentions are
- Describe how our centres provide interdisciplinary, purposeful and experiential learning that improve educational outcomes
- Seek feedback to further develop the potential of the centres to meet Tasmanian learner's needs

Workshop format
Utilizing digital technology (Surface Pro's) as formative and summative assessment:
Answer garden https://answergarden.ch/create/
What is the value of environment centres?
What is the educational value of science centres?
How can the Centres best meet their potential to improve educational outcomes?

Room Social Sciences 379

14.30-16.00

From classroom to staffroom (and other places in-between and beyond): building collective impact to cultivate a qualified, skilled and diverse early childhood education and care profession.

Trevor Brown, Lady Gowrie Tasmania
Annette Barwick, Lady Gowrie Tasmania

Peter Underwood Centre

Abstract

The *National Quality Framework for Early Childhood Education and Care* currently calls for all educators in approved early childhood education and care (ECEC) settings across Australia to hold or be actively working towards an approved qualification. Heralded as a significant strategic commitment to providing the best possible education and care experience for young Australian children and their families, the need for a suitably qualified workforce has generated considerable activity in the vocational education and training (VET) sector across the past five years.

Diversity in course length, training approaches, expectations for work placements and assessment practices have been widely discussed, criticized and documented and have underpinned the need for an effective approach to ECEC workforce development that acknowledges all stakeholders and that brings them together as an active and sustainable professional community.

ECA Tasmania Branch and Gowrie Training are both independently engaged in workforce development activities in the ECEC and School Age Care sector but agree that building collective impact through sector-wide collaboration will activate clear education to employment pathways, promote high expectations, and lift the status of the profession.

Participants in this 'World Cafe' session will:

1.   consider the attributes of qualified, highly skilled and confident ECEC professionals and how these can being identified and nurtured in the pre-vocational and pre-employment context

2.   explore how an active, purposeful and collaborative state-wide ECEC professional community should be structured and how it should function to attract, train, nourish and retain a qualified, highly skilled and diverse ECEC workforce

3.   'test drive' whether our collective solutions offer educational pathways that are purposeful, inclusive, are easily navigated, accommodate pauses and breaks, and are open-ended.

This session will be purposeful but playful!

16.00-16.30	**Afternoon Tea** *Room Humanities 346*
16.30-17.30	**Plenary – KEYNOTE 2** *Arts Lecture Theatre* **Bob Lingard An evidence-informed sketch of an approach to system, school and classroom reforms for socially just and high quality educational outcomes.**

KEYNOTE 2

An evidence-informed sketch of an approach to system, school and classroom reforms for socially just and high quality educational outcomes.

Professor Bob Lingard
University of Queensland

Abstract
This presentation will begin by mapping the inequities in current educational performance in Australia with some focus on Tasmanian schooling. Issues with contemporary approaches to policy and practice, nationally and at state level, will then be addressed.

As a counter narrative, research evidence of multiple kinds (policy research, funding research, school effects research, leadership research, pedagogical and teacher focused research) will then be drawn upon to inform a sketch of necessary changes at system, school and classroom levels in both policy and practice, for achieving high quality and socially just learning outcomes for all.

This sketch will acknowledge that we can only ever have evidence-informed policies (not evidence-based,) as values and beliefs, indeed political commitments, are an important and necessary component of all policies and practices in and for schooling, including in respect of federal and state levels and approaches to funding. Professional knowledges are also important here. Of necessity, this paper will provide a sketch rather than a fulsome manifesto of required changes.

DAY 2 THURSDAY 13 July 2017

8.45-9.15	**Registration**	*Foyer, Stanley Burbury Lecture Theatre*
9.15-9.30	**Plenary – WELCOME TO DAY 2**	*Stanley Burbury Lecture Theatre*
9.30-10.30	**Plenary – KEYNOTE 3** *Stanley Burbury Lecture Theatre* **Gary McDarby Re-Imagining our Education System: A Neuroscience Perspective**	
10.30-11.00	**Morning Tea**	*Foyer, Stanley Burbury Lecture Theatre*

KEYNOTE 3

Re-Imagining our Education System: A Neuroscience Perspective.

Dr Gary McDarby
Enterprize Tasmania

Abstract
Neuroscience has changed. Our ability to monitor and understand brain function has grown considerably over the last few decades as advances in real time imaging technology have revealed new insights into how the brain works. Neuroscience has also become more 'human' and accessible. Our minds are fundamentally embodied and relational: our brains, bodies and relationships are integrated, and change in response to our experiences. This has profound implications for the way we learn, especially in the early years, but also for lifelong learning.

Gary Mc Darby looks at some of these new insights in the context of how human beings learn. These insights suggest different approaches to learning and education that challenge the way our current systems operate. The talk is aimed at a general audience and is non-technical.

Parallel Presentation Session 2

Room Social Sciences 210

11.00-11.25

Australian early childhood teacher graduates: Missed impact between policy and employment destinations.

Lynette Zollo, Queensland University of Technology
Megan Gibson, Queensland University of Technology

Abstract
Research in fields from neuroscience to economics recognise the importance of early years education, driving current government policy which calls for degree-qualified early childhood teachers to work in prior-to-school contexts, including long day care (DEEWR, 2009; DET, 2016). Despite policy demand for increasing the number of early childhood teachers in these contexts there is a significant mismatch between policy and early childhood teacher graduate destinations. Data indicates the majority of early childhood teachers seek and gain employment in primary schools (QUT, 2015). A deeper understanding of the career aspirations and trajectories of the early childhood workforce, in particular early childhood teacher graduate destination impact on policy imperatives, is urgently needed if policy makers and teacher educators are to prepare the future early childhood workforce to be employed across a range of early childhood contexts. While existing graduate survey data provide some information on graduate employment sites, fine-grained data is needed to identify how EC graduates' career aspirations are shaped.
This paper reports on a current research project that creates a tool to measure early childhood graduate career aspirations and graduate destinations longitudinally, in order to understand where early childhood graduate teachers choose to work and why.

11.30-11.55

Building the status of the Teaching Profession in Tasmania.

Jeff Garsed, AEU Tasmania
Michelle Hinds, University of Tasmania
Christine Gardner, University of Tasmania

Abstract
Attracting clever people into teaching is one way of strengthening the profession toward better attainment for students. The desirability of a teaching career is influenced by a range of factors key among which are its status and prestige. The status of an occupation is at least in part determined by the extent to which it is professionalised
The status of teaching as a profession involves the views and values of the broader community about the work that teachers do and also the way teachers themselves view their work. Such views ultimately have a bearing on the attractiveness of teaching as a career option.

Sociologists recognise a range of indicators that combine to determine the level of professionalisation of an occupation. These include:
1. The credentials required to practice
2. The process of induction
3. A requirement for ongoing learning
4. The level of specialisation
5. The degree of authority vested in expert practitioners
6. Relative levels of prestige (Ingersoll & Merrill, 2011)
This paper examines these elements of professionalisation of teaching within the Tasmanian context. Data from current and recent local studies by the authors is used to help explore what space there may be for improving the status of the teaching profession in this state.

12.00-12.25

Developing Workforce Capability in Education.

Jodee Wilson, Peter Underwood Centre/DoE

Abstract
In many places around the world, educational workforce changes support the professional learning and development needs of those delivering early childhood, primary, and secondary education. Tasmania's own education workforce change strategy involves many stakeholders. As one such stakeholder, the Underwood Centre engages with those formulating and implementing education policy, and those who design, deliver, assess and evaluate education provided to Tasmania's young people. Learn more about workforce change and professional development opportunities related to education in this session.

Room Social Sciences 211

11.00-11.25

What it takes to teach literacy to socially disadvantaged adults – prisoners and the homeless.

Rosie Martin, Speech Pathology Tasmania

Abstract
People with low levels of literacy are over-represented amongst the incarcerated (Caire, 2013; Snow & Powell, 2011) and homeless; and yet literacy programs to support adults in custodial and community settings have not typically drawn on the knowledge-base of speech pathologists (Snow, 2016). Evidence-based practices of intensive direct-instruction in phonological processing, synthetic phonics and oral and written language (Apel et al, 2012; Dehaene, 2009; Snowling & Hulme, 2011)) are not routinely applied for these vulnerable clients who have failed to respond to generic adult literacy interventions. This paper shares the literacy-learning success of learners and projects in which this skill-set has been engaged.

11.30-11.55

I can write txts:) literacy and social issues surrounding the language of digital communications.

Nenagh Kemp, University of Tasmania

Abstract
Digital communication is an increasingly important part of young people's lives. Communicating with others via text message, instant messaging, Snapchat, Instagram, and other online forums, is a daily experience for many young Australians. Unlike face-to-face conversation, however, digital interaction requires the ability to read and respond to messages fluently using the written word. Further, the written language used in digital messages is often informal, abbreviated, and/or creative (*hi its me, how r u?!! :)*). This casual writing style can offer the opportunity to "play" with language, which many young people enjoy. However, for those who already find reading and writing a challenge, having to deal with a new set of written language patterns, however unconventional, can bring the stress of school-based literacy activities to social interactions as well. Further, the writing style of digital messages can have social meaning. Being competent at composing digital messages can make the writer look cool or clever. Getting the writing style not quite right can encourage others – both peers and teachers – to form negative opinions of the writer, which in turn can affect social esteem and academic confidence. This talk will discuss empirical data on literacy and social issues associated with digital communication in young people, in Tasmania and around the world, and consider the potential impact of this new language style on young people and others in their lives, and discuss ways to help support those who might find that digital messages bring stress to socialising and communicating.

12.00-12.25

The International Baccalaureate: A continuum of international mindedness.

Marcia Behrenbruch, International Baccalaureate Organisation
Mary-Margaret Gibson, International Baccalaureate Organisation

The International Baccalaureate programmes for students from 3-19 years of age are now implemented in over 5000 schools worldwide across a range of socio-economic conditions. Over 60% of IB schools worldwide are state/provincial schools. This session has three goals: First, to explain how the IB curriculum supports the belief that students are successful when an international minded pedagogy is focussed on learning that is relevant, significant, challenging, and engaging; when the motivation for learning is to create a better and more peaceful world, rather than a motivation focussed on improving metrics. The second goal is to explain the research agenda of the IB and present summaries of research from UK, Australia, NZ, and USA on academic achievements and the 'non-academic' advantages of IB programmes. Finally, the global standards for authorisation and evaluation are explained. These are based on IB standards and practise to guide collaborative learning communities that understand and implement differentiation, plan authentic tasks through transdisciplinary, interdisciplinary and discipline approaches, and value student agency, self-efficacy and reflection.

Room Social Sciences 312

11.00-11.25

Transforming the Primary Curriculum by Modelling with Data Within STEM Contexts.

Noleine Fitzallen, University of Tasmania

Abstract
Incorporating STEM activities into the primary curriculum remains a challenge for teachers who do not have content knowledge and pedagogical expertise in all of the four STEM disciplines. It is, therefore, important research explores potential solutions to the issue. This presentation will showcase STEM learning activities developed for a research project that is investigating the way in which students develop understanding of modelling with data. Now in its third year, the longitudinal study is following students as they progress from Year 3 to Year 6. One aim of the project is to develop learning activities that address STEM outcomes whilst also putting the emphasis on addressing statistics concepts in the *Australian Curriculum: Mathematics*. The statistics concepts include identifying variation within and between samples, and using graphical representations to make decisions. Topics covered include: Hand-made versus machine made products (Year 3), Heat transfer and influence of insulation (Year 3), Survey development and question posing (Year 4); Forces and properties of materials (Year 4); and Viscosity (Year 5). A feature of this presentation will be the celebration of students' work and achievements. The Modelling with Data project is a collaboration with Prof Lyn English (QUT) and Prof Jane Watson (UTAS).

11.30-11.55

Using cutting-edge pedagogical strategies in Science education to ensure redistributive, recognitive and representative justice is part of the everyday curriculum.

Barbara Kameniar, University of Tasmania
Jacinta Duncan, Department of Education, Victoria

Abstract
The School Reform Longitudinal Study undertaken in Queensland between 1998 and 2000 identified four dimensions of productive pedagogies considered key to enhancing educational outcomes for young people: (1) intellectual quality; (2) relevance; (3) supportive classroom environment; (4) recognition of difference (Hayes et al 2000). While a plethora of pedagogical instructional models have emerged since this time, the 'strongly composed' (Gale et al 2013) nature of the productive pedagogies continues to provide a robust framework for both planning cutting-edge learning interventions, and evaluating them. While productive pedagogies have always had social justice and recognition of difference at their core, more recently Lingard and Keddie (following Frazer 2009) have illustrated how the model 'embeds the principles of redistributive, recognitive and representative justice within its pedagogical process' (2013).

This paper presents findings from a qualitative study of an Indigenous academic enrichment program. The paper focuses on a series of student workshops delivered by the Gene Technology Access Centre (GTAC) to illustrate the impact of 'strongly composed' programs and 'cutting edge strategies' on a diverse group of students from regional Victoria.

A very brief theoretical discussion to position the paper will be provided before an overview of one of GTAC's outreach programs is given. This overview will illustrate two key strategies and the impact of these on students. The final part of the paper will draw together the relationship among the GTAC strategies, productive pedagogies and Frazer's principles of justice before laying out a set of principles for practice to further enhance student learning.

12.00-12.25

Early childhood development: children thriving through evidence and policy

Sharon Goldfeld, Royal Children's Hospital, Murdoch Children's Research Institute, University of Melbourne
Suzanne Purdon, Department of Education, Tasmania

Abstract
The importance of early life on later child health and educational inequalities has become increasingly clear. Indeed Australia's population statistics show substantial inequalities for children and young people across a range of outcomes. These emerge early in life and can be measured well into adulthood, with particularly adverse outcomes for some subpopulation groups. The challenge remains as to how best to translate this knowledge into effective policies and practice; those likely to have the greatest impact.

To that end the research demonstrating the importance of high quality early learning for raising a child's future educational prospects is unequivocal. With high levels of social disadvantage and vulnerability in Tasmanian communities, compared to other states and territories, the provision of universal high quality early learning is essential to helping Tasmania's youngest children and their families reach their full potential Since December 2016, the Tasmanian Department of Education has been working together with a range of services and communities to co-construct an early years strategy. The aim of the constructed strategy is to provide consistent approaches for early years practice ensuring successful transitions for children and families as they move through education settings and services.

This collaborative research and policy presentation will provide an overview of the evidence that underpins the importance of early childhood and (in response to the evidence) will follow with an overview of the background and process undertaken to jointly create a strategy for children in Tasmania.

11.00-11.25

Emotions and social learning

Rosemary Ac, University of Tasmania

Abstract
The notion that educational attainment is central to prosperity, wellbeing and socio-economic success is widely accepted. Therefore, advancing educational attainment for children and young people, from challenging backgrounds, seems a reasonable way forward. However, pursuing educational goals by concentrating only on cognitive instructional learning seems to omit the emotional foundation of social behaviour (Riley, 2011). Emotional issues can be a stronger motivator of behaviour as they are implicit in social learning. Bourdieu's (1984) *habitus* theory, explains that social dispositions can be a determining factor impacting on one's educational and socio-economic success. If it assumed that learning merely involves absorbing information, cognitively, the idea that emotions can influence behaviour can be overlooked. An example of an emotionally-based obstacle to relationship and educational success is what Bowlby (1988) describes as negative affect. Negative affect involves non-trustful feelings towards others and includes doubts about one's own self-worth and the goodwill of others. That is, people estimate their probability of success or failure in situations, based on their early childhood cultivated dispositions. Being disadvantaged is, consequently, not about what people do but how they do it and those who are socially excluded are mostly unaware of how it occurs (Bourdieu, 1984, 1990). Psychological wellbeing, therefore, cannot be assumed as equating with economic success. Relationship, education and economic success are more likely dependent on social and emotional issues, which enable cognitive learning. Understanding the sociology of emotions may provide a more nuanced way of thinking about disadvantage and improving wellbeing and learning.

11.30-11.55

Competing priorities in addressing educational attainment in Tasmania

Kim Beswick, University of Tasmania

Abstract
The work of schools is undeniably complex. They are expected to prepare students for academic study beyond the compulsory years as well as cater for those who are vocationally oriented, and simultaneously work with students who may have significant physical and mental wellbeing issues that they bring to their schooling. Drawing on interviews with teachers, school leaders, other school staff, and parents from across Tasmania we report on the tensions that arise in the complex milieu of schooling between addressing student wellbeing and focussing on academic attainment, and between focussing on vocational education and prioritising academic pathways.

In some schools, providing a nurturing environment for students is seen as a necessary precursor to focussing on academic challenge. Although understandable and well-intentioned such a prioritisation restricts opportunities to learn and hence shrinks the aspiration space available to students. Where academic attainment is prioritised students may feel isolated and unsupported and hence become more likely to opt out of schooling early. Emphasising either academic or vocational offerings also narrows the opportunities of students. In both cases, both priorities somehow need to be addressed. Our data suggest some possible ways forward.

12.00-12.25

Teacher motivation: new Australian research, insights and solutions

Joan-Mary Hinds, Hinds Research

Abstract
Whilst there is anecdotal evidence that teacher motivation is essential to teaching quality or retention and thus to student learning and success, it is a neglected topic both in Australia and overseas. By contrast, in the world of business and management, there is considerable research and long term authoritative evidence about the importance of employee motivation, its influences, dynamics and outcomes in terms of performance, retention, and profit. To remedy this neglect in education, research was initially conducted into secondary school teachers in NSW. A series of secondary school focus groups provided the issues relevant to teacher motivation and its drivers. These were converted into a questionnaire which included 140 items measuring drivers such as school culture, leadership, colleagues etc. 15 items measuring for teacher motivation plus some grouping demographics. The survey was offered on line to teachers in NSW and gained a participation rate of over 500; receiving very positive feedback as to value and topic coverage. The result of correlation, factor and other statistical analysis demonstrated the levels of teacher motivation by school and identified the action solutions available to the principal or team leader. A practical outcome is the proposed online teacher motivation platform whereby schools can measure teaching team(s) motivation and thus guide principals and leaders as to the action and Initiatives which will maintain and promote teacher motivation, retention, communication, collaboration, reflective dialogue, and professional learning.

Room Social Sciences 379

11.00 - 11.25

Student wellbeing in Flexible Learning Centres: when getting the help you need to learn is the top priority for disenfranchised and disengaged young people.

Fiona MacDonald, Victoria University
Bethany Johnson, St Joseph's Flexible Learning Centre North Melbourne

Abstract
A focus on student wellbeing will be found in the strategic plan for any Australian school or educational facility. Student wellbeing is closely linked to young people's satisfaction with life at school. Wellbeing is also closely linked to students' engagement with their learning and learning experiences. Research suggests that wellbeing initiatives are most effective when developed as a whole school approach and where schools put their own programs in place, informed by the particular needs of their students, families and community. If we look outside mainstream education and consider learning environments for young people who are already disenfranchised and disengaged with their education, what does student wellbeing mean for them?
Research conducted with students in Youth+ Flexible Learning Centres around Australia suggests that their wellbeing is primarily linked to their learning experiences. While the socialising aspect of wellbeing is a key component of Youth+ principles and practices, the benefits of learning and their learning experiences are highly regarded by young people in these flexible learning environments. In this presentation we share our findings from surveys and focus groups conducted with young people in Youth+ Centres in 2016. We share the significance for these young people of getting the help they need to learn, having good relationships with staff, and being able to learn about things that interest them. For these young people, their sense of wellbeing in flexible learning environments gives them the opportunity to transform their learning experiences, and focus on their own goals for now, and into the future.

11.30-11.55

Inclusive, engaged learning: New momentum in engagement policy and practice in Tasmania.

Jeff Thomas, University of Tasmania
Jeff Triffit, Department of Education, Tasmania
Kitty te Riele, University of Tasmania

Abstract
Student Engagement is a key issue in Tasmanian schools and has been attributed to poor school retention, academic achievement and conduct. While well intentioned, previous responses to low engagement in Tasmanian schools have lacked a consistent, systemic, evidence based approach, resulting in an unsustainable ad-hoc reaction to this important aspect of education.

Over the last three years, momentum has been building to address student engagement throughout Tasmanian schools. The Tasmanian Department of Education has recently released new *student engagement and retention* policy and procedure documents which outline a proactive, system wide approach to improving engagement at all levels. This important step has been coupled with the formation of a state-wide working group including administrative, practitioner and research experts in the area of engagement.

This presentation discusses how the new strategic direction and the expertise, together with recent funding announced in the recent state budget, will allow for the policy and procedure documents to be enacted, evaluated and refined. It is our hope that this new momentum will enable inclusive, engaged learning to be available for all students in Tasmanian schools and provide the best chance for some of our most marginalised young people.

12.00-12.25

Excluded from Inclusion: Inner voices on the experiences of alternative learning paths when school has not fit.

Nicole Brunker, University of Sydney

Abstract
Policy focus on standardisation and accountability limits the potential for schools to provide the breadth of opportunities needed by the range of individuals present. Systemic constraints lead to children being recognised as not 'fitting in' where the onus is placed on the child who has something 'wrong' with them. This is in direct opposition to the aims of 'inclusivity' resulting in practices that exclude children and damage opportunities for learning. Despite recognising 'the catastrophic impact' of experiences beginning in primary school (Smyth & Robinson, 2015) research focuses on secondary school experience of youth 'at risk' of not finishing school and the programs created to address this need. Little consideration has been given to situations where exercising school choice has been an option when school has not 'fit'. This presentation will report on an exploration of primary aged children's experience of not 'fitting' at school and how they, with their families, found or created paths for learning. The experience of being in a position to take an alternative path sheds light on the processes of 'exclusion', repositioning school as not 'fitting', rather than children not 'fitting' and enabling new perspectives on the experience, as well as different ways of creating responses to the contradiction between 'inclusion' and 'exclusion'.

11.00-11.25

School Principal responses to ethical dilemmas: priorities, practice and wicked problems.

Lynden Leppard, University of Tasmania

Abstract
Ethical dilemmas are the daily reality of the work of school principals. While this appears to be an obvious truth, the nature and implications of this ethical choice work receives little attention in school leadership literature or the professional learning offered to school leaders. My research includes interviews with principals that invite them to reflect on the complexities of their responses to ethical dilemmas. Preliminary findings include a shared theme of principals' commitment to understanding school dilemmas in the context of families and the local community and their concerns about the effectiveness of service providers as stakeholders in many of these dilemmas.
While it also may be argued that schools are fundamentally ethical enterprises with an ethic of learning and an ethic of schooling as foundations, a review of school leadership literature and standards documents suggests that ethical practice receives cursory attention and principals are offered little support to improve their practice in responding to the myriad wicked problems and multiple perspectives that characterize decision making in schools. The ethical choice work of principals is dominated by unique wicked problems that include people in the school, their families and the community. Their practice requires engagement with diverse stakeholders and public policies. These relationships identify schools as complex social systems rather than the complicated technical systems they are most often represented as in leadership literature. The negative consequences of this mismatch and misunderstanding are explored along with the potential benefits of recognizing and mobilizing the complex system characteristics of schools.

11.30-11.55

Teacher Wellbeing: The missing piece of the social emotional learning puzzle in schools.

Julie Bower, University of Queensland

Abstract
Recent research suggests a link between social emotional development, educational attainment, and brain maturation in the adolescent years. While once emotions were viewed as interference in rational thought, it is now understood that they are integral to thinking and behaviour. They have the potential to affect attention, problem-solving, memory, motivation, creativity, and goal achievement. The ability to understand and regulate emotions in a social setting such as school is central to both the teaching and learning process. The impact of social and emotional wellbeing on student aspirations and academic achievement cannot be understated. Research by the Collaborative of Academic, Social and Emotional Learning (CASEL) has demonstrated that social and emotional skills can improve student academic achievement by up to 11%.

The crucial link to teaching these skills effectively is teacher wellbeing. For teachers, caring for students requires the ability to manage emotions and relationships with others in a professional way on a daily basis.

We worked with teachers to develop the Mindful Practice for Teachers (MPT) Program. Coupled with a professional learning series about the Science of Wellbeing, we trialled the 8-week program with 28 teachers in two Queensland high-schools. Results indicate a reduction in perceived stress for participating teachers and an increase in mindful strategies to handle emotions in the classroom. The results and initial feedback from teachers about the impact on students and colleagues will be shared in this session. These results show promise for other states such as Tasmania in building strong foundations for increasing educational attainment.

12.00-12.25

Practising gratitude as a way of building flourishing relationships in Early Childhood Education.

Kerry Howells, University of Tasmania
Megan Gibson, Queensland University of Technology

Abstract
Research at all levels of education highlight the fact that flourishing relationships are at the core of effective teaching and learning, and thriving communities. They are also fundamental to mental and emotional wellbeing. It is now finally being recognised that education in the early years is formative and central to outcomes for students at each stage of their development. How relationships are addressed at this early-years stage is going to greatly influence this progression. The relational dimension needs to be conceptualised not only at the level of the teacher and child but with all those who play a part in a child's development – directors of centres, parents, grandparents, and the wider community. Recent research on gratitude has highlighted its potential to build and maintain healthy relationships. Applications to the field of education have demonstrated the crucial role that gratitude can play in the relational domain of both the individual and community. Despite the high stakes of early childhood and the potential positive benefits of gratitude to all those involved in this education, there has been very little research in this context. Our presentation presents a conceptual framework for how gratitude can be introduced in Early Childhood Education and preliminary findings from two pilot projects conducted with centre leadership teams, in Tasmania and in Queensland. We advocate an approach where the leaders of Early Childhood organisations first need to model and practise gratitude in ways that are both authentic and meaningful, in order for others in the community to practise gratitude.

| 12.30-13.30 | LUNCH | *Foyer, Stanley Burbury Theatre* |

| **13.30-15.00** | **Parallel Workshop Session 2** |

Room Social Sciences 210

13.30-15.00

Education to employment pathways

Mike Frost, Chair, Southern Central Trade Training Centre, Jordan River Learning Federation Senior School
Penny Driessen, Southern Tasmanian Catholic Colleges Trade Training Centre
Stuart Harvey, Manager of VET in schools
Simone Cuncliffe, Rosny College

Abstract
Too many young Tasmanians are leaving school with little by way of formal qualifications and even less in terms of being work ready. With around one in two failing to achieve the TCE and a very low uptake of alternative programs like vocational education and training the State is a long way short of addressing the knowledge and skills needs of the future. The industries that will drive Tasmania into the future and are a strong part of its new economic resurgence – tourism, agribusiness, paddock to plate, high end IT and food-based manufacturing – require high level skills and competencies. Traditional approaches to education are no longer meeting these needs. This workshop focusses on emerging success stories as vocational education and training educate and skill young Tasmanians for the modern, global workforce. Mike Frost will lead a panel of educators who will tell the success stories that are lifting senior secondary retention, completion and work readiness.

Room Social Sciences 211 (&212)

13.30-15.00

Hobart Human Library – Building empathy and addressing discrimination through the power of storytelling.

A Fairer World

Abstract
Human libraries are used around the world as a simple way to challenge stereotypes and build empathy. The Hobart Human Library provides a comfortable space for people to speak with a living 'book' (a Tasmanian) who has experienced stereotyping, prejudice or discrimination - perhaps because of their culture, religion, gender, sexual orientation, appearance or wellness.

We live in a culture that increasingly encourages a focus on narrow concerns. To quote from Barak Obama's well-known "empathy deficit" speech, we live in "a culture that too often tells us our principal goal in life is to be rich, thin, young, famous, safe, and entertained", a culture that discourages empathy for those who are poor, homeless, unwell, disabled, "over there" or in other ways different. Not surprisingly, evidence has emerged that shows this lack of empathy to be at the heart of increasing social exclusion and isolation, of bullying and of violence - in schools, workplaces or global conflict situations.

At the 2016 Education Transforms conference, Henry F. De Sio in his keynote speech extolled the importance of empathy education: how, in a world characterised by change and complexity - a world that relies on collaboration, team-work and an understanding of diverse world views for success - empathy is a vital skill. The difficulty with this is that empathy cannot be taught from a textbook, a whiteboard or a computer. It is most effectively developed from meeting and connecting face-to-face with people from outside our normal sphere of connection. Something happens when we look in the eyes of another person, when we can move quickly past the usual exchange of pleasantries to the heart of our differences and our shared humanity.

Since its inception in late 2013, the Hobart Human Library has run 64 workshops with over 1900 people – just over half of which have been school students, the others being adults who have participated at a conference, a workplace training or a community workshop. The results have been astonishing, with an average rating of 8.8 out of 10 for enjoyment and 8.7 out of 10 for how much the participants felt it had increased their understanding of others.

Room Social Sciences 312

13.30-15.00

Curatorial frameworks for creative Third Spaces

Simon Spain, Director ArtPlay

Abstract
In this session, artist Simon Spain will reflect on key elements of designing non-school, non-home creative learning environments based on his experience at ArtPlay in Melbourne. What curatorial framework is required to foster a high quality arts experience for children and families in a *third space*. He will also reference the five-year ARC Research based on his work at ArtPlay that emphasises the benefits of working with professional artists with children, teachers and families.

Using examples from his own experience at ArtPlay and drawing upon other work internationally, Simon will provide some examples of high quality engaged practice with children in school, festival and community contexts. What are the factors for successful design, delivery and evaluation of such activity and what skills are required by artists who identify as community, socially engaged or teaching artists to support good experiences for all participants?

The session will also raise the issue of *framing* and how the context in which these engagements are planned determine the type of experiences and expectations of the participants.

Simon will begin to explore the importance of envisaging creative arts engagements as part of a holistic approach to *being* through individual and community exploration and transformation.

Simon established ArtPlay in Melbourne and developed the model over 12 years to include a creative workshop program for children, teachers and families together with a professional development network for teaching artists. He is currently a practice-based PhD candidate looking at the transformative impact of creative social practice.

Room Humanities 346

13.30-15.00

The role of community leaders in education: perspectives and experience

Craig Perkins, Mayor of Meander Valley Council
Jan Bishop, Deputy Mayor, Circular Head Council
Bridget Archer, Mayor of George Town Council
Michael Bailey, CEO of TCCI
John Hooper, Neighbourhood Houses Tasmania

Abstract
Exploring improved educational retention and attainment for all Tasmanians in relation to the following issues/questions:

- Importance of improved educational attainment for regional and socially isolated communities
- Importance to Local Government, to employers and industry, to those who deliver social services – to each community or peak body or service deliverer;
- Evidence that the importance of this issue is recognized by communities and peak bodies
- What is planned and has been done and achieved (to date)? How effective? What else is needed?
- What has been learnt about how community engagement with educational issues re improved retention and attainment can be more effectively progressed in Tasmania? And how can community initiatives (and voices) be made stronger and louder and more effective?
- What next? New allies? New alliances and collaborations? Collective impact? Communities of practice?
- Other questions? Other messages?

15.00-15.30	**Afternoon Tea** *Foyer, Stanley Burbury Lecture Theatre*
15.30-16.30	**Plenary – KEYNOTE 4** *Stanley Burbury Lecture Theatre* **Yvonne Clark – Lateral violence in the Aboriginal community: From awareness to transformations**

KEYNOTE 4

Lateral violence in the Aboriginal community: From awareness to transformations

Yvonne Clark
University of Adelaide

This keynote will focus on lateral violence within the Aboriginal community and utilise this forum as an educative opportunity to bring awareness to the Aboriginal and broader community. Oppression through racism, is within institutions, is personalised and can become internalised by Aboriginal people. The consequence of oppression has been to the detriment of Aboriginal people's wellbeing, mental health and can also manifest as lateral violence. Lateral violence is described as the violence and disruptive practices within oppressed minority groups that is directed toward each other. Lateral violence is a product of a complex mix of historical, cultural and social undercurrents that results in a gamut of behaviours that include: gossiping; bullying; social exclusion; organisational conflict and physical violence.

My recent exploratory research on lateral violence in Adelaide, South Australia, sought to critically examine the concept and prevalence of lateral violence as well as strategies to address lateral violence within the Aboriginal community in Adelaide. The study revealed that the main form of addressing lateral violence is via education and awareness of lateral violence for both Adelaide's Aboriginal and the broader community.

It is hoped that by further increasing awareness and education of lateral violence, a process of empowerment can reduce the incidence of lateral violence within the Aboriginal community in Adelaide and elsewhere. The methodology and further findings for the research will be elaborated on in the presentation along with educational strategies for change.

Peter Underwood Centre

DAY 3 FRIDAY 14 July 2017

8.45-9.15	**Registration**	*Foyer, Stanley Burbury Lecture Theatre*
9.15-9.30	**Plenary – WELCOME TO DAY 3**	*Stanley Burbury Lecture Theatre*
9.30-10.30	**Plenary – KEYNOTE 5** *Stanley Burbury Lecture Theatre* **Andrew Hills** **Passport to better health and education outcomes for Tasmania's children**	
10.30-11.00	**Morning Tea**	*Foyer, Stanley Burbury Lecture Theatre*

KEYNOTE 5

Passport to better health and education outcomes for Tasmania's children

Professor Andrew Hills
University of Tasmania

One in three children in Tasmania is overweight or obese. Obesity is associated with a wide range of health complications and an increased risk of illnesses, including type 2 diabetes and heart disease. Obesity during the growing years has the potential to affect health, educational attainment and quality of life. The condition occurs from a combination of exposures including an unhealthy lifestyle, the so-called obesogenic environment, and inadequate responses to this environment. Individual variability is strongly influenced by a range of developmental or life course factors.

Behavioural influences passed from one generation to the next mean that children inherit socioeconomic status, cultural norms and behaviours, including family eating and physical activity behaviours. Similarly, cultural values and norms influence the perception of healthy or desirable body weight, particularly for infants, young children and women. Far too many children are immersed from a very young age in a sedentary, energy-laden environment and actively discouraged from engaging in physical activity. Further, as for eating and activity behaviours, childhood obesity and poor academic performance tend to cluster in schools with a high percentage of children from low socioeconomic backgrounds, creating a student health issue that is especially problematic in these communities.

There is a growing body of evidence indicating that regular participation in physical activity and higher levels of physical fitness benefits both the health and academic performance of children. Because children spend so much time at school, schools have a unique opportunity to help children become more physically active before, during and after school. This presentation focuses on important challenges and opportunities for the prevention of childhood obesity during the growing years with a particular emphasis on the role of physical activity for improvements in health and educational attainment.

Parallel Presentation Session 3

Room Social Sciences 210

11.00-11.25

Competencies in education to help students cope in the 21ˢᵗ Century.

Sarah Low, University of Tasmania
Kerryn Butler-Henderson, University of Tasmania
Rosie Nash, University of Tasmania

Abstract
With globalisation and technological advancements increasingly affecting the way we learn and work, there is a need for graduates to be resilient, flexible and influential in the 21st century. Technical skills alone are insufficient where solutions need to be created when procedure manuals are inadequate or outdated. Educational initiatives, research and reforms over the last five years have reflected a growing international interest in evaluating learning and curriculum content that equip students with "future-proof" abilities. These abilities can be applied across any field or phase of life and are commonly associated with generic or soft-skills. In 2014, UNESCO evaluated school curriculum in 10 Asia-Pacific countries including Australia and defined these skills and abilities under the term.

11.30-11.55

Respectful schools team – Supporting schools individuals

Nardia Broomhall, Department of Education Respectful Schools Support Team
Fiona Hancock, Department of Education Respectful Schools Support Team
Luke Padgett, Department of Education Respectful Schools Support Team
Stephen Dome, Department of Education Respectful Schools Support Team

Abstract
The *Department of Education Respectful Schools Support Team* (RSST) delivers professional support to all learners and school communities. The State-wide team has two priorities: whole school approaches to behaviour and supporting individual need. Overarching these priorities are the key principles of differentiation and capacity building, with the intention of ensuring sustainable whole school practices.
The team is comprised of Psychologists, Behavioural Learning Leaders and Teacher Learning Leaders, who support schools to be inclusive using evidence-based models and strategies.
The team utilises the Department of Education resource *Respectful Schools Respectful Behaviour* booklet (third edition) to promote inclusive, respectful learning environments, with the aim to support successful, confident, creative, active and informed lifelong learners. The team provides the bridge between theory and everyday practice. This presentation will elaborate on the collective work and key roles of the Respectful Schools Support Team.

12.00-12.25

HealthLit4Kids: a pilot program Crossing boundaries for Positive health literacy outcomes.

Rosie Nash, University of Tasmania
Shandell Elmer, University of Tasmania

Abstract
Objective: This presentation describes the methodology, methods and evaluation plan to pilot a health literacy intervention, HealthLit4Kids, in a primary school in Tasmania, Australia. Methods: Informed by a constructivist paradigm, HealthLit4Kids employs a mixed methods approach. Convenience sampling sources students, carers, teachers and staff at one primary school. Data will be obtained pre and post intervention from multiple sources.
Proposed outcomes:
Within the pilot school
- Increased health literacy awareness and responsiveness
- Development of a long term health literacy action plan based on existing health literacy profile
- Improved health literacy for individuals

Beyond the pilot school
- A flexible blueprint for implementation across other schools, based on each school's health
- literacy profile
- Development of health literacy resources for wider use
- Refined protocols for co-design and partnership between schools and university
- A tool to measure children's health literacy

Future direction: HealthLit4Kids recognises that a one-size-fits-all approach does not always work as schools have different health concerns, barriers to learning, needs and challenges. Rigorous evaluation of the strengths and shortcomings of this pilot project will inform its implementation across Tasmanian schools (Stage 2), then Australian schools (Stage 3). The codesign model responds to the unique needs and circumstances of each individual school. This presentation invites feedback from its audience on the project design aims to generate discussion and debate around the relationship.

Room Social Sciences 211

11.00-11.25

Social capital and the capacity to aspire to higher education: Educational aspirations of Australian school students from low SES backgrounds.

Sally Patfield, University of Newcastle
Leanne Fray, University of Newcastle
Jenny Gore, University of Newcastle
Jess Harris, University of Newcastle
Adam Lloyd, University of Newcastle

Despite government adoption of the widening participation agenda in Australia, students from low-SES backgrounds continue to be underrepresented in higher education. Much of the research treats students from low-SES backgrounds as a homogeneous group and few studies account for variability within the category. Recognising differences among students from low-SES backgrounds, this paper brings new insight to ameliorating the underrepresentation of this equity target group in higher education. Drawing on survey data from a longitudinal study involving 6492 students from government schools and focus groups with more than 550 students, we explore how student background and school level variables impact on student aspirations for higher education. We highlight differences among students from low-SES backgrounds by comparing two groups of low-SES students: low-aspiring and high-aspiring students. Analysis of focus group data indicated that students from both groups faced similar circumstances in relation to considering higher education. Social capital was a key indicator of interest in and aspirations for higher education, particularly for high-aspiring students. There was evidence that students critically considered both the individuals providing information, including careers advisers and university representatives, and the information provided. These findings suggest that outreach activities designed to widen participation in higher education should take account of different aspirations among students from low-SES backgrounds and how they are influenced by gender, prior academic achievement, self-perception, and social and cultural capital. We argue that targeted equity initiatives should reach beyond the classroom and include improved access to information for students and their parents/carers.

11.30-11.55

"I don't really have a lot of experience, a lot of people telling me stories about it" The interplay of capital, habitus and field in navigating the pathway to university for prospective first in family students.

Sally Patfield, University of Newcastle
Leanne Fray, University of Newcastle
Jenny Gore, University of Newcastle
Adam Lloyd, University of Newcastle

While access to higher education remains a pertinent issue in Australia, the first in family (FiF) entrant to university has been largely overlooked within the agenda to widen

participation. For students who possess no parental experience of higher education, the pathway to university can encompass many challenges in comparison with those who benefit from intergenerational knowledge and access to cultural and social resources associated with this field. Drawing on focus group data collected as part of a larger research project involving primary and secondary school-aged students (N = 553) enrolled in New South Wales government schools, this study employs Appadurai's theory of the 'capacity to aspire', and Bourdieu's concepts of capital, habitus and field to explore how prospective FiF university aspirants are positioned to navigate the pathway to higher education. The analysis highlights two distinct ways in which FiF status influences students: for some, limited access to capital connected with higher education acted as a kind of catalyst in relation to their aspirations; for others, limited capital constrained their capacity to engage in dialogues about university and establish a sense of familiarity with the space. However, school-university initiatives often allowed prospective FiF students to accrue 'archives of experience' in order to explore their aspirations. We argue that it is vital to acknowledge FiF entrants to higher education and critical for universities to consider ways in which the institution itself can be positioned to facilitate their entry.

12.00-12.25

Presence and proximity: Enhancing the pathway to higher education for school students living in rural Australia.

Sally Patfield, University of Newcastle
Leanne Fray, University of Newcastle
Jenny Gore, University of Newcastle
Jess Harris, University of Newcastle
Adam Lloyd, University of Newcastle

Geographic mobility and the accessibility of higher education remain enduring concerns in improving university participation rates of students from rural backgrounds. While students from many other OECD countries, particularly the United States, are likely to leave home to pursue higher education, Australian students often prefer to enrol in an institution close to home. However, with the majority of Australian universities located in metropolitan areas, this tendency can pose challenges for students in rural or remote areas. Drawing on survey data from more than 6000 students in Years 3-12 from schools in New South Wales, together with focus group data from 553 students, this study investigates how educational aspirations of those students living in rural areas are shaped. Logistic regression analysis showed that gender, socioeconomic status, access to cultural capital, prior achievement and self-perception of academic ability are significant predictors of interest in higher education for those from rural Australia. Analysis of focus group data emphasised the role of social capital, particularly through significant others who possessed university experience, including distance education.
While proximity to university appeared to be an important factor affecting interest in higher education, university equity initiatives were able to increase exposure and familiarity. We argue that university presence in rural areas is critical to supporting students from these areas to access higher education, not just in relation to physical campuses, but also through targeted outreach programs into schools and communities that provide information and resources to students and their families.

Room Social Sciences 312

11.00-11.25

Addressing Disadvantage through VET

Kris McCracken, Department of State Growth

Abstract
The Socio-Economic Indexes for Areas (SEIFA) can indicate aspects of disadvantage relating to income and wealth, education and engagement in employment. Tasmania has the greatest proportion of the population in the most disadvantaged quintile of the SEIFA. Individuals within this category are those who typically experience poor education and, as a result, poorer employment opportunities. This collective gap is called the 'equity gap'. The challenge for government is finding appropriate investment in targeted training to these cohorts, in the context of low workforce participation rates and higher un/ under-employment. Considerable value will be added to the training system by focusing on increasing the base skill level of entrants, improving LLN outcomes and lifting the participation rate, through the re-alignment of skills towards growth and emergent sectors and preparing long-term unemployed and disadvantaged community members for work generally.
This presentation will describe the shift in approach in addressing disadvantage through VET, which reflects a greater sense of the complexity of disadvantage. The reasons for this shift include:
- An understanding that disadvantage is wider than under-representation.
- A desire to move away from a simplistic 'box-ticking' approach that disregards overlap between groups, and the reality of multiple and compounded disadvantage.
- The way in which target group approaches can stigmatise learners.
- An unproductive focus on changing individuals, rather than addressing system failures or systematic barriers.
- Increased evidence that disadvantage is not even across geographical location, sectors and industries.

11.30-11.55

Improving the educational and post school outcomes of disadvantaged young Australians.

Lesley Mackay, General Manager Tas, The Smith Family

In Australia 1.1 million children and young people are growing up in financial disadvantage and facing poorer educational and longer-term life outcomes. Educational outcomes remain strongly related to the socio-economic background of Australian students.
The Smith Family, a national children's charity, currently supports more than 36,000 financially disadvantaged Australian children and young people through the *Learning for Life* scholarship program. The program is premised on concepts of early intervention, long-term support, parental engagement, high expectations, reciprocity, partnerships and collaboration.

Students can participate on the *Learning for Life* program from the first year of school through to the completion of their tertiary studies. The program has three core components: 1) financial support; 2) practical support; and, 3) additional learning support.

Learning for Life is implemented in partnership with over 500 schools in around 90 disadvantaged metropolitan and regional communities across all states and territories. There are just under 800 students on the program in Tasmania.

The impact of the program is demonstrated through the year-on-year measurement of the educational outcomes of scholarship students. These outcomes include school attendance, Year 12 completion and post-school engagement in employment and/or further study. This presentation explores the factors associated with the educational engagement and Year 12 completion of *Learning for Life* students, as well as their post-school engagement in education, training and/or work.

The presentation will share some of the lessons to date, with the findings having policy and programmatic implications for efforts aimed at improving the educational outcomes of disadvantaged young Australians.

12.00-12.25

Engaging parents in their children's educational aspirations.

Sue Kilpatrick, University of Tasmania
Marcel Kerrison, University of Tasmania
Robin Barnes, University of Tasmania
Sarah Fischer, University of Tasmania
Elaine Stratford, University of Tasmania
Susan Nystrom, University of Tasmania

In communities where educational attainment is particularity low, many parents have limited and poor educational experience, and while they 'want the best' for their child, are hesitant to engage with schools. This is particularly true as their child exceeds their own educational level. Recently there has been a groundswell of community enthusiasm for improving educational attainment, to which government and the university have responded, notably through the establishment of the Peter Underwood Centre. Engaging parents is one of many areas of educational aspiration on which the University of Tasmania is focusing. The University has developed a parental engagement strategy which sits within a larger plan to improve Tasmanians educational attainment. The strategy focuses on involving not only parents and community members but also assisting school leaders to develop these relationships through formal strategies and plans.

Findings from three research projects that are part of the University's parental engagement strategy are presented. The first focused on understanding good practice in parental engagement activities in disadvantaged communities and incorporating these practices into established programs at the Universities of Tasmania and Wollongong. The establishes parent-led, community based, outside school learning groups to develop parents' knowledge and resources to assist them in supporting, raising and realising their children's educational aspirations for post-year 10 study. The final project mentors school leaders, parents and community members to develop and implement school – parent - community partnerships plans. The importance of partnerships between schools, parents, community, universities and education systems is a key message from the three projects.

Room Social Sciences 322

11.00-11.25

How parents, life experiences and social networks influence a mature aged student, from a low Socio-Economic Status community commencing higher education.

Claire Tubman, University of Tasmania

A qualitative pilot study of University of Tasmania undergraduate students in their first semester of study, from low socio-economic communities over the age of 21 was undertaken in 2015. The research examined the key influences' relevant to mature aged commencing students, who reside in low socio-economic (SES) communities of Tasmania. The data suggests three significant influences; parents, their support regarding the respondents schooling as well as their own schooling, life experiences noted to significantly influence commencing student attitudes with social networks also addressed.

The Theory of Planned Behaviour, Social Network Theory and AZDAR's Change Management Model theoretically underpinned the study and provided a framework for future modelling.

Today's higher education (HE) institutions face a rapidly changing environment, with increases in globalisation, increases in domestic competition and political uncertainty from federal and state level policy reform. The need to better understand markets, attitudes, beliefs, values and behaviours of future and current students is essential for economic success in the sector and positive social influence in regional communities.

With the unique demographics of the Tasmanian population (the oldest population in Australia), increases in the mobility of young Tasmanians to the mainland of Australia coupled with high level of low socio-economic status communities, there is significant need to better understand the characteristics of the Tasmanian population in order to develop strategies to increase post-secondary education participation.

This pilot provided evidence to suggest that gender and post-trauma behaviour response influences participation in post-secondary education. Further research is needed to better uncover the value of education in low SES communities in order to develop effective mechanisms for increasing the current attitudes, values and behaviours.

11.30-11.55

Sociocultural considerations in facilitating the success of low SES background students at regional universities: Findings from an Australian study.

Jade McKay, Federation University

This paper presents the findings from a recent national study undertaken by the six universities in the Regional Universities Network (RUN) which set out to explore approaches and strategies to facilitate the success of students from low SES backgrounds at regional universities.

The central questions were:

1. What helps low SES domestic students at regional universities to stay at and succeed in university, despite the challenges and obstacles they may face?; and

2. What programme and other improvements might universities make to better support and encourage low SES, domestic, regional university students to stay in and complete their studies?

The study has identified eight major factors and five policy areas that facilitate the success of students from low SES backgrounds at regional universities. The proposed paper will focus on six of the eight factors which were identified as key in facilitating the success of students from low SES backgrounds at regional universities. 'Success' factors were identified as:

1. Student attitude, motivation, determination and resilience
2. Family support
3. Financial security and sustainability
4. Reliable technology
5. Understanding and responding to students' particular circumstances and needs
6. Facilitating students being and feeling connected to university
7. Student preparedness for the realities of university study
8. An inclusive approach to learning and teaching

The overarching focus of the paper will be on the sociocultural considerations at play in relation to factors three to eight. The notion of sociocultural incongruence (Devlin, 2011) is drawn on to understand the educational challenges facing many of these students affected by both low SES status and regionality, and how best to transform their experiences of higher education and facilitate their success.

12.00-12.25

Increasing access to tertiary education in rural communities for young people: experiences from Tasmania and New Zealand.

Margaret Noble, University of Tasmania
Jess Grant, University of Tasmania

Providing accessible tertiary education in rural areas for young people to support participation and success of an often diverse student body is an ongoing challenge facing many regional educational institutions. The paper will explore and reflect on issues and approaches to increasing access to tertiary educational opportunities in rural and coastal communities through referencing case studies from New Zealand and Tasmania. It will discuss the approaches taken and lessons learnt in developing outreach for young people in rural communities with the aim of providing a set of ideas which could serve to inform future activity in this area of work.

The paper will provide an overview of the issues facing rural and coastal regions through a focus on the particular defining aspects of regional context which can influence the success of outreach programs. It will discuss some of the dilemmas and choices which face providers of tertiary education and provide ideas about how educational institutions can build a holistic approach to outreach in rural areas through partnerships, the critical role that they can play in rural communities, appreciation of place and the provision of culturally relevant pedagogy and delivery. The paper will argue that solutions are multi-dimensional, frequently resource intensive and provide results only through ongoing commitment and appreciation of the length of lead in times and the measurement of success and impact.

11.00-11.25

Becoming a learning community: the journey of Devonport City

Kathleen Priestly

Abstract
Devonport is being revitalised through a multimillion dollar injection from private investment, federal, state and local government. This revitalisation is about new buildings, new public areas and the physical layout of the city to turn it around to face the water. However there is more to a Living City than just bricks and mortar, what else does Devonport the City need to accomplish to truly become a Living City. This thinking is where the notion of becoming a learning community began.
A few passionate people who lived in a small country city had a desire to increase the value of learning by joining the world-wide phenomenon of learning community, learning cities and learning regions and creating their own Learning Community in Devonport. It was widely recognised that learning, innovation and social capital are closely intertwined and people who are using new skills and knowledge are more likely to engage in civic life therefore producing a stronger, more robust community. This was not about heaps of dollars it was a change of mindset, it was a whole of city approach and a long term strategy.
The development of the Learning Community of Devonport is in its 5th year and has delivered some key outputs, has met some difficult challenges on the way and has delivered some exciting activities. Hear about the journey and where Devonport the City is today in becoming a Learning Community.

11.30-11.55

Child and Family Centres creating new perceptions and possibilities in parent engagement.

M'Lynda Stubbs
Angela Sayer

Abstract
Engaging and sustaining effective relationships with families who experience complex needs has continued to be a challenging issue for most Australian early years services. False perceptions between services and parents about each other create a barrier to effective engagement. In response to these challenges, services must foster a culture of respectful relationships with and for families.
Tasmanian Child and Family Centres (CFCs) are a place-based collaborative service delivery model that provides a single entry point to universal, targeted and specialised services that are tailored to the specific needs of a community. The successful planning, implementation and sustainability of the CFCs rests on innovative, deliberate and conscious engagement of families and communities. More than just a physical space, the CFCs have focused on engaging community members in the co-production of service delivery. This is a

process of meaningful relationship building where each contributor, community member, parent, child and worker, is recognised for their unique contribution and experience. Appropriate and accessible early childhood supports are co-produced with communities to have a focus on improving health and wellbeing, education and care of Tasmania youngest and most vulnerable children birth - 5 years. The CFC model is being recognised by national and international early years' leaders as leading the way in engaging communities characterised by complex challenges in the co-production of local services.

Perceptions exist which indicate that families in complex communities are less interested and inclined to participate in the engagement of their children's learning. The experience of CFCs has found that given the right conditions and opportunities, parents have challenged these perceptions and now actively participate and contribute to their children's learning and improving the outcomes in their communities.

Practitioners working with families in this way acknowledge that initiating and maintaining relationships within complex communities is challenging but hugely rewarding for parents, children and practitioners. This paper will provide an overview of the strategies used by CFCs to engage families in their children's learning within service and community contexts, that present multiple and regular complex challenges. The discussion will include parents' voice regarding their experiences of services and supports, including the challenges and future recommendations.

12.00-12.25

What do we really mean by educational attainment?

Natalie Brown, University of Tasmania
Katrina Beams, University of Tasmania

Abstract
What is our shared understanding of educational attainment? How does it relate to educational participation, educational completion, or achievement of qualifications or awards?
How do we currently measure and acknowledge completion of year 12? What counts as completion for different stakeholders?
What messages do our current suite of recognition artefacts (certificates, scores, qualifications) send about what is valued? How might we be excluding or disadvantaging some students?
These questions are important in the Tasmanian context as we work through implementing the changes to the Education Act, and refresh the framework for accreditation and certification. However, it could be argued that considering these questions is vital in ensuring that stakeholders can work together in taking a student centric view of attainment. Clarification around these questions will also assist evaluators and researchers in devising and conducting meaningful measurement and benchmarking of educational attainment. Key words: Educational attainment; completion; participation; certification.

Room Humanities 346

11.00-11.25

Families, literacies and museum objects.

Helen Whitty, University of Technology Sydney

How can we work most effectively with families and communities to advance educational attainment? Here the 'we' is a museum, art gallery or any institution with a collection and the 'educational attainment' is not a grade level but a changed circumstance. The context for this paper is considering the role that literacy could play in cultural institutions. Once upon a time not so long ago museums thought of themselves as centres of learning. Now they are not so sure. They could be places of education, research culture or tourist destinations. The point of this paper is not to solve their identity crisis, despite this being a healthy by-product but to position their collections as literacy resources and the child in a family group as a powerful force in making best use of this resource. These claim are validated through doctoral research that worked with nine families (recruited from community agencies that assist marginalised groups) visiting the Tasmanian Museum and Art Gallery and the Museum of Old and New. A mosaic of research methods was used to identify literacy practices, including observation, guided discussion, photography, onsite recorded conversations, and participatory programs such as drawing, writing and other documentary or creative activities that did not privilege age, ability or background. The literacies of these families were seen as a benefit, rather than liability. The paper demonstrates through research vignettes how literacy is not simply carried through the museum door as an acceptable or inadequate skill but can be made within exhibitions. Various lines of possible activity can result with two outlined here: museums can strengthen partnerships with literacy providers and develop literacy mediators in their staff and available technology.

11.30-11.55

Stories of the Brooker Highway: Using place as a tool to develop creative literacy in young people.

Emily Bullock, Story Island Project
Kate Gross, Story Island Project

Stories of the Brooker Highway is a collaborative storytelling project that brings together the diverse communities that have lived, worked and travelled along the Brooker Highway, the major road that connects Hobart's city centre to its northern suburbs. The project uses storytelling as a creative literacy practice to empower the communities of Hobart's northern suburbs. *Stories of the Brooker Highway* is being delivered by the Story Island Project, who have gathered true stories about the highway from diverse members of the community, and worked in collaboration with writers and illustrators to help local school students develop creative responses to these true stories. The project will culminate in an exhibition at the Moonah Arts Centre in August–September 2017.

While the project is still under way, preliminary evaluations indicate that *Stories of the Brooker Highway* is proving to be a powerful way to engage students in creative literacy, and build strong connections with their local community.

12.00-12.25

Democratising the Book: Children as creative cultural agents within their communities – turning the publishing paradigm upside down.

Victoria Ryle, All That We Are

Abstract
For over 30 years I have explored the practice of publishing the work of children to raise the status of children's creativity and support their literacy learning – first as a teacher then as the founder/director of Kids' Own Publishing, an arts education not-for-profit organisation. This work has brought accessible publishing tools to marginalised children who have most to gain from reaching an audience for their work.
My theoretical framework has its roots in the work of Wells, Smith and others, territory covered in my Masters study, described in the 1970/80's as the 'whole language' movement: The important thing, however, is that children make the discovery that they have experiences to share, stories to tell that others find interesting; that they belong to the fraternity of writers. And as long as writing remains a natural and purposeful activity, made available without threat, then children will be willing to practice it and consequently will learn. The evolution of a pedagogy based on multiliteracies that encourages a wide range of linguistic, cultural, communicative, and technological perspectives has supported my approach to publishing with children. I am interested in contributing to policy around literacy as social practice and advocating for playful, creative engagements that minimise barriers to participation.

12.30-13.30	**LUNCH** **plus** *Foyer, Stanley Burbury Lecture Theatre* ***Student action projects to create more respectful schools*** Huonville High School, Rose Bay High School, Kingston High School
13.30-14.30	**Plenary – KEYNOTE 6** *Stanley Burbury Lecture Theatre* **Max Hope –** Enabling 'freedom to learn' for all students: international innovations which create new spaces for learning and thinking within education.
14.30-15.30	**Plenary – CLOSING PANEL** *Stanley Burbury Lecture Theatre* **Q& A** with all keynote speakers

KEYNOTE 6

Enabling 'freedom to learn' for all students: international innovations which create new spaces for learning and thinking within education.

Dr Max Hope,
University of Hull, UK

It is widely accepted that there are many 'problems' with the way that education systems operate, problems which result in the 'failure' of many students to attain in standardised tests. As a result, governments frequently resort to the discourse of 'increasing standards' and 'improving schools'. The Freedom to Learn Project is an international research project, based in the UK, and drawing on examples from all over the world. It is underpinned by a central concern that education needs to do more to address social inequality, but it does so by looking away from conventional ideas and towards models of education which are frequently described as 'radical' or 'alternative'.

These ideas may act as a disruption to mainstream thinking in that they challenge many assumed norms in education: that children need to be taught; that teachers are experts; that classrooms need to instil discipline; that the essence of learning can be assessed; that 'standards' can be equated with test scores. They require us to rethink fundamental values about children, learning, teaching and education. This keynote presentation shares innovative examples of educational practice that challenge us to think creatively about education. It argues that part of the task of those wanting to reform education is to *create spaces* within education; spaces where students, staff and school leaders have freedom to think differently, to learn differently and to behave differently.

CLOSING PANEL

Facilitator: Professor David Sadler
Panel: All keynote speakers: Sharon Bessell, Bob Lingard, Gary McDarby,
                 Yvonne Clark, Andrew Hills and Max Hope.

The panel will be of "ABC television Q & A" format.
Submit your question (with your name) in the suggestion box available at every morning and afternoon tea. The best questions will be selected to be part of this session.

THANK YOU

for joining us at

Education Transforms 2017

We hope to see you again at ET19!