

## -DRAFT- RESEARCH ABSTRACTS: DAY ONE, 28<sup>TH</sup> JUNE 2016

9.15am

**Keynote: Professor Stephen Lamb (CIRES, Victoria University)**  
**Educational opportunity in Australia**

Australia has sometimes been described as a land of opportunity. A major national study published recently has challenged that view. It provides a snapshot of statistical information covering the various stages of Australian education from early childhood through to early adulthood, and shows large gaps in opportunity with around one in four young people missing out at key educational milestones. The keynote address will draw on this report to evaluate from both individual and social perspectives how well the education and training system is working to meet the needs of young Australians. Who succeeds and who misses out?

### CONCURRENT WORKSHOPS 1

11.00am

**Staying on and succeeding at School: DET Metro region schools showcase**  
*Glen Watson, Vicki Ogilvie, Ray Johnston, Sherree Soanes, Dan Bailey, Erin Sadlier & Lester Brooks*

Metropolitan Region is strongly committed to all young people staying and succeeding in all of our schools. Through evidence based research and vigilant data monitoring we have established our regional hotspots, our early indicators to disengagement from education and a method to mobilise resources to those most at risk. As a region we have developed a strategic plan that focuses on the needs of our most vulnerable young people and aims to capacity build their schools, families, Principals and communities. The DET Metro Region Secondary Schools Showcase will allow you to explore an example of the innovative and creative approaches to youth disengagement many of which could easily be implemented in your school.

11.00am

**The science of engagement**  
*Charlotte Pezaro*

Results in PISA show that our year 10 students have a sufficient understanding of science, but do not value or enjoy the study of science (OECD, 2012). How do we engage students in P-10 science so that they enjoy and value science as well as they understand it? In this workshop we will act as change detectives, exploring chemical reactions that are safe and appropriate for the upper primary or lower secondary classroom as a stimulus for discussion about engagement in science.

11.00am

**Improving parent engagement for enhanced student wellbeing & achievement**  
*Rachael Sowden*

Parents play an important role in the education of children, in the home and through their active involvement in schools. This interactive workshop will give you new insights into how parental engagement can benefit students' wellbeing and achievement. We will discuss how enhanced partnerships between schools and parents can put students in the centre of the relationship.

11.00am	<p><b>Twitter masterclass and PLN showcase bonanza!</b>  <i>Dr Kelli McGraw (QUT), A/Prof Greg Thompson (QUT), Corinne Campbell, Jon Andrews and friends</i></p>
	<p>This session will combine a series of micro-presentations from a range of 'edutweeple' (education people using Twitter) with hands-on activities for you to build your personal learning network (PLN). The use of Twitter for educators to meet, chat and learn will be a focus of this session. Presenters will also showcase a range of platforms they use as personal learning environments. Charge your mobile device and join the bonanza!</p>
<p><b>CONCURRENT WORKSHOPS 2</b></p>	
1.30pm	<p><b>Engaging students through movement: Developing active teaching strategies</b>  <i>Jocelyn Elliott &amp; iAIM team</i></p>
	<p>Learn about evidence-based movement strategies inside and outside the classroom to engage students, promote optimal conditions for learning, and address physical inactivity and sedentary behaviour (aka the sitting disease)! The Increasing Activity &amp; Intelligent Minds (iAIM) program in the Darling Downs South West (DDSW) region encourages schools to adopt a whole-of-school approach to physical activity as iAIM Action Schools, and supports teachers to plan and implement action research projects using movement solutions to address school issues; e.g., achievement, behaviour, and engagement. Discover six fun and active teaching strategies that have been successfully implemented by DDSW teachers. Explore the evidence of that success in learning and develop an action plan for your own school/classroom context!</p>
1.30pm	<p><b>"I'd be dead if it wasn't for this school"</b>  <i>Mr Brett Wood &amp; Dr Stewart Riddle (USQ)</i></p>
	<p>This interactive session explores how Music Industry College, an alternative senior secondary school, provides a meaningful education for students who have been disenfranchised from schooling. Stories from staff and student perspectives will be shared, alongside research conducted at the school. The session will examine how an ethic of care and a commitment to democratic principles of inclusive community underscore the teaching, learning and daily life at Music Industry College. During the session participants will explore and develop ways that they can implement strategies into their own context.</p>
1.30pm	<p><b>Autism CRC Educational Needs Analysis &amp; Supporting students with ASD</b>  <i>Dr Beth Siggers (QUT) &amp; Dr Keely Harper-Hill (QUT)</i></p>

	<p>Students on the autism spectrum present unique challenges to school systems. An inclusive approach to education requires teachers to address these challenges and to support the unique needs of students on the spectrum. In this workshop Beth and Keely will share the findings from an Autism CRC project which they led in 2014 called the "The Australian Autism Educational Needs Analysis (ASD-ENA)". This was the first Australia-wide educational needs analysis of students on the autism spectrum (aged 5-18 years). Workshop participants will consider the implications of the needs analysis findings and undertake analysis of the elements of effective schools, programming, teachers, and classroom environments for students with autism. Particular consideration will be given to planning adjustments for students according to their behavioural, language and communication needs. Using knowledge of one or several students, participants will plan for the integration of adjustments into classroom routines and activities.</p>
1.30pm	<p><b>Engaging Indigenous students, families and communities</b>  <i>Jackie Bennett &amp; Dr Melinda Miller (QUT)</i></p>
	<p>This workshop considers protocols and strategies for building respectful relationships with Aboriginal and Torres Strait Islander families and communities in educational contexts. From developing inclusive physical environments, to being visible in Indigenous communities and learning about forms of racism that impact interactional patterns, this session provides a space in which to examine existing approaches and to build new knowledge and practices around engagement with Indigenous students, families and communities.</p>
3.30pm	<p><b>Doing behaviour well in schools: Insights from an Australian study</b>  <i>Dr Anna Sullivan (University of South Australia)</i></p>
	<p>The Behaviour at School Study investigated how schools enact behaviour policies in a humane and educative way. A framework for developing and enacting humane behaviour policies and practices in schools was developed.</p> <p>The themes of this framework are:</p> <ul style="list-style-type: none"> <li>• Philosophy for enacting humane behaviour policies</li> <li>• Staffing to enact a collective philosophy</li> <li>• Prioritising place and space</li> <li>• Fostering an engaged and supportive school community</li> <li>• Enacting humane behaviour policies and practices</li> </ul> <p>I will present these findings and argue that schools can interrupt dominant traditional discourses about school discipline, student conformity, and punitive responses to unproductive behaviour by developing a strong philosophy and associated practices that place children's wellbeing and engagement at the centre of their work.</p>
4.00pm	<p><b>The Power of Words - Students as Storytellers" #TeachMeet</b>  <i>Roshea Buksh, Head of Secondary, Groves Christian College</i></p>
	<p>How can mindset, language, critical thinking, school culture and heutagogy principles provide an environment for students to go on a learning journey where they are the storytellers? This presentation discusses the connections between these topics and the role of digital citizenship and social media in this journey. As a result of the implementation of this approach, in a culturally and linguistically diverse school</p>

	based in a low socio-economic area in Logan, positive increases have been observed in attendance rates, and students' engagement, results and behaviour.
4.15pm	<b>What do emergent gender differences tell us about the early years of school?</b> <i>A/Prof Linda Graham &amp; Prof Sue Walker (QUT), Dr Kathy Cologon (MQ)</i>
	The Supporting Behaviour in the Early Years project is a large longitudinal study tracking children's development, school liking, language, learning, relationships and behaviour through the early years of school in South East Queensland. In this presentation, we examine emergent gender differences in (i) children's language, development, academic achievement, relationships and behaviour; (ii) teacher concerns, and (iii) the provision of support in the first two years of school: Prep and Grade 1. Significant gender differences were found in both the concerns expressed by teachers and in students' feelings about teachers and school. The implications of these findings will be explored in the presentation with reference to the literature on student-teacher relationships, teacher expectancy effects, and gender disproportionality.
5.30pm	<b>Keynote: Professor Russell Skiba (Indiana University)</b> <b>Student behaviour, classroom practice &amp; discipline policy: Lessons from the United States</b>
	Issues of classroom behaviour rank foremost among the concerns of teachers and administrators in both Australia and the United States, often prompting a "get-tough" strategy to remove troublemakers from classrooms and schools. Yet 20 years of study in the United States has shown no evidence that such practices improve student behaviour or school safety. To the contrary, school exclusion through suspension and expulsion contributes to a variety of negative outcomes for students, from academic disengagement to involvement with the juvenile justice system, and those outcomes fall unequally on students of colour. This presentation will outline the recent history of the use of suspension and expulsion in the United States, and the alternative approaches and policy changes that have begun to take hold in their stead.
<b>-DRAFT- RESEARCH ABSTRACTS: DAY TWO, 29<sup>TH</sup> JUNE 2016</b>	
9.00am	<b>Keynote: Mr Peter Hutton, Principal, Templestowe College, Victoria</b> <b>From Student Voice to Student Empowerment</b>
	It is no longer enough to just listen to students. We must engage and empower them if we are to co-create genuine learning communities that will prepare students for the future. Hear how one school was transformed from a "school of last resort" to one of the most innovative in Australia. No bells, no year levels, no bullying, no compulsory subjects, 5 year learning plans and a place where students are supported to run their own for-profit businesses and many are employed to help run the school. Could this be the new model of education?
10.15am	<b>Engaging reluctant readers with historical literacy via film</b> <i>Dr Naomi Barnes, Griffith University</i>

	This presentation explains how narrative, specifically through film, can be used as a medium to engage reluctant readers with history. By using a film as a starting point, difficult historical questions such as truth, authenticity, representativeness can be scaffolded and engaged with.
11.00am	<b>CONCURRENT WORKSHOPS 1 – See Day 1 for abstracts</b>
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3.30pm	<b>Engaging students emotionally by fostering positive social bonds</b> <i>Dr Alberto Bellocchi (QUT)</i>
	Emotions research in science education has grown in the last 15 years enhancing our understandings about the role of emotions in classrooms. In contrast, the role of social bonds in mediating science knowledge construction remains underdeveloped. Social bonds involve the social and emotional ties that connect us to others. Past research may have overlooked the interplay between emotional and social aspects of social bonds and how they interact with science learning. My new research investigates how social bonds are formed, maintained and disrupted, in junior science classrooms, and how these processes interact with knowledge construction.
4.00pm	<b>Emotional energy in teaching and learning (#TeachMeet)</b> <i>James Davis (QUT)</i>
	Emotional energy is the glue that binds social groups by unifying people around shared objects, ideas or concepts. It may be recognised as the ongoing simultaneous pulse of internal feelings, coordinated bodily movements and shared ideas. Emotional energy sits at the heart of learning, and in secondary school contexts I have explored its role in practices of analogical reasoning and objectivity during science inquiry. In this presentation I will briefly illustrate how emotional energy contributed to the work of one group of students as they co-constructed scientific knowledge in a Year 10 science inquiry lesson.
4.15pm	<b>School Leaders and Autism</b> <i>Natalie Swayne &amp; Chris Lassig, DETE QLD Autism Hub &amp; Reading Centre</i>
	This presentation will look at the position of students with disabilities, including autism and students with challenging behaviour, in the broader agenda of school improvement. Whole school discipline, as an example, is not achieved one student at a time but rather by developing “local capacity for sustainable, culturally and contextually relevant, and high fidelity implementation of multi-tiered practices and systems of support” (PBIS Blueprint). We argue the same is true for school improvement, it requires a whole school focus towards every student succeeding. Ideas and examples of how state schools are doing this in Queensland will be discussed.
4.45pm	

