Welcome to our Research Bulletin. This issue showcases our research activities from June to November 2017. Happy reading and happy researching!

Featured research student

**Anisah Dickson, EdD candidate**  
**Title:** Letting go of the International Baccalaureate's Middle Years Programme: Key stakeholders’ perspectives  
**Supervisors:** A/Prof Laura Perry and Dr. Susan Ledger

I am examining the experiences and perceptions of stakeholders at public and private schools in Australia that have recently discontinued offering the International Baccalaureate’s (IB) Middle Years Programme (MYP). The IB is a highly esteemed academic curriculum framework that is offered in more than 4,000 schools around the globe. As part of my data collection, I have carried out interviews with principals, former MYP coordinators and teachers at three schools with a range of socioeconomic compositions. I am using interpretive, thematic analysis techniques to analyse the interview data. Cross-case analysis will also be conducted to examine whether the findings vary by school sector or socioeconomic composition. Through this research, I seek to create new knowledge which may in turn inform other schools, in Australia and elsewhere, about the perceived merits and/or drawbacks of offering the IB programmes, specifically the MYP.

Congratulations to recently completed research students!

**Ani Widayati, EdD**  
**Title:** Teachers’ Professionalism and Continuing Professional Development: The perceptions of Accounting Teachers in Vocational High Schools in Yogyakarta Indonesia  
**Supervisors:** A/Prof Judy MacCallum and Dr Amanda Woods-McConney

I conducted research on Indonesian vocational teachers’ perceptions of professionalism and continuing professional development (CPD). Employing a qualitative interpretive approach, my research included both certified and uncertified vocational high school (SMK) teachers who might have different views, supports, and constraints concerning their CPD. Bronfenbrenner’s bioecological model was used to explore Indonesian vocational education teachers’ perceptions of professionalism and continuing professional development and the environments in which development occurs. We found that SMK teachers’ explanation revealed a range of perceptions of professionalism and CPD, from traditional to more transformative views of professionalism. Some teachers considered religious values when explaining professionalism and CPD. A range of factors affected their CPD, including person characteristics and environmental contexts at the microsystem level, the mesosystem level, at the exosystem level, and the macrosystem level. The factors found to affect their CPD provide insights into ways to further support vocational teachers’ professional development.
Helen Dempsey, PhD  
**Title:** Early Career Casual Teachers: Negotiating professional identity in multiple communities of practice  
**Supervisors:** A/Prof Caroline Mansfield and A/Prof Judy MacCallum  

Helen Dempsey has completed her PhD research focusing on early career casual teachers’ negotiation and construction of professional identity, as professional identity has been linked to teacher retention. Increasingly early career teachers begin their working lives employed as casual teachers, however there has been limited research conducted with this cohort of teachers. A longitudinal case study approach was used, beginning with a series of focus groups followed by in-depth explorations of 6 individuals, using interviews and reflective tasks. This research found that professional identity was negotiated within personal, school and professional communities. Opportunities to develop relationships and engage with school and professional communities contributed to a sense of belonging to the profession, whereas limited opportunities to provide evidence of competency of all AITSL Standards contributed to a sense they were on the periphery of the teaching profession. These opportunities varied depending on the regularity of employment, an ability to make strong connections at one or two schools and whether they taught out-of-field. This research highlighted the complexity of the negotiation and construction process.

Craig Butler, M.Ed Research  
**Title:** A soldier’s journey: An arts-based exploration of identity  
**Supervisors:** A/Prof Judy MacCallum and Dr Chris Glass  

My autoethnographic study used the developing theory of funds of identity as the theoretical framework to analyse seven of my cartoons focus on my military identity. Leveraging the concept of identity regulation, I found that multiple military identities develop throughout a career in response to and tension with the military community of practice’s education and training system and my own identity agency. This finding has implications for the study of other communities of practice and the identity regulation of its members. It now leads me to begin my Doctoral research of Vocational Education and Training teachers’ attitude towards professional development.

Virginia Westwood, PhD  
**Title:** Critical design for Indigenous language learning: a critical qualitative study of CALL design in an Australian Aboriginal language  

Over 30 years of Indigenous language continuation efforts have not halted the decline in use of Indigenous languages. This study was seated in collegiate participation with Aboriginal co-researchers and investigated and designed a computer-assisted language learning (CALL) program through critical qualitative inquiry. Theoretical and practical outcomes included a Nyikina language program, a model and guidelines for oral language learning design, and identified an urgent need for postcolonial discourse in the linguistic domain. The question arises of how best to implement these findings in Australia and Indigenous communities globally.
Embly Mumu, EdD
Title: An Exploration of Teachers' Beliefs on the Integration of Culture in Teaching English as a Foreign Language in Junior High Schools in Minahasa/Indonesia.

This study employed qualitative techniques for data collection to explore Minahasan EFL junior high school teachers' beliefs on the integration of culture in their teaching. The study shows that teachers understood culture as 'a way of life' and believed that the teaching of foreign culture was critical in developing successful communication skills and building intercultural communication. Western cultures (US and British) were the focus of their teaching, accompanied with the use of a comparative method.

- **Renette Roth** (M.Ed R), “Perceptions of Students and Parents of Full-Time Opportunity Classes for Gifted Students in a Western Australian Primary School”. Supervised by Judy MacCallum and Libby Lee-Hammond.
Research Project Update

DECRA PROJECT
Deborah Pino-Pasternak

The ARC funded project “Contextual Supports for the Early Development of Self-Regulated Learning (SRL)” is coming to an end in July 2018. Over the past 3 years, a team of three researchers from the School of Education (Dr Anabela Malpique, Ms Debora Valcan, and Dr Pino-Pasternak) collaborated extensively with seven schools in Perth Metropolitan area, and interacted with 46 teachers, 131 caregivers, and 178 students. The purpose of this project was to reach a better understanding of developmental trajectories in children’s SRL, executive functions, and academic achievement, as they made the transition from Pre-Primary into Year 1. We are also investigating home and classroom-based correlates of such development. Our findings so far signal the importance of SRL as a factor strongly and positively associated with children’s development of academic skills in early childhood. So far the project has produced two peer-reviewed publications led respectively by Dr Malpique and Ms Valcan, as well as one piece in The Conversation which has received more than 21,000 reads. We have completed our final round of reporting with our participant schools and we are delighted with the collaborative connections that this project has afforded with those settings. This grant has also led to collaborations across schools within Murdoch such as co-supervision of Ms Valcan with Dr Helen Davis from Psychology & Exercise Science and it is currently serving as a productive platform to form new collaborative connections with other schools. We look forward to sharing with you further insights as we continue analysing our longitudinal data. Stay tuned!

Congratulations!
Deborah Pino-Pasternak has been appointed Associate Editor for The Australian Educational Researcher.
Events

NATIONAL TEACHING FELLOWSHIP
A/Prof Caroline Mansfield

Staying BRiTE: A collaborative approach to promoting resilience in higher education. Fellowship Forum. Tuesday 25th July, Murdoch University Perth.

The purpose of this Fellowship is to lead strategic change in teacher education curriculum to embed contextually responsive approaches to building pre-service teachers’ capacity for resilience. This involves:

- Identifying the ways in which resilience is being promoted in initial teacher education programs in Australia;
- Collaborating with colleagues at 6 universities in the process of curriculum development in teacher education with a specific emphasis on resilience and non-cognitive capabilities necessary for effective teaching;
- Working with a team at each university to facilitate curriculum development and provide assistance and expertise in developing approaches and resources; and
- Building a national network of colleagues involved in the Fellowship activities to share approaches, insights and resources for pre-service teacher resilience.

The work is highly collaborative, with outcomes that benefit both participants, their students and initial teacher education programs more broadly.

This forum was a culmination of Fellowship activities, with participants from representative inter-state university, Western Australian universities, Education Department of WA, Catholic Education Office of WA, and school principals and teachers. Forum attendees participated in discussions about teacher resilience and wellbeing and learnt about the Fellowship work through presentations from colleagues at all 5 collaborating universities. Our international guest, Prof Qing Gu (University of Nottingham) also shared her work about teacher resilience in UK schools. Find our work at www.stayingbrite.edu.au

Research Seminars

Friday Seminars

- 7th July – “Showcasing strategies and tools to increase visibility and research impact” by Deborah Pino Pasternak
- 21st July – “The Catholic Closet: An International Comparative Study of Resistance to Homophobia in Catholic Schools” by Tonya Callaghan, Assistant Professor, Werklund School of Education, University of Calgary
- 1st September – “Rethinking School Rethinking School-To-Work Transitions: Young People have Something To Say” by Barry Down
- 6th October – “Maintaining Diverse Research!” By Peter Whipp
- 3rd November – “Powers of Curriculum: An overview” by Brad Gobby, School of Education, Curtin University
- 10th November – “Cross Cultural Transitions in Teaching” by Dr Namulundah Florence, College of the City University of New York
Seed-ED Seminars

“I’ve thoroughly enjoyed the various Seed-ED sessions. These sessions have been relevant, highly engaging and encourage respectful collaboration among students and staff. I found this opportunity to be able to exchange ideas very valuable. Listening and learning from a diverse group of presenters at these sessions makes me appreciate the fantastic network we have. It is also a personal reminder that I am not alone in this learning journey.” – Anisah Dickson (EdD candidate)

Lunchtime sessions (bring your own lunch) Tuesdays 12:00 – 13:00 Education Suite

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<th>Topic</th>
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<td>29-08-2017</td>
<td>Making the most of your HDR Journey: Creating and seeking opportunities strategically</td>
<td>Dr Margaret Merga</td>
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<td>06-09-2017</td>
<td>Whether to publish, when to publish, how to publish? Some of the dilemmas?</td>
<td>Dr Deborah Pino-Pasternak</td>
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<td>19-09-2017</td>
<td>Talking about your research – From three to fifteen minutes...</td>
<td>Dr Stephen Johnson, CUTL Dr Julia Hobson CUTL</td>
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<td>17-10-2017</td>
<td>Becoming an effective learner in Higher Education</td>
<td>Associate Professor Caroline Mansfield</td>
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<td>14-11-2017</td>
<td>Understanding plagiarism and what we can do about it</td>
<td>Kate Rodgers, CUTL</td>
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<td>05-12-2017</td>
<td>Semester Closure and feedback Session</td>
<td>Dr Margaret Merga</td>
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<td>Dr Deborah Pino-Pasternak</td>
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Evening sessions (refreshments provided) Wednesdays 16:30 – 18:00 Education Suite

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<td>04-10-2017</td>
<td>Emotions and change during the higher degree experience</td>
<td>Dr Becky Saunders</td>
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<td>01-11-2017</td>
<td>The journey of international students</td>
<td>Yibo Yang, Professor Simone Volet</td>
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<td>22-11-2017</td>
<td>Grant writing</td>
<td>Dr Deborah Pino-Pasternak</td>
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Local conferences

- MARS - The inaugural Murdoch University Annual Research Symposium was a celebration of what makes Murdoch a significant contributor to global research. We heard about research ranging from Duchene’s Muscular Dystrophy to children’s understandings of storytelling. The depth and breadth of the research illustrated the strength of Murdoch’s contributions to the research arena both here and around the world with research by Sue Fletcher and her team already recognised internationally.

The School of Education’s contributions included presentations from masters and doctoral students on teaching sustainability in the Australian curriculum Kristina Da-Silva-Branco (MEd by Research), cultural stories in primary schools in Indonesia Maria Suprawati (PhD) and examining the journeys of international Chinese doctoral students in Australia Yibo Yang (PhD). Antoinette Geagea (PhD) presented her findings on students in low SES schools, their aspirations for university and the associations those aspirations have
with social and cultural capital at home, school and amongst their friends. These research projects contribute significantly to our understanding of curriculum, students across the developmental range and the processes that affect young people’s education and lifelong learning.

- **WAIER** - The annual forum of the Western Australian Institute for Educational Research (WAIER) was held on August 5, 2017 and Murdoch University was well represented by both Academics and HDR students. The forum began with a Q & A session providing a 360 degree perspective of the impact of educational research with the Deputy Director of AISWA, Director of Teaching and Learning in Catholic Education, a primary school principal and Helen Dempsey as panel members. The panel discussed the role of research in their work and the discussion was followed by many interesting and provocative questions from the audience. A wide range of topics were explored through presentations including ones by Dr Margaret Merga, Dr Rebecca Saunders (Murdoch’s WAIER Postgraduate Award winner), Dr Janean Robinson (recipient of a WAIER Research Grant), Sian Chapman, Thi Minh Tam Dang, Brett Healey, Renette Roth, Maria Suprawati and Ani Widayati. It was wonderful to see some of our new HDR candidates attending and hopefully they will present next year: Sian Bennett, Anisha Dickson, Nina Rovis-Hermann, Keryn Sturrock. Other attendees included Minerva Blancaneaux, A/Prof Judy McCallum and Dr Deborah Pino-Pasternak as well as the WAIER Forum coordinator Veronica Gardiner and WAIER committee members Dr Chris Glass, A/Prof Caroline Mansfield. In total 36% of participants and 37% of presenters were from Murdoch University.

### Awards

- **WAIER Postgraduate Award** – Dr Rebecca Saunders (PhD Thesis) “Professional development, instructional intelligence and teacher emotions: A mixed methods study of a four-year systemic change initiative.”

### Grants


### Consultancies/contract research

- **Mansfield, C.F. & Gu, Q** (2017). *Supporting early career teachers*. Institute of Professional Learning, Department of Education, WA.
Publications

Journal articles


Books and book chapters


Reports and non-refereed publications


Keynotes, Invited Lectures & Workshops

- **Saunders R.** (2017). Guest lecture and workshop session in Educational Change Leadership for the Masters of Education Program at the University College Cork in Ireland.

- **Saunders R.** (2017). Guest presenter and speaker at Instructional Leadership Conference in Ireland.


Conference presentations


Media appearances and citations
• Margaret Merga with Raf (Rafael) Epstein on ABC Radio Melbourne’s Drive program.  
• Margaret Merga 2SER FM. (2017. August 31). Radio Interview on The Daily with Eleanor Harrison-Dengate
• Margaret Merga ABC Radio National (2017, September 15). Australian Reading Hour: Writers Mem Fox and Tom Keneally, Neuroscientist Maryanne Wolf, Academics Margaret Merga and Jan Zwar. Radio interview with Kate Evans on Books and Art.
• Margaret Merga ABC Radio Canberra. (2017. August 29). Interview with Dr Margaret Merga. Radio interview with Adam Shirley on ABC Drive.
• Margaret Merga ABC South West WA, Bunbury. (2017. August 31). Interview with Dr Margaret Merga. Radio interview on the Morning Show with Christine Layton.
• Margaret Merga The Straits Times Singapore. (2017, September 4). Why kids should be read to - even if they can read on their own. Retrieved from http://www.straitstimes.com/singapore/education/why-kids-should-be-read-to-even-if-they-can-read-on-their-own
• Margaret Merga Wynne, E. (2017, August 29). Parents, teachers stop reading aloud too early and kids are missing out, researcher says. ABC News online.
• Sandra Hesterman Playtime an important building block to learning, The West Australian
• Sandra Hesterman The importance of play-based learning on Today Tonight
Newly enrolled HDR students

- Jyoti Keshwani (PhD), supervised by Barry Down and Peter Wright.
- Tiffany Banner (PhD), supervised by Susan Ledger and Deborah Pino-Pasternak.
- Irene Silkorska (EdD), supervised by Laura Perry and Audrey Fernandes-Satar.
- David Garden (EdD), supervised by Laura Perry.
- Genevieve Milnes (EdD), supervised by Laura Perry.
- Sharonne Telfer (EdD), supervised by Barry Down and Rebecca Saunders.
- Brigitte Pedraza Delgado (EdD), supervised by Dorit Maor.
- Kristy Robillard (M.Ed R), supervised by Dorit Maor and Amanda Woods-McConney.
- Bronwyn Jansz (M.Ed R), supervised by Laura Perry.
- Jade Baker (M.Ed R), supervised by Laura Perry.

Newly confirmed HDR students

- Tshewang Rinzin (EdD), “Peer Mentoring as a Professional Development tool for the Teachers of Bhutan”. Supervised by Judy MacCallum and Dorit Maor.
- Sian Benett (PhD), “Understanding university student's well-being: From enabling program through to undergraduate study”. Supervised by Caroline Mansfield and Angela Jones.