For further information about research in the School of Education please visit the link to the Centre for Educational Research (CER) 

To submit items for future editions please send to 
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**NEW PUBLICATIONS**

❄ **BOOKS**

*Knowledge Hierarchies in Transnational Education: Staging Dissensus*

(Routledge, 2015)  
[Buy this book](#)

Written by:

**Jing Qi** – Western Sydney University

Transnational education seeks equivalence in standards and/or relevance of outcomes through the transfer of Western theories, concepts and methods. Utilising a critique-interpretative approach, Jing Qi argues that equivalence/relevance-oriented approaches to transnational education assume the legitimacy of the global knowledge hierarchy. Euro-American educational theories are imposed as defaults in non-Western educational communities of imagined consensus.

Grounded in a study of a five-year transnational teacher education and community capacity-building program in Northern Chile, the book investigates the relationships between theoretical knowledge, knowledge hierarchies and critique. Transnational education communities are recognised as sites of critiques where conflictual and conceptual ‘dissensus’ disrupts global and local knowledge hierarchies. Critique is deployed by educational actors in their everyday engagement in transnational education to stage dissensus, which constantly re-draws the lines of possibility for knowledge co-construction.

A matrix mapping system is designed to chart and theorise the Chilean educational actors’ critiques along the trail of concept translation, learning, application and innovation of knowledge hierarchies, which operate at and across global, transnational, local and the newly-created local-global levels. This book examines how these critiques modulate the ascendancy of knowledge hierarchies to enfranchise non-western educational actors for theoretical knowledge production that addresses local needs.

*Knowledge Hierarchies in Transnational Education* will be of key value to researchers, academics and postgraduate students in the fields of international education, teacher education and globalisation.
Increasing the school-leaving age is seen to be a panacea to a range of problems related to health, welfare, and the human capital of nations in much of the developed world. This book examines whether or not increasing the years of compulsory schooling can make a difference in the most diverse region of Australia: South-Western Sydney. The authors reveal the desires and disappointments of students and parents and the impact on schools and teachers' work. Special attention is taken to uncover the link between neoliberal imperatives governing teachers' work and the opportunities afforded students and families. The authors show how the social relations of ability, gender, ethnicity, race, and class are implicated in response to challenging school contexts. They draw on recent sociological analysis of families becoming market negotiators and reveal the striking policy disjuncture framing the work of teachers and the lives of students and their families.
**BOOK CHAPTERS**

**JANE HUNTER**

Chapter 7 - High possibility classrooms in the middle years: A model for reform

**Book details:**

*Big Fish, Little Fish: Teaching and Learning in the Middle Years*  
(S. Grounwater-Smith & N. Mockler (Eds.); Cambridge University Press; 2015)

Big Fish, Little Fish: Teaching and learning in the middle years provides pre-service and early career teachers with a pathway to understanding the needs of students as they make the important transition from primary to secondary schooling. The book explores contemporary challenges for teaching and learning in the middle years, with a focus on student experience, identity, engagement and resilience. Key issues, such as teaching academically at-risk students, the impact of education policy on middle years students, and teacher preparation and identity, are given comprehensive coverage. Unique to this text is its focus on and analysis of the history of middle-years education, as well as its in-depth discussion of the experiences of young Indigenous and Māori students. Drawing on the wide-ranging expertise of its contributors, Big Fish, Little Fish prepares pre-service teachers to best meet the needs of students as they enter the challenging middle years of their education.

[Buy this book](#)

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**SUSANNE GANNON and WAYNE SAWYER**

Chapter 15 - Literacy, literature and moral panic in Australia

**Book details:**


The *International Handbook of Progressive Education* engages contemporary debates about the purpose of education, presenting diverse ideas developed within a broadly conceived progressive education movement. It calls for a more critical and dynamic conception of education goals as a necessary element of a healthy society. The scope is global, with contributing authors and examples from around the world. The sweep includes past, present, and future. Even for those who lament its failures, progressive education still seems to be asking the right questions. There is a vision, the progressive impulse, which goes beyond educational practice per se to include inquiry into a conception of the good life for both individuals and society. Because progressivists tend to dispute the status quo and the extent to which it nurtures that good life, there is an underlying critical edge to progressive thinking, one that has sharpened in recent progressive education discourse. The handbook’s inquiry into progressive education starts with a number of intriguing and difficult questions: How has progressive education fared in different contexts? How do progressive methods relate to ideas of constructivist, discovery, problem-based, experiential, and inquiry-based teaching? And do they «work»? If progressive education offers an important alternative, why has it often been ignored, abandoned, or suppressed? What is the relevance of its tenets, methods, and questions in the new information age and in a world facing global changes in environment, politics, religion, language, and every other aspect of society?

[Buy this book](#)
Chapter – Posthumanist approaches to theorizing child-nature relations to invite a new imagining for sustainability and environmental education

**Book details:**


From the series:


*Geographies of Children and Young People* is a Major Reference Work comprising twelve volumes that pulls together the best international reflective and innovative scholarship focusing on younger people. Volumes one to three establish and critically engage with the theoretical, conceptual and methodological groundings of this geographical sub-discipline. Volumes Four to Eleven provide in depth thematic analysis of key topical areas pertinent to children’s and young people’s lives: identities and subjectivities; families and peer groups; movement and mobilities; politics and citizenship; global issues and change; play and well-being; learning and labouring; conflict and peace. Volume 12 connects both academic, policy and practitioner based work around protection and provision.

Buy this book

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**CAROL REID, HUSSAIN ALSAIARI (PhD Candidate) and ILA ROSMILAWATI (PhD Candidate)**

Chapter 2 - Cultural Translations: The Art of Cosmopolitan Learning as an International Student

**Book details:**


The internationalisation of higher education in the 20th century, built on an unprecedented expansion of transport and communication networks and the scope of international scholarly activities, triggered a massive flow of people across countries and continents. Geographically remote countries, such as Australia, became more attractive and accessible to migrants from Europe.

Today, international education in Australia is under enormous pressure to reinvent itself. This book offers a collection of chapters that cover various dimensions of international education in Australia. The issues covered span from political and student identity concerns to the pedagogical and curriculum dimensions of international education and to the areas of language acquisition and language assessment. Each chapter formulates implications for the education of international students as Australia enters a new phase of hyperglobalism and completion with the rise of global cities and educational hubs that they provide beyond the traditional Western providers of higher education.

Coming from diverse backgrounds and regions, the authors offer insights into significant developments in international education as they address crucial questions faced by educators in Australia and compare them with North America and Europe in comprehensive and critical ways. This includes shifts in methodological approaches in education and policy research, as well as other issues arising from comparative research, such as improving
educational quality and responsiveness of education to the needs of international students. Several chapters address more specific problems of providing equality, access, and equity for all students, narrowing the achievement gap, and the ways of offering education that is free from prejudice and discrimination on the grounds of race, ethnicity, gender, social class and religion.

Buy this book

UPCOMING BOOK CHAPTER


**RESEARCH PROJECTS**

**Naming the world: Enhancing early years literacy and sustainability learning**

(ARC Discovery; Funding: $278,038)

*Professor Margaret SOMERVILLE (WSU/CER), A/Prof Annette Woods (QUT), Iris Duhn (Monash) and Pauliina Rautio (University of Oulu, Finland)*

The project aims to:

1. Investigate the ways children name their worlds in sustainability education
2. Document children’s growth over time in integrated literacy and sustainability learning
3. Articulate innovative methods and pedagogies for integrating literacy and sustainability learning
4. Develop theory to inform national and international policy and practice for 21st century learning imperatives.

**Investigating literary knowledge in the making of English teachers**

(ARC Discovery; Funding: $806,577)

*Dr Larissa McLean Davies (Melbourne), Professor Wayne SAWYER (WSU/CER), Prof. Phillip Mead (UWA), Prof. Brenton Doecke (Deakin), Prof. Lyn Yates (Melbourne)*

The project aims to:

Produce a new empirical study of the role of literary knowledge in the making of English teachers, focusing specifically on understanding the experiences and approaches of Early Career English Teachers’ (ECETs) as they make the transition, via teacher education programs, from university student to school teacher. It will explore: key institutional settings, practices and policies in an investigation of ECETs’ experiences of literary education at tertiary level; the knowledge and values they bring to their work as English teachers, and the professional learning they undergo in their first years of teaching. This project seeks to address crucial issues about the appropriate relationship between school English and tertiary English studies, as these relate to concerns about teacher quality, effectiveness and preparation.

The key research questions are:

1. What role does literary knowledge have within Secondary English curriculum and pedagogy?
2. How do institutional and social contexts, such as tertiary study and teaching experience, shape Early Career English Teachers’ (ECETs’) literary knowledge?
Development of the Framework and Action Plan for Child Friendly Cities in Albania

(UNICEF; funding: $34,242 USD)

Professor Karen MALONE (CER)

Professor Malone has received funding from the United Nations Children’s Fund (UNICEF) to help implement a program promoting child inclusion in Albania. The research aims to outline steps the Albanian government, community stakeholders and NGOs can take to make their cities more “child friendly”, and how to coordinate their respective services more effectively to protect children’s’ rights.

‘Child welfare has become a significant priority for nations around the world and governments are now looking for ways to make their cities “child friendly”, Professor Malone says. ‘A child friendly city is one that promotes children’s’ rights and permits children to have more of a say in decisions that affect them. UNICEF has been encouraging more countries to promote child friendliness in their cities through the Child Friendly Cities Initiative (CFCI), where child friendliness is adopted as a recognised measure of the health of a city. Australia, along with many other countries, has signed on to this initiative, and Albania is looking to do so.’ This research will determine the best way the CFCI can be implemented in Albanian cities.

Professor Malone will collaborate with other researchers and Albanian stakeholders – including representatives from all levels of government and NGOs – to find out the best ways to implement the CFCI in Albania. The investigators will conduct a literature and policy review which will be used to draft an implementation method. The draft will be used to consult with stakeholders, including local children, using interviews and group meetings. Technological requirements for the proposed CFCI-related policy changes will be explored, and time for feedback will be used to finalise recommendations for Albania to put their CFCI in place.

This project will create a Program Framework, an Action Plan, and potential pilot projects for Albanian policy makers to use when rolling out their CFCI. It will also produce a media presentation package to inform other stakeholders of strategies to improve child inclusion in decision making processes, and what they can do to help create child friendly cities in Albania.
Local Global Learning project

(OLT)

Michael SINGH and Jinghe HAN

Local Global Learning is a research partnership between James Cook University and the University of Western Sydney. Team members come from JCU Education and Social Work in Townsville, JCU Business in Singapore and the School of Education at the University of Western Sydney. Funded by the Office of Learning and Teaching, the project is investigating how to engage diverse learners with local and global citizenship through community based learning experiences such as service learning, student exchange or field placements. The team has been hard at work in the project start-up phase, planning how data collection and analysis will occur for six case studies across the two institutions.

For more information visit: http://www.localgloballearning.edu.au/welcome/thecase-studies. We hope share some of the case studies stories over the next few months.

The team

The Local Global Learning team continues to grow, with Research Assistants on board for all of our case studies. Welcome to Jo Bentley-Davey, Ivana Guntur Ongkowidjaja, Hong Nhung, Si Yi Lu and Haibo Shen.

Meet the rest of our team members at http://www.localgloballearning.edu.au/welcome/meetour-team

Some of our team members hard at work: Helen McClean, Angela Hill, Kelsey Halbert, Peta Salter, Jinghe Han and Michael Singh.

Reference Group

A Reference Group has been established and many thanks go to Professor Stephen Billett from Griffith University, Reyna Zipf from Central Queensland University, Professor Lindy McAllister from the University of Sydney and Professor Fred Dervin from the University of Helsinki in Finland for taking on this role. We have received valuable input so far to shape our analysis of the case studies.
Four representatives from the School of Education presented papers at the prestigious European Educational Research Conference, Budapest, Hungary.


*This conference just keeps getting better and next year it will be in Dublin!*
JORGE KNJNIK

Workshop: *Meet the Ethnographer* series. Sport and Society lab, Institute of Sport, Exercise and Active Living at Victoria University. Melbourne, 24 September 2015

Title: New ethnographic sensitivities

TONIA GRAY


Title: New ways of crafting sustainability leadership for educators: Looking through Thoreau’s lens

TONIA GRAY

Invited Scholar: *Health Promotion Unit Steno Diabetes Centre & Copenhagen University*. Denmark, 9 October 2015

Title: Slow Outdoors: Teaching in partnership and attunement with nature

SARAH POWELL


Title: Choral possible selves

SARAH POWELL

Conference: *NSW Institute for Educational Research (IER) 2015 Student Conference*. ACU, North Sydney, 7 November

Title: Perceptions of success influencing male participation in choir

Recipient: NSW IER Beth Southwell Award for Outstanding Research Thesis 2015
The book *Contemporary Issues of Equity in Education* was selected by Cambridge Scholars Publishing as a monthly Recommended Read for September 2015.

Congratulations to Susanne **GANNON** and Wayne **SAWYER** (editors) and numerous Western Sydney University staff (authors).

**Book details:**

The following review is available on the [Cambridge Scholars Publishing website](https://www.cambridge.org). "*Contemporary Issues in Equity in Education* is an authoritative and wide-ranging collection of research-based papers that—while focusing specifically on the Australian context—addresses issues of general concern and contemporary relevance. All the papers are theoretically grounded, clearly focused and accessible. The contributors include internationally recognised researchers and scholars whose work has been influential in guiding national and international policies relating to education, equality and schooling. It is a book that will be of interest to educational professionals, policy makers working within the field of education, and educational researchers and scholars whose work focuses on equity issues.”

By Jon Nixon, Senior Research Fellow
Centre for Continuing Education Research and Development, Hong Kong Institute of Education

**CONGRATULATIONS**

**Dr Joanne ORLANDO** recently competed in the WSU Research Impact Competition and was voted the **People's Choice Winner** for her presentation detailing her research into children and technology.

One researcher from each School and Institute across the university was selected to present the impact their research has made on the community. Joanne presented on her work on reshaping public debate regarding the role and technology in children’s lives and the effect her contribution is having on industry, education and community knowledge. Joanne has made a significant and distinct contribution and her award is well deserved.

Congratulations Joanne!

See the [website](http://www.westernsydney.edu.au) for more details.
Congratulations to TONIA GRAY who is part of the Jury for the competition, My Park Rules. She is joined by Lucy Hughes Turnbull, Josh Byrne, Sacha Coles, Mary Jeavons and Kylie Legge.

My Park Rules is a national competition to design a new park supported by numerous organisations and brought to you by 2020 Vision and the Australian Institute of Landscape Architects (AILA).
**EVENTS**

**Australia Forum on Sexuality, Education and Health (AFSEH)**

**1st National Conference**

*Equity and Justice – in Gender, Sexuality, Education and Health*

22-23 November

Western Sydney University (Parramatta campus)

**PLEASE JOIN US!**

A draft program for AFSEH’s 1st national conference is now online. Do please take a look, spread the news and join us for what we know will be an important and exciting occasion.

A draft preliminary program is available here

Registration is now open and costs only $90, which includes meals and light refreshments.

To register go to https://ipay.uws.edu.au/pgrp_show.asp

Scroll down to School of Education and click on the box next to Australia Forum on Sexuality, Education and Health (AFSEH) National Conference. Scroll to the bottom of the page and then click on Submit. You will then be taken to another page where you can enter your details and pay for the registration fee.

**To ensure your place, please register by Friday November 6, 2015**

All enquiries to Jawed Gebraelat J.Gebrael@westernsydney.edu.au
On October 28 – 30 the Equity strand of the Centre for Educational Research (CER) held their symposium on Kingswood Campus, entitled:

'Resisting educational inequality': Reframing policy and practice in schools serving vulnerable communities

The event saw a number of high profile researchers on vulnerable communities from almost every state in Australia. The event marked the launch of an emerging national network of researchers in this area, hosted by CER Equity strand.

Professor Bob Lingard from the University of Queensland delivered a public lecture on equity in educational policy, entitled, “Rearticulating and contesting equity in educational policy”. The lecture was facilitated by the Dean, Professor Michele Simons. During the symposium 22 papers were delivered on aspects of educational inequality.

A range of future activities are planned to extend the work and impact of the network.
HDR Student Conference 2015

On September 14 the School of Education hosted their Higher Degree Research Student Conference on Kingswood Campus. The day was well received and approximately 100 students and staff delegates attended throughout the day. Delegates enjoyed good food, musical entertainment, and art making, beautifully organised by Dr Karin Mackay. There were more than 30 student presentations, which provided an excellent opportunity for students to discuss their research, gain feedback and ask questions.

Particularly popular this year were the Roundtable discussions and Meet the Researcher sessions. Academic staff from the School and the Centre for Educational Research generously offered their expertise by leading roundtable discussions on topics such as researching with DEC and Independent schools, publishing strategies, and challenges associated with the different stages of candidature. Staff also made themselves available for informal conversations about being a researcher and the work they do.

There were keynote addresses from Professor Scott Holmes, Professor Wayne Sawyer and Michelle Tregoning, a teacher from Fairfield Public School. Aunty Jean South graciously presented the Acknowledgement of Country and Associate Professor Mary Mooney (Deputy Dean School of Education) started the day with a warm welcome. Other guests included Professor James Arvanitakis (Dean Graduate Research School) and numerous academic staff members.

The conference was supported by the Education Knowledge Network and Citi-NIE, and representatives from Springer Publishing, Teachers Mutual Bank and Footprint Books were available throughout the day for students to browse or buy products and ask questions. Footprint Books donated two lucky door prizes, each of which was a $50 voucher for use on their website catalogue. Nick Melchior from Springer Publishing and Paige McParland from Teachers Mutual Bank presented the two **Best Paper Awards**:

1. **Awarded by Springer Publishing:**

   **Name:** Suzanne D’Souza (Centre for Educational Research)
   
   **Paper:** Being and Time: A boon for cross disciplinary research?
   
   **Supervisors:** Associate Professor David Cole; Associate Professor Susanne Gannon

2. **Awarded by Teachers Mutual Bank:**

   **Name:** Alan Beckley (from WSU Office of Widening Participation)
   
   **Paper:** Increasing engagement in education: Can Widening Participation assist?
   
   **Supervisors:** Professor Karl Roberts; Dr Ana Rodas; Dr Michael Kennedy
Papers submitted for the conference are currently undergoing a review process for the production of a publication with Springer Publishing, under the leadership of Dr Paul Rooney and Dr Chwee Beng Lee.

Thank you to everyone who was involved on the day and in the organisation of the event. Special thanks go to the numerous academic staff who chaired student presentation sessions, led Roundtable discussions, and who volunteered for Meet the Researcher. Thanks also go to the staff and student volunteers who contributed to the smooth running of the day.

FROM THE RESEARCH & HIGHER DEGREE COMMITTEE

In future a link will be provided here in this section that will take you to a permanent repository of policy and other information from the Research & Higher Degree Committee.