Day 1 Presenters

**Priscilla Brice Weller, Managing Director, All Together Now**

Priscilla Brice Weller is the founder and Managing Director of All Together Now, Australia’s only national racism prevention charity. Priscilla has a decade of experience managing social marketing and social change projects, specialising in online communications. She is currently studying an MBA at the University of New South Wales (UNSW), completed a Graduate Certificate in Social Impact at the UNSW in 2011 and the Sydney Leadership Program in 2008.

In 2014, Priscilla was recently awarded a Churchill Fellowship which enabled her to visit, investigate and learn from antiracism NGOs in Europe and North America. Priscilla was also awarded a University of Western Sydney Community Award in 2013 for establishing the award-winning One Parramatta project and All Together Now more broadly.

**Professor Kevin Dunn, School of Social Sciences and Psychology, University of Western Sydney**

Kevin Dunn is the Dean of the School of Social Science and Psychology, and Professor in Human Geography and Urban Studies at the University of Western Sydney (UWS). He commenced this position at UWS in May 2008. He was formerly at the University of New South Wales (1995-2008), and the University of Newcastle (1991-1995).

His areas of research include immigration and settlement, Islam in Australia, the geographies of racism, and local government and multiculturalism. He teaches cultural and social geography, migration and urban studies. Recent books include *Landscapes: Ways of Imagining the World* (2003) and *Introducing Human Geography: Globalisation, Difference and Inequality* (2000).
Lyndall Foster, Senior Manager Curriculum, Australian Curriculum, Assessment and Reporting Authority

Lyndall Foster is Senior Manager Curriculum at the Australian Curriculum Assessment and Reporting Authority (ACARA). She has curriculum responsibilities for general capabilities, senior secondary, technologies, science, assessment and monitoring, and evaluation of the Australian Curriculum.

Prior to her secondment to ACARA, Lyndall had extensive NSW education experience as Assistant Director of the Department’s Curriculum and Learning Innovation Centre, and Chief Education Officer for technologies and sustainability education. She was a Senior Curriculum Adviser with the NSW Board of Studies and has held executive and teaching roles in diverse rural and urban schools.

Associate Professor Jenny Hammond, Faculty of Arts and Social Sciences, University of Technology Sydney

Jennifer Hammond is Associate Professor and an honorary associate in the Faculty of Arts and Social Sciences at the University of Technology, Sydney. She has taught for many years in the fields of language and literacy education, ESL education and research design. Her research interests are in literacy development, classroom interaction, and the implications of socio-cultural and systemic theories of language and learning in EAL/D education. She has published widely in these areas. She has recently completed research addressing the needs of refugee students in Australian schools.

Peter Khalil, Executive Director of Corporate Affairs, Special Broadcasting Service

Peter Khalil is the Executive Director of Corporate Affairs at the Special Broadcasting Service (SBS). He is also currently a non-Executive Director on the Board of the Industry Group Freeview which represents all Free to Air Networks; the Board of Life Education, a not-for-profit that provides drug and alcohol prevention programs to a million school children around Australia, the McKell Institute, a Research Board of public policy think tank and the University of Technology, Sydney’s China Advisory Board.

Previous roles include Foreign Policy and National Security Adviser, and Senior International Adviser to the Federal Government and non-resident Adjunct Associate Professor at the Centre for International Security Studies at Sydney University where he developed Foreign Affairs and National Security courses for senior levels of Government and Intelligence agencies.
Professor Fethi Mansouri, Centre for Citizenship and Globalisation, Deakin University

Professor Fethi Mansouri holds a research chair in migration and intercultural studies at Deakin University where he is the Director of the Centre for Citizenship and Globalisation. He is the editor of the *Journal of Intercultural Studies* and founding co-editor of *Journal of Social Inclusion*. Fethi is a global expert advisor to the United Nations on cultural diversity and intercultural relations. In 2013, Fethi was awarded a UNESCO Chair in comparative research on ‘Cultural Diversity and Social Justice’. He has published widely in academia and the media. His most recent books include *Global Perspectives on the Politics of Multiculturalism in the 21st Century* (2014) and *Muslims in the West and the Challenges of Belonging* (2012). Fethi’s 2004 book, *Lives in Limbo: Voices of Refugees under Temporary Protection* was short-listed for the 2004 Human Rights Medals and Awards.

Paul Martin, Executive Director, Research, Policy and Reporting, Board of Studies, Teaching and Educational Standards

Paul Martin is the Executive Director of Teaching Standards and Strategic Policy at the Board of Studies, Teaching and Educational Standards (BOSTES). Paul was previously Manager of Professional Learning and Manager of Initial Teacher Education at the former NSW Institute of Teachers. Paul has played a key role in the implementation of the NSW Government’s *Great Teaching, Inspired Learning* initiative with both organisations. Paul’s past roles include Senior Policy Advisor to Minister Peter Garrett in the former Australian Government; Senior Policy Advisor to three NSW Education Ministers, a Teachers’ Union Organiser, High School Head of Department and Literacy Consultant in the NSW Disadvantaged Schools Program.

Associate Professor Julie Matthews, Associate Head Research, School of Education, The University of Adelaide

Associate Professor Julie Matthews is Associate Head, Research in the School of Education at The University of Adelaide. She is a sociologist of education with a background in education, sociology, anthropology and cultural studies, and has undertaken research in the fields of minority education, refugee education, antiracist education, international education and education for sustainability. She has published over 100 refereed journal articles, book chapters and conference papers and delivered public lectures in Japan, China, Canada, UK, Singapore, Hong Kong and South Africa. Before joining the University of Adelaide in 2013, Julie was Associate Professor Social Sciences, Director of Research, Faculty of Arts and Social Sciences and Associate Director of the Sustainability Research Centre: Transforming Regions at the University of the Sunshine Coast.
Pino Migliorino, Honorary President, Federation of Ethnic Communities Councils of Australia and Founder, Cultural Perspectives/Cultural and Indigenous Research Centre Australia

Pino was born in Italy and migrated to Australia with his family in 1964. Pino founded Cultural Perspectives/DiverseWerks and Cultural and Indigenous Research Centre Australia (CIRCA) 20 years ago. These companies are sector leaders in researching and communicating with Culturally and Linguistically Diverse (CALD) and Aboriginal and Torres Strait Islander communities. Prior to this, Pino held positions in the public and third sector, including Executive Officer of the Ethnic Communities’ Council of NSW, NSW Regional Coordinator for the Office of Multicultural Affairs, Senior Conciliator at the Human Rights and Equal Opportunity Commission and Principal Policy Officer at the Ethnic Affairs Commission of NSW. Pino was elected Chairperson of The Federation of Ethnic Communities Councils of Australia (FECCA) in October 2009, which he completed in November 2013. Pino is now Honorary President of FECCA.

Professor Greg Noble, Institute for Culture and Society, University of Western Sydney

Professor Greg Noble is a member of the Institute for Culture and Society at the University of Western Sydney. He researches and writes in the intersecting areas of youth, ethnicity and identity, multiculturalism and cosmopolitanism, material culture and technology, consumption and subjectivity and cultural analysis of education. His current research includes being co-Chief Investigator on the ARC Linkage project, Rethinking Multiculturalism/Reassessing Multicultural Education. Greg is co-author of the books, Kebabs, Kids, Cops and Crime: Youth, Ethnicity and Crime (2000) and Bin Laden in the Suburbs: Criminalising the Arab Other (2004), among others.

Dr Tim Soutphommasane, Race Discrimination Commissioner, Australian Human Rights Commission

Dr Tim Soutphommasane commenced his five-year appointment as Race Discrimination Commissioner in August 2013. Prior to joining the Commission, he was a political philosopher at the University of Sydney. His thinking on multiculturalism and national identity has been influential in reshaping debates in Australia and Britain. During his term, Tim will be an advocate for a fairer Australia and drive the Commission’s efforts to combat racism. He is the author of three books: The Virtuous Citizen (2012), Don't Go Back to Where You Came From (2012), and Reclaiming Patriotism (2009). He has been an opinion columnist with The Age and The Weekend Australian. He is a board member of the National Australia Day Council, a member of the Australian Multicultural Council.
Jen Starink, Head Teacher, Teaching and Learning, Mitchell High School

Jen Starink is currently Head Teacher Teaching and Learning at Mitchell High School, leading a Learning Support faculty of ESL teachers, LaSTs and School Learning Support Officers. She has worked in schools across Western Sydney for 18 years, teaching English and History and working in ESL and learning support roles. Jen has also held regional SEO consultancy positions in Literacy and Quality Teaching and received a Quality Teaching Award in 2006. She has written educational texts in literacy and HSC English. Jen has an interest in multicultural education and has participated in a number of school multicultural programs.

Hanya Stefaniuk OAM, Secretariat Ministerial Advisory Group on Literacy and Numeracy

Hanya has held a number of public sector leadership positions working as a senior policy and curriculum officer. Her research interests include unpacking understandings and notions of multiculturalism and multicultural education, second language pedagogy and effective assessment practices, first language maintenance as well as the relationship between leadership and social justice in culturally and linguistically diverse communities and the impact on student learning outcomes. Hanya’s research has led to the publication of a number of resources for teachers and schools including Racism. No way!, A guide for Australian schools, Making Multicultural Australia website and Strengthening Community Harmony. In 2013, Hanya was awarded an Order of Australia Medal for her service to education through multicultural initiatives and to the Ukrainian community.

Ian Tapuska, Deputy Principal, Liverpool Primary School

Ian is Deputy Principal at Liverpool Public School in South- Western Sydney. He has taught Kindergarten to Year 6 since 2000. Ian’s experience includes leadership positions in both NSW and England. His career has been spent in schools with high percentages of students from language backgrounds other than English, from a range of socio economic and family educational backgrounds.

As a school leader, Ian has led English as an Additional Language programs and supported teachers to develop quality programs for EAL/D students. His involvement in the Rethinking Multiculturalism/Reassessing Multicultural Education project whilst at Westmead Public School continued to build on his interest in harnessing the power of family involvement in a student’s learning.
Zeynep Testoni, Head Teacher, Learning Support, Canterbury Boys High School

Zeynep’s 24 years as an educator has spanned a number roles. She is currently Head Teacher, Learning Support, at Canterbury Boys High School with responsibility for EAL/D, LAST, Careers, Library and Community Liaison programs. Previous roles include ESL/Multicultural Education Consultant, Project Officer Anti-racism, ESL Pedagogy and ESL Leadership. She is an engaging enthusiast about diversity and inclusive curriculum because, as a migrant Turkish child, she realised that breaking the mould requires thinking beyond the superficial. Zeynep has recently relieved as Curriculum Advisor, and Multicultural Education and Community Relations Advisor at the Department of Education and Communities (DEC).

Jo Twomey, Head Teacher, Teaching and Learning and Learning Support, Hurlstone Agricultural High School

Jo has 14 years’ experience teaching in South-Western Sydney in schools with high EAL/D populations. She has worked collaboratively across all key learning areas to develop and lead the introduction of new programs for the NSW Syllabuses for the implementation of the National Curriculum. Jo has worked with early career teachers in the capacity of guest lecturer at the University of Notre Dame and University of New South Wales. Her involvement in the Rethinking Multiculturalism/Reassessing Multicultural Education at Hurlstone Agricultural High School has led to further action research in other elements of school practice. Jo presented findings of the research project at the 2012 South-Western Sydney ESL Conference, and to a visiting Hong Kong delegation researching pedagogy and practice in Australian schools.

Associate Professor Megan Watkins, School of Education, Institute for Culture and Society, University of Western Sydney

Megan Watkins is Associate Professor in the School of Education and member of the Institute for Culture and Society at the University of Western Sydney. Her research interests lie in the cultural analysis of education, in particular the impact of cultural diversity on education and the ways in which different cultural practices can engender divergent habits and dispositions to learning. Megan also has extensive experience as a literacy educator, conducting pioneering work in the field of genre-based approaches to teaching writing and post-progressivist pedagogies. She is a recipient of two Australian Research Council (ARC) Linkages grants: Rethinking Multiculturalism/Reassessing Multicultural Education and Discipline and Diversity: Cultural Practices and Dispositions of Learning. Her recent books include Discipline and Learn: Bodies, Pedagogy and Writing and Disposed to Learn: Schooling, Ethnicity and the Scholarly Habitus.