AARE-NZARE 2014 CONFERENCE
Brisbane, Australia

The Joint Conference between the
Australian Association for Research
in Education and New Zealand
Association for Research in Education
30 November – 4 December 2014
Queensland University of Technology,
Kelvin Grove Campus

Program Handbook
Why pay for play? Quality ECEC for children and families in high poverty contexts

**Jennifer Skattebol**
University of New South Wales, New South Wales, Australia

"Well it depends on what you'd call play". Stakeholder views of play in Queensland’s preparatory Year

**Helen Breathnach**
Queensland University of Technology, Queensland, Australia

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**Session 350 – Educational Leadership**

**Room:** NS15

**Chair:** Jane Willinson  
**Discussant:** Amanda Keddie  
**Type:** Symposium

The innovative use of tablet technology to transform leadership of an Indigenous early literacy program

**Helen Kieve, Bev Fluckiger**  
Griffith University, Queensland, Australia

A Must: Turning leadership action inside-out on Indigenous children's literacy

**Neil Dempster, Susan Lovett**  
1Griffith University, Queensland, Australia, 2University of Canterbury, Christchurch, New Zealand

Middle leadership for improved learning outcomes

**Peter Grootenboer**  
Griffith Institute for Educational Research, Queensland, Australia

Nurturing Sudanese refugee youth as leaders through participation in church youth groups

**Jane Wilkinson**, Ninetta Santoro  
1Griffith University, Queensland, Australia, 2University of Strathclyde, Glasgow, United Kingdom

Stories of leadership: negotiating identities while leading change

**Carol Maxwell**, Barbara Garrick  
Griffith University, Queensland, Australia

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**Session 351 – Educational Theory and Philosophy (AARE)/Educational Ideas (NZARE)**

**Room:** NS16

**Chair and Discussant:** Elizabeth Adams St Pierre  
**Type:** Symposium

Love your lagoons: Place entanglements in sustainability education

**Margaret Somerville**  
University of Western Sydney, New South Wales, Australia

Ants, worms and young children: Mutual vulnerabilities and common world encounters in the Anthropocene

**Affrica Taylor**, Veronica Pacini-Ketchabaw  
1University of Canberra, Australian Capital Territory, Australia, 2University of Victoria, British Columbia, Canada

‘Dirty, messy’ ways to becoming human natured: Art making, blogging and bodyplacetime

**Sarah Curnall**  
University of Western Sydney, New South Wales, Australia

Climate change + me: Children and young people's voices in holocene ‘and’ anthropocene times

**Amy Cutter-Mackenzie**, David Rousell  
Southern Cross University, Queensland, Australia

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**Session 352 – Professional and Higher Education (AARE)/Adult and Tertiary Education (NZARE)**

**Room:** NS17

**Chair:** Pat Strauss  
**Type:** Individual Papers

Discipline differences in student engagement: An exploration of issues

**Linda Leach**  
Massey University, Palmerston North, New Zealand

With their own words: Interviewing the students about their workplace learning experiences

**Niina Nyysölä**  
University of Tampere, Tampere, Finland

The imagined identity of foundation study students and its link to academic success  

**Pat Strauss**  
AUT University, Auckland, New Zealand

Lecturing and the limits of laughter  

**Jo Lampert**  
Gordon Tait, Nan Bahr, Pepita Bennett  
Queensland University of Technology, Queensland, Australia

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**Session 353 – Sociology of Education**

**Room:** NS18

**Chair:** Jacinta Maxwell  
**Type:** Individual Papers

Imaginations of mobility: Windows into Australian teacher education as a site of transnational lifeworld negotiations  

**Hannah Soong**  
University of South Australia, South Australia, Australia

Conceptions of critical historical knowledge: Teachers’ responses to a new autonomy over topic selection

**Barbara Ormond**  
The University of Auckland, Auckland, New Zealand

Looking at an ivy-covered, sandstone curriculum: A semiotic analysis of the Australian curriculum website

**Jacinta Maxwell**  
University of Southern Queensland, Queensland, Australia

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**Session 354 – Politics and Policy in Education (AARE)/Educational Policy and Theory (NZARE)**

**Room:** NS19

**Chair:** John Benedicto Krejder  
**Type:** Individual Papers

Teachers or technique? Disparities and dilemmas in educational policy documents in Iceland

**Ingólfur Ásgeir Jóhannesson**  
University of Iceland, Iceland

Theorising ‘Asia capability’ in the ‘Asian century’: Policy and teacher responses

**Peta Salter**  
James Cook University, Queensland, Australia

The opaque smoothness of transnational governance: The case of Scandinavian teacher education reforms

**John Benedicto Krejder**, Ulf Olsson, kenneth peterson  
1Aarhus University, Copenhagen, Denmark, 2Stockholm University, Stockholm, Sweden, 3Linköping University, Linköping, Sweden

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**Session 355 – Professional and Higher Education (AARE)/Adult and Tertiary Education (NZARE)**

**Room:** W101

**Chair:** Susan Groundwater-Smith  
**Discussant:** Marie Brennan  
**Type:** Symposium

Taking student voice into higher education

**Susan Groundwater-Smith**  
University of Sydney, New South Wales, Australia

Re-envisioning tertiary curriculum: The need for student voice  

**Ann Harlow, Mira Peter, Bronwyn Cowie**  
University of Waikato, Waikato, New Zealand

Student voice: Market research in the 'enterprise University'?  

**Nicole Meckler**  
University of Newcastle, New South Wales, Australia