

7.30-8.15am	Registration Lecture Theatre 4 G17 1.04											
8.15 - 9am	Welcome to Country, Welcome to ATEA Conference, Welcome to Griffith University											
9 - 10am	Keynote: Alexander M. Sidorkin (AProf Katherine Main Chair and provocateur)											
10 - 10.30am	MORNING TEA											
10.30 - 11am	Lecture theatre 1 G30 1.15	Lecture theatre 2 G30 1.09	G30 1.11	G30 1.12	G30 1.13	G30 2.15	G30 1.17	G30 1.18	G31 2.06	G31 2.08	G31 2.13	G31 2.14
	SYMPOSIUM	SYMPOSIUM	TEACHING, LEARNING, AND LEADING IN THE 21ST CENTURY	TEACHING, LEARNING, AND LEADING IN THE 21ST CENTURY	TEACHING, LEARNING, AND LEADING IN THE 21ST CENTURY	WELLBEING, BELONGING, AND FLOURISHING IDENTITIES	TEACHING, LEARNING, AND LEADING IN THE 21ST CENTURY	CREATIVITY, SUSTAINABILITY, AND IMAGINATION FOR CHANGE	DEMOCRACY, GENERATIONAL VOICES, AND SOCIAL TRANSFORMATION	INDIGENOUS KNOWLEDGES, INCLUSION, AND DIVERSE WAYS OF KNOWING	TECHNOLOGY, AI, AND HUMAN-CENTRED FUTURES	WELLBEING, BELONGING, AND FLOURISHING IDENTITIES
	SYMPOSIUM	SYMPOSIUM	Leadership literacy and the formation of agentic teachers in initial teacher education Daniela Acquaro, Amanda Samson	Investigating the preparedness of final-year students in two sites to promote intercultural understanding in Primary school settings Johanna Einfalt	Investigating Chinese EAP teachers' research engagement through cultural-historical activity theory Li Xu	Ethical exit and identity reconfiguration: Longitudinal narrative trajectories of teachers navigating constrained agency Ikuyo Oda	'I didn't feel settled in my body'. The hidden work of teaching: beyond strong beginnings Vanessa Miller	Sleeping Dogs and Ashes: Love as Law – Marriage as Metaphor: Welfare Ordinances and Discrimination in Australia 1955 – 1965 Dean David Mobbs	Hidden in plain sight: Gendered expectations and institutional sexism in Australian education Rochelle Banks	The grey between knowings: Rethinking epistemic practices and ontological possibilities in teacher education Michelle Ocriciano	Enhancing pre-service teachers' engagement through implementation of an AI-enhanced learning activity Azadeh Motevail Zadeh Ardakani	Engagement under pressure: Understanding wellbeing, belonging, and identify in a graduate initial teacher education programme Karyn Aspden
11 - 11.30 am	11.30 - 12pm		ITE at the RUSH: An investigation into why it works so well Angelina Ambrosetti	Reimagining teacher readiness: Exploring teaching performance assessment in early childhood education Jennifer Cutri, Gerarda Richards, Mia Chen, Tamara Ellis, Susie Garvis, Caroline Cohrsen, Kate Highfield, Gill Kirk	Repositioning sensory pedagogy in initial teacher education: a scoping review and future directions for teacher education Elise Waghorn, Mariko Francis	Hope as pathways and agency: reconfiguring professional identity an inclusive practice in early-career teaching Loraine McKay, Eunjae Park	A Bacchian approach to problems and processes involving pre-service teachers employed in a teaching role Sharon Louth, Linda Mahony	Taking the arts out of the arts: Adapling arts-based pedagogies under neoliberal education Monique Füss	Difficult funds of knowledge' for transformative education in conflict-afflicted areas Bonita S. Cabiles	Advancing access and advocacy for students with blindness and low vision Melissa Cain, Melissa Fanshawe	Navigating digital formative assessment in early childhood: Educator experiences with educational apps Emily Ashcroft, Dung Tran, Ilyse Resnick, Rebecca	Listening to the workforce: Opportunities to strengthen ITE for sustained teaching careers Karyn Aspden
			Digital video resources as professional learning tools: Supporting early childhood teachers' instructional planning and implementation in Indonesia Siti Aisyah, Erie Siti Syarah, Noviana Mustapa	Lecturer funds of knowledge and pedagogical mediation in multilingual pre-service primary teacher education: A case study from the Maldives Nayalin Pinho Feller		Everything is wrong and I think I'm a failure: Cultivating productive uncertainty in initial teacher education Tess Rendoth, Nate Rutherford		Epistemic features of assessments in initial teacher education Mistilina Sato, Jane Abbiss		Reframing cultural responsiveness through accountability logics in Australian education Kami Hazlewood, Sara Weuffen, Pip Henderson, Shanelle Fiaalii	Who is doing the thinking: Perspectives on critical, creative and ethical thinking from arts teachers in schools Susan Chapman, Indu Wadhawan	Teaching with less disruption: Wellbeing through decision-making Caroline Blackley
12 - 1.30	LUNCH											
1.30 - 2pm	SYMPOSIUM	SYMPOSIUM	BOOK LAUNCHES	Cultivating teacher agency: Lessons for Initial teacher education from ecological and 4EA perspectives Ksenia Filatov	Emotion and cognition: Preparing teachers to teach generation alpha Katherine Main	Building a school from values up: Community vision, democratic agency and the creative promise of Hindu-informed education Mark Richards, Vanessa Solomon	DEBATE		Time to develop a voice: Three pre-service teachers' stories Kathryn Dehle, Helen Dempsey, Liana Luyt	Implementation of the Australian early years learning and development framework - Indigenous focus on new and culturally responsive practices Vicki Gazis	Digital technologies and physical literacy in early childhood: Implications for teacher education in a digital age Trent Davis	Starting again (and again): Identity, belonging, and purpose across role transitions in education Ondine Bradbury, Ange Fitzgerald
2 - 2.30pm	2.30 - 3pm			A call for change: Sustaining teachers in the profession Elizabeth Allotta	Teaching experience and teacher pedagogical content knowledge for multiplicative thinking Mayamiko Malola	Navigating the space between 'teacher' personal and professional identity Mistilina Sato, Saba Javed, Benita Rorerere-Briggs, Karen Turnock	DEBATE		Intercultural language education in marginalised adult learning contexts: Insights from Australia's learn local sector Natasa Ciabatti, Oksana Razoumova	Transition of Indigenous people into, and graduating from, higher education Graeme Gower, Libby Jackson-Barrett, Grantley Winmar, Stephanie Dryden, Rhonda Oliver, Tetiana Bogachenko	Becoming in an AI age: Story, agency, and arts-based practice in teacher education Monique Füss	Supporting first-year transition through an online kindness-based learning module: A mixed-methods study Jing-Hua Chen
				Preparing teachers for the state of the actual: Using explicit teaching routines to teach the TEEP Strong Beginnings core content Matthew Fyfield		Scoping review of student wellbeing policies for Australian school systems Jacinta Liseac, Jenna Gillett-Swan	Teaching (Standards) Realities: a letter to new teachers about a 'poetics of teaching' Katie Biggin		Between presence and absence: Japanese Ma, Chinese Jiān, and the spatial ontologies of pedagogical relation in teacher education Michelle Ocriciano	Is 12 weeks of Indigenous initial teacher education enough? Kami Hazlewood, Shanelle Fiaalii		Teacher wellbeing through psychological capital and collective teacher efficacy: A mixed methods longitudinal study in an independent Queensland school Sam Cleary, Donna Pendergast, Charmaine Logan-Fleming
3 - 3.30pm	AFTERNOON TEA											
3.30 - 4pm	SYMPOSIUM	SYMPOSIUM	Reconceptualising teacher readiness: Considering the influence of situation Emily Ashcroft, Ilyse Resnick, Thomas Lowrie	Early childhood teacher education programs across Australia in 2025 Susanne Garvis, Wendy Boyd, Megan Gibson	Co-Designing ITE professional experiences aligned with local school contexts: Opening up productive spaces for collaboration and innovation Karen Marangio, Joanne Gleeson, Louise Jenkins, Rebecca Cooper, Penny Roun	Conditions for success: Leadership practices that enable belonging and wellbeing for permission to teach teachers Martina Tassone, Pauline Thompson, Jeana Kriewaldt	Transforming teacher education in design and technologies: Value, capability and confidence to teach design Leighann Ness Wilson	Bridging intentions and practice: A scoping review of culturally responsive and sustainability education in early childhood teacher education Murri Sianturi, Li Kan, Yu Han, Lucky Sutrisno, Yeni Rachmawati	Navigating uneven pathways and disrupted pipelines: Keys to women's leadership progression in schools Jo Kingsman	Beyond performative priority: Evaluating the integration of first nations histories and cultures in NT urban primary school Kushalta Chauhan	Critical AI literacy: A framework for teacher educators Amanda Gutierrez, Kathy Mills	Teaching for flourishing: Equipping teachers to lead cultural change through classroom wellbeing Amy Coad
4 - 4.30pm	4.30 - 5pm		Designing for agency: Reimagining co-constructed learning in the 21st century Rebecca Baker	Safeguarding Culture is built through education and visibility Vicki Gazis	The question of purpose: What counts as 'good' art teacher education in New South Wales, Australia and Ontario, Canada? Karen Maras, Fiona Blaikie	Early career teachers' transition from disequilibrium to flourishing Jane Tilson, Helen Trevethan, Wendy Carss, Brownwen B Cowie	Investigation of early career substitute teachers' induction experiences in Australian rural, regional and remote schools Tamara Wilson, Neil Tippet, Anna Sullivan, Simone White, Stuart Woodcock, Michele Simons, Andrea Reupert	Designing Sensory-STEAM pedagogies in initial teacher education: Preparing teachers as agents of inclusive science practice Elise Waghorn, Mariko Francis	The politics of entry: How policy shapes who becomes a teacher in Australia and Scotland Deborah Heck, Aileen Kennedy	Towards equitable learning: Integrating Aboriginal and Torres Strait Islander histories and cultures in education Melitta Hogarth, Sara Tajima	Algorithms and agency: Teaching in the age of algorithms, and the implications for teacher education Kelly Ilich, Martin Cooper, Ellie Sayyad Abdi	Under your nose: A mixed-method study on breathwork interventions for emotional regulation of classified school staff working with marginalised student populations Anne Contreras
				Educational escape rooms: Innovative approach to teaching and learning Sindu George, Clarence Ng, Donna King		Flourishing identities in higher education: Academic staff perspectives on cultural equity, diversity, and inclusion Noelene Weatherby-Fell, Amanda Baker, Erika Matruglio	Preservice teachers' learning beyond the formal curriculum and placement requirements of their initial teacher education programs: Change agents and additional unknowns Elizabeth Wheeley, Linda Mahony			Indigenising teacher education and professional learning partnerships Melitta Hogarth, Larissa McLean Davies, Michele Herrington		Can youth loneliness be prevented? Piloting 'CONNECTUS', an adaptation of a gold-standard social belonging intervention for delivery in schools Crystal La Rue, Jayne Schinckel, Callyn Farrell, Axel Chemke-Dreyfus, Katherine McLaverly, Linda Nguyen, Samantha Stein, Robern Hinchcliffe, Andrew Landroth, Tegan Cruwys, Kate Reynolds, Catherine Haslam
5 - 7.30pm	WELCOME DRINKS AND AWARD PRESENTATIONS*											

8.15 - 9am		Registration Lecture Theatre 4 G17 1.04										
9 - 10am		Keynote: Prof Amy Cutter-Mackenzie-Knowles and Prof Jennifer boddy (Prof Donna Pendergast panel Chair)										
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	SYMPOSIUM A multidisciplinary insight into preparedness to teach: exploring professional learning opportunities Carla Valerio, Mellie Green, Karen Skilling	SYMPOSIUM Reimagining teacher education through teaching schools: Boundary-crossing roles and participatory action research David Turner, Vanessa Miller, Simone Blom, Lee-Ann Ewing, Hoi Vo, Declan Forrester, Chelsea Carter, Craig Warnes, John McKay, Victoria Atkinson, Trish Furey, Jessica Wilson	Innovation at the edge of constraint: How early career teachers learn summative assessment across subject cultures Michelle Bradford, Lee Wharton	Bridging the gap: A framework for reflective practice and growth in initial teacher education: Initial research findings Beth Germaine, Anthony Fisher, Hannah Lineham, Jody Garland	Future-focused STEM education: Pedagogy and purpose in primary initial teacher education Margaret Marshman, Erin Sioström, Amy Strachan	Enhancing induction practices in Christian schools, adapting to changing teacher pathways Emily Shea	DEBATE “Disengagement isn’t defiance — it’s feedback. Are we ready to listen?” Christi Hoover, Chipso Gweshe, Bonita Jay-Dunne, Jay Harris	From practices to process: Teacher education students’ perceptions, experiences, and preferences for student voice Lisa Young, Laura Alfrey, Cassandra Iannucci	From awareness to agency: Strengthening teacher education through gender responsive practice Meagan Pearse	Transforming Indigenous food knowledge in the Taiwanese Home Economics subject area: Supporting teachers’ enactment of curriculum reform Suhua Huang	Equity in the age of algorithms: A systematic review of generative ai integration and social equity outcomes in K-12 education Bingqing Li, Urmee Chakam	The implementation of a service-learning program in a P-12 College to improve student engagement and academic outcomes Canan Coskun, Damien Barry
	11 - 11.30 am			What drives differentiated instruction? A structural equation model of Australian teachers’ attitudes, self-efficacy, readiness, and preparedness Tom Porta, Verena Letzel-Alt, Gemma Scarparolo, Abu Nawas, Marcela Pozas	Preparing teachers as agents of self-regulation: Findings from the creating connections Australia implementation study Margherita Ghezzi	Linking learning with life: Developing assessment practice with real world applications James McDermott	STEM attitudes across students and teachers: Gender patterns and regional differences among pre-service teachers Craig Sims, Rebecca Walker, David Treagust	DEBATE Does space fit the curriculum? A debate on relevance, rigor, and future-focused teaching Jackie Carpenter	Pre-service teachers’ reflections on Secondary school learning area application of emotional intelligence skills, developed through Drama-based simulation Mary Walker, John O’Rourke, Nicola Johnson, Christina Gray	Critical reflective dialogue as mediational process in preservice teachers’ professional identity development Waliyadin	Student evaluation of a culturally located, field-based initial teacher education programme Jayne Jackson, Kriya Patel, Zeba Ali	From micro-streaming to inclusive challenge: Scaffolding preservice teachers’ critical use of generative AI in lesson planning Jason Zagami
11.30 - 12pm			You’re the voice: Learning to speak and think like a teacher Melissa Cain, DJ Phillips, S. Kelly, M. White	Supporting engagement with theoretical learning in initial teacher education: A SoTL study of AI-assisted podcasts Jessica Goldfinch, Gretchen Geng	Student digital capital: What is it and how is it developed? Janet Cochrane		DEBATE Employment based pathways: Reshaping teacher education into the 21st Century Maft Byrne, Sarah Jefferson, Caroline Mansfield, Jennifer Clifton, Rebecca Pagano		Whose voices count? Ethnically and racially diverse teachers, democratic podcasting, and antiracist change in Australian schools Nisha Thapliyal, Priya Kunjan, Aaron Teo, Alexandra Lee	Embracing diverse lifeworlds, cultivating belonging: A peer-mentored CRP action research Model for Australian classrooms Margie Appel, Abigail Diplock, Alanna Heath, Sally Rule, Natasha Monger	Ethical practice under constraint in transnational pre-service teachers’ negotiation of AI use Dan Zhou, Shengkai Yin	A framework to guide early career teachers working in linguistically diverse classrooms Ayse Dogan, Damien Barry
12 - 1.30		LUNCH										
1.30 - 2pm	SYMPOSIUM Spatializing playful STEM in early childhood: Integrating GenAI and technology-aided scaffolding strategies Xinyun Hu, Mingwei Gao, Yufong Liang, Yuk Lan Edith Leung	SYMPOSIUM From shortage response to transformation: designing High Achieving Teacher (HAT) EBPs for teacher agency and professional identity Sarah Jefferson, Matt Byrne, Andrea MacRae, Carli Sanbrook, Caroline Mansfield, Jennifer Clifton, Danielle Gordon, Ronan Kelly, Phillipa Creig and Dallas McDougall, Rebecca Pagano	Innovating in teacher education - a walking tour Donna Pendergast <i>Please note, this is a walking tour of the Gold Coast Health and Knowledge Precinct.</i> <i>Expect stairs and a walking pace. Bring water, hat, sunscreen, and we recommend comfortable footwear.</i> <i>See abstract for more details</i>	Picture this: Using picture books to enhance children’s prosocial behaviours and literacy in the early years Kairen Call, Joanne Casey, Vicki Schriever	Aligning scholarship, policy and practice to core content for teaching, learning and leading Pru Mitchell, Jessica Darnell, Romany Manuell, Robert Parkes	The ORRSEM Project: observing, recording, and reporting student engagement in mathematics Karen Skilling	Adopting creative research approaches to explore climate-induced crises: stories and learnings with children and young people from the Floods + Me project Simone Blom, Amy Cutter-Mackenzie-Knowles, Alexandra Laszczik, Liberty de Rivera, Lauren Rickards, David Rousell, Katie Hotko, Chantelle Bayes, Yaw Ofosu-Asare, Helen Widdop Quinton, Jeanti St Clair, Lisa de Kleyn & Blanche Verlie	DEBATE Really...can GenAI be transformative? Sarah Prestridge		Preparing future teachers as agents of change: Re-imagining culturally safe learning environments in initial teacher education Juliana McLaughlin, Francis Bobongie-Harris, Christopher Emzin, Deb Duthie, Shanelle Fiaalii, Thet Zin Myint	Reconceptualising university teachers’ professional development with AI literacy and AI-TPACK Yunru (Ruby) Liu, Jiawei (Autumn) Xia	Teacher retention: Investigating the role of community Sue Duchesne, Noelene Weatherby-Fell, Saskia Ebejer
2 - 2.30pm				‘I thought I had good interpersonal skills but’: Explicit teaching of interpersonal skills, a missing component of teacher education? Annie Gowing, Anne Farrelly	Reframing the Third Space: Insights from four years of school-based clinic research Chris Morrissey, Emily Hills	The music in between the music - Implications for fine motor skill development in the kindergarten years Jessica Smith		Reaching beyond the classroom: How Australian teachers are using virtual environments in K-12 schools Sarah Prestridge		Advancing inclusive education in South Africa: The impact of applied behaviour analysis therapy in preparing autistic learners for mainstream schooling Nwokocho Godson Chinenye, Ansuya Naidoo	Use of artificial intelligence among international Chinese pre-service teachers: Practices and perceptions Jingyu Lyu, Sarika Kewalramani, Anamika Devi, Mia Chen	Learning to fly: Belonging and becoming in preservice teachers while teaching unqualified Sandi Fielder, Alison L. Hilton, Helen Dempsey
2.30 - 3pm				Leading for coherence: Mentoring beginning teachers as agents of change in complex school contexts Kathleen Savage	Preparing early childhood teachers for the reality of relational and ethical labour Sarah Louise Nelson		GenAI meets subject discipline: How curriculum leaders are considering implementation within practice-oriented subjects Sarah Prestridge, Kym Fry, Eun-Ji Amy Kim		Repositioning cultural authority in schools: Early insights from the culturally nourishing schooling project in South Australia Greg Vass, Abigail Diplock, Philippa Simmonds	Before they can teach it: Modelling critical AI engagement in initial teacher education Janet Moeller	Teacher formation: The impact of wellbeing, belonging, and teacher identity on early career teacher retention Elizabeth T. Hutchison, Samantha Van de Mortel	
3 - 3.30pm		AFTERNOON TEA										
3.30 - 4pm	SYMPOSIUM Leading teacher learning through innovation and reform Peter Cook, Tania Leach, Renee Desmarchelier, Alison Bedford	SYMPOSIUM Inclusion by design or exception? Comparative insights into policy, governance, and teacher education David Roy, Jarina Peer	Teachers’ perceptions of performance accountability and teacher subjectiveness under audit culture in Mongolia Usukhbold Chimedregzen	Examining teachers’ familiarity and openness to learning about whiteness: A typology to inform professional development for culturally responsive education Pip Henderson, Deb Agnew, Tamara Mackean, Courtney Ryder	Lessons from leading TEEP reforms Robert New	The pedagogy of possibility: Building tomorrow’s leaders through vet delivery in secondary school Vanessa Solomon, Mark Richards	Invisible expertise, unmet readiness: A critical examination of how Australian ITE fails CALD teachers and what must change Bingqing (Bonnie) Li	Transitioning to the teaching profession: Fostering subjective well-being Sharon Louth, Linda Mahony	Career change teacher retention: A matter of contributive justice Martin Mills, Lisa van Leent, Marie Coleman, Terri Bourke, Simone White, Reece Mills, Craig Wood	Inclusion by design: Reimagining teacher education for proactive inclusive curriculum planning Tom Porta	Digital pedagogical impossibility: Navigating ICT integration, social Nakar, S., McMaster, N., Meissner, E., Rigney, S. & Mason, T.	Teacher well-being in context: An ecological exploration of university teachers’ perspectives in southwest China Wei Gao
4 - 4.30pm			Connecting emotional intelligence and classroom management in initial teacher education through simulated classroom situations Susan Chapman, Mary Walker	Creating a culture of personalised learning: A whole-school Maya Gunawardena	What teachers want from professional learning: Rethinking effectiveness through teachers’ professional agency Parivash Mohammad Nezhad	Co-creating vibrant futures for learners: How ECE mentor teachers facilitate collaborative professional learning conversations with pre-service teachers Emma Stevenson, Scott Cameron, Cristina Guarrella, Carmel Mesiti, Kate Copping, Kristen Hebden	Supporting teacher education through SoTL: A collective self-study of teacher educator growth Emma Stevenson, Scott Cameron, Cristina Guarrella, Carmel Mesiti, Kate Copping, Kristen Hebden	Cultivating scholarly agency: Disruption and sense making through metalogue Deborah Heck, Margaret Marshman, Pippa Leslie, Janet Cochrane, Ann Robertson, Karyn Smith	A meta-view of values and wellbeing education in the world Thomas William Nielsen, Jennifer Ma	Yarning about Indigenisation Aunty Denise Proud, Ren Perkins, Kate McLay	Teaching with generative AI in HSIE/Social Sciences: A scoping review and classroom study from Aotearoa New Zealand Genaro Oliveira	Understanding connectedness to school: A search for greater conceptual clarity Annie Gowing
4.30 - 5pm			From handwriting to keyboarding: Insights from national studies on teacher practices, adaptations, and digital instruction in Australian primary schools Deborah Pino-Pasternak, Anabela Malpique, Debora Valcan, Susan Ledger, Mustafa Asil	Teachers as researchers: transforming teacher agency and professional learning through school-university partnerships Emily Hills, Chris Morrissey, Joanne Keens	Aligning higher education policies with the reality of EMI in Vietnam: A documentary analysis Ngoc Minh Hoang, Tuan Duy Ngo, Thanh An Nguyen	Teacher transformative agency in online teaching placements: A cultural-historical theory perspective Thi Kim Anh Dang, Minh Hue Nguyen	Voices from vocational teachers: A holistic view of teacher well-being through the PERMA-FE model Yunru (Ruby) Liu, Shuyang Da	Flourishing teachers in constrained systems: An evidence-based model for wellbeing, belonging, and professional agency Kulwinder Maude	Creating a partnership of wellbeing between teachers and parents Andrew Oberthur		Wings of belonging: Affective encounters in English language classrooms through close-knit kinship with grandma Hang Thi Nhu Mai	
5 - 7.30pm		ATEA ANNUAL GENERAL MEETING										

7.30-8.15am	Registration Lecture Theatre 4 G17 1.04											
9 - 10am	Keynote: Wellbeing panel: Professor Caroline Mansfield; Dr Sean McNeven; Dr Candace Kruger (Prof Donna Pendergast panel Chair)											
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10.30 - 11am			Navigating standards requirements with a vision for programme-level assessment Linda Clark, Wendy Carss, Bronwen Cowie	Beyond Bandura's four sources: Self-efficacy development among foreign pre-service teachers in cross-cultural Korean university-school partnerships Dos Santos, Luis Miguel, Lo Ho Fai, Kwee Ching Ting Tany	HEBDAIR: A critical discourse analysis lens for considering representation of generative artificial intelligence creations Donna Pendergast, Jay Deagon, Sarah McManus	Transforming CLIL practices: What the change laboratory makes possible in primary education in Vietnam Thi Hoa Le	Examining the career progression of mid-career second-career teachers in Australia Dianne Quarmby	Supporting a thriving early career teaching workforce Simone White	Adaptation and change: Homeschoolers' response to changing needs of Australian young people Rebecca English	He Whatu Kakahu: Indigenous pedagogies in ITE and their influence on pre-service teacher identity, confidence, and cultural competence Anna Rangī, Rahera Cowie, Kay-Lee Jones, Misty Sato	Teaching performance assessment in an AI disrupted era: Enhancing authenticity through semi structured interviews Elizabeth Wheeley, Linda Mahony, Sandi Fielder, Helen Dempsey, Kathryn Dehle	How do early years teachers characterise their identity? Analogous thinking using children's literature Bree Hurn, Martina Tassone
11 - 11.30 am			Critical perspectives on teaching practices through the lens of an entrepreneurial community Sean Clearkin	Future ready, not just year 11 ready: Repositioning year 10 learners as architects of their agency Natalie Horrobin, Vanessa Solomon	Culture and clarity: Leading in the messy middle to enable teacher agency Jacqui Osborne	Navigating the writing gap in initial teacher education: A Writing Education Compass analysis of mandated core content frameworks in Australia and England Damon Thomas, Kelly Shoecraft, Andrew Scott, Jack Walton, Skye Playsted	Growing teaching competence: Professional experience on balanced, and effective performance across professional standards for teachers Anna du Plessis, Maryam Razmjoei	What we want teachers to know: Stories of belonging from refugee girls in Queensland schools Areej Yousef		Developing a theory of practice architectures fieldwork template to support educational research Rebecca Rosenberg	Advancing teacher technological readiness using the PICRAT model: A design-based research Puji Sri Rahayu	Teacher professional identity in transition: Insights from graduates in Queensland's Turn to Teaching employment-based pathway Senka Henderson, Mallihai Tambyah, Christine Yates
11.30 - 12pm			The dynamic constants that shape professional agency in career change teachers Kate Colgan, Tracy Durksen, Hoa Nguyen	Navigating complex curriculum planning: Teachers' use of self-regulated learning skills Deanne Johnston, Hitendra Pillay, Denise Beutel	How do Australian teachers and school leaders talk about differentiation in schools? Gemma Scarparolo, Kathy Gibbs, Tom Porta	Examining literacy identities through embodied learning to co-create vibrant literacy futures Jane Tilson, Trish Wells, Susan Sandretto	Teachers as co-creators of reform: Pedagogical mindsets transforming teacher education in India Sreehari Ravindranath, Joseph Thomas Rijo, Sudeshna Roychoudhury, Amit V Kumar, Apoorva Bhattacharya, Ghulam Omar Qargha	DEBATE Disability inclusion: Engagement, wellbeing and outcomes for the individual vs the collective Cale Begley		Country Up, an Indigenous pedagogy of practice Candace Kruger	Transforming teacher education with sustained AI-augmented curriculum cognition: A model stack for critical judgement and teacher agency Jason Zagami	Lessons from primary school students' perceptions of the factors that influence school connectedness Jordana Hoenig, Therese Cumming
12 - 1.30	LUNCH											
1.30 - 2pm			When research and practice collide: Ethical dilemmas in teacher education research Donavan B. Phoenix, Becky Haddad	Taking design seriously in initial teacher education Nick Kelly, Leighann Ness Wilson	Home Economics teachers' perceptions of the effectiveness and self-efficacy of out-of-field teachers: Impacts, implications and mitigation strategies Donna Pendergast, Sarah McManus, Anna Du Plessis, Jay Deagon	The dynamics between teacher agency and student agency in VCE French Studies: A case study at Haileybury College Danielle Tranquille, Maud Fugier-Sola	Building adaptive expertise for accessible assessment for learning (AAL) in initial teacher education Catherine Challen, Julie Arnold, Jill Willis	Chinese EFL teacher burnout: A mixed-methods investigation employing Job Demands-Resources Theory Yiwen (Evelyn) Zhang		Challenging conflated understandings of racism in teacher education Bryan Smith	Teaching and ICT competencies of teacher educators of Assam, India Polee Saikia, Dipanjali Das	
2 - 2.30pm			Teaching, learning and leading for effective student engagement in primary schools David W. Cramb	How trust shapes teacher collective efficacy over time: A longitudinal multiple-case study of professional development in schools Tanya Kwee, Tony Loughland	Immersive tutorials and hybrid spaces: Building sustainable pathways in teacher education Rachel Perry, Karen McDaid	Success is the fun we offer: A case study exploring the boundary negotiation during the cultivation of a third space between university and mastery schools Australia David Turner, Carla Valerio, Declan Forrester, Hoi Voi, Andrew Pirie	Reshaping teacher induction: the impact of Quality Teaching Rounds professional development Rosser, B., Gore, J., Harper, M., Patfield, S., Kelso, T., A Miller, A.	Teacher preparedness to support neurodivergent students with autism and ADHD in Australian vocational education and training Prabh Simran Kaur		Educational leadership lessons from Aotearoa New Zealand Tui Summers		
2.30 - 3pm				Exploring Vocational Education and Training in Schools (VETIS) pathways into ITE Peta Salter	Two camps, one problem: Operational definitions for practicum failure Donavan B. Phoenix, Dennis Alonzo, Becky Haddad		How is professional judgement developed in teacher education? Mary Ryan, Ralph Saubern	Intention to leave the position: Stress and emotional labour of early career teaching assistants in special education settings Ruoyun Jiao				
3 - 3.30pm	AFTERNOON TEA											
3.30 - 4pm	Lecture Theatre 4 G17 1.04 Dean's Panel Deans' Dilemmas: Reconciling the Competing Demands of Policy, Practice and Profession in Higher Education Leadership Deborah Heck, Simone White, Donna King, Mary Ryan, Robin Shields											
4 - 4.30pm												
4.30 - 5pm	Closing Conference address											
5pm	CONFERENCE CLOSE											

