



Education Horizon

Research grant scheme

Approved proposals 2020–21

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2020–21 funding round

Priority theme: Empowered Learners

Lead Researcher	Project Title	Project Summary	Sponsor Organisation	Funding Awarded
Dr Linda Dianne-Willis	Building global competence through enhanced literacy teaching and learning: Investigating student agency in the early years	<p>Priority question 2: What does the existing evidence tell us about how schools are successfully empowering students to actively contribute to identifying and solving local and global contemporary issues?</p> <p>Summary: The 2018 PISA results show that Australia achieves highly in global competence; yet Education Horizon research in parent-school-community engagement (Willis et al., 2020) found few examples of schools and teachers empowering young students to effect positive change. The research concluded that student agency was an underutilised strategy to meaningfully connect school-home learning. This new project will investigate student agency through deeper analysis of data collected in Engaging Parents in Inquiry Curriculum (EPIC) research. In EPIC, teachers collaboratively develop cross-curriculum inquiries to engage parents and the community. The proposed project will use PISA's global competence dimensions and multiliteracies pedagogy to create a powerful analytic framework to better understand how schools and teachers can build early-years students' capacity for global competence through effective literacy practices. Outputs, which include a contemporary definition of student agency, illustrative case studies, and infographic posters for school and teacher use, will contribute to addressing a persistent research-practice gap.</p>	Griffith University	\$50,221

Priority theme: **Health and Wellbeing**

Lead Researcher	Project Title	Project Summary	Sponsor Organisation	Funding Awarded
Dr Elizabeth Edwards	Best practice guidelines for wellbeing of staff and students after a disruption in Queensland schools	<p>Priority question 4: What are the success factors and/or best practice models for education-based wellbeing initiatives in communities affected by a disruption event?</p> <p>Summary: This project aims to provide best practice guidelines for wellbeing initiatives in Queensland schools following a disruption event. The effect on students and school staff following disruptions, such as bushfires, floods, cyclones, violent intruders, pandemics, and other crises, range on a continuum from temporary sadness and anxiety to severe mental distress and trauma. Wellbeing initiatives that are both theoretically and practically sound afford the features of sustainable 21st century solutions. The guidelines will assist schools with preparing, executing and updating disaster management recovery plans. Expected outcomes include: identifying evidence-based initiatives before, during and after a major disruption event; reconciling current with best practice; and translating findings into a school professional development package. Provision of easy-to-follow multimedia resources for schools should have downstream benefits for Queensland children, families and communities.</p>	The University of Queensland	\$57,550

Priority theme: **Learning in the 21st Century**

Lead Researcher	Project Title	Project Summary	Sponsor Organisation	Funding Awarded
A/Professor Laura Scholes	Future Education: Evidence-based innovations for Queensland schooling and workforces	<p>Priority question 5: How can we design future schools and workforces to serve the education and learning needs of students and society in the future? What new or enhanced skills will be required by our educators (e.g. flexible timetabling, use of technology)? How are other jurisdictions/nations funding these transitions – are there any innovative approaches in this regard?</p> <p>Summary: This project identifies current evidence to address global changes and inform the way schools and workforces can adapt to the education and learning needs of students and society under different scenarios (e.g. pandemics, natural disasters, models of accessible, personalised education). The aims are to: evaluate evidence of how schools and workforces can adapt to address the learning needs of students in a time of global uncertainty; synthesise evidence of how other nations/jurisdictions similar to Queensland have responded to global changes and implemented/funded successful transitions; reduce key findings into a Futures Framework (FF) to inform adaptations and flexible delivery of education in Queensland schools for the future; and workshop findings with Department of Education central and regional staff to gather and interpret data to refine the evidence based FF for Queensland.</p>	Australian Catholic University	\$52,972

Priority themes: **Learning in the 21st Century / Community Connections and Integration**

Lead Researcher	Project Title	Project Summary	Sponsor Organisation	Funding Awarded
Dr Sarah Prestridge	Building teachers' capabilities to design meaningful student engagement online: Targeting student to student co-construction online	<p>Priority question 6: How can we use Information and Communication Technology (ICT) to meaningfully connect children to their learning – both at home and at their education setting?</p> <p>Summary: Data already collected from investigation of IMPACT webinars during COVID-19 lockdown indicates that teachers need to develop pedagogic capabilities to enable students to connect with each other online in critical dialogue for co-constructive knowledge processes. This digital capability is the key to unlocking the potential of online learning. This project targets this digital capability in teachers by: defining specific design principles to guide online student to student cognitive engagement; and developing audio-visual vignettes that illustrate the effective use of digital tools (e.g. Teams, Zoom, iSee, LMS) for that digital capability.</p>	Griffith University	\$42,200

Priority theme: **Transitions, Pathways and Lifelong Learning**

Lead Researcher	Project Title	Project Summary	Sponsor Organisation	Funding Awarded
Dr Azhar Hussain Potia	Successful transition: Identifying predictors of resilient trajectories of transition into secondary school	<p>Priority question 7: How can we transition all students successfully, including measuring/ defining a successful transition for children and families experiencing vulnerability?</p> <p>Summary: State and national data identifies the primary-to-secondary school transition as a key point of risk for students' attendance, well-being and achievement, particularly for those encountering circumstances that already increase educational vulnerability. Department of Education data shows an 'attendance cliff' for vulnerable students at this transition with declining attendance and escalating disengagement resulting in insidious student loss from the education system and eventual failure to complete schooling. The consequences are lifelong and perpetuate intergenerational disadvantage. The proposed outcomes are: identify transition trajectories for students based on Prep to Year 10 school data; determine factors that predict risky/resilient transition trajectories; and propose strategies/practices to support positive school transitions.</p>	The University of Queensland	\$88,493

<p>A/Professor Wotjek Tomaszewski</p>	<p>Identifying school-level factors that drive long-term outcomes for students from regional, rural and remote areas: Evidence from two large-scale national cohort studies</p>	<p>Priority question 9: Using existing Australian data sets that track student progress from early childhood through to post-schooling, what school-level factors and initiatives predict successful long-term outcomes for students from rural and remote communities?</p> <p>Summary: Although school-level factors are pivotal in improving students' school experiences, there is little empirical evidence on their longer-term impacts – especially for students from regional, rural and remote (RRR) communities. This project will identify school-level factors associated with students' long-term outcomes, particularly RRR students. It will utilise 16 years of data from 4,982 participants aged 4–5 to 18–19 years from the Longitudinal Study of Australian Children and 10 years of data from 14,251 participants aged 15–25 years from the Longitudinal Survey of Australian Youth. School-level factors are conceptualised using the multidimensional construct of school climate, and encompass both objectively measured school characteristics and subjective teacher/student reports on school practices. The student outcomes assessed include wellbeing, academic success, post-school transitions, and labour-market performance. By identifying school-level factors improving the long-term outcomes of RRR students, our findings will contribute to academic debates, help inform policy and practice, and guide the design of policy interventions.</p>	<p>The University of Queensland</p>	<p>\$99,879</p>
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Priority theme: **Diverse Learners**

Lead Researcher	Project Title	Project Summary	Sponsor Organisation	Funding Awarded
Dr Francis Bobongie-Harris	Preparing teachers for diverse learners: Approaches to improve the cultural capabilities of teachers engaging with Australian South Sea Islander students and communities	<p>Priority question 10: What are the most effective approaches to improve cultural capability of educators and leaders that enable them to effectively educate learners from diverse backgrounds?</p> <p>Summary: The importance of school in Australian South Sea Islander (ASSI) families has historically been poor, and as many educators are not equipped to successfully engage these families, ASSI students remain educationally disadvantaged. This project will: explore approaches used by educators internationally to successfully engage with minority groups in their community through a scoping review of scholarly and policy literature; develop an evidence-based model of engagement that draws on common elements identified in the review, contextualised by researcher knowledge of relationships between educators, Country and community; and produce an open-access Q1 journal article detailing the model and features of successful approaches. A culturally appropriate model of engagement based on internationally tested elements of effective approaches and researcher knowledge will help improve the cultural capabilities of Queensland educators, better enabling them to address the educational disadvantages experienced by ASSI students and their communities.</p>	Queensland University of Technology	\$34,165

Further information

For more information, please refer to the Queensland Department of Education's *Education Horizon grant scheme* webpage: <https://education.qld.gov.au/about-us/reporting-data-research/research/research-funding/education-horizon>

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