



Education Horizon

Research grant scheme

Approved proposals 2022

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2022 funding round

Priority theme: **Pedagogy, Curriculum and Assessment**

Lead Researcher	Project Title	Project Summary	Sponsor Organisation	Funding Awarded
Dr Tasha Riley	Weaving stories of strength: Conceptualising a framework towards Indigenising the classroom	<p>Priority question 1: Drawing from international and national best practice, how can we build teachers' confidence to embed cross-curriculum priorities (e.g. Aboriginal and Torres Strait Islander Histories and Cultures) across the teaching curriculum?</p> <p>Summary: The Australian Curriculum acknowledges the importance of Indigenous content across all learning areas. However, many non-Indigenous teachers are reluctant due to fear or inadequate exposure, to embed Indigenous histories, communities, and perspectives into teaching. Thus Indigenous education continues to be taught in ways that 'trivialise, distort, misunderstand, misuse and romanticise Indigenous knowledge and systems of thought.' This project seeks to identify pedagogies for nurturing confidence in teaching issues related to Indigeneity. By capturing and appraising stories about Indigenising the classroom, this study will reveal factors and pedagogies crucial to creating culturally safe spaces for exploring race and Indigeneity. The findings will shape a conceptual framework to guide future design, implementation, and collaborative processes necessary for teacher education and professional development. Ultimately, this will increase teachers' confidence and capacity to effectively embed Indigenous Histories and Cultures across learning areas.</p>	Griffith University	\$64,278



Associate Professor Jennifer Cartmel	To make the invisible visible: Intentional practices in Outside School Hours Care (OSHC)	<p>Priority question 3: What does the research suggest are the best approaches for promoting / enabling effective pedagogical practices? What are the major barriers to implementing effective pedagogical practices?</p> <p>Summary: The project aims to develop an understanding of the intentional practice of educators in Outside School Hours Care (OSHC). It is significant as it makes visible the pedagogical practices that are briefly described in the national curriculum, <i>My Time, Our Place: Framework for School Age Care in Australia</i> (DEEWR, 2011). While the curriculum promotes the role of theory in informing practice, there are limited details about what that practice should be. In Queensland, one in four (95,590) children attend OSHC services that are mostly located on primary school sites and operate for more than 5 hours each day (ECEC Census, 2021). A deeper understanding of the pedagogical practice will benefit children as it will provide curriculum support materials for educators to achieve outcomes for children's learning development and wellbeing. This project contributes information about Queensland OSHC to a three-year comparative international research project with countries including Sweden and Switzerland.</p>	Griffith University	\$36,787
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Priority theme: **Empowered Learners**

Lead Researcher	Project Title	Project Summary	Sponsor Organisation	Funding Awarded
Associate Professor Susan Hopkins	Teaching in the time of social media misinformation, mal-information and marginalisation: An intersectional model and toolkit for empowering students through inclusive critical social media literacy	<p>Priority question 5: Drawing from best practice in educational literature, how can schools, regions and education systems be responsive to key issues identified as important to young people, such as mental health, environmental sustainability, equity and discrimination?</p> <p>Summary: Increasingly, young people form individual and social identities through engaging with largely unregulated discourses circulating around socio-cultural issues such as mental health, gender (non)conformity and equity and discrimination on social media platforms such as YouTube, Snapchat and TikTok. Moreover, social media is increasingly inundated with disinformation, mal-information, misinformation, conspiracy theories, hate speech and other potential online harms leading to learning disruptions. It is vital that school level interventions to address these online harms be informed by best practice and research expertise across diverse disciplines of criminology, psychology, media studies and education. This project fills that gap by designing and delivering a conceptual framework of intersectional pedagogy to empower Australian middle school students through learning superpowers of critical social media literacies. The project will also deliver a toolkit of practice-oriented strategies and resources illustrating the application of the framework through interdisciplinary case studies.</p>	University of Southern Queensland	\$82,076

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

Lead Researcher	Project Title	Project Summary	Sponsor Organisation	Funding Awarded
Associate Professor Margaret Kettle	Development of a multilingual glossary of school-based terminology: Supporting partnerships and two-way communication between schools and bilingual learners and their families	<p>Priority question 7: How can education systems and schools best support and build on the knowledge and skills of bilingual learners?</p> <p>Summary: This project aims to develop a multilingual glossary of school-based terminology to support partnerships and two-way communication between schools and bilingual learners and their families. The glossary of key terms and plain language definitions in multiple community-based languages addresses a current gap in the resources available to Queensland schools to communicate key knowledge of schooling and school processes to newly arrived students and families from culturally and linguistically diverse (CALD) backgrounds. With growing diversity in Queensland schools due to humanitarian settlement and skilled migration, especially in regional areas, the glossary will be a research-informed, collaboratively-designed resource in five languages with written and audio functionality. It will be accessible to schools, students and families, and multicultural organisations in digital form via a website and also in paper-based formats. The multilingual glossary will enable schools to communicate relevant and readily-comprehensible information to bilingual students and families, enhancing their participation and engagement with schooling.</p>	Queensland University of Technology	\$62,054

Associate Professor Kate Williams	Translating neuroscience to early childhood education: A roadmap for Queensland	<p>Priority question 8: How can knowledge from neuroscience be translated to influence the practice of early childhood educators and teachers?</p> <p>Summary: Neuroscience has much to offer early childhood education (ECE), but bridging the gap from neuroscience to practice has been challenging, in part due to disciplinary and philosophical divides. Translation of neuroscience evidence to ECE practice has been further hindered by the 'predominance of philosophy and theory over the establishment of concrete mechanisms and agents of change' (Wilcox et al., 2021, p.1). This project will use rapid desktop review of literature and initial teacher education curriculum, policy mapping, and stakeholder engagement to develop a neuroscience evidence-to-practice roadmap for the ECE sector in Queensland (birth to school entry). Synthesising the landscape in this way will inform clear recommendations for concrete mechanisms and actions to be prioritised over the next five years to advance translation of evidence-based neuroscience key messages to ECE sector practice. Enactment of these recommendations will be of significant benefit to the development, learning, and wellbeing of Queensland children.</p>	Queensland University of Technology	\$97,566
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Priority theme: **Transitions, Pathways and Lifelong Learning**

Lead Researcher	Project Title	Project Summary	Sponsor Organisation	Funding Awarded
Professor Stephen Billett	Initiating, building and sustaining Industry-school partnerships to realise diverse post-school pathways	<p>Priority question 9: How can schools partner with their local industries and tertiary providers to support students into a diverse range of post-school pathways, regardless of socio-economic background?</p> <p>Summary: University entrance is becoming the preferred post-school pathway for young Queenslanders. This can lead to circuitous and non-productive pathways and exacerbate skill shortages in a range of occupations. Team members' earlier studies identified the importance of industry-school partnerships to inform and guide engagement in diverse post school pathways. Aligning industry-school engagement with social partnerships, the proposed study identifies what constitute effective models and practices for Queensland schools to assist in diversifying students' post-school pathways. This will be realised by developing guidelines for initiation and enactment in diversifying pathways, through a literature review, cases studies of successful Gateway to Industry Schools Program (GISP) partnerships and stakeholder survey.</p>	Griffith University	\$78,274

Associate Professor Francisco Perales	School-climate factors and long-term outcomes of Indigenous students, students from low socio-economic backgrounds, and students from regional areas: Novel evidence from three Australian cohort studies	<p>Priority question 10: What school-level factors and initiatives during the early, middle and secondary phases are predictors of successful long-term outcomes for students from Aboriginal and Torres Strait Islander, rural and remote, and/or low socio-economic communities?</p> <p>Summary: This project will provide novel, robust and policy-relevant evidence on school-level factors that can improve outcomes for students from regional, rural and remote areas (RRR students), Aboriginal and Torres Strait Islander students (Indigenous students) and students from low socio-economic backgrounds (low-SEB students). The project's conceptual framework will rely on the multidimensional construct of school climate and the analyses will leverage rich, longitudinal data from three national surveys: the Longitudinal Study of Australian Children (LSAC); Longitudinal Surveys of Australian Youth (LSAY); and Longitudinal Study of Indigenous Children (LSIC). The project constitutes a natural extension of a successful 2021 Education Horizon project focusing on RRR students. It will expand this earlier project by examining two additional groups (i.e. Indigenous and low-SEB students), using new data sources (i.e. LSIC/ LSAY2015) and applying new statistical methods (i.e. event-history analysis).</p>	The University of Queensland	\$72,165
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Priority theme: **Health and Wellbeing**

Lead Researcher	Project Title	Project Summary	Sponsor Organisation	Funding Awarded
Associate Professor Dawn Adams	Reducing barriers to wellbeing and learning for students on the autism spectrum through supportive and inclusive physical environments	<p>Priority question 11: Nationally and internationally, what aspects of the physical school environment (e.g. administrative areas, outdoor areas, green spaces, classrooms, vertical layouts, and amenities) are important for staff and student health and wellbeing, and student learning? What are some best practice exemplars in this regard that could be relevant for Queensland schools?</p> <p>Summary: Sensory processing challenges, part of the autism diagnostic criteria, mean that many children with autism experience the world differently. For these children, physical aspects of the environment, such as lighting and sound, can negatively impact upon participation and engagement at school. Identifying and minimising such barriers within the physical school environment is a critical part of offering inclusive education in Queensland. The aim of this project is to systematically review and synthesise national and international evidence on how and when the physical environment impacts wellbeing and/or learning for children with autism. Literature reviewed will include student-voice, teacher perspectives, and experimental data. Evidence-supported barriers and enablers in the physical environment will be shared through infographics, webinars and professional development, which includes exemplars relevant to schools and teachers. The review will indicate clear pathways to more inclusive environments and thus benefit multiple students with autism, as well as other neurodiverse students, in schools across Queensland.</p>	Griffith University	\$51,669

<p>Professor Matthew Sanders</p>	<p>A consumer informed study to develop a professional development program that promotes sustainability education</p>	<p>Priority question 12: How can schools educate students at different stages of learning in relation to creating sustainable futures in the face of large-scale threats, such as climate change, natural disasters and other health or economic crises?</p> <p>Summary: Sustainability was introduced in 2011 in the Australian Curriculum as a cross-curriculum priority (S-CCP). Ten years on, the implementation of S-CCP remains minimal. Training programs developed to address this concern largely centre on environmental education, and focus on providing information rather than equipping teachers with skills needed to transform knowledge into action. Employing a mixed-methods approach, this project seeks to: understand the current status of S-CCP education in Queensland schools; identify the key determinants of teachers' uptake of S-CCP; and the skills and competence needed for such integration. Expected outcomes include a professional development program designed to promote teachers' self-efficacy and personal agency to implement S-CCP in their classroom. Downstream benefits of improvement in sustainability skills and knowledge for Queensland students are also expected.</p>	<p>The University of Queensland</p>	<p>\$92,395</p>
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Dr Natasha Matthews	Understanding the role of development in metacognition and emotional regulation in supporting academic wellbeing during the transition to high school	<p>Priority question 13: How does contemporary knowledge of stages of child cognitive, emotional, behavioural, social and physical development interact with learning in an education system? How can this contemporary knowledge be best embedded into teacher and pedagogical practices?</p> <p>Summary: The ability to regulate one's cognitive (meta-cognition) and emotional processes is vital for successful learning. Development of these regulatory skills fluctuates with age and educational demands. The transition to high-school places substantial demands on self-regulation as adolescents are expected to increasingly self-manage their learning. Previous research has reported a 'dip' in the academic wellbeing of students during this period, associated with negative impacts on attitudes to learning, engagement and academic outcomes. The proposed research investigates the relationship between developmental fluctuations in self-regulation and academic well-being in early adolescence. The data collected in this research project will provide an important evidence base for understanding which factors predict academic well-being and will help target future evidence-based pedagogical interventions.</p>	The University of Queensland	\$66,578
Associate Professor Michael Cowling	A holistic framework for using digital literacy and digital well-being education to redefine a culture of digital safety in primary and high schools post COVID-19	<p>Priority question 14: According to national and international research, what features and enablers are evident in a safety culture in a school?</p> <p>Summary: A proficient culture of digital safety enables students to effectively control the risks of the internet, alongside capitalising on the benefits it provides. Students' use of online spaces has changed significantly since COVID-19, yet there is little empirical evidence of their current usage and how it relates to their safety needs. This project focuses on the perspectives of students in Years 6 to 8, who are newly independent internet users, to identify the factors that enable and challenge their ability to use technology in empowering ways for learning. The focused elements include: digital literacy; digital communication and relationships; digital wellbeing; and awareness of their own technology habits. By identifying these complex and often less visible aspects of students' technology engagement and decision-making, our findings will contribute to a holistic and up-to-date framework of a digital-safety culture, as well as a professional-learning package that informs staff and student engagement for learning, and impacts new policy and practices.</p>	Central Queensland University	\$76,682

Priority theme: **Community Connections and Integration**

Lead Researcher	Project Title	Project Summary	Sponsor Organisation	Funding Awarded
Associate Professor Louise Phillips	Enabling child and youth global citizenship literacies and leadership	<p>Priority question 15: How can schools make and use connections, locally and internationally, to develop teachers' and students' global competencies? How are students being prepared for entrepreneurship and global leadership at school?</p> <p>Summary: This project investigates how early childhood settings, schools and education systems can respond to children and youth as active global citizens. It aims to locate mechanisms and resources that early childhood settings, schools and education systems can apply to foster children's global civic literacy capabilities. The WHO, UNICEF & LANCET report <i>A future for the world's children</i> (Clark et al., 2020) notes 'Children have little voice in the shape of their future' (p.607) yet to have any hope in navigating the current convergent crises, processes must be incorporated that ensure children's participation in decision-making on public matters. Global citizenship literacies provide the communication tools necessary for active citizenship participation. Expected outcomes include the development of a global citizenship literacies framework, resource catalogue and videos for early childhood settings, schools and education systems to use with children and youth to face challenges and utilise opportunities as global citizens in their changing worlds.</p>	Southern Cross University	\$66,400

Priority theme: **The Diverse Learner**

Lead Researcher	Project Title	Project Summary	Sponsor Organisation	Funding Awarded
Dr Rebecca Armstrong	Effective classroom communication strategies for supporting differentiated instruction for children with Developmental Language Disorder	<p>Priority question 17: What are the most effective strategies for supporting differentiation in learning environments with a diverse range of learner needs and levels of progress?</p> <p>Summary: Developmental language disorder (DLD) is one of the most common neurodevelopmental disorders, on average, affecting two children in every classroom. Children with DLD are at significant risk for learning difficulties. This project aims to identify effective communication strategies for teachers to support differentiated instruction for diverse learners with DLD in the classroom. Despite the significance of supporting children with DLD, evidence suggests that many teachers find differentiation challenging and thus this project will provide classroom teachers with evidence-informed strategies for supporting differentiation for children with DLD. Proposed outcomes include: publication in an open-access peer-reviewed journal and a professional journal detailing evidence relating to effective communication strategies for differentiation; and best-practice guidelines translating findings into classroom-ready resources. The provision of best-practice resources for promoting evidence-based differentiation will have direct benefits for building teacher capacity and hence improve the learning outcomes for children with DLD in Queensland schools.</p>	The University of Queensland	\$57,660

Priority theme: **Leadership, expertise and support**

Lead Researcher	Project Title	Project Summary	Sponsor Organisation	Funding Awarded
Professor Claire Wyatt-Smith	Improving post-graduate pathways: Evidence-informed innovations for attraction, progression and supporting transition into teaching	<p>Priority question 18: What factors encourage individuals to change careers and enter post-graduate teaching programs, and/or drive preservice teachers to teach in a classroom once they graduate? How can post-graduate pathways into teaching be improved in both respects?</p> <p>Summary: The project will generate new knowledge about practices and strategies for attracting post-graduates into teaching as a career of choice, and post-graduates' experiences of transition. It will: evaluate evidence of how universities could improve attraction, retention and progression to determine factors that influence progression; generate new qualitative data capturing post-graduate experiences of preparation for teaching; and synthesise quantitative and qualitative data from Master of Teaching candidates and recent graduates. The project applies methodological innovation for powerful analyses of complementary data sets, with a view to generating an evidence-informed response to improve the status of teaching as a career of choice, informing policy and practice for recruitment and retention. Expected outcomes and benefits include: new knowledge on variables influencing post-graduate entry into and exit from teaching; a futures recruitment framework to identify variables acting as barriers to post-graduates entering teaching; and foundation work to inform targeted recruitment for cohorts of interest.</p>	Australian Catholic University	\$99,401

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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