



## Abstracts for Festival of OCIES 2020 Virtual Conference

Session times are given in Australian Eastern Daylight Time/New Zealand Daylight Time

Name & Time	Email	Affiliation	Title	Abstract
Pallavi <b>Atre</b>  10 <sup>th</sup> Dec 2pm/4pm	p.atre@latrobe.edu.au	La Trobe University, Melbourne, Australia	Reconnecting children to heritage language – Marathi and Japanese: Parents’ motivations and Capital gain (Work-in-Progress)	This paper reports on a work-in-progress project which examines parental motivation for sending their children to a Japanese heritage language school. This is a comparative case study of an emerging Marathi heritage school (2015) and an established Japanese heritage school (1986) in Melbourne. In this paper I discuss heritage language education in general and what does heritage language education signify for individuals and families by examining the data collected in my fieldwork. The data consists of interviews with parents (of current students and alumni) and teachers. I will then explore parental motivations and strategies, drawing on Bourdieu's forms of capital and conversion strategies (1997) as an analytical tool.
Jennifer <b>Bleazby</b>  9 <sup>th</sup> Dec 12.30/2.30pm	jennifer.bleazby@monash.edu	Australia	Why is values education still so controversial? A comparison of recent curriculum controversies in Quebec, New South Wales, and Hong Kong	“Values education” broadly refers to educational programs and curricula that are focused on the promotion of particular ideals of the good, such as moral, political, and religious education. While there is considerable support for values education, it has long been subject to controversy, which can be a barrier to its successful implementation in schools. I examine recent school curriculum controversies in Quebec (2008-current); New South Wales (2010-current); and Hong Kong (2012-2012), focusing on how concerns about indoctrination were a key source of the controversy in each case, despite considerable differences in the social-cultural contexts and the intended curricula and pedagogy.

<p>Niranjan <b>Casinader</b></p> <p>8<sup>th</sup> Dec 10.30am /12.30pm</p>	<p>ncasinader@icloud.com</p>	<p>Monash University, Australia</p>	<p>Teacher Expertise in Cultural Education: the importance of transcultural capacity</p>	<p>Research has established that effective student learning is influenced by teacher quality. This presentation uses data from a recent international research project to outline how and why effective teaching of cultural understanding in the modern age requires transcultural capacity and the factors that help to nurture it. It will also suggest recommendations for professional learning and practices.</p>
<p>Emma <b>Cunningham</b></p> <p>11<sup>th</sup> Dec 9am/11am</p>	<p>e.cunningham@auckland.ac.nz</p>	<p>The University of Auckland</p>	<p>The transition between intermediate and secondary school: stories from Pasifika families.</p>	<p>The study examined the interplay between home and school across the transition from Year 8 to Year 9 for 10 Pasifika students and their families. Interview data revealed the important role that the family played in their education. Drawings completed by the students provided a secondary form of data illustrating the dynamic between home and school, including the influence of both on learning. Results revealed strong intergenerational expectations for success from the dual perspectives of parent and their children, based on cultural competency and high expectations. The results build upon existing knowledge bases which focus on parent and student strategies for success across the transition to secondary school.</p>
<p>Artila <b>Devi</b></p> <p>Ligia Guterres</p> <p>9<sup>th</sup> Dec 2pm/4pm</p>	<p>artila@catalpa.io</p>	<p>Catalpa International</p>	<p>Sustainability in Education Programmes: Success, Challenges and Lessons</p>	<p>Sustainability is often listed as a key outcome for education development programmes. Challenging under the best circumstances, planning sustainability in 2020 has become even more difficult because of COVID-19. In this Tok Stori/Talanoa session, we will discuss measures we have implemented to promote sustainability in our education programmes in Southeast Asia and Oceania, as well as share lessons we've learnt. To this effect, we'd like to invite participants to talk about their own successes, challenges and lessons in promoting sustainability, and discuss ideas</p>

				on how education development partners can work better with local communities to create lasting change.
<b>Rhonda Di Biase</b>  Azeema Abdulla, Waseema Fikuree, Zahra Mohamed, Anee Ali, Badhoora Naseer, Aminath Waseela, Aminath Shiyama  11 <sup>th</sup> Dec 12.30/2.30pm	dibiase@unimelb.edu.au	University of Melbourne	Education in small states: exploring dimensions of education in the Maldives	This panel will incorporate a series of presentations from one small state, the Maldives, considering various aspects of its education system. Small states, and in particular, small island states, have distinctive needs. This panel will cover a broad scope of research conducted about the Maldives education system including leadership, multigrade teaching, use of digital technology and the teaching of PE.  <a href="#">Click here to access our individual abstracts.</a>
<b>Rhonda Di Biase</b>  Carmel Mesiti  8 <sup>th</sup> Dec 10.30am /12.30pm	dibiase@unimelb.edu.au	University of Melbourne	Conducting research during Covid: Challenges and opportunities	This session will be conducted as a roundtable discussion. We want to facilitate a discussion where we can share experiences of conducting research during the Covid-19 circumstances. This may include sharing innovative approaches, how challenges were overcome discussing opportunities that have arisen during covid and/or trouble shooting issues to be overcome. We will start with a few short presentations and then open for discussion to share experiences and ideas.
<b>Education in Small States Research</b>	grp-ESSRG@groups.bristol.ac.uk	University of Bristol, UK	Education Challenges with the Covid-19 Pandemic: A SIDS perspective with	Countries around the world are coping with the challenges of the COVID-19 pandemic with overpowering challenges, and the inevitable weight on the governments to protect its

<p><b>Group, University of Bristol</b></p> <p>10<sup>th</sup> Dec 9am/11am</p>			<p>special reference to the situation in the Maldives.</p>	<p>citizens and respond to this situation is intensifying with the lockdown of economies. The devastating socio-economic impact is apparent around the world and most vulnerable are the developing countries, notably with the small states with their limited capacity and resources to cope with the pandemic. In this seminar, we aim to explore the unique situation in the Maldives to highlight the challenges in the provision of education and the disproportionately negative impact on students' learning under lockdown conditions.</p>
<p><b>D. Brent Edwards Jr</b></p> <p>Yumi Saito Manca Sustarsic Mark McCormick Scott Miller</p> <p>10<sup>th</sup> Dec 10.30am /12.30pm</p>	<p>dbrente@gmail.com</p>	<p>University of Hawaii</p>	<p>International Trends and Internationalization in Education around the Pacific</p>	<p>This panel brings together four papers that look at different aspects of international trends and internationalization in education around the Pacific. The first paper examines programs sponsored by the U.S. Department of State to bring international secondary-level students to Hawaii to attend high school. The second paper looks at how global citizenship education is taught by high school teachers in public schools in Hawaii. The third paper discusses ethical issues in the study abroad industry in China. The final paper focuses on international k-12 schools and the need for transition programs for "third culture kids," that is, children of expatriates.</p>
<p><b>David Fa'avae</b></p> <p>Dr Corinne Seals Dr William Allen Dr Magdalena Arias Cubas</p> <p>9<sup>th</sup> Dec</p>	<p>dfaavae@waikato.ac.nz</p>	<p>Waikato University Victoria University of Wellington Oxford University Deakin University</p>	<p>Mobility, Time, and Temporality Within the Tongan Diasporic Community</p>	<p>What perceptions and practices surround the mobility of the Tongan diaspora given global environmental challenges? This project examines mobility in a salient but under-represented small-island nation case to develop culturally relevant conceptualisations of how temporality and mobility relate. Moreover, it features knowledge exchanges that support the decolonisation of migration knowledge production.</p>

12.30/2.30pm				
Billy <b>Fitoo</b> 8 <sup>th</sup> Dec 10.30am /12.30pm	fitoo_b@usp.ac.fj	University of the South Pacific	Challenges on Identity and Citizenship Education in the Solomon Islands	This paper discusses issues and challenges on identity in the Solomon Islands. It focuses on effects on cultural and indigenous identity and the identity on democratic rights under the rule of law. It highlights issues on cultural identity and the privileging of democratic identity under the citizenship education programmes. The teaching of modern democratic values has to align with local cultures. Solomon Islands need an education that provides for an equal promotion of cultural and democratic values and identity in order to empower citizens of the 21st century.
Margaret <b>Flavell</b> 11 <sup>th</sup> Dec 9am/11am	maggieflavell@hotmail.com	New Zealand	Building collaboration in home-school partnerships to support secondary Pacific students	The New Zealand Ministry of Education's Action Plan for Pacific Education 2020 – 2030 prioritises home-school partnerships where Pacific families work collaboratively with teachers to support the learning needs and career goals of Pacific students (Ministry of Education, 2020). The plan acknowledges that such collaboration is spasmodic across the education system. In my doctoral study, I used Appreciative Inquiry for the methodological design of a case study exploring home-school partnerships for secondary Pacific students. Drawing on international models and on the methodological design I used, I consider how New Zealand secondary schools might develop collaboration in their partnerships with Pacific families.
Helen <b>Hill</b> Leovogildo Belarmino Roberto Martins	Helen.hill@email.com	Ministry of Education, Timor-Leste also Honorary Fellow, Victoria	Decolonizing the curriculum in Timor-Leste, an experience of reform during the COVID 19 Pandemic	In early 2019 the then Minister for Education, Dulce de Jesus Soares, requested Dr Helen Hill to advise her on possible modes for reform of the curriculum for Secondary Education (Years 10-12). TL had been of the first countries sign on to the UN's SDGs and Dulce was a reforming Minister. Rather than being content-driven organized within academic disciplines, we recommended using

Raquel Scazetini  11 <sup>th</sup> Dec 2pm/4pm		University, Melbourne		project-based learning, organizing the sciences within a framework of 15 of the SDGs, reforming the teaching of languages, mathematics and IT. The COVID Pandemic meant things did not turn out as expected, but many valuable lessons were learned and Timor-Leste may still emerge with one of the most progressive approaches to secondary education in the region.
Li Ka  9 <sup>th</sup> Dec 12.30/2.30pm	li.kan@hdr.mq.edu.au	Macquarie University, Australia	The impact of economic capital, cultural capital and social capital on the personal development of migrant children in China	Since the late 1970s, China has witnessed enormous intra-national migration of farm workers from rural areas into cities in search of work. Among the huge populations of migrant workers working in cities, a large portion has children living with them. These children are called “migrant children.” China has a dual household registration system, which privileges urban populations over rural populations. This has the effect of limiting migrant children’s personal development and trapping them in their social class, despite education being widely seen as the path to self-improvement. Drawing on the work of Bourdieu, this thesis explores the way an impoverished family capital impacts on the education and personal development of migrant children.
Mele’ana <b>Lahaina Koloto</b>  8 <sup>th</sup> Dec 10.30am/ 12.30pm	meleana.koloto@vuw.ac.nz	Victoria University of Wellington, New Zealand	Inclusive Special Education in Tonga: Policy and Practice	The concept of Inclusive Special Education (ISE) has emerged in recent years to inform a new approach in education which addresses the needs of all children with special educational needs (SEN). The present study explores the experiences of post-secondary individuals with SEN and their families in accessing education in Tonga. It aims to provide some insights into how Tongan families support the education and development of their post-secondary members with SEN; and how those insights can inform and promote a strength and evidence-based ISE policy and practice in Tonga. The study uses <i>Talanoa</i>

				interview sessions, observation and document analysis. Preliminary analysis of the data suggests the importance of religion and Christian faith in how Tongan families perceive members with SEN, and points to the importance of incorporating Tongan values and culture into the inclusive education policy. I will discuss some of these preliminary findings from my research in this presentation.
<b>Matthew Limtiaco</b>  9 <sup>th</sup> Dec 2pm/4pm	<a href="mailto:matthewlimtiaco@gmail.com">matthewlimtiaco@gmail.com</a>	University of Guam	Pedagogy of the Classroom Canoe	Dr. Limtiaco serves as an Assistant Professor and Elementary Education Coordinator at the University of Guam School of Education. During the formative years as an educator in Hawai'i, he was honoured to work alongside great voyagers and educators on the Education Round Table for Polynesian Voyaging Society in Hawai'i. Those people and experiences changed his life and vision of education. During that time, he documented the essential values necessary in open ocean canoe voyaging. Much of his work in the classroom focuses on identifying shared human values and fostering those values in the lessons and activities he engages in with students. In his short film He Wa'a He Moku He Moku He Wa'a he ties voyaging values with the values that allow for sustainable living on islands and support effective learning communities.
<b>Alex McCormick</b>  10 <sup>th</sup> Dec 9am/11am	<a href="mailto:iejcpteam@gmail.com">iejcpteam@gmail.com</a>	IEJ-CP Editorial Board	Reviewing for Journals with the IEJ:CP – Editorial Team Members' Top Tips	This is an opportunity to meet members of the IEJ:CP Editorial Board, Managerial Team and Editor in this interactive panel session. Please come along to discuss and learn more about their reviewing experiences and work on the journal. The panel will be co-facilitated by our inaugural IEJ:CP interns.
<b>Julie McLaughlin</b>	<a href="mailto:j.mclaughlin@qut.edu.au">j.mclaughlin@qut.edu.au</a>	Queensland University of Technology	Shifting the cultural lenses: indigenous knowledges	International education is a global phenomenon, facilitated students' mobility to study in Western institutions. Since 2014, the New Colombo Plan (NCP) is Australia's flagship

Joanne Kenny 9 <sup>th</sup> Dec 2pm/4pm			informing content creation and digital storytelling	for outbound student mobility. In this paper, we discuss the conceptualisation of an NCP Creative Industries Study Tour involving collaborative and immersive film making with young Papua New Guinean (PNG) creative artists in contrast to an educational tourism approach. We unpack novice filmmakers' immersion experiences through their participation in preparation for and participation in the National Mask Festival in PNG. This engagement foregrounds indigenous knowledge systems, blending the ontological with the spiritual through storytelling via digital platforms.
Carol Mutch 8 <sup>th</sup> Dec 9am/11am	c.mutch@auckland.ac.nz	University of Auckland	Covid-19 challenges and opportunities: an open round-table	The Covid-19 pandemic has changed our lives in ways that we could not have imagined. While its suddenness and severity wreaked havoc, there were also unexpected spaces of calm and clarity. In this session, I'd like to facilitate a round-table discussion of our experiences. These can be personal stories, reflections, poetry, songs or other creative endeavours; or, perhaps, academic activities, such as Covid-19 related research that you have/are or might be conducting. My aim for this session is two-fold: (a) to share our stories as a coming together in these strange times and (b) to see what wisdom may come from our experiences that we might share more widely to support others.
Carol Mutch 9 <sup>th</sup> Dec 8.30/10.30am	c.mutch@auckland.ac.nz	University of Auckland	Writing for publication with a better chance of success	This workshop will cover deciding what you have to say, choosing an appropriate outlet, answering chapter and special issue calls, crafting an argument, providing clear abstracts, writing with clarity and structure, and keeping the editor/reviewer/audience in mind. The workshop will include practical activities so having an idea or piece that you are working on will be useful.

<p><b>Dr. Dean Olah</b></p> <p>11<sup>th</sup> Dec 12.30/2.30pm</p>	<p>olahd@triton.uog.edu</p>	<p>United States (Guam)</p>	<p>Tech Talk - Strategies for online learning and teaching</p>	<p>The plan for this panel is an open forum for discussion and sharing strategies for online learning and teaching. As the facilitator, I can certainly focus on specific software, but I like to approach instructional technology from a standpoint of problem solving. For instance, a teacher may identify an issue that they are experiencing with online learning, then find a technology that can help resolve. Example: student engagement. This forum will provide a platform to share challenges, strategies, technologies, and successes.</p>
<p><b>Irene Paulsen</b></p> <p>Jack Maebuta Joseph Pitakia Stanley Houma Joash Maneipuri Jean Tafoa Ambrose Malefoasi</p> <p>11<sup>th</sup> Dec 2pm/4pm</p>	<p>paulsen.irene@gmail.com</p>	<p>University of Auckland SINU FFM</p>	<p>Using tok stori as a methodology for engagement, learning and evaluation of a basic education programme in Solomon Islands.</p>	<p>The presenters will outline their experiences of using tok stori as a methodology for engagement, learning and evaluation of the Leaders and Education Authority Project (LEAP), a design-based research school literacy programme conducted in Solomon Islands. LEAP, an initiative of the Ministry of Education and Human and Resources Development (MEHRD) was funded by the New Zealand Government. Tok stori is a Melanesian term for what Solomon Islanders do every day (and) refers to the 'telling (of) stories, creating a joint narrative, and making sense of life' Sanga and Reynolds, 2020. School leaders, Education Authority and community leaders, involved in the LEAP programme increasingly used tok stori to reflect on teaching, learning and leadership ideas and practices and used familiar contexts and shared languages to co-construct meaningful insights and shared understandings about their work. Panel presenters will share experiences and explore ways that tok stori, using context-appropriate practices for teaching and learning literacy and changed relationships between various stakeholders, brought about enhanced local ownership and uptake of learnings for teachers, school leaders, EA and community leaders.</p>

<p>Martyn <b>Reynolds</b> Kabini Sanga Seu'ula J-Fua</p> <p>10 Dec 10.30am/ 12.30pm</p>	<p>msdfreynolds@gmail.com</p>	<p>Victoria University of Wellington &amp; Institute of Education, University of the South Pacific</p>	<p>Oceanic Leadership Literature: Getting beneath the skin</p>	<p>Questions pertinent to ask the collective corpus of Oceanic leadership literature generally focus on leadership models and the shaping role of context. However, a more nuanced approach involves getting 'beneath the skin' of the literature itself; considering what worldviews are evident in inquiry, the questions that start the process, and the usefulness to Pacific communities of the knowledge gained. This session, beginning with a DLP-funded literature review of three nation states, is a tok stori invitation to those who wish to weave a dynamic joint narrative from experiences and concerns regarding Oceanic leadership and research-related ontological issues.</p>
<p>Noah <b>Romero</b></p> <p>11<sup>th</sup> Dec 9am/11am</p>	<p>noah.romero@auckland.ac.nz</p>	<p>New Zealand</p>	<p>Critical Unschooling: Pedagogy and Praxis</p>	<p>This chapter theorises a critical unschooling praxis, or a process of reflection and action in self-directed education (SDE) that is directed toward the transformation of oppressive social structures. Critical unschooling research recognises that home-based and self-directed learning environments can be community-responsive and antiracist, but only if the prejudices of the unschooling family are themselves reflected upon and addressed. Informed by the notion that SDE can complement social justice activism, critical unschooling aims to turn the world into a classroom and divorce education from the coloniality of its underlying power structures.</p>
<p>Payman <b>Rowhani Farid</b></p> <p>9<sup>th</sup> Dec 12.30/2.30pm</p>	<p>payman9999@gmail.com</p>	<p>Vanuatu, Foundation for the Betterment of Society</p>	<p>Education for Common Good - Beyond Mere Profits</p>	<p>COVID-19 calls our attention to the limitations of the assumptions and theories on which societies are built—such as economy, governance and education—the vulnerabilities of which have remained concealed behind the veil of economic profits as indicator of success. This assumption has a profound impact on education and has contributed to deepening inequalities worldwide which has left humanity vulnerable to this global crisis—nevertheless</p>

				COVID-19 is visibly highlighting the limits of such an approach. Education should be concerned with building the capacity within a population, and cultivating the required moral qualities, to render service to society and contribute to common good; upon which the survival of humanity ultimately depends.
Mohammed <b>Sabsabi</b> 9 <sup>th</sup> Dec 11am/1pm	msab8039@uni.sydney.edu.au	The University of Sydney	Voices of HE Pathway Students: A Masters Research Synopsis	Access to higher education has intensified over the last thirty years globally. Most policy, practice and research relating to the widening participation in higher education focuses on institutional and government perspectives. My recent Masters degree research focused on the voices of Australian higher education pathway students to investigate the extent to which such a program lived up to its promises at a particular Australian university.
Sonia <b>Simo</b> es 9 <sup>th</sup> Dec 11am/1pm	sonia@catalpa.io	Timor-Leste	International Scholarships for Higher Education in Timor-Leste: Aiding Development or Exacerbating Social Inequalities?	This research examines the relationship between education & class formation through an analysis of scholarship programs for international higher education in Timor-Leste. It employs Bourdieu's theory of capital and Gramsci's theory of cultural hegemony to explore how class privileges and power relations are reproduced through educational systems. A survey of Timorese scholarship recipients is carried out in order to analyze patterns of privilege among scholarship recipients, both before and after their international education. It concludes with a discussion of the survey results with the theories applied, arguing that international scholarship programs do indeed play an important role in class formation and power relations in TL.
Teresinha <b>Soares</b>	teresoares780@gmail.com	Universidade Nacional Timor Loro	Challenges in Enacting the 3rd Cycle Science Education Curriculum in a	Since 2012, Timor-Leste's Ministry of Education has been introducing an Integrated Science Curriculum for the 3rd Cycle (years 7 to 10) in response to the global development

10 <sup>th</sup> Dec 2pm/4pm		Sa'e - Dili, Timor-Leste	Post-Conflict Context: The Timor-Leste Experience	agenda. It was designed by Portuguese for Timor-Leste. But Timor-Leste educators have faced challenges. Using an interpretivist qualitative approach, this study explores the complexities of this curriculum. It involved 45 teachers, 3 Ministry of Education officials, 2 educators, and three student teachers. Research findings found misalignments between the vision of the Curriculum and its users. This presentation focuses on challenges regarding the lack of teachers' preparation and resourcing, and highlights how teachers are working to overcome these challenges.
Tagataese <b>Tupu Tuia</b>  Sina Vaai, Rasela Tufue, Su'eala Kolone-Collins, Ramona Boodoosingh, Tamala Olivia Iosua, Epenesa Esera, Silia Pausisi  8 <sup>th</sup> Dec 10.30am/ 12.30pm	t.tuia@nus.edu.ws	National University of Samoa	Postcolonial Education and Research in Samoa: A way forward	This session explores dimensions of postcolonial education and research from a Samoan context, through five presentations from National University of Samoa academics. Presentations include: <ul style="list-style-type: none"> <li>● A Study of Localization and Globalization of Secondary Education in Samoa</li> <li>● Literary Representations of Samoa in NUS Courses</li> <li>● ICT: A pedagogical tool to quality education?</li> <li>● Exploring different strategies to encourage undergraduate students to engage in research</li> <li>● Teachers' Mentoring Experiences in the Samoan context</li> </ul> <a href="#">Click here to view the individual abstracts.</a>
Aminath <b>Waseela</b>  10 <sup>th</sup> Dec 2pm/4pm	wasya@gmail.com	Queensland University of Technology	Maldivian in-service teachers' perception of TPACK	The success of technology integration depends on the teachers' ability to integrate technology effectively in their classroom teaching. Therefore, an understanding of teachers' knowledge and skills in technology integration can provide useful insights on appropriate strategies to enhance teaching and learning. These insights are ever

				more useful and relevant, especially in developing country contexts such as the Maldives where research is scant. Therefore, this study aims to explore Maldivian in-service teachers' perception of technology knowledge through the lens of TPACK as the guiding framework. The outcome of this study will shed light on the strategies that can be developed to transform student learning via technology integrating.
Sue <b>Wilson</b> Loriza Rafiq Jeremy Dorovolomo 11 <sup>th</sup> Dec 12.30/2.30pm	sue.wilson@monash.edu	Monash University, Australia  University of the South Pacific, Fiji  University of the South Pacific, Fiji	Using role models to 'champion' a love of reading	This tok stori advocates innovation and authentic learning tasks to encourage the love of reading among school children, particularly those likely to disengage from traditional, classroom-based reading events. The Read Like A Demon and Read Like Champions projects utilized elite sports persons to read children's books aloud at primary schools in Melbourne, Australia (AFL 'Demons' footballers) and Suva, Fiji (various national sports representatives). Research from the Australian project showed that the initial 'spark' created, when followed by purposeful, multimodal reading activities, generated long-lasting student interest, having heard from these role models about why reading is important within their sporting lives.
Tepora <b>Wright</b> 9 <sup>th</sup> Dec 11am/1pm	pورا.wright@gmail.com	University of Waikato, New Zealand	An analysis of reflexivity in higher education quality assurance in Samoa	Quality assurance has been described as the single most significant emergent policy within the higher education sector this decade. My research examines the development and enactment of higher education quality assurance policy in Samoa. Using Archers' modes of reflexivity as an analytical framework, I discuss how policy actors respond to and make sense of higher education quality assurance policy in the Samoan context. I suggest that policy actors' responses to higher education quality assurance policy can be partially understood by analysis of the mode of reflexivity they employ.

