



NZARE 2024 Conference – Symposia

TTESYMP7

Tuesday 26th November

Session 7 - 4:20pm to 5:50pm LG02

Teaching and Teacher Education

Title: Similar But Different: Our school's journey to develop the teaching of disciplinary literacy and enhance educational equity.

Overview

International research is clear - student equity is dependent on literacy. According to Shanahan and Shanahan (2008), Disciplinary Literacy is the pinnacle of specialization for the academically literate. Surprisingly, many secondary teachers did not receive explicit instruction in the nuances of their own disciplinary literacy, making clear learning about disciplinary literacies an important area of professional learning and education research. This symposium comprises three presentations from experts with different disciplinary perspectives, all of whom have been engaging with research in varying ways. Presentations will detail the discoveries made by a group of secondary teachers within a Kāhui Ako who were tasked with improving student academic writing over the past seven years, to empower learners for more equitable outcomes.

This symposium will explore what the teacher-writers have found to be the benefits of working across disciplines by identifying what effective writing looks like in each discipline, the functions of effective academic writing common to all, and how best to impart these understandings and practices to students. The cross-presentation discussion will invite possibilities for supporting students in navigating literacies across disciplines and avenues for continuing research.

Jessica Rubin (Discussant)

Empowering Teachers to Teach Disciplinary Literacy

Vicky is an Across School Teacher working with teachers who teach writing in the local Kāhui Ako. Her previous role as Head of Music highlighted to her the importance of deliberately teaching disciplinary writing to enhance students' academic success in this subject area. Through reflexive thematic analysis, she conducted a case study of secondary school teachers' understanding of disciplinary literacy to discover that subject immersion blinded them to the nuances of their disciplinary literacy - a myopia they unknowingly passed to their students. She has delivered a range of professional learning programs, including strategies for developing more powerful vocabulary, unpacking NCEA Level One command verbs, planning for higher-

level student achievement in academic writing, and creating a bridging framework to support the development of disciplinary literacies. Empowering teachers to understand writing in their discipline and explicitly teaching disciplinary writing not only benefits our learners but also supports them in becoming confident and accomplished teachers of their discipline.

Literacy in the Technologies

Lauren is the Head of Soft Materials and Processing Technologies at Ōtūmoetai College. She has held MoE and NZQA roles supporting curriculum and assessment development and has presented at National

Technology Teachers conferences on the subject of developing literacy and higher-order thinking skills with students for NCEA. Through teaching as inquiry Lauren has developed the use of scaffolds, word banks, and visual prompts to enable students to effectively communicate their innovation and design processes. These teaching practices have been adapted for the discipline of Technology from common practices used within our kura, enabling students to recognise a common approach to writing within the disciplines, which has been especially successful for reluctant writers.

History, Literacy, and Curiosity: Students and Teachers Continued Learning

Phil is the Head of History at Ōtūmoetai College and additionally has a role as a Within Schools Teacher for the local Kāhui Ako. He has been an NCEA History marking Panel Leader for over 20 years. In his role within the Kāhui Ako, he has led professional learning for teachers from Primary, Intermediate and Secondary Schools with his characteristic creativity and flair. Phil is continually searching for practices that empower learners to develop their skills as writers, and more importantly, to develop their curiosity as learners. His consultation of current academic research into the development of disciplinary literacy in students clearly signaled both its enormous benefit and inherently time-consuming nature. Through teaching as inquiry he has developed practical means by which students can acquire, develop, and use carefully selected disciplinary vocabulary to become more confident and successful academic writers.

Author/Presenter and Institution - Abstract 1: Vicky Jeffares: Ōtūmoetai College & University of Waikato

Author/Presenter and Institution - Abstract 2: Lauren May: Ōtūmoetai College

Author/Presenter and Institution - Abstract 3: Phil Newton: Ōtūmoetai College



MCSYMP1

Monday 25th November

Session 2 - 1:05pm to 2:35pm SG01

Māori Caucus

Title of Symposium: Kaupapa Māori: Creating an Indigenous Model for System Change in Aotearoa

Margie Kahukura Hohepa

Affiliation: Tū Tama Wāhine o Taranaki

Discussant/Chairperson: Jenny Lee-Morgan, Pūrangakura

Author/Presenter and Institution - Abstract 1: Margie Hohepa, Tū Tama Wāhine o Taranaki

Author/Presenter and Institution - Abstract 2: Leonie Pihama, Tū Tama Wāhine o Taranaki

Author/Presenter and Institution - Abstract 3: Matt Roskruge, Massey University

Keywords: Kaupapa Māori initiatives, transformative praxis, system change

Symposia overview: This symposium reports on activities and findings from the first two years of a five-year research project 'Kaupapa Māori: Creating an Indigenous Model for System Change in Aotearoa', which is supported by the MBIE Endeavour Fund. This project brings together Kaupapa Māori experts to research systems change models and create innovative models, frameworks and approaches that prioritise Kaupapa Māori as a transformative praxis in multiple sectors. The project investigates the success impacts of Kaupapa Māori initiatives, developing an evidential base as to the contribution of Kaupapa Māori in transforming disparities experienced by Māori across sectors including; education, health, justice, social welfare, the economy and housing. The research engages with both cultural and structural level issues as determined by Kaupapa Māori principles to create change models to transform systemic inequities that negatively impact Māori. To date there has been no in-depth research undertaken regarding the contribution of Kaupapa Māori impact to systems change. The symposium focuses on: pūrākau from whakawhitinga kōrero with over 60 participants who have extensive histories working in kaupapa Māori initiatives carried out over the last 2 years; and 6 regional wānanga held with Kaupapa Māori organisations across Aotearoa; and some key indicators of success experienced in Kaupapa Māori education settings.

Abstract 1 Title: Pūrākau

The collection of Pūrākau through the gathering of narratives and experiences is an essential part of this project: to ensuring that the history of Kaupapa Māori in Aotearoa is documented; and to establishing an evidential base that not only highlights Kaupapa Māori critical success factors but also areas where further development is needed. This presentation focuses on kaupapa Māori education pūrākau. It draws on narrative discussions with 60 specialists who have long histories of working in the area of Kaupapa Māori initiatives. This includes those that

were at the cutting edge of Kaupapa Māori from its inception as well as key people that took learning from early Kaupapa Māori developments and embedded Kaupapa Māori in other sectors; including health, social and community work and politics. Irrespective of the 'area' they might be nominally in, all had experiences to share that crossed sectors, reflecting the reality that Kaupapa Māori work, rather than carried out in silos, is a holistic enterprise.

Abstract 2 Title: Regional wānanga

The wānanga method, which has been utilised successfully by researchers in the team, plays a critical role in the research project 'Kaupapa Māori: Creating an Indigenous Model for System Change in Aotearoa'. The wānanga method of collective knowledge development brings a process that is collaborative and meaningful. This presentation focuses on a series of six regional wānanga held this year as part of the project. The aim was to wānanga (actively deliberate and consider collectively) the critical elements required in any co-produced, collaborative models that ensure the validation and affirmation of Kaupapa Māori in work with other agencies, such as government. The six regional wānanga provided the opportunity for collective discussions with experts in the area of Kaupapa Māori and whānau engaged in key Kaupapa Māori developments. What was critical to this process was the involvement with Māori across the multiple sectors coming together to ensure that there was expertise across sectorial areas and hapū and iwi representation.

Abstract 3 Title: Interrogating data

As part of ensuring a broad view of what is happening in the sectors, analysis of relevant statistical data that illustrate, benchmark and monitor progress resulting from existing Kaupapa Māori initiatives are being investigated. This project seeks baseline evidence documenting the contribution of Kaupapa Māori initiatives, developments, programmes and interventions over the past 40 years to inform current and future systems change. Part of this involves understanding the impact of Kaupapa Māori from a quantitative perspective as well as identifying and interrogating existing data on the performance, outcomes and activities across sectors. Key to this is an understanding of what 'success' looks like from a Kaupapa Māori perspective. This presentation provides an examination of recent government statistical indicators in consideration of the impacts of Kaupapa Māori education models on student outcomes, engagement and retention, and the effectiveness of incorporating Māori cultural values and language into educational practice.



MC SYMP2

Tuesday 26th November Session 7 - 4:20pm to 5:50pm SG01

NZARE Symposium presentation

Māori Caucus

Abstract

Towards a Kaupapa Māori Model of Delivery for Public Health Education: A Matatini Ora Case Study

This paper explores the Whakapapa (Origins), Horopaki (Context), Whakawhanake (Transformation), and Whakarato (Delivery) of the Matatini Ora - Diploma in Māori Public Health programme. It starts with the programme's Whakapapa, referencing its link to Tā Mason Durie and Māori public health. The Horopaki section discusses the contextual factors influencing the delivery, such as the target audience funding and compliance. The Whakawhanake phase details the transformative journey and enhancements made over the past three years. The Whakarato phase analyses the current state of the programme's delivery and its impact on ākonga (students). This paper describes a sustainable model for Kaupapa Māori public health education delivery, providing valuable insights for the community and benefits for whānau.

Nationally navigated, locally-led kaupapa Māori training programmes are vital to resetting the balance and connection to mātauranga Māori for the Māori workforce. This approach requires intentional focus and immediate attention. Partnerships between Te Rau Ora and Iwi providers are in progress. The importance of Kaupapa Māori approaches that have influenced and strengthened the training partnerships for beneficial Māori workforce development and whānau wellbeing will be outlined along with the main knowledge streams and relevant activities. Presenters will include hauora providers' delivering the Matatini Ora training who will showcase many of the flourishing outcomes that ākonga and whānau are achieving e.g. providing access for their workforce to key note presenters with varied national and international experience in hauora, rangahau and whānau advocacy; instilling Māori 'critical thinking' approaches to broaden and inspire in ākonga transformational whakaaro and application in their own practice; becoming proactive in being 'doers' and not 'hearers' only in organising and facilitating their own community action research in their organisations and the whānau they work alongside of.

Discussant: Cheryl Stephens

Author/Presenter and Institution - Abstract 1: Kirsty Maxwell Crawford

Author/Presenter and Institution - Abstract 2: Louise Ihimaera

Author/Presenter and Institution - Abstract 3: Mihaere Norris



MCSYMP3

Tuesday 26th November

Session 5 - 10:30am to 12:00pm SG01

Māori Caucus

Title: Huia Kaimanawa - A New Dawn for Transformative Māori Leadership

Chair: Iti Joyce. Presenters: Therese Ford, Maria Sheridan, Tui McCaull

Symposia overview

Huia Kaimanawa is a transformative Māori leadership kaupapa founded on He Wakaputanga o te Rangatiratanga o Nu Tireni and Te Tiriti o Waitangi. Huia Kaimanawa kaikōkiri (facilitators) work with Māori leaders to implement a cumulative cycle of learning alongside iterative research and development. The aim is to support Māori leaders to enact transformative leadership practices that enhance the tino rangatiratanga of hapū and iwi. The kaupapa is guided by values such as whanaungatanga and the principles of resistance, revitalisation, indigeneity, anti-racism, decolonisation, and liberation from colonial oppression.

Culturally responsive research methodologies underpin the practice of kaikōkiri who support Māori leaders to develop a Mahere Rautaki leadership plan. The plan is framed by three pou: Rangatiratanga: active expression of He Wakaputanga and Te Tiriti o Waitangi, Hapūtanga: centring the visions of mana whenua and Tuakiritanga: strengthening Māori leaders' identity.

This symposium presents the emerging findings from nearly three years of facilitated professional learning and development with 150 Māori leaders who are either beginning Tumuaiki (Principals) or Tētēkura Pitomata (Emerging Māori Leaders). High levels of engagement in the kaupapa from these groups and iwi leaders are contributing to career promotions, growth in regional professional leadership groups and multiple, transformative changes across communities.

Keywords: Māori Education Leadership

Paper 1: How do you found a leadership kaupapa on He Wakaputanga me Te Tiriti o Waitangi?

Presenter 1: Therese Ford

Abstract 1: School principals and senior leaders are critical in education as research shows that their influence is second only to teachers in terms of their impact on learner outcomes (Robinson, Hohepa & Lloyd, 2009). Research evidence also shows that Māori leaders and teachers make a considerable difference when engaging Māori learners and their whānau (ERO, 2023). Huia Kaimanawa programmes were established in response to feedback from experienced Māori principals that existing leadership professional learning programmes were not responding to the specific needs of Māori leaders. The programmes therefore were established to respond to systemic inequities and improve learner outcomes by improving Māori leadership practice.

Before launching Huia Kaimanawa researchers asked for advice from iwi leaders regarding how to found a leadership kaupapa on He Wakaputanga me Te Tiriti o Waitangi and centre hapū and iwi visions. A cumulative cycle of learning engagements was developed that prioritised collective learning (wānanga and hui) but also provided for individual learning interactions (mahi takitahi). This section of the symposium presents the cumulative learning engagements that focus on Rangitiratanga, Hapūtanga and Tuakiritanga and evidence and presents evidence of the impact this learning has had on kaiuru (participants).

Paper 2: How do you set Tumuaki Hau up for successful principalship?

Presenter 2: Maria Sheridan

Abstract 2: Recent research from the Education Review Office (2023) shows that more than a third of principals in Aotearoa have less than five years of experience in the role and that new principals are likely to be Māori. This research also shows that there are areas where new principals feel unprepared and lack confidence once they are appointed to the position. Research carried out by Te Akatea Incorporated (2022) indicates that tumuaki Māori are called to lead and serve Māori communities in ways that non-Māori principals do not understand and are not required to do. While this calling is a privilege, some complexities come with leading in both Māori and English-medium kura within an education system that has underserved Māori for over 150 years.

Huia Kaimanawa developed a frame for a Mahere Rautaki leadership plan for Tumuaki Māori that focuses on: Rangatiratanga, Hapūtanga and Tuakiritanga. The plan aims to ensure that tumuaki practices are transformative, by enhancing the tino rangatiratanga of hapū and iwi. This symposium section presents research findings from learning engagements that supported tumuaki to lead, rather than manage, the operational accountabilities of principalship through the three pou.

Paper 3: How do you unleash Tētēkura Pitomota so that they can lead as Māori?

Presenter 3: Tui McCaull

Abstract 3: Recently published research from ERO (2023) shows that there are no clear or recommended pathways for emerging leaders that enable them to gain the skills and experiences they need to progress through the educational leadership trajectory. Additionally, research from NZCER (2023) into wāhine Māori leaders identified that wāhine Māori hold diverse roles, undertake additional responsibilities and have distinct qualities. The report also emphasised the importance of robust mentoring programmes and support networks that recognise and specifically respond to Māori leaders.

This section of the symposium presents the emerging findings from a cumulative cycle of learning that seeks to grow Māori leaders who hold senior, middle and 'other' leadership positions in their respective schools. The evidence of enacting a Mahere Rautaki leadership plan based on Rangatiratanga, Hapūtanga and Tuakiritanga is presented to show how this has positively supported identity development 'as Māori' and career advancement.



SYMP6 - Australian Association for Research in Education Tuesday 26th November Session 7 - 4:20pm to 5:50pm S1.04

From public to private: Exploring profit pipelines in Australian state schooling

Overview:

This symposium examines the privatisation of public education in Australia, particularly the dominant narratives that increasingly position the work of public education as appropriate for outsourcing. The first two papers in this symposium highlight the diverse strategies schools adopt to bridge public funding shortfalls. From seeking philanthropic contributions to turning school services into profit-making ventures, public schools are increasingly drawn into market-oriented practices. The third paper examines emerging proposals to outsource teachers' curriculum work, including via commercial interests. By analysing these developments, this symposium aims to highlight how the landscape of public education in Australia is increasingly framed by 'profit pipelines' that drive schools to operate within a more commercial framework. Such developments resonate globally, and we argue that these moves likely exacerbate public school inequities, and potentially misdiagnose the careful policy solutions needed to appropriately fund public schools and support teachers' work.

Paper 1: Grant chaser and revenue raiser: public school principals and the limitations of philanthropic funding

Emma Rowe, *Deakin University*

Elisa Di Gregorio, *University of Melbourne*

Abstract: This paper draws on survey and interview data with public school principals, in order to examine the impact of philanthropy in public schools in Australia. As a result of systemic government funding deficits, school principals are applying for competitive grants from a diverse range of sources. This includes non-government organisations such as charities and businesses, as well as competitive government grants to pay for important resourcing in the school. We focus on what we refer to as 'philanthropic grant chasing' in public schools as reported by school principals, paying attention to their involvement with the registered charity Australian Schools Plus, one of the first government-subsidised charities that enables businesses and corporations to donate to public schools for a tax deduction. Public school principals expressed dilemmas and ambivalences regarding philanthropy, regarding it as a 'double-edged sword'. The vast majority rejected the idea of philanthropy as a long-term solution or remedy for systemic issues of underfunding. We found that philanthropic grants were conditional, and imposed excessive accountability and performative measures on principals, with interviewees describing the process as onerous, with 'too many strings attached'. Competitive philanthropic grants were also found to intensify principal workload. This paper points to how competitive philanthropic grants, and the necessity to generate additional funding, has a detrimental impact on leaders' workload, time, and long-term school resourcing. It is remodelling the expertise of the principal to grant chaser and revenue raiser. Whilst philanthropic organisations frequently claim otherwise, we argue that philanthropy exacerbates rather than redresses educational equity.

Keywords: *philanthropy; public schools; principals.*

Paper 2: Running the canteen for profit: funding, parents and philanthropy in Queensland state schools

Anna Hogan, *Queensland University of Technology*

Greg Thompson, *Queensland University of Technology*

Abstract: In a globally austere policy context, state financing of public services has been positioned as perennially ‘in crisis’ with private intervention a positive solution. There is a general assumption – in education policy and practice – that philanthropic donations can be a solution to reduced public funding of schooling. While much research investigates the role of new philanthropy and venture capital in funding and influencing public schooling, this paper focuses on the reconstitution of ‘old’ philanthropy in new ways. We focus on the role of parents, through Parent and Citizen (P&C) associations, to show how they are being responsabilised to fundraise for their child’s public school, shifting from their traditional fundraising of small amounts of money through ‘community building’ activities (e.g. fetes, stalls and trivia nights) to engaging in ‘commercial fundraising’ (e.g. running the canteen, uniform shop and Outside School Hours Care for profit) that can raise hundreds and thousands of dollars each year. Through this analysis we argue we are seeing a further stratification of the public school system coupled with a concerning lack of transparency around the extent to which some public schools are being nourished by the deep coffers of successful P&Cs.

Keywords: *fundraising, philanthropy, parents, public schools*

Paper 3: The outsourcing of lesson planning as a solution to teacher workload: Public policy think tanks and the framing of teachers’ curriculum work in the Australian print media

Meghan Stacey, *University of New South Wales*

Nicole Mockler, *University of Sydney*

Abstract: The outsourcing of teachers’ curriculum work is increasingly promoted as a solution to teacher workload. Yet how this understanding has emerged remains unclear. In this presentation, we examine over 10,000 media articles published in national and capital city newspapers between 2019 and 2023, examining how teachers’ curriculum work has been problematised in the Australian print media during this time. We use corpus-assisted methods to identify two key frames: the ‘lesson lottery’, and curriculum and teacher workload. We also examine the networks involved in constructing these frames, highlighting the role of two think tanks (the Grattan Institute, and Learning First) as particularly salient. Overall our analysis identifies that the way in which teachers’ curriculum work has been framed has not been primarily about workload concerns, but instead about seeking to shape what it is that teachers do in a particular way, with a view to creating ‘consistency’ in teaching approaches that rests on a fundamental, ongoing distrust of teacher expertise. Workload, meanwhile, has been adopted as a secondary frame to help legitimate this move. We argue that this shift is contributing to an ongoing marginalisation of teachers’ professional knowledge, with significant implications for retention at a time of dire workforce shortages.

Keywords: *Outsourcing, curriculum, teacher, workload*

Discussant: John O’Neill, *Massey University*



QSSYMP5

Tuesday 26th November Session 7 - 4:20pm to 5:50pm LG03

Quantitative SIG Workshop

Test Item Analysis: Removing bad items before score estimation

Abstract:

Analysis of test questions before score creation is a key psychometric process to ensure that the score best estimates a person's ability. Classical test theory (CTT) creates test scores based on the block of items in a test. CTT usually removes items with too high or too low difficulty and removes items with zero or negative discrimination to create total scores. Item response theory (IRT) estimates item characteristics on a latent ability scale independent of which combination of items are in a test. IRT estimates item difficulty, item discrimination, so poorly performing items can be removed. There are three main IRT models, so the differences between the Rasch, 2PL, and 3PL models will be discussed. This workshop demonstrates how to obtain CTT and IRT values for any dichotomously score test containing MCQ or short answer questions. We will also look at using the AIC index to evaluate which model best fits the data. The workshop uses the free software R and the free RStudio interface. You will need your own device with R and R Studio. Please install the following packages before the workshop (psych, ltm, mirt). We will use an open access data file from: <https://figshare.com/s/84263075944322e54036>

Ahorangi / Prof. Gavin T L Brown, PhD, FAPS



AHESYMP4

Adult & Higher Education

Monday 25th November Session 3 - 2:40pm to 4:10pm S1.02

Higher Education in Vietnam: Innovations and Futures

Symposia overview (100-200 words): Education in Vietnam is rapidly changing to address the requirements of the new socio-economic context. Widespread intended and enacted curricula innovation is impacting educators and learners across all disciplines and sectors.

This symposium discussion will provide an overview of three research projects designed to investigate specific aspects of change in Vietnamese education. The first presentation examines how teachers adapted their agentic practices for teaching in the online distance education programs in Vietnam higher education during the pandemic, in the new normality, and beyond the emerging instruction and learning innovations. In response to these innovations and futures, the pedagogy of initial teacher education matters. The second presentation further explores how well Vietnamese EFL pre-service teachers are prepared for culturally and socially responsive professional competence in the mobility of neoliberal and international contexts. Echoing this focus, the final presentation provides further insights into the role of growing empathy in developing students' intercultural competence through digital storytelling and sharing within the context of intercultural communication classroom. The interrelated studies provide implications in response to the calls of educational stakeholders, including policy makers, program designers, employers, lecturers, and learners. The studies' findings may contribute to the innovations and significant implications for the pedagogy of teaching and learning, not only the initial teacher education, but teachers' practices and professional development.

Abstract 1 Title: Teaching presence in the online distance education programs in Vietnamese higher education: A case study

This study explored how teachers adapted their agentic practices for teaching in the online distance education programs in Vietnam. Adopting a single-institution case study research design, data were collected through online individual semi-structured interviews via Zoom with five teachers from a variety of disciplines who have been teaching in the online distance education programs in the Centre for E-learning at a Vietnamese higher education institution. Data analysis revealed teachers' agentic teaching presence in the pedagogy of the online distance education programs. Specifically, the teachers showed acceptance of and adherence to organising their practices. However, the results further indicated the teachers' agentic direct instruction strategies with more emphasis on facilitating online classroom discourses and interactions to augment students' learning support, experience, and engagement. The study suggests a need for further interrelatedness across multiple presences to augmenting teacher practices and student engagement. The study also highlights pedagogical implications for teaching in the online distance education programs regarding not only teachers' classroom practices but also teacher professional development.

Abstract 2: Approaches to socio-cultural competence within tertiary English language programs: considering the Vietnamese context

In the fast-evolving 21st century, it is vital that undergraduate English language programs focus on socio-cultural competence alongside technical skills in order to prepare graduates for the communicative demands of the contemporary workforce. This requirement is more important in what Crystal (2003) describes as 'outer circle countries' or contexts where English is not an official language and learners have fewer opportunities for exposure. This article reports on research conducted in Vietnam, an outer circle country where sociocultural competence has recently gained increased attention as an important graduate attribute. The study explores Vietnamese English Language Teacher Education (ELTE) programs at a representative range of metropolitan and regional universities to consider the extent to which various elements of sociocultural competence are taught and assessed. Drawing on surveys and interviews with lecturers and instructional leaders, the study reveals significant variation in conceptualisation and implementation of sociocultural competence across Vietnamese higher education. Further, the study illustrates a weak alignment between programs and standards in terms of graduates' socio-cultural competence. Based on the research findings, a range of recommendations are provided, including the need for global approaches to exploring social and cultural elements of language proficiency, and the requirement for stronger alignment between curriculum content and assessment with regards to sociocultural competence. The study findings and implications are therefore relevant to multiple educational stakeholders, including policy makers, program designers, employers, lecturers, and learners.

Abstract 3: Growing empathy to foster student intercultural competence through digital storytelling

The study investigated the role of growing empathy in developing students' intercultural competence through digital storytelling and sharing within the context of an intercultural communication (IC) class. Employing a narrative inquiry design, data were collected from 54 students' stories and 50 reflection essays on Microsoft Sway, facilitated through the Microsoft Teams online learning platform, to identify the manifestations of empathy and examine its impact on the development of students' intercultural competence through their shared experiences. Findings reveal that empathy growth plays an important role in fostering intercultural competence and emerges as a fluid concept. It is conceptualised as awareness and cognition, motivation and skill, action and behaviour, as well as attitude and feeling. By exploring the manifestations of intercultural empathy in developing intercultural communication competence, the research provides a model of stages and characteristics of empathy in IC competence and contributes to the awareness of empathy as a strategy to enhance intercultural understanding in language classes, with a particular emphasis on individual learners. This study also holds significant implications for the field of teaching and learning intercultural communication.

Discussant/Chairperson: Thi Phuong Lan Nguyen

Author/Presenter and Institution - Abstract 1: Luan Nguyen - The University of Newcastle, Australia

Author/Presenter and Institution - Abstract 2: Thi Phuong Lan Nguyen - The University of Newcastle, Australia

Author/Presenter and Institution - Abstract 3: Thi Mai Thanh Do - Vietnam National University, University of Languages and International Studies

Teaching presence, teacher preparation, culturally and socially responsive pedagogy