

The same data will also be sought from a control group. Baseline and mid-year data, and its resulting implications, will be reviewed and presented.

Importantly, as the participants in the action research are teacher educators and students affected by the iPad's introduction, this research offers a way to help educators regain control of the narrative surrounding the use of digital technologies in initial teacher education learning. This methodology will help educators reclaim the important professional processes of review, critique and agency.

Furthermore, by participating in the research and discussing its findings, pre-service teachers will discover the extent of their agency in decisions affecting their profession. Understanding the processes involved in evaluating policy can embolden and add rigour to the ways future teachers conceive of their professionalism.

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STUDENT ENGAGEMENT AND WELLBEING

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Co-designing school site-based inquiry into student engagement and wellbeing: reclaiming teacher professionalism in shaping young lives

The surveillance and governing of schooling in Australia (Edwards-Groves, Grootenboer & Wilkinson, 2018) has nurtured a particular kind of performativity in addressing student wellbeing in schools. It has meant that teachers are required to collect more data and engage in ever-expanding forms of teacher work. The policy landscape in wellbeing has shifted enormously in just a few years with the formation of a national wellbeing hub in 2018 with national policies directing attention to key priorities, particularly around Mental Health, and the instigation of Wellbeing policy officers 'on the ground' in state jurisdictions (Thompson, 2018). Within this rapidly changing landscape, schools are encouraged to turn to outsourced provision of health education and wellbeing interventions by commercial providers through Australian Government funding (Sperka, Enright & McCuaig, 2018) and via State partnerships with both commercial and not-for-profit organisations which, as a 'de-professionalising practice' bring with it genuine concerns about the providers' intentions, the specificity and relevance to site-based priorities, and ultimately outcomes for students (Penney, Petrie & Fellows, 2015; Williams & Macdonald, 2015).

However, many schools are also taking the initiative to design their own approaches to support student wellbeing. This paper discusses a project which has developed out of university-school discussions around supporting teachers to promote and enhance student (and teacher) wellbeing through a long-standing industry forum – the Tertiary Educators Industry Advisory Group – at Griffith University. Together with teachers on each unique school site, the project team has co-designed a methodology that combines analysis of mandatory school reporting data on student engagement and other school-specific indicators of engaged students, with rich, in-depth narratives from teachers and school leaders. Facilitated focus group methods then generated teacher-designed conceptual maps of how they currently support student wellbeing along with descriptive statistical analyses of the student engagement trends. Operating from the assumption that teachers are experts, these maps, narratives and descriptive statistics are then structurally modelled with Bayesian network methods using an approach developed by Low-Choy, Riley and Alston-Knox (2017) to suggest back to the school site how their approaches appear to be affecting student wellbeing.

This paper explores two of the conference sub-themes including the sharing of new methods in gathering data around wellbeing in schools and, in doing so, suggesting how educators working together reclaim professionalism for teachers. Teacher professionalism is reclaimed by university educators working together with teachers to highlight the richness of data collection in which they are already engaged and connecting it to their existing and future pedagogical choices and schooling routines (Beckett, 2013; Glasswell, Singh & McNaughton, 2016; Singh, 2015). This paper concludes that by coming to understand responses to perceived crises in wellbeing as fundamentally pedagogical, it is clear that teachers are best placed to gather evidence around and make decisions upon school-wide approaches to wellbeing.

David Cramb

Primary teachers' conceptions of student engagement- a phenomenographic study

When students' motivation and engagement in learning decline, it can be manifested in several ways including apathy towards classroom tasks, disruptive behaviour and absenteeism and, if continued over time, school dropout. As such, student engagement has been recognised as being key to students' academic success.

Student engagement is a complex and multidimensional construct with researchers yet to agree on a single universal definition. Early studies into student engagement focused on a definition linked to active learning and participation. However, more recent research extends this notion to explore and understand the difference between student compliance and student engagement. Meta-analyses around student engagement have revealed how interconnected engagement is as a construct with student learning being the product of both the processes and outcomes of being engaged. This work has led to the identification of three key engagement dimensions: behavioural, emotional and cognitive forms which all contribute to student engagement. Thus, it has been argued that student engagement is much broader than active participation and is evident when student learning is fully integrated within the learning context and environment or when students actively interact with the learning and control the outcome of it.

While significant observational research has sought to define student engagement, there are limited studies which attempt to understand student engagement from the perspective of the teacher. This study is focused on understanding primary teachers' (Years Prep to year 6) experiences and conceptions of student engagement with their classrooms. Using the methodology of phenomenography, twenty primary teachers were interviewed using a semi-structured format to answer the research question: "How do primary teachers conceptualise student engagement and what strategies do they advocate to engage students in learning?" Responses were analysed to identify similarities and differences and coded to build 'pools of meaning'. Finally, from the pools of meaning, the data were grouped into what and how spaces to classify information regarding the participants' conceptions of the phenomenon as opposed to their explanations of how they use the phenomenon in their practice.

Building understanding of student engagement from the point of view of the teacher is a key purpose of this research. Understanding engagement from within the teachers' context may assist and advise future professional development, policy and teacher training in order to re-evaluate teaching and learning practices to support the learning of every student.