CENTRAL QUEENSLAND UNIVERSITY

presents



EDUCATIONAL JUSTICE SYMPOSIUM

Rockhampton, Australia

"Soaring Together"

Birds as Symbols of Global Connection and Knowledge Sharing

Conference Theme

Innovative Leadership in Education: NextGen Learning — Exploring the Future of Education

AUGUST 24–26

Central Queensland University • Rockhampton, Queensland, Australia

Hosted in partnership with the Educational Justice Institute & Virginia State University

WELCOME

Birds have long been symbols of freedom, adaptability, and resilience, qualities that are vital in today's rapidly changing educational landscape. Just as birds migrate across continents, transcending borders and environments, so too must our efforts to share knowledge, foster global partnerships, and inspire educational transformation.

The Educational Justice Symposium invites you to explore how, like birds navigating vast skies, we can soar above challenges, adapt to diverse educational contexts, and come together to exchange insights and best practices that will shape the future of global learning. Through collaboration, we can build bridges across continents, empowering learners and educators to thrive in an interconnected world.

Conference Theme

Innovative Leadership in Education: NextGen Learning — Exploring the Future of Education

In a rapidly changing world, the future of education requires more than just innovation; it demands resilience and adaptability. As technology advances and global challenges reshape societies, educational systems must evolve to equip students with the skills they need to thrive in an unpredictable future. This conference brings together thought leaders, educators, innovators, and policymakers to explore how we can build a more flexible, responsive, and inclusive education system that prepares learners not just for the challenges of today, but for those that lie ahead.

From overcoming disruptions in traditional learning environments to integrating agile methodologies and digital tools, sessions dive deep into strategies that ensure students are equipped with critical thinking, emotional intelligence, and the ability to adapt to a rapidly evolving world, fostering innovation, supporting educators in building resilient classrooms, and creating inclusive, sustainable learning environments for all.

Key Topics

- Building resilient learning environments in times of crisis
- Adapting curricula for future-ready learners
- Leveraging technology to enhance flexibility and engagement
- Supporting educators in navigating educational disruptions
- Fostering mental health and emotional resilience in students
- Preparing learners for careers in an ever-evolving global landscape

By the end of the event, attendees will leave with actionable insights and strategies to future-proof their educational practices and ensure that the next generation of learners is ready to face whatever challenges lie ahead.

OUR SYMBOLS

Two birds anchor the visual identity of this year's gathering — each carrying meaning that speaks to the spirit of the work ahead.



Educational Justice Institute — The Phoenix

The phoenix is a legendary immortal bird that cyclically regenerates or is otherwise reborn. Originating in Greek mythology, it has analogs in many cultures, including Egyptian and Persian traditions.

Fun fact: *The phoenix is a potent symbol of renewal, representing the ability to overcome adversity and emerge stronger.*



Educational Justice Symposium — The Kookaburra

The kookaburra is famous for its loud, distinctive call that sounds like laughter. It is a type of kingfisher with a large, flat beak and a white and brown feather pattern.

Fun fact: *Kookaburras are often called "laughing birds" because of the sound they make, especially at dawn and dusk.*

Fun fact: *Olly the Kookaburra was one of three mascots chosen for the 2000 Summer Olympics in Sydney.*

HOST UNIVERSITY

Central Queensland University (Rockhampton)

Central Queensland University is an Australian public university based in central Queensland. CQUniversity is the only Australian university with a campus presence in every mainland state.

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Conference Access

Dates: August 24–26 • Rockhampton, Queensland, Australia

Zoom Meeting ID: 840 7004 0914

Passcode: kG31ue
Join via Zoom: https://us02web.zoom.us/j/84070040914?pwd=Yn48WxvDhGF2zWz4rS8TuC2qQQtsam.1

Foreword:





On behalf of Central Queensland University

Central Queensland University is proud to welcome delegates from across Australia and the United States to the inaugural Educational Justice Symposium, held here in Rockhampton in partnership with the Educational Justice Institute and Virginia State University.

This year's theme, *Soaring Together*, could not be more fitting for a gathering hosted by CQUniversity. As the only Australian university with a presence in every mainland state, we understand what it means to build bridges across distance, to adapt to diverse contexts, and to ensure that geography is never a barrier to opportunity. The kookaburra, Australia's representative bird for this symposium, carries that spirit well: resilient, distinctive, and unmistakably at home in this land, its laughter calling communities together at dawn and dusk. It is a fitting companion to the phoenix, and together the two birds speak to renewal and resilience travelling side by side with one rising from adversity, the other announcing a new day. Like these birds, our university has grown by reaching outward: connecting regional, rural, and remote communities to the same quality of education and research enjoyed anywhere else in the world.

Educational justice sits at the heart of who we are. It is present in our commitment to Enabling Programs that open university access to students who might otherwise be locked out; in our partnerships with First Nations communities and knowledge-holders; in our support for students from equity backgrounds, first-in-family learners, and those balancing study with work and caring responsibilities; and in our conviction that innovation in education must always be paired with inclusion, or it risks leaving people behind.

This symposium's exploration of *Innovative Leadership in Education: NextGen Learning* reflects a challenge our staff and researchers engage with every day as we prepare learners for an uncertain future while ensuring that future is genuinely open to all. The scholarship gathered in this booklet, spanning applied theatre and youth-led research, enabling education, Indigenous engagement, wellbeing, and cross-cultural collaboration between Australia and the United States, speaks directly to that challenge.

We are grateful to our colleagues at the Educational Justice Institute and Virginia State University for their partnership in bringing this symposium to life, and to the organising committee for their dedication in shaping three days of rich exchange. To every presenter, delegate and guest joining us , both in person or online, thank you for soaring with us.

We hope this symposium marks not an endpoint, but the beginning of an enduring, global conversation about what educational justice can and should look like, a conversation carried, like the kookaburra's call, far beyond this symposium.

Drs. Corey Bloomfield and Linda Lorenza

Guest Speaker

Dr. Willis W. Walter - Vice President, External Relations & Institutional Advancement, Virginia State University



Dr. Willis Walter, Vice President, External Relations & Institutional Advancement and former Dean of the Award Winning, Nationally Accredited, Internationally Renowned College of Education at The Virginia State University (VSU). He is a tenured Associate Professor and a proud contributor to the programs that prepare Competent, Caring, and Culturally Responsive professionals in the areas of Teacher Education, Counseling Education, Health/Recreation/Sport Management, and Educational Leadership. Dr. Walter has over 20 years of experience in leading academic programs, policies, and initiatives to promote teacher and student growth and achievement. He is a passionate educational advocate, successful in driving regulatory/standards compliance; directing instructional programs to meet the needs of under-represented youth; and building top-performing teams wholly committed to the academic success of each student through senior leadership experience, with expertise in learning communities, data analysis, evaluation, and ensuring compliance with accreditation bodies. Dr. Walter, his faculty, and his staff have accumulated several prestigious awards over the years.

Born and raised on the south side of Chicago, IL. Dr. Walter received his undergraduate and Master of Education Degree from Florida Agricultural and Mechanical University and his Doctor of Philosophy and Educational Administration and Supervision P-12 certification from the University of Alabama at Birmingham. He has presented internationally at the Athens Institute for Education and Research in Athens, Greece (2024), University of Taipei, Taiwan (2024 & 2019), Abu Dhabi University, United Arab Emirates (2019), University of Abuja, Nigeria (2019) and Bradford College, United Kingdom (2016). His diverse experience provides a unique perspective on how HBCUs lead the charge on Social Justice and Equity. As a former K-12 rural and urban administrator and a suburban teacher, Dr. Walter has advocated for educational changes and has been honored from grades PreK-20. One of Dr. Walter's greatest professional honors came in 1998 when his school received the "Governors Award for Student Achievement." Most recently he received the Gloria Ladson-Billings Academic Achievement Award from the American Association of Colleges for Teacher Education (AACTE) Historically Black Colleges and Universities (HBCUs) Topical Action Group in 2024.

CONFERENCE SCHEDULE

August 24–26 • Rockhampton, Queensland, Australia

Day One — Monday, August 24

TIME	EVENT	LOCATION	SPEAKER(S)
8:15 AM	**Meet & Greet (Pre-event muster point)**	CQU Rockhampton — Library Coffee Shop	Optional attendance
8:45 AM	**Official Welcome**	CQU Rockhampton — Outdoor Area above Yarning Circle	**Darumbal Elders** **Professor Nick Klomp** — Vice Chancellor & President, CQU
9:15 AM	**Opening and Housekeeping**	CQU Rockhampton — Library ROK010 G.18 & 19	**Dr. Corey Bloomfield** — Central Queensland University **Ms. Kim Harrington** — Associate Vice President, CQU
9:20 AM	**Reflection Wall** *Grounding the Day: A Morning Reflection Practice*	CQU Rockhampton — Library ROK010 G.18 & 19	**Dr. Brian Maiden -** Educational Justice Journal
9:30 AM	**Opening Session: Defining Educational Justice**	CQU Rockhampton — Library ROK010 G.18 & 19	**Dr. Willis Walter** — Virginia State University **Dr. Chevelle Hall** — Virginia State University **Faculty from CQU**
10:00 AM	**What Is the Educational Justice Institute (EJI)?** *The Origins of EJI*	CQU Rockhampton — Library ROK010 G.18 & 19	**Dr. Linda Taylor** — Educational Justice Institute
10:30 AM	**Morning Tea**	Library Lawns	
10:45 AM	**Innovation in Education Roundtable**	CQU Rockhampton — Library ROK010 G.18 & 19	**Dr. Corey Bloomfield** — Central Queensland University **Dr. Melinda Mann** — Central Queensland University **Dr. Brian Maiden** — Educational Justice Journal **Dr. Chevelle Hall** — Virginia State University
Noon	**Lunch and Campus Tour**	Library Lawns	**Student Ambassadors** — Central Queensland University
1:00 PM	**Education Roundtable**	CQU Rockhampton — Library ROK010 G.18 & 19	**Dr. Marlyn Pierce** — Suffolk City Schools (U.S.) **Dr. Gemma Mann** — Central Queensland University **Dr. Linda Lorenza** — Central Queensland University
2:15 PM	**Concurrent Session 1**	CQU Rockhampton — Library	**Ana Larsen** — Creating Conditions for Confidence — Room ROK010 1.32 **Dr. Trixie James** — Truth Telling, Renarrativisation & Belonging — Room ROK010 1.33
2:45 PM	**Concurrent Session 2**	CQU Rockhampton — Library	**Ana Larsen** — Educator Views on Access, Equity and Merit — Room ROK010 1.32 **Dr. Bree Kitt & Dr. Rebecca English** — Alienation and Alternatives — Room ROK010 G.18
3:15 PM	**Afternoon Tea**	Library Lawns	

TIME	EVENT	LOCATION	SPEAKER(S)
3:30 PM	**Concurrent Session 3**	CQU Rockhampton — Library	**Dr. Kimberly Williams & Rachel Barber** — (Re)Designing for Equity — Room ROK010 G.18 **Dr. Linda Lorenza & Dr. Klara VanWyck** — Failing Forward — Room ROK010 1.32
4:00 PM	**Day 1 Close** *Participant reflections*	CQU Rockhampton — Library ROK010 G.18 & 19	
4:15 PM	**US Delegate Cultural Experience** *First Nations Art Exhibit*	Rockhampton Museum of Art	**Transport Marshalls:** **Dr. Corey Bloomfield** **Dr. Linda Lorenza**

Day Two — Tuesday, August 25

TIME	EVENT	LOCATION	SPEAKER(S)
8:45 AM	**Reflection Wall** *Grounding the Day: A Morning Reflection Practice*	CQU Rockhampton — Library ROK010 G.18 & 19	**Dr. Brian Maiden -** Educational Justice Journal
9:00 AM	**Education in Australia**	CQU Rockhampton — Library ROK010 G.18 & 19	**Professor Margaret Kettle** — Central Queensland University **Associate Professor Jo Dargusch** — Central Queensland University
9:30 AM	**Research Degrees at CQUniversity**	CQU Rockhampton — Library ROK010 G.18 & 19	**Associate Professor Barbra Zupan** — Central Queensland University
10:00 AM	**Sport and Social Issues in the U.S. Roundtable**	CQU Rockhampton — Library ROK010 G.18 & 19	**Dr. Aaron Livingston** — Grambling State University **Dr. Chevelle Hall** — Virginia State University **Robert Wright** — Lander University
10:30 AM	**Morning Tea**	Library Lawns	
11:00 AM	**Concurrent Session 1**	CQU Rockhampton — Library	**Dr. Linda Taylor** — Leadership Defined by Status, Class, Gender & Politics — Room ROK010 1.32 **Ana Larsen & Dr. Susan Emmitt** — Marginalised Students Entering via VET — Room ROK010 1.33
11:30 AM	**Concurrent Session 2**	CQU Rockhampton — Library	**Dr. Trixie James** — One Voice, Many Pathways (NAEEA) — Room ROK010 1.32 **Michelle Roberts** — Beyond Outcomes: Educational Equivalence — Room ROK010 1.33 **Dr. Antoinette Livingston** — Bridging Opportunity Gaps: Career Services — Room ROK010 G.18
Noon	**Lunch — Guest Speaker**	Library Lawns Amphitheatre	**Dr. Willis Walter** — Virginia State University
1:00 PM	**Concurrent Session 3**	CQU Rockhampton — Library	**Dr. Corey Bloomfield & Dr. Linda Lorenza** — Beyond the Classroom Margins — Room ROK010 1.32 **Dr. Vicki Pascoe & Dr. Kylie Radel** — Scholarships Deliver Benefits — Room ROK010 1.33
1:30 PM	**Concurrent Session 4**	CQU Rockhampton — Library	**Cameron Leeder** — Sustaining the Work: Self-Care & Wellbeing — Room ROK010 1.33 **Geoff Higgins** — Drop In & Be Uplifted — Room ROK010 1.33
2:00 PM	**Health Determinants Among Marginalized Groups** *A Sociological Perspective*	CQU Rockhampton — Library ROK010 G.18 & 19	**Leslie Crocker** — Crater Area Coalition on Homelessness (Board of Directors) **Dr. Kylie Radel** — Central Queensland University **Dr. Vicki Pascoe** — Central Queensland University **Dr. Antoinette Livingston** — Grambling State University
3:15 PM	**Afternoon Tea**	Library Lawns	
3:30 PM	**Poster Presentations**	Library Ground Floor	
3:45 PM	**Yirragu Nulu Nhugul Tour**	CQU Rockhampton — First Nations Precinct	**Dr. Kylie Radel** — Central Queensland University **Dr. Vicki Pascoe** — Central Queensland University **Dr. Melinda Mann** — Central Queensland University

TIME	EVENT	LOCATION	SPEAKER(S)
4:30 PM	**CQUniversity Global — Study Abroad Social Education COIL Launch**	CQU Rockhampton — Library ROK010 G.18 & 19	**Ms. Tori Sutcliffe** — Central Queensland University **Dr. Corey Bloomfield** — Central Queensland University
5:00 – 6:30 PM	**Twilight Drinks and Nibbles**	CQU — Birdcage Bar	

Day Three — Tour for US Delegates — Wednesday, August 26

TIME	EVENT	LOCATION	SPEAKER(S)
9:30 - 11:30 AM	**Edmund Rice Flexible Learning Centre**	210 Upper Dawson Rd, The Range QLD 4700	**Transport Marshalls:** **Dr. Corey Bloomfield** **Dr. Linda Lorenza**
11:30 AM - 1:00 PM	**Rockhampton Botanic Gardens and Zoo**	100 Spencer St, The Range QLD 4700	**Transport Marshalls:** **Dr. Corey Bloomfield** **Dr. Linda Lorenza**
3:00 - 4:30 PM	**US Delegate Cultural Experience** *Nurim Bushwalk - TBC*	Mount Archer (Nurim) National Park	**Darumbal Edlers**
6:00 – 8:00 PM	**Wheelchair Basketball Experience**	Rockhampton Basketball Association	**Frenchville Rockwheelers**

Poster Sessions — Library Ground Floor

- Dr. Jiaping Wu — *Reimagining Arts Education for Sustainability: Embedding SDGs in a Bachelor of Arts Curriculum*
- Dr. Jiaping Wu — *Geography as Integrative Pedagogy: A Constructivist Framework for Interdisciplinary Climate Change Education*
- Dr. Linda Lorenza and Dr. Corey Bloomfield - *No Dramas: Participatory action research using applied theatre in regional Queensland to enable youth-led communication on health and justice priorities*
- Dr. Aaron Livingston, Dr. Chevelle Hall, & Dr. Tracey Jackson - *Decoding Name Image and Likeness*
- Dr. Linda Taylor - *The Leading of Leaders: An Analysis of Trustee Board Decisions for Women Presidential Appointments at Historically Black Colleges and Universities From 2020-2023*
- Dr. Amy Johnston, Dr. Talitha Best - *Exploring food-related behaviours and well-being in Australian Veterans and their families*
- Dr. Amy Johnston, Dr. Elizabeth Daly - *She'll be right…but let's make sure: Designing targeted care for serving Female Australian Defence Force women at risk of or diagnosed with PTSD—key considerations for an effective, gender-responsive model*.

ABSTRACTS

Abstracts are presented in the order sessions appear on the conference schedule.

DAY ONE — MONDAY, AUGUST 24

ROUNDTABLE • 10:45 AM

Innovation in Education: Reimagining Learning for a Global Future

Dr. Corey Bloomfield • *Central Queensland University* **Dr. Melinda Mann** • *Central Queensland University* **Dr. Brian Maiden** • *Educational Justice Journal* **Dr. Chevelle Hall** • *Virginia State University*

Education is undergoing a profound transformation as emerging technologies, artificial intelligence, globalization, and evolving workforce demands reshape how students learn and how educators teach. Innovation in education extends beyond the adoption of new technologies; it requires reimagining learning environments that cultivate creativity, adaptability, collaboration, and lifelong learning while ensuring equitable access for all students. This interactive roundtable brings together international scholars and educational leaders to examine innovative practices that are redefining education across diverse contexts. Participants will explore how institutions can leverage technology, interdisciplinary partnerships, and student-centered pedagogies to create more engaging, resilient, and inclusive learning experiences. The discussion will also consider the ethical implications of innovation, including the responsible integration of artificial intelligence, the importance of preserving human relationships in learning, and strategies for addressing persistent educational inequities. Drawing upon examples from Australia, the United States, and international partnerships, presenters will share practical approaches to educational transformation through global collaboration, experiential learning, leadership development, and cross-cultural engagement. Participants will leave with practical strategies for fostering innovation within their own institutions, developing future-ready learners, and creating educational environments that prepare students for emerging careers and responsible global citizenship.

Keywords: *Educational Innovation, Artificial Intelligence, Future of Education, Educational Leadership, Global Partnerships, Educational Justice, Student Success, NextGen Learning*

ROUNDTABLE • 1:00 PM

Education Without Borders: Preparing Future-Ready Learners Through Innovation, Equity, and Global Collaboration

Dr. Marlyn Pierce • *Suffolk City Schools (U.S.)* **Dr. Gemma Mann** • *Central Queensland University* **Dr. Linda Lorenza** • *Central Queensland University*

The challenges facing education today transcend national boundaries. Rapid technological advancement, artificial intelligence, workforce transformation, and increasing global interconnectedness require educators to rethink how learning is designed, delivered, and experienced. Preparing future-ready learners demands more than curricular reform; it requires innovative leadership, equitable educational opportunities, and meaningful collaboration across schools, universities, communities, and nations. This roundtable brings together educational leaders from Australia and the United States to examine how innovation, equity, and global partnerships can transform teaching and learning for the next generation. Panelists will explore strategies for developing learning environments that foster critical thinking, creativity, adaptability, cultural competence, and lifelong learning while ensuring that all students have access to high-quality educational opportunities. The discussion will examine the evolving roles of K–12 schools, higher education institutions, and community partnerships in preparing learners for a rapidly changing world, including educational leadership, student belonging and well-being, inclusive teaching practices, global citizenship, interdisciplinary collaboration, and the responsible integration of emerging technologies.

Keywords: *Future-Ready Learners, Educational Leadership, Innovation, Educational Justice, Global Collaboration, Equity, Student Success, Higher Education, K–12 Education, Global Citizenship*

CONCURRENT SESSION 1 • 2:15 PM • Room ROK010 1.32

Creating Conditions for Confidence: Equity-Focused Approaches to Fostering Students' Self-Efficacy

Anna Larsen • *Central Queensland University*

This presentation is based on an ongoing PhD project which examines the specific factors which foster self-efficacy among students in Enabling Programs. Enabling Programs are an equity initiative designed as an alternative pathway to university for students that otherwise would not have had access. Students from minority groups are more likely to utilise alternative pathways; hence Enabling Programs function primarily as an equity initiative. Research has consistently shown that improved self-efficacy has many positive benefits for all students, and especially students from marginalised groups. However, many effective methods of increasing self-efficacy are relational, requiring significant levels of rapport and shared understanding. In the neoliberal university, where time is a precious commodity for both educators and students, raising students' self-efficacy can be especially challenging. This presentation utilises initial findings from student interviews within the PhD project to showcase the need for equity-focused approaches and explore the student experience within Enabling Programs, focusing on the co-creation of time-efficient strategies to foster self-efficacy within a diversified learning environment.

CONCURRENT SESSION 1 • 2:15 PM • Room ROK010 1.33

Truth Telling, Renarrativisation, and Belonging: How the Peregrination of Belonging Advances Educational Justice through Enabling Education

Dr. Trixie James • *Central Queensland University*

Educational justice extends beyond widening participation and access to university; it requires creating conditions that enable students from historically marginalised backgrounds to develop a genuine sense of belonging within higher education. For many equity students, university represents an unfamiliar field governed by hidden rules, expectations, and forms of cultural capital that are often taken for granted by those already positioned within it. As a result, students frequently enter higher education viewing themselves as outsiders, carrying internalised deficit narratives shaped by prior educational experiences. Drawing on findings from the Peregrination of Belonging model (James, 2024) and the recently developed Peregrination Pedagogical Framework (James, 2026), this presentation explores how Enabling Education functions as a vehicle for educational justice by supporting students to navigate the journey from outsider to insider through three interconnected pedagogical processes: truth telling, renarrativisation, and the development of a subversive habitus. Participants will gain practical insights into the educator's role as a truth teller and identity builder, supporting students to re-author their stories and develop a sense of belonging that extends beyond access to genuine participation and success.

CONCURRENT SESSION 2 • 2:45 PM • Room ROK010 1.32

Educator Views on Access, Equity and Merit

Anna Larsen • *Central Queensland University*

This presentation is based on a qualitative study of educators working within Enabling Programs — an equity initiative designed as a pathway to university for students that otherwise would not have had access. This group of educators offers a unique perspective, as many of their students belong to one or more minority groups. Six of the seven educators interviewed identified as belonging to one or more minority group themselves and represent four universities across four Australian states. Educators were asked about their personal beliefs and motivations regarding access to higher education, equity and social justice, neoliberalism, and meritocratic discourses. This presentation highlights the shared passions and beliefs of these educators as well as the differences in their views, particularly around the role of merit in equity, showcasing the value of self-knowledge and reflection and exploring the implications for educators.

CONCURRENT SESSION 2 • 2:45 PM • Room ROK010 1.33

Sustaining the Work: Self-Care and Occupational Psychosocial Wellbeing in Trauma-Informed Flexible Schools

Cameron Leeder • *Doctoral Student, Central Queensland University*

Staff working in trauma-informed flexible schools undertake relationally and emotionally demanding work with young people affected by trauma, exclusion, disengagement and social disadvantage. While self-care is promoted as a response to occupational strain, it is often framed as an individual responsibility, disconnected from organisational conditions that shape staff wellbeing. This doctoral study investigates how self-care practices influence the occupational psychosocial wellbeing of staff in trauma-informed flexible schools, and what individual, relational and organisational conditions enable or constrain their effectiveness. Informed by a narrative review spanning teacher wellbeing, trauma-informed education, helping-profession self-care and occupational health psychology, an exploratory mixed-methods case study will examine staff participation in a 10-week self-care development process across flexible schools, using the Professional Quality of Life Scale, the Copenhagen Psychosocial Questionnaire, and reflective journals, interviews and focus groups to generate context-sensitive insights for staff wellbeing practice, leadership and organisational support.

CONCURRENT SESSION 3 • 3:30 PM • Room ROK010 G.18

(Re)Designing for Equity: Considerations for Curriculum and Assessment when Preparing Enabling Students for their Academic Communication Futures

Dr. Kimberly Williams • *Central Queensland University* **Rachel Barber, MEd** • *Central Queensland University*

Despite decades of policies to widen participation in higher education, academic writing continues to pose significant equity issues and remains a barrier to success for many students. Notions of what counts as acceptable academic writing are narrowed by hegemonic educational traditions that privilege certain forms of language and writing over others and exclude diverse ways of thinking and communicating. This presentation shares how two unit coordinators are re-imagining what it means to be a successful academic writer through the redesign of an enabling 'Essay Writing for University' curriculum. Underpinned by theory from Academic Literacies and posthuman pedagogies, the approach moves attention away from a final written product to focus on the processes and practices that enable effective communication, integrating creative thinking into the learning and writing process and offering students greater agency in their own learning. Assessments are being redesigned to embed relationality and reflect the pressing need for authentic and assured learning in a world where large language models (LLMs) have become ubiquitous in writing production, with equity and inclusivity central to the design.

CONCURRENT SESSION 3 • 3:30 PM • Room ROK010 1.33

Failing Forward: Clowning, Critical Vulnerability, and Relational Justice in Applied Theatre

Dr. Linda Lorenza • *Central Queensland University* **Dr. Klara VanWyck** • *University of Cape Town*

This presentation explores how contemporary clowning practices reframe vulnerability as a relational and justice-oriented mode within applied theatre. Drawing on practice-led research and autoethnographic reflection, the presenters argue that the clown's deliberate embrace of failure, shame, and exposure offers an embodied pedagogy of “critical vulnerability” (O'Grady, 2017) that disrupts conventional power relations between performer and audience, relocating vulnerability onto the performer rather than the audience. Focusing on You Suck and Other Inescapable Truths (South African schools, 2014–2019) and Safety Circus, Choices, and No Dramas (regional Queensland), the presentation examines how laughter, rupture, and repair operate within performance contexts shaped by precarity, shame, and social disconnection, proposing that clowning's willingness to “fail forward” generates temporary spaces of reciprocity, shared risk, and mutual recognition that challenge hierarchical models of knowledge and care within applied arts practice.

DAY TWO — TUESDAY, AUGUST 25

SESSION • 9:00 AM

Education in Australia: Innovation, Inclusion, and Preparing Global Citizens

Professor Margaret Kettle • *Central Queensland University* **Associate Professor Jo Dargusch** • *Central Queensland University*

Australia's higher education system has become an international model for innovation, equity, and global engagement. As universities respond to changing student demographics, technological advancement, workforce demands, and increasing internationalization, educators are reimagining how teaching, learning, and student support can foster success in an increasingly interconnected world. This session provides an overview of the Australian education system through the lens of innovation and educational justice, examining how Australian universities are addressing issues of access, equity, Indigenous education, international student engagement, curriculum innovation, and graduate employability. Drawing on experiences from Central Queensland University, the session highlights institutional approaches to inclusive teaching, student belonging, research-informed practice, community partnerships, and global collaboration, and encourages comparative dialogue between Australia and other educational systems.

SESSION • 9:30 AM

Research Degrees at CQUniversity

Associate Professor Barbra Zupan • *Central Queensland University*

Central Queensland University is committed to developing the next generation of researchers through innovative, industry-engaged, and globally connected research degree programs. This session provides an overview of CQUniversity's Master's and Doctoral research opportunities, highlighting the University's supportive research environment, interdisciplinary collaboration, and commitment to addressing real-world challenges through impactful scholarship. Participants will learn about admission pathways, supervision models, research support services, scholarship opportunities, and the diverse range of research disciplines available, as well as opportunities for international collaboration, joint research initiatives, and academic partnerships that extend beyond degree completion.

ROUNDTABLE • 10:00 AM

Sport and Social Issues in the United States: The Intersection of Education, Equity, and Community

Dr. Aaron Livingston • *Grambling State University* **Dr. Chevelle Hall** • *Virginia State University* **Dr. Michael Carron** • *Central Queensland University*

Sport has long served as a powerful platform for addressing some of society's most pressing challenges. Beyond competition, athletics influences education, leadership development, social mobility, public policy, mental health, race relations, and community engagement. This interactive roundtable examines the evolving role of sport in shaping educational opportunities and promoting social change within the United States. Drawing upon perspectives from higher education, sociology, and sport management, panelists discuss how sport can both reinforce and challenge systemic inequities while serving as a catalyst for educational justice and community transformation, including access to educational opportunities through athletics, the role of collegiate sport in student development, mental health and athlete well-being, leadership, diversity and inclusion, and the growing responsibility of sport organizations to address social issues beyond the playing field. Participants will engage in comparative dialogue exploring how lessons from the U.S. sport system may inform educational and community initiatives in Australia and other international contexts.

CONCURRENT SESSION 1 • 11:00 AM • Room ROK010 1.32

Leadership Defined by Status, Class, Gender, and Politics

Dr. Linda Taylor • *Educational Justice Institute*

Leadership does not exist in a vacuum. It is shaped by social status, socioeconomic class, gender, political systems, and institutional power structures that influence who is afforded opportunities to lead, whose voices are valued, and how decisions are made. Understanding these dynamics is essential for creating more equitable and inclusive leadership practices across education, government, and public service. This presentation examines the intersection of leadership, policy, and social identity, exploring how status, class, gender, and politics shape leadership development and influence educational and organizational outcomes. Drawing upon experiences in public policy and governmental leadership, the session examines how policy decisions affect access to leadership opportunities, representation in decision-making, and the pursuit of educational justice, encouraging participants to critically examine traditional conceptions of leadership while considering strategies for fostering inclusive leadership.

CONCURRENT SESSION 1 • 11:00 AM • Room ROK010 1.33

The Experience of Marginalised Students Entering University through Vocational Education: The Context, the Pathways and the Lived Experience

Ana Larsen • *Central Queensland University* **Dr. Susan Emmitt** • *Central Queensland University*

This presentation begins with a brief exploration of the equity agenda in Australian politics from the 1988 Dawkins White Paper through to the recent Universities Accord, tracing a consistent agenda of increasing student numbers and improving equity in Australian higher education. Secondary school results remain the main method used to enter university in Australia, however there are many alternative pathways, and students from minority groups are more likely to utilise them. After a brief overview of alternative pathways, the presentation focuses on students transitioning from Vocational Education and Training (VET) to university under Australia's national VET system, which offers increasingly clear pathways whereby students enter the second year of a Bachelor's degree. Based on a dual-institution, mixed-methods study, the presentation shares key findings on the lived experience of a diverse group of students transitioning to second-year university from the VET sector, along with implications for policy and practice, highlighting the frictions marginalised students experience and the factors that foster self-efficacy, belonging and academic success.

CONCURRENT SESSION 2 • 11:30 AM • Room ROK010 1.32

One Voice, Many Pathways: Building a National Movement for Educational Justice through the National Association of Enabling Educators of Australia

Dr. Trixie James • *Central Queensland University*

Across Australia, Enabling Education programs play a critical role in widening participation and creating pathways into higher education for students who have traditionally been excluded from university, including those from low socioeconomic backgrounds, regional and remote communities, First Nations communities, and culturally and linguistically diverse backgrounds. Despite the diversity of institutions and contexts, Enabling educators across Australia face remarkably similar opportunities, challenges, and tensions. This presentation explores the role of the National Association of Enabling Educators Australia (NAEEA) as a collective voice for the sector and a catalyst for social justice in higher education, examining the current Australian landscape of Enabling Education and how NAEEA has evolved from a professional network into a national community of practice. It showcases key initiatives strengthening the sector — Special Interest Groups, a seed grant program, biannual national conferences, and an edited book featuring more than 50 contributions — and explores NAEEA's growing international presence and opportunities for larger-scale collaborative projects.

CONCURRENT SESSION 2 • 11:30 AM • Room ROK010 1.33

Beyond Outcomes: Defining Educational Equivalence through Student Voices

Michelle Roberts • *Central Queensland University*

Students from equity backgrounds are more likely to study online due to work, family, health, or location constraints, but online study brings its own challenges. If online learning does not provide equivalent educational experiences, students from equity backgrounds face compounding disadvantage. Current approaches to assessing the equivalence of face-to-face and online learning typically involve measuring student learning outcomes alone, which do not provide a complete picture. To address this, 21 undergraduate students who had experienced both face-to-face and online study modes were interviewed. Their perceptions of equivalence consistently focused on experiential factors rather than learning outcomes. The results are presented through the educational equivalence iceberg model, with five key layers — institutional measures, environmental factors, learning community factors, learning design factors, and educator factors — offering a research-informed model that enables educators, institutions, and policymakers to move beyond measuring equivalence to systematically designing for it.

CONCURRENT SESSION 2 • 11:30 AM • Room ROK010 G.18

Bridging Opportunity Gaps: The Role of Career Services in Higher Education

Dr. Antoinette Livingston • *Grambling State University*

Career services have become an essential component of student success, connecting academic learning with meaningful career opportunities. As higher education institutions strive to improve student outcomes and promote educational equity, career services professionals play a vital role in helping students develop career readiness, expand professional networks, and successfully transition into the workforce. This presentation examines how career services can reduce opportunity gaps by providing students with equitable access to career exploration, internships, experiential learning, employer engagement, and professional development resources, with emphasis on supporting first-generation college students, underrepresented populations, and those with limited access to professional networks. Drawing from practical experience in university career services, the session highlights effective strategies for building employer partnerships, preparing students for an evolving workforce, and creating comprehensive career development programs that align with institutional goals and labor market needs.

CONCURRENT SESSION 3 • 1:00 PM • Room ROK010 1.32

Beyond the Classroom Margins: Drama-Based YPAR and the Pursuit of Educational Justice in Regional Communities

Dr. Corey Bloomfield • *Central Queensland University* **Dr. Linda Lorenza** • *Central Queensland University*

The No Dramas project engaged young people directly in the research process, empowering them as co-researchers alongside a creative team of youth performers, a videographer, and university academics. Through active community connections, this diverse collective explored the complex lived experiences, barriers, and priorities of First Nations and non-Indigenous youth navigating the margins of regional Australia's education systems. Interactive drama workshops proved to be an effective methodology for engaging young people in dialogues around educational justice, identifying institutional gaps, and iteratively developing targeted advocacy and student support, with short-form videos co-directed by the youth and shared via social media serving as an effective channel for distributing empowering information on human rights, systemic equity, and pathways to institutional navigation. Using a multilevel analysis incorporating behavioural, emotional, cognitive, and agentic engagement, the study explored how youth participatory action research (YPAR), utilising applied theatre, enabled youth-led communication on social justice priorities within a complex regional community.

CONCURRENT SESSION 3 • 1:00 PM • Room ROK010 1.33

Scholarships Deliver Benefits that Reach Well Beyond Academic Outcomes, Influencing Family Wellbeing, Structural Equity, and Economic Participation

Dr. Vicki Pascoe • *Jarwun Research Institute, Central Queensland University* **Dr. Kylie Radel** • *Jarwun Research Institute, Central Queensland University*

Students can receive a wide range of scholarships during their tertiary studies, yet most research focuses narrowly on financial assistance. This study explores the broader lived experience of scholarship recipients within the diverse landscape of Australian tertiary education. Metropolitan universities are typically larger and wealthier, with fewer students from recognised equity groups, while regional universities face structural disadvantage, with fewer resources and significantly higher proportions of students from low socioeconomic and under-represented backgrounds. At CQUniversity, most students belong to one or more equity groups, making philanthropic investment essential for supporting student retention and success. Drawing on qualitative interviews with scholarship recipients, the research demonstrates that scholarships influence far more than academic outcomes alone — contributing to regional development, fostering social inclusion, strengthening family wellbeing, and supporting pathways to economic and educational mobility. For students facing multiple forms of disadvantage, scholarships operate as a powerful equaliser within an otherwise inequitable higher education system.

CONCURRENT SESSION 4 • 1:30 PM • Room ROK010 1.33

Alienation and Alternatives: Parental Choice in an Emerging Market of Alternative Schools

Dr. Bree Kitt • *Central Queensland University* **Dr. Rebecca English** • *Queensland University of Technology*

Across Australia, growing interest in Busy schools, mastery-based schools, democratic schools, and other alternative models signals an important shift in how families think about schooling. These models reflect parents and caregivers seeking greater agency, flexibility, and responsiveness in their children's education. At the core of this shift is parental choice: what does meaningful choice in education look like, and how should it be valued within a socially just system? This presentation explores the rise of alternative schooling in Australia through parental choice and educational justice. For many families, alternative schooling stems from experiences of exclusion, disengagement, and unmet needs within conventional settings, making choice a form of advocacy and care. Yet the presentation also considers the justice implications of choice: if alternative models are accessible only to families with the resources, knowledge, geography, or confidence to access them, choice risks reinforcing inequality. The presentation advocates for a pluralistic view of schooling that recognises parents as legitimate decision-makers and values families' right to learning environments where their children can thrive.

CONCURRENT SESSION 4 • 1:30 PM • Room ROK010 1.33

Drop In & Be Uplifted: Aspiring to Create a Safe Place for Young People in Our Regional City

Geoff Higgins • *Doctoral Candidate, Central Queensland University*

A key element of educational justice is access and readiness to participate and learn. Young people who are not safe at home, or do not feel safe in their community, have a diminished ability to participate in schooling. This paper describes a community-led, place-based solution seeking to address this issue in Rockhampton, Queensland, and the process of diverse people working in education, youth justice, community health, crisis housing and related disciplines coming together to arrive at a solution for their community. This is a work in progress — the paper is about creativity, connection, determination and striving, describing a small group of people working in the community sector and government seeking to establish a 24/7 youth drop-in centre in Rockhampton. It includes insights from a locally conducted Needs Assessment to determine the value and viability of the Youth Drop-In Centre, as well as insights from a field trip to services in Glasgow undertaken by the author.

PANEL • 2:00 PM

Health Determinants Among Marginalized Groups: A Sociological Perspective

Leslie Crocker • *Crater Area Coalition (Board of Directors)* **Dr. Kylie Radel** • *Central Queensland University* **Dr. Vicki Pascoe** • *Central Queensland University* **Dr. Antoinette Livingston** • *Grambling State University*

Health outcomes are shaped by far more than biology or individual behavior. Social, economic, educational, and environmental conditions profoundly influence the well-being of individuals and communities, often contributing to persistent health inequities among marginalized populations. Understanding these social determinants of health is essential for developing policies and practices that promote equity, inclusion, and long-term community resilience. This interdisciplinary panel explores the complex relationship between health, education, and society through a sociological lens, examining how factors such as socioeconomic status, educational attainment, geographic location, race and ethnicity, access to healthcare, employment, housing, and social support influence health outcomes across diverse populations. The discussion also considers how educational institutions, community organizations, and public policy can work collaboratively to address systemic barriers that contribute to health disparities, highlighting evidence-informed approaches for promoting health equity and improving quality of life for underserved communities.

LAUNCH SESSION • 4:30 PM

CQUniversity Global — Study Abroad Social Education COIL Launch

Ms. Tori Sutcliffe • *Central Queensland University* **Dr. Corey Bloomfield** • *Central Queensland University*

Join CQUniversity Global for the launch of its Social Education Collaborative Online International Learning (COIL) initiative, an innovative program designed to expand global learning opportunities through international collaboration. This session introduces participants to CQUniversity's study abroad and virtual exchange opportunities, highlighting how COIL connects students and faculty across countries through shared learning experiences, collaborative projects, and cross-cultural engagement. Attendees will learn how these initiatives foster global citizenship, intercultural competence, and meaningful international partnerships while creating new pathways for teaching, research, and student mobility.

POSTER SESSIONS — DAY THREE

POSTER

Reimagining Arts Education for Sustainability: Embedding SDGs in a Bachelor of Arts Curriculum

Dr. Jiaping Wu • *Central Queensland University*

How can a regional university embed sustainability meaningfully across a multidisciplinary Bachelor of Arts without eroding disciplinary identity? This poster presents a practice-based case study from Central Queensland University (CQU), where a recently restructured BA course positions sustainability as a cross-cutting institutional priority through a compulsory core unit aligned with the United Nations Sustainable Development Goals (SDGs). The course redesign adopts a hybrid “one-to-many/many-to-one” pedagogical model, developed through participatory consultation with staff across the humanities, social sciences, and creative arts, that maintains disciplinary ownership while supporting institutional coherence and interdisciplinary engagement. Evidence from two student cohorts (112 forum posts and 69 reflective essays) was analysed using a competency-based coding framework mapped to seven sustainability competencies, revealing distinctive and complementary disciplinary contributions to sustainability literacy. The study demonstrates that embedding SDGs within a BA curriculum — when supported by experiential and reflective pedagogies and institutional commitment — can strengthen interdisciplinary sustainability literacy without displacing disciplinary integrity.

POSTER

Geography as Integrative Pedagogy: A Constructivist Framework for Interdisciplinary Climate Change Education

Dr. Jiaping Wu • *Central Queensland University*

Climate change education in higher education faces a persistent challenge: how to engage students from diverse disciplinary backgrounds — including humanities, education, business, and public health — in analytically rigorous work without requiring science prerequisites. This poster presents a constructivist, geographically structured framework for interdisciplinary climate change education, developed through sustained teaching practice at CQUniversity, in which geography functions as an organising framework rather than one contributing discipline among many. The framework is operationalised through a four-knowledge model integrating climate science, transferable analytical tools, students' prior disciplinary knowledge, and geographical thinking as the integrative frame, with causal loop diagramming, risk assessment, and adaptive capacity assessment introduced as applied forms of geographical practice. Findings across multiple cohorts indicate that disciplinary diversity functions as a pedagogical resource rather than a constraint, offering a transferable model for interdisciplinary climate change education.

POSTER

No Dramas: Participatory action research using applied theatre in regional Queensland to enable youth-led communication on health and justice priorities

Dr. Linda Lorenza • *Central Queensland University* **Dr. Corey Bloomfield** • *Central Queensland University*

Climate change education in higher education faces a persistent challenge: how to engage students from diverse disciplinary backgrounds — including humanities, education, business, and public health — in analytically rigorous work without requiring science prerequisites. This poster presents a constructivist, geographically structured framework for interdisciplinary climate change education, developed through sustained teaching practice at CQUniversity, in which geography functions as an organising framework rather than one contributing discipline among many. The framework is operationalised through a four-knowledge model integrating climate science, transferable analytical tools, students' prior disciplinary knowledge, and geographical thinking as the integrative frame, with causal loop diagramming, risk assessment, and adaptive capacity assessment introduced as applied forms of geographical practice. Findings across multiple cohorts indicate that disciplinary diversity functions as a pedagogical resource rather than a constraint, offering a transferable model for interdisciplinary climate change education.

POSTER

Decoding Name, Image, and Likeness (NIL): Understanding the New Landscape

Dr. Aaron Livingston • *Grambling State University* **Dr. Chevelle Hall** • *Virginia State University* **Dr. Tracy Jackson** • *Virginia State University*

The introduction of Name, Image, and Likeness (NIL) legislation has fundamentally transformed the landscape of intercollegiate athletics, creating unprecedented opportunities for student-athletes to monetize their personal brands while maintaining NCAA eligibility. What was once viewed solely as amateur competition has evolved into a dynamic marketplace where athletes engage in endorsement agreements, social media partnerships, entrepreneurial ventures, and brand development. While NIL has expanded financial and professional opportunities, it has also introduced new challenges related to equity, recruiting, institutional policies, and athlete preparedness.

This presentation provides an accessible overview of the evolution of NIL, including the legal and policy changes that reshaped college athletics following NCAA v. Alston (2021). Participants will examine how NIL has altered the roles of universities, athletic departments, brands, agents, and student-athletes, while exploring both the benefits and unintended consequences of this rapidly changing environment. Particular attention will be given to the career pathways emerging within sport marketing, athlete branding, social media strategy, event management, and NIL consulting.

Grounded in the principles of educational justice, this session argues that institutions have a responsibility to prepare student-athletes with the business, communication, branding, and financial literacy skills necessary to navigate the evolving sport industry ethically and successfully. Through real-world examples and interactive discussion, participants will gain a practical understanding of NIL and its implications for higher education, sport management, and the future of collegiate athletics.

POSTER

The Leading of Leaders: An Analysis of Trustee Board Decisions for Women Presidential Appointments at Historically Black Colleges and Universities From 2020-2023

Dr. Linda Taylor • *Educational Justice Institute*

The purpose of this experimental research study is to garner systematic dynamics and governance understanding of what prohibited and subsequently advanced women's considerations to obtain a presidential appointment at historically black colleges and universities (HBCU) across the United States from 2020 through 2023; and why those appointments increased substantially during that time frame (Baskerville, 2023). Women's representation as presidents appeared dismal from 1837 through 2020 with less than fifty who served in leadership positions (Dillon, 2019).

The question of who is leading the leaders resonates as a directional consideration for researching equity, diversity, and inclusion decisions. A review of the literature revealed that university presidents are selected by governing boards, which historically have been comprised predominantly of males (Bates, 2007). Gender domination could support clarification of why women were rarely selected as presidents of HBCU institutions.

This qualitative study employed a grounded theory approach including a targeted survey with six current board of trustee members from various HBCU institutions. Additionally, case study interviews were conducted with two active HBCU female presidents and two state governors' ranking officials to evaluate patterns, trends, and insights into women's presidential appointment process experiences.

The results of this dissertation demonstrated implications of why women HBCU Presidents increased substantially with grounded theory patterns, trends, and predictions based on gender biases; underrepresentation of women trustees; and societal pressures factors.

POSTER

Exploring Food-Related Behaviours and Well-being in Australian Veterans and Their Families

Dr. Amy Johnson • *Central Queensland University* **Dr. Talitha Best** • *Central Queensland University*

Food and food-related behaviours are essential pillars of mental, emotional, physical and social health. For veterans and families of veterans, there are unique factors that may impact food related behaviours. Despite emerging evidence that many social, physical, biological, psychological and demographic factors influence diet quality in the general population, few studies that have investigated correlates of diet quality in veterans and no studies in families of veterans. This study examines self-reported diet quality in veterans and families of veterans, perceived well-being, and contextual factors of mealtime structure and eating behaviour. A "cross-sectional online survey from 54 Australian (veterans and family members of veterans), with a complete response rate of 76% (n=41). Participants completed self-reported measures of mealtime structure, diet quality, and mental well-being, including emotional, social and psychological functioning. Participants included veterans (26.2%), veteran and family member of veterans (21.4%) and family members of veterans only (52.4%). Service backgrounds included Navy (19%), Army (42.9%) and Air Force (33.3%), and combined services (4.8%). Diet quality was overall moderate across the three groups, with no significant differences. Most respondents (59.5%) reported living with partner/spouse and dependants and typically eating with family. Family members of veterans demonstrated statistically significant relationships between higher diet quality and improved emotional and psychological well-being that were not observed in veteran groups. While no statistically significant relationships emerged between mealtime structure, diet quality and well-being, this study provides a preliminary framework for considering the role of food-related behaviours in well-being among veterans and their families. Results highlight a need to consider broader contextual factors when exploring food-related behaviours and wellbeing in veterans and their families. Family routines and mealtime structures appear to present unique challenges that may impact overall health. Future research should contextualise the role of food within a framework that considers factors relevant to both veterans and their families as distinct pathways to wellbeing. By doing so, it may be that food-related behaviours and diet quality may service as a pathway for not only greater health, but also a mechanism to support families of veterans by building a deeper understanding of the commitment to health in families of veterans, and maximising the social connection food can provide in communities for veterans and their families.

POSTER

She'll be right...but let's make sure: Designing targeted care for serving ADF women at risk of or diagnosed with PTSD—key considerations for an effective, gender-responsive model.

Dr. Amy Johnson • *Central Queensland University* **Dr. Elizabeth Daly** • *Central Queensland University*

Female Australian Defence Force (ADF) veterans remain underserved by current mental health care models, which are predominantly male-oriented and fail to address the unique risk factors and service experiences of women. This research identified a critical gap in targeted, gender-responsive care for ADF women at risk of, or diagnosed with, PTSD. Addressing this issue is essential to improving mental health outcomes and long-term reintegration for female personnel. This study employed a mixed-methods design incorporating a systematic literature and policy review, qualitative content analysis, and comparative evaluation. The population of interest included current and former female ADF members at risk of, or diagnosed with, PTSD. Due to ethical restrictions, primary data collection involving direct participant recruitment was not permitted; instead, data were sourced from open-access lived experience transcripts submitted to the Royal Commission into Defence and Veteran Suicide (RCDVS). Sampling was purposive, focusing on literature and policy documents relevant to gender-specific PTSD care, as well as established mental health models from Five Eyes (FVEY) countries. The main outcome measures included identification of systemic and structural barriers to care, evaluation of the effectiveness of cognitive behavioural therapy (CBT) and cognitive processing therapy (CPT), and the feasibility of implementing gender-responsive interventions within ADF and DVA systems. This study revealed several critical findings regarding the mental health care of female ADF veterans. A major outcome was the identification of persistent structural and cultural barriers limiting access to PTSD care. Female veterans consistently reported disengagement from services due to stigma,

lack of trust, and the dominance of male-oriented clinical environments. This theme was reflected in the analysis of lived experience transcripts submitted to the RCDVS. The review of existing treatment models found broad support for CBT and CPT as effective PTSD interventions in general veteran populations. However, few of these programs were specifically designed for or evaluated in female cohorts, revealing a gender gap in both service design and delivery. The findings have direct implications for policy reform, including the need to embed gender-specific PTSD screening, increase access to female clinicians, and integrate trauma-informed, hybrid (in-person and telehealth) delivery models. For practitioners, the study highlights the importance of culturally safe and gender-sensitive approaches. For researchers, it underscores the urgent need for more empirical studies focused on female veteran mental health, particularly in the Australian context.

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Publication Opportunity

Present Your Research. Publish Your Scholarship.

The Educational Justice Symposium is pleased to invite presenters to submit full manuscripts based on their conference presentations for consideration in the **Educational Justice Journal (EJJ)**, an international, peer-reviewed, open-access journal dedicated to advancing research, policy, and practice in education, leadership, equity, and social justice.

Conference presentations provide an opportunity to share emerging ideas with an international audience; publication extends the impact of that work by contributing to the global body of scholarly knowledge. Presenters are encouraged to expand their presentations into full-length manuscripts that reflect the depth of their research and its implications for policy, practice, and future scholarship.

Selected manuscripts may be considered for publication in a special issue of the *Educational Justice Journal* dedicated to the 2026 Educational Justice Symposium in Australia. This special issue will highlight innovative research, best practices, and emerging perspectives from scholars around the world whose work advances educational justice across diverse educational contexts.

All manuscripts will undergo the journal's standard **double-blind peer-review process** and must meet the journal's editorial and publication standards. Acceptance for conference presentation does not guarantee publication.

We welcome submissions from all conference tracks and encourage interdisciplinary scholarship that contributes to educational justice at the local, national, and global levels.

Submission Deadline: November 2026

Submission Guidelines: Send complete manuscript to: chall@vsu.edu

We look forward to sharing the outstanding scholarship presented at the **2026 Educational Justice Symposium** with an international readership through the *Educational Justice Journal*.

REFLECTION FACILITATOR

Each morning of the symposium opened with the Reflection Wall, a grounding practice facilitated throughout the event by Dr. Brian S. Maiden. If those moments of reflection resonated with you, we invite you to connect further with his work below.



Dr. Brian S. Maiden, Ph.D.

Dr. Brian S. Maiden Coaching & Consulting Group, LLC.

"Leadership begins with Identity."

Dr. Brian S. Maiden, Ph.D., is a leadership strategist, speaker, and human development scholar whose work helps individuals and organizations align identity, purpose, and performance through The Flow State Method.

Website: DrBrianMaiden.com



With Gratitude

Thank you for joining us as we soar together toward a more just and connected future in education.

Educational Justice Symposium • Central Queensland University • Rockhampton, Australia

Organizing Committee

Dr. Chevelle Hall
Dr. Linda Taylor
Dr. Corey Bloomfield
Dr. Linda Lorenza
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