

Professor Susan Edwards

A: Institute for Learning Sciences & Teacher Education, Melbourne Campus
Level 1, 232 Victoria Parade, East Melbourne VIC 3000
Locked Bag 4115, Fitzroy MDC, Fitzroy VIC 3065

T: +61 0 466 401 210

E: suzy.edwards@acu.edu.au

O: <http://orcid.org/0000-0002-5945-0597>

Work history

Position	Organisation	Years
Professor Early Childhood Education	Institute for Learning Sciences and Teacher Education (ILSTE), Australian Catholic University.	2016-present
Program Director	Digital Foundations in the Early Years Program at the Research Centre for Digital Data and Assessment in Education, ACU	2020-
Associate Professor Curriculum and Pedagogy	Faculty of Education and Arts; Learning Sciences Institute Australia, Australian Catholic University.	2011-2015
Senior Lecturer Early Childhood Education (PhD)	Faculty of Education. Monash University, Australia.	2009-2010
Lecturer Early Childhood Education (PhD)	Faculty of Education. Monash University, Australia.	2005-2008
Associate Lecturer Early Childhood Education (PhD)	Faculty of Education. Monash University, Australia.	2003-2004
PhD Candidate (Monash Graduate Scholarship–full fee and living allowance)	Faculty of Education. Monash University, Australia.	2000-2003

Education

Qualifications	Organisation	Completed
Doctor of Philosophy	Monash University	2004
Bachelor of Education (1A Hons)	Royal Melbourne Institute Technology University	1999
Associate Diploma of Arts in Dance Instruction and Management	Box Hill Institute of Technical and Further Education	1995

Thesis

Edwards, S. (2003). *The curriculum is ... A case study investigation into educator conceptions of the early childhood curriculum*. Monash University: Melbourne.

Fields of educational expertise

- Digital practices in the early years
- Cyber-safety education
- Philosophy of technology
- Play and digital play pedagogies
- Playgroups and enhancing adult capabilities about play

Expertise in qualitative, quantitative and mixed research design methodologies

- Professor Edwards has a strong suite of methodological expertise, including developmental work research, design intervention, participatory design, quasi-experimental research and case-study. She is skilled in the conduct of video research with adults and children, interviews with children and families, child-centred research methods, and survey implementation. Professor Edwards contributed as second-named CI to one of few randomized control trial projects conducted in the Australian early childhood education and care sector (Morris, Edwards, Skouteris et al., 2018) (ARCDP1400938).

Research supervision fields

- Curriculum
- Play-based learning
- Digital technologies
- Cyber-safety education
- Digital media and popular-culture
- Sustainability and consumption
- Health and wellbeing with technologies

Funded research

Competitive grants

Year	Grants	Funding
2020-2024	<i>Young children in digital society: An online tool for service provision.</i> Professor Susan Edwards, Professor Leon Straker, Professor Andrea Nolan, Associate Professor Michael Henderson, Professor Susan Grieshaber, Professor Helen Skouteris, Dr Kate Highfield.	\$556,000 ARC; ABC, Australian Federal Police, Early Childhood Australia, Office of eSafety, Deeper Richer, Raising Children Network, Alannah and Madeline Foundation \$650,976
2017-2020	<i>A best practice framework for playgroups in schools.</i> Professor Susan Edwards, Dr Karen McLean, Ms Cath Healy, Associate Professor Maria Evangelou, Professor Andrea Nolan, Associate Professor Michael Henderson, Professor Helen Skouteris	\$156,000 ARC; \$150,000 Playgroup Victoria
2017-2015	<i>New play pedagogies for teaching and learning in the early years).</i> Professor Susan Edwards, Professor Joce Nuttall, Professor Sue Grieshaber and Professor Elizabeth Wood.	\$191,000 ARC
2014-2016	<i>Promoting healthy eating, active play and sustainability awareness in early childhood curricula.</i> Professor Helen Skouteris, Associate Professor Susan Edwards, Associate Professor Amy Cutter-Mackenzie and Dr Leonie Rutherford.	\$232,000 ARC
2010-2012	<i>Examining play-based approaches to teaching and learning in early childhood education and care.</i> Dr Susan Edwards and Dr Amy Cutter-Mackenzie.	\$60,000 ARC

Research consultancies

Year	Research	Funding
2020	Australian Federal Police	\$15,000
2019-2020	Office of eSafety Commissioner	\$20,000
2012-2014	Education Services Australia Early Language Learning Australia	\$20,000
2010-2012	Department of Education, Employment and Workforce Development	\$20,000
2010-2012	Australian Council for Educational Research	\$65,000
2008	Department of Education and Early Childhood Development	\$71,000
2007	Department of Education and Science Training	\$71,000

Other funded research

Year	Research	Funding
2020	<i>Organisation Economic and Cooperation Development (OECD).</i> Integrative literature review: process quality, curriculum and pedagogy in ECEC	\$16,000
2020	<i>Playgroup Australia.</i> Systematic review of the literature: outcomes of playgroup participation for children and families. Dr Karen McLean and Professor Susan Edwards	\$20,000
2016	<i>Healthway.</i> Smart Start: a program for healthy mobile technology use by young children. Professor Leon Straker, Dr Erin Howie, Dr Donna Cross, Professor Susan Danby, Professor Susan Edwards and Dr Kate Highfield.	\$70,000

Year	Research	Funding
2015-2016	<i>Victorian Government Innovative Fund</i> . An app to support assessment of play and learning in early childhood education. Professor Susan Edwards, Dr Daphne Cohen and Professor Joce Nuttall.	\$137,000
2014-2015	<i>adAU Foundation</i> . Cybersafety education in the early years. Associate Professor Susan Edwards, Professor Andrea Nolan, Professor Helen Skouteris, Associate Professor Michael Henderson.	\$16,000
2010-2012	<i>Catholic Education Office Ballarat</i> . Community playgroup participation for families and children. Dr Karen McLean and Associate Professor Susan Edwards.	\$70,000
2010-2012	<i>Telematics Trust</i> . Digital technologies in early childhood. Associate Professor Susan Edwards.	\$20,000

Publications

Edited Books

- Brooker, L., Blaise, M., Edwards, S. (2014). *SAGE International Handbook on play and learning*. Section Editor: Play and learning in early childhood. SAGE Publishers: London.
- Brooker, L., & Edwards, S. (Eds.). (2010). *Engaging play*. Maidenhead: Open University Press.
- Edwards, S., & Nuttall, J. (Eds.). (2009). *Professional Learning in Early Childhood Settings*. Netherlands: Sense Publications.

Books

- Stephen, C., & Edwards, S. (2018). Young children playing and learning in a digital age: a cultural and critical perspective. European Early Childhood Research Association Book Series. N. Barbour., J. Fomosinho & C. Pascal (Eds.), *Towards an ethical praxis in early childhood: from research to practice*. New York: Routledge.
- Cutter-Mackenzie, A. Edwards, S., Moore, D., & Boyd, W. (2014). *Young children's play and environmental education in early childhood education*. Springer: Dordrecht.

Book chapters

- Wood, E., Nuttall, J., Edwards, S., & Grieshaber, S. (2020). Young children's digital play in early childhood settings: Curriculum, pedagogy and teachers' knowledge. In O. Erstad and S. Pereira (Eds.), *The Routledge Handbook of Digital Literacies in Early Childhood*, (pp.214-226). London: Routledge.
- Edwards, S. (2019). Digital play. In C. Donohue (Ed.), *Exploring Key Issues in Early Childhood and Technology: Evolving Perspectives and Innovative Approaches*, (pp. 55-62). New York: Routledge.
- Edwards, S., Nuttall, J., Grieshaber, S., & Wood, E. (2019). New Play: a pedagogical movement for early childhood education. In D. Whitebread and D. Pino-Pasternak (Eds.), *The Sage Handbook of Developmental Psychology and Early Childhood Education*. (pp. 272-285). London: SAGE.
- Edwards, S., McLean, K., & Lambert, P. (2017). Fostering young children's everyday mathematical knowledge through caregiver participation in support playgroups in schools. In S. Philipson., P. Sullivan & A. Gervasoni (Eds), *Engaging families as the first mathematics educators of children*. Dordrecht: Springer.
- Edwards, S. (2015). Technologies in early childhood education. In M. Henderson & G. Romeo (Eds.), *Teaching and digital technologies: Big issues and critical questions*, (pp. 282-293). Cambridge: Cambridge University Press.
- McLean, K., & Edwards, S. (2015). Beginning the conversation about young children's technology use in contemporary times. In S. Garvis and N. Lemon (Eds.), *Understanding digital technologies and young children: An international perspective*, (pp. 155-166). New York: Routledge.
- Edwards, S., Skouteris, H. Nolan, A., & Henderson, M. (2015). Young children's internet cognition. In S. Garvis and N. Lemon (Eds.), *Understanding digital technologies and young children: An international perspective*, (pp.38-46). New York: Routledge.
- Edwards, S., Nuttall, J., Lee, S., Wood, L., Mantilla, A., & Grieshaber, S. (2015). Digital play: What do teachers see? In S. Bulfin., N. Johnson & C. Bigum (Eds.), *Critical perspectives on education and technology*, (pp. 69-84). New York: Palgrave Macmillan.
- Edwards, S. (2013). Post-industrial play: understanding the relationship between traditional and converged forms of play in the early years. In J. Marsh., & A. Burke (Eds.), *Children's Virtual Play Worlds: Culture, Learning, and Participation*, pp. 10-26. New York: Peter Lang.

Articles

- Edwards, S., Mantilla, A., Grieshaber, S., Nuttall, J., & Wood, E. (2020). Converged play characteristics for early childhood education: multi-modal, global-local, and traditional-digital. *Oxford Review of Education*, 1-24.
- McLean, K., Edwards, S., & Mantilla, A. (2020). A review of community playgroup participation. *Australasian Journal of Early Childhood*, 45(2), 155-169
- Nuttall, J., Edwards, S., Grieshaber, S., Wood, E. (2019). The role of cultural tools and motive objects in early childhood teachers' curriculum decision-making about digital and popular culture play. *Professional Development in Education*, 45(5), 790-800.
- Mantilla, A., & Edwards, S. (2019). Digital technology use by and with young children: A systematic review for the Statement on Young Children and Digital Technologies. *Australasian Journal of Early Childhood*, 44(2), 182-195.
- Edwards, S., Mantilla, A., Henderson, M., Nolan, A., Plowman, L., & Skouteris, H. (2018). Teacher practices for building young children's concepts of the internet through play-based learning. *Education Theory and Practice*, 40(1), 29-50.
- Morris, H., Edwards, S., Skouteris, H., Cutter-Mackenzie, A., Rutherford, L. (2018). A health and sustainability intervention in early childhood education. *Australasian Journal of Early Childhood*, 43(4), 33-42.
- Edwards, S., Nolan, A., Henderson, M., Mantilla, A., Plowman, L., & Skouteris, H. (2018). Young children's everyday concepts about the internet: implications for cyber-safety education in the early years. *British Journal of Educational Technology*, 49(1), 45-55.
- Straker, L., Edwards, S., Danby, S., Thorpe, K., Zabatiero, J. (2018). Conflicting Guidelines on Young Children's Screen Time and use of Digital Technology Create Policy and Practice Dilemmas. *The Journal of Pediatrics*, 202, 300-303.
- Zabatiero, J., Straker, L., Mantilla, A., Edwards, S., & Danby, S. (2018). Young children and digital technology: Australian early childhood education and care sector adults' perspectives. *Australasian Journal of Early Childhood*, 43(2), 14-22.
- Edwards, S. (2017). Play-based learning and intentional teaching: forever different? *Australasian Journal of Early Childhood*, 42(2), 4-10.
- McLean, K., Edwards, S., & Heather, M. (2017). Community playgroup social media and parental learning about young children's play. *Computers and Education*, 115, 201-210.
- McLean, K., Edwards, S., Evangelou, M. (2017). Supported playgroups in schools: bonding and bridging family knowledge about transition to formal schooling. *Cambridge Journal of Education*, 48(2), 157-175.
- Edwards, S., Henderson, M., Gronn, D., Scott, A., Mirkhil, M. (2016). Digital disconnect or digital difference? A socio-ecological perspective on young children's technology use in the home and the early childhood centre. *Technology, Pedagogy and Education*, 26(1), 1-17.
- Edwards, S., Nolan, A., Henderson, M., Skouteris, H., Mantilla, A., Lambert, P., & Bird, J. (2016). Developing a measure to understand young children's internet cognition and cyber-safety awareness: A pilot test. *Early Years: International Journal of Research and Development*, 36(3), 322-335.
- Edwards, S. (2016). New concepts of play and the problem of technology, digital media and popular-culture integration with play-based learning in early childhood education. *Technology, Pedagogy and Education*, 25(4), 513-532.
- Edwards, S., Skouteris, H., Cutter-Mackenzie, A., Rutherford, L., O'Conner, M., Mantilla, A., Morris, H., & Elliot, S. (2015). Young children learning about wellbeing and environmental education in the early years: a funds of knowledge approach. *Early Years: An International Research Journal*, 36(1), 33-50.
- Edwards, S., & Bird, J. (2015). Observing and assessing young children's digital play: using the digital play framework. *Journal of Early Childhood Research*, 15(2), 158-173.
- Nuttall, J., Edwards, S., Mantilla, A., Grieshaber, S., & Wood, E. (2015). The role of motive objects in early childhood teacher development concerning children's digital play and play-based learning in early childhood curricula. *Professional Development in Education*, 41(2), 222-235.
- Bird, J., & Edwards, S. (2015). Children learning to use technologies through play: A Digital Play Framework. *British Journal of Educational Technology*, 46(6), 1149-1160.
- Edwards, S. (2014). Towards contemporary play: sociocultural theory and the digital-consumerist context. *Journal of Early Childhood Research*, 12(3), 219-233.
- Edwards, S. & Cutter-Mackenzie, A. (2013). Pedagogical play-types: what do they suggest for learning about sustainability in early childhood education? *International Journal of Early Childhood*, 43(3), 327-346.
- Edwards, S. (2013). Digital play in the early years: a contextual response to the problem of integrating digital technologies and play-based learning in the early childhood curriculum. *European Early Childhood Education Research Journal*, 21(2), 199-212. (Special issue: Promoting play for a better future).
- Edwards, S. (2012). Teaching through assessment: merging technology and assessment in teacher in education. *Teachers and Teaching*, 18(5), 585-599.
- Edwards, S. (2011). Lessons from 'a really useful engine'TM: using Thomas the Tank EngineTM to examine the relationship between play as a leading activity, imagination and reality in children's contemporary play worlds. *Cambridge Journal of Education*, 41(2), 195-210.

- Edwards, S., & Cutter-Mackenzie, A. (2011). Environmentalizing early childhood curriculum through play-based pedagogies. *Australasian Journal of Early Childhood*, 36(1), 51-59.
- Edwards, S. (2010). 'Numberjacks are on their way': A cultural historical reflection on contemporary society and the early childhood curriculum. *Pedagogy, Culture and Society*, 18(3), 261-272.
- Edwards, S., Blaise, M., & Hammer, M. (2009). Beyond developmentalism? Early childhood teachers' understandings of multiage grouping in early childhood education and care. *Australasian Journal of Early Childhood*, 34(4), 55-63.
- Edwards, S. (2007). From developmental-constructivism to sociocultural theory and practice: an expansive analysis of teachers' professional learning and development in early childhood education. *Journal of Early Childhood Research*, 5(1), 89-112.
- Edwards, S. (2006). 'Stop talking about culture as geography.' Early childhood educators' conceptions of sociocultural theory as an informant to curriculum. *Contemporary Issues in Early Childhood*, 7(3), 238-252.
- Edwards, S. & Hammer, M. (2006). Problem based Learning in early childhood and primary teacher education. *Teaching and Teacher Education*, 22(4), 465-477.
- Edwards, S. (2005). Higher Education in the twenty first century: interfacing Problem based and online Learning. *Technology, Pedagogy and Education*, 14(3), 353-371.
- Edwards, S. (2005). Constructivism doesn't only happen in the individual: sociocultural theory and early childhood education. *Early Child Development and Care*, 175(1), 37-47.
- Edwards, S. (2005). Why I hated sociocultural theory: Confessions of a reformed cognitive-developmental. *Pedagogy, Culture and Society*, 13(2), 133-141.
- Edwards, S. (2005). Children's learning and developmental potential: examining the theoretical informants of early childhood curricula from the educators' perspective. *Early Years*, 25(1), 67-80.
- Edwards, S. (2005). The reasoning behind the scene: Why do early childhood educators use computers in their programs? *Australian Journal of Early Childhood*, 30(4), 25-33.
- Edwards, S. (2005). Talking about a revolution: Paradigmatic change in early childhood education. From developmental to sociocultural theory and beyond. *Melbourne (Critical) Studies in Education*, 46(1), 1-12.
- Edwards, S. (2003). New directions: charting the paths for the role of sociocultural theory in early childhood education and curriculum. *Contemporary Issues in Early Childhood*, 4(3), 251-266.
- Romeo, G., Edwards, S., McNamara, S., Walker, I., & Ziguara, C. (2003). Touching the screen: issues associated with the use of touch screen technology in early childhood education. *British Journal of Educational Technology*, 34(3), 329-341.

Reports

- Edwards, S. (2020). *Process quality, curriculum and pedagogy in early childhood education and care*. OECD integrative review of the literature. Paris. OCED.
- McLean, K., Edwards, S., Lambert, P., Gibson, B., & Hallowell, L. (2016). *Promoting the provision of parental provided play activities in transition playgroups*. A Research Report Prepared for Playgroup Victoria. Melbourne. VIC, Australian Catholic University.
- McLean, Edwards, S., Morris, H., Hallowell, L., & Swinkels, K. (2016). *Community playgroups—connecting rural families locally*. A Research Report Prepared for Playgroup Victoria. Melbourne. VIC, Australian Catholic University.
- McLean, K., Edwards, S., Lambert, P., Wickham, D., & Schaper, C. (2015). *Supported playgroups in schools: Stakeholder perspectives on belonging, home learning and young children's play*. Final Report. Australian Catholic University: Melbourne, Australia.
- Edwards, S., Bone, J., & Bird, J. (2012). *Integrating early childhood contexts and services: towards a handbook for understanding and implementing the EYLF*. Final report to DEEWR. 19th March, 2012. Australian Catholic University: Melbourne.
- Blaise, M. & Edwards, S. (2009). *Generating multiage pedagogies with the City of Melbourne's early childhood teachers*. Monash University: Melbourne, Australia.
- Edwards, S., Fleer, M., & Nuttall, J. (2008). *A research paper to inform the development of an Early Years Learning Framework for Australia*. Office for Children and Early Childhood Development. Department of Education and Early Childhood Development. Melbourne, Victoria.
- Blaise, M., Edwards, S., Hammer, M. (2007). *An initial investigation of the experiences amongst stakeholders involved in family grouping models in the City of Melbourne*. Monash University: Melbourne, Australia.

Other

- Edwards, S., Straker, L., & Oakey, H. (2018). Early Childhood Australia. Statement on young children and digital technologies. Canberra, ACT: ECA.
- Edwards S., (2018). Digital Play. *Encyclopaedia on Early Childhood Development*. Centre of Excellence for Early Childhood Development. Montreal: Quebec.
- Edwards, S., Straker, L., & Oakey, H. (2018). Discussion paper. Towards an Early Childhood Australia Statement on young children and digital technology. Canberra, ACT: ECA.
- Edwards, S. (2018). Digital technologies in the early years. *Preschool Matters*. Volume 4. Early Learning Association Australia.
- Edwards, S., Cutter-Mackenzie, A., Moore, D., & Boyd, D. (2017). Finding the balance: A Play-framework for play-based learning and intentional teaching in early childhood education. *Every Child*, 23(1), 14-15.
- Edwards, S., & Nuttall, J. (2015). Beginning teachers: issues and experiences. *Asia Pacific Journal of Teacher Education*, 43(1), 1-3.
- Nuttall, J., & Edwards, S. (2014). Researching teacher education in a context of reform. *Asia Pacific Journal of Teacher Education*, 42(3), 209-211.
- Nuttall, J., & Edwards, S. (2014). Teacher education research and the role of place. *Asia Pacific Journal of Teacher Education*, 42(2), 103-104.
- Edwards, S., & Nuttall, J. (2014). Professionalism, identity and theory-practice in teacher education. *Asia Pacific Journal of Teacher Education*, 42(1), 1-3.
- Edwards, S. (2013). *ICT in play-based contexts*. In R. Gunstone (Ed.), *International Encyclopaedia Science Education*. Springer: Dordrecht.
- Edwards, S. (2013). By-passing the debate: beyond the 'technology question' in early childhood education. *TACTYC Reflections*. Available: www.tactyc.org.uk/reflection-Edwards.
- Edwards, S., Moore, D. & Cutter-Mackenzie, A. (2012). 'It will be a wasteland if we don't recycle'— sustainability and intentional teaching in early childhood. *Every Child*, 18(3), 12-13.
- Edwards, S., Henderson, M., & Mirkhil, M. (2010). Young children and screen time. *Everyday Learning Series*. Canberra, Australia: Early Childhood Australia (peer reviewed).

Scholarly contributions

A conceptually innovative researcher, Professor Edwards consistently pushes the boundaries of historical thinking in early childhood education. Her publications are characterized by new insight into matters of pedagogy pertaining to play-based and digital pedagogies. Despite four periods of career interruption for childbirth, her publications are now cited by leading scholars in the field (e.g. Jackie Marsh, Lydia Plowman, and Natalia Kucirkova); and are used by others to frame the conceptual and/or methodological basis of their own work (e.g. Lorna Arnott, Debra Harwood, Ioanna Palaoiologou, and Maria Hatzigianni).

Edwards has a track-record of success publishing in the top education journals, such as *British Journal of Education Technology* (IF 2.729), and *Teachers and Teaching* (IF 3.335), and the highly respected *Computers and Education* (IF 4.53). 78% of Professor Edwards' publications in the Web of Science area 'Education and Educational Research' (2003-2018) are cited by others - almost double that of the global benchmark of 40%. Her outputs are referenced by scholars from 150 institutions (e.g. University College London, Cambridge University, National Institute of Education Singapore), in 160 different journals from over forty countries, including the United States of America (USA), United Kingdom (UK), China, Israel, Greece, New Zealand and South Korea. Her research outputs indicate exceptional inter-disciplinary utility, recording citations beyond the field of early childhood education into the arts/humanities, computing science, engineering, environmental science, psychology, family studies, medicine and nursing (Web of Science).

Field specifically, Edwards currently ranks first out of one hundred most published authors internationally for 'early childhood education technologies' (Scopus). In Australia, she records three papers in the top 15 most cited early childhood education publications of the last five years. Books by Professor Edwards are held within 3,091 libraries worldwide, including top-ranked university libraries: Cambridge, Harvard, Oxford, Princeton, MIT and Yale.

Editorial roles

- 2020-2022 *Australasian Journal of Early Childhood*. Co-editor-Competitive application. Role: ensure publication of high-quality research, promote diversification of published research, increased journal citations.
- 2016-2019 *Australasian Journal of Early Childhood*. Editorial board–Invited membership. Role: increase quality of peer-reviews and consequent publications; to inform strategic plan moving journal to an established publisher.
- 2012-2015 *Asia-Pacific Journal of Teacher Education*. Co-editor–Competitive application. Role: assessing manuscripts, assigning reviewers, communicating with authors, checking proofs, writing editorials, managing budget and liaising with host organisation (Australian Teacher Education Association). Increased IF from 0.667 to 0.964.
- 2011-ongoing *Journal of Early Childhood Research*. Editorial board–Invited membership. Role: peer-reviewing manuscripts, promotion of journal in Australasia.
- 2011-ongoing *Early Years: International Journal of Research and Development*. Editorial board–Invited membership: Role: peer-reviewing manuscripts, promotion of journal in Australasia.

Invited reviewer

Journals

- *Computers and Education*
- *Contemporary Issues in Early Childhood*
- *Teaching and Teacher Educator*
- *Australian Journal of Early Childhood*
- *Early Years Journal of International Research and Development*
- *Cambridge Journal of Education*
- *International Journal of Play*
- *Journal of Early Childhood Research*
- *Teaching and Teachers*
- *Technology, Pedagogy and Education*
- *British Journal of Educational Technology*
- *International Journal of Early Childhood*
- *European Early Childhood Education Research Journal*

Books

- Oxford University Press
- Routledge
- Cambridge University Press

Grants

- Australian Research Council (DECRA; Discovery Projects; Linkage Projects: Laureate)
- Ontario Early Career Research awards
- Office for Learning and Teaching

Research Quality

- Excellence in Research Australia Peer Assessor

Fellowships

- 2019 November *University of Edinburgh, Institute of Education, Community and Society*. Visiting Research Scholar –fully-funded by ACU University and awarded by University of Edinburgh via external application (one seminar on ECA Statement on Young Children and Digital Technologies; one workshop with HDR candidates).
- 2018 June *Institute of Education, Hong Kong (HKIED)*. Invited Visiting Scholar–fully-funded and awarded via internationally competitive application (one seminar on the pedagogical play-framework; one recorded webinar on using the pedagogical play-framework in early childhood STEM education to be used with 300 pre-service teachers in Hong Kong).
- 2014 March *Institute of Education, Hong Kong (HKIED)*. Invited Visiting Scholar - fully-funded and awarded by HKIED via invited application (two seminars on the

scholarship of teaching and integrating online learning with problem-based learning. Mentoring of academic staff in the writing for publication from the scholarship of teaching).

- 2009 August –November 2009 *The University of Oxford. Department of Educational Studies.* Visiting Research Fellowship - fully-funded by Monash University and awarded by University of Oxford via external application (two seminars on play-based learning and digital play to Departmental research groups, participated in all Department research activities and completed a detailed program of reading in the completed works of Vygotsky with the Oxford Centre for Socio-cultural and Activity Theory Research).
- 2008 April *University of New England, Faculty of Education.* Invited Visiting Scholar—fully-funded and awarded by Faculty of Education, University of New England via invited application (three seminars on the concept of ‘teaching-through-assessment’ and course redesign of units of study in the Bachelor of Education, Early Childhood for the integration of online and problem-based learning).

Awards

- 2018 *Australian Catholic University*
Institute for Learning Sciences and Teacher Education
Research Award for Early Career Research Mentoring
Internally competitive award \$5,000
- 2010 *Monash University*
Teaching and Learning Lead Fellowship
Leading 3 University Fellows to advance the scholarship of teaching across the university including the discipline areas of nursing, health sciences and arts. Culminating in Scholarship of Teaching Symposium featuring the Deputy Vice Chancellor Education and all three Fellows.
Internally competitive awards \$35,000
- 2009 *Australian Council for Learning and Teaching*
Australian Award for University Teaching (Early Career Teacher)
Nationally competitive awards \$25,000
- 2007 *Monash University*
Vice Chancellor’s Award for Teaching Excellence\
Internally competitive awards \$5,000
- 2006 *Australian Council for Learning and Teaching*
Citation for the design of innovative and reflective teaching practices
Nationally competitive awards \$10,000
- 2004 *Monash University*
Vice Chancellor’s Award for Excellence in Online Learning
Awarded one year after commencing fulltime tertiary teaching
Internally competitive awards \$5,000

Memberships

Associations

- Early Childhood Australia
- Australian Association for Education Researcher
- Australian Research Alliance for Children and Youth
- Australian Teacher Educators Association
- European Early Childhood Research Association

Research groups

- Digital Education Research @ Monash. Research Fellow (2011-2020)
- Australian Research Council, Centre for the Digital Child. Associate Investigator (2020-2027)

Working parties

- Co-chair Digital Policy Group for Early Childhood Australia. Statement on Young Children and Digital Technologies (2016-2018). Co-chaired group including contributions from: Office of eSafety Commissioner, Alannah and Madeline Foundation, Raising Children Network, Gowrie Children’s Program Broadmeadows, Australian Council on Children and the Media, Australian Institute of Family Studies, Australian Gambling Research Centre, National Outside School Hours Association, and Lady Gowrie Child Centre Tasmania. Oversaw conduct of systematic review of the literature, national survey of the sector, child-centred consultation, discussion paper and online feedback, leading to the publication of Australia’s first comprehensive Statement on Young Children and Digital Technologies.

- Co-chair National Advisory Group for Playgroup Australia. Playgroup Declaration (2019-2021). Currently co-chairing this group, including contributions from: Australian Human Rights Commission, Save the Children Australia, Australian Research Alliance for Children and Youth, Telethon Kids Institute, Australian Government Department of Social Services, Australian Capital Territory Human Rights Commission, Early Childhood Australia, Families Australia, Parenting Research Centre, Murdoch Children's Research Institute, Maternal, Child & Family Health Nurses Australia, New South Wales Department of Education, SNAICC, Children and Young People with Disability Australia, UNSW Social Policy Research Centre, Queensland University of Technology, Playgroup South Australia, Playgroup Victoria and Playgroup Australia. Set to produce the first known Playgroup Declaration, nationally and internationally, predicated on a systematic review of the literature and high-level sector engagement concerning playgroups for learning amongst children and families.

Committee memberships

- 2020 *Academic Research Performance Review Committee*, Faculty of Education and Arts, Australian Catholic University (contribute to assessment of research quality by all academic staff for research load). Nominated by Deputy Vice Chancellor Research.
- 2017 *EOI Panel for ARC applications* Faculty of Education and Arts, Australian Catholic University (assessed and provided feedback on EOI for DECRA, ARCDP and Future Fellowship applications). Nominated by Faculty Dean Research.
- 2017 *HDR Scholarship Panel* Faculty of Education and Arts, Australian Catholic University (assessed and ranked applications for HDR scholarships for FEA at ACU). Nominated by Faculty Dean Research.
- 2015 *Excellence in Australia (ERA) committee* Faculty of Education and Arts, Australian Catholic University (led the submission of research outputs for the ERA code 1301 [Early childhood education]. Based on outputs prior to the 2013-2016 ACU research intensification strategy). Achieved a ranking of '3-At world standard'). Nominated by Faculty Dean Research.
- 2014 *Academic Research Performance Review Committee*, Faculty of Education and Arts, Australian Catholic University (contributed to assessment of research quality by all academic staff for research load). Nominated by Dean of Faculty of Education and Arts.
- 2014 *Teaching Awards Committee*, Faculty of Education and Arts, Australian Catholic University (assessed and provided recommendations on applications for teaching excellences). Nominated by Faculty Dean Teaching.
- 2012-2013 *Research Committee*, Faculty of Education, Australian Catholic University (led the development and implementation of a new annual research symposium—noted by Professorial Chair in unsolicited feedback as 'instrumental to developing the aims and focus of the committee' and evidencing 'a leader who possesses great insight and responsibility for capacity building'). Elected member.
- 2006-2009 *Academic Progress Committee*, Faculty of Education, Monash University (informed decision-making regarding continued or discontinued progress of students enrolled in Bachelor of Education and Graduate Diploma of Education degrees, including Early Childhood, Primary and Sport and Recreation. As course coordinator of the Bachelor of Education and Graduate Diploma of Education degrees in 2006, 2007 and 2008 I led recommendations for students enrolled in these degrees). Nominated by the Associate Dean Teaching.
- 2004-2005 *Research Committee and Resources Sub-Committee*, Faculty of Education, Monash University (contributed to decision-making regarding research groups and resourcing of research groups). Elected member.

Service internal

- 2018-2020 *Bachelor Education (Early Childhood and Primary) Course Review* Faculty of Education and Arts, Australian Catholic University (expert member in early childhood education, play and pedagogy and digital technologies). Nominated by Faculty Dean of Faculty of Education and Arts.
- 2013-2016 *University Promotions Committee (Level B-C)*, Faculty of Education and Arts, Australian Catholic University (assessed and made recommendations on academic applications for promotion). Elected member.
- 2005-2006 *Executive Committee and Faculty Board*, Faculty of Education, Monash University (contributed to decision-making pertaining to degrees awarded by the Faculty of Education). Elected member.

Service external

- 2019-2020 Expert Advisor, Office of eSafety Commission \$1.5 million Early Years Online Safety Program.
- 2013-2015 Expert Advisor, Department of Education and Training, \$7.5 million Early Language Learning Australia.