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Data were collected through the questionnaire *What is Happening In this Class*, *Test of Mathematics-Related Attitudes* questionnaire and a *Shortened Revised Math Anxiety Rating Scale*. Analyses done yielded results that indicated statistically significant values for associations between the nature of the classroom environment attitudinal outcome and students' mathematics anxiety. The instruments were further administered to about 500 students who are registered for *Students and Youth into Science, Technology, Engineering and Mathematics* recovery project. The purpose is to verify and confirm the findings of the pilot project and further build up a multiple data source that will help in identifying attitudinal sensitive factors that are associated with mathematics anxiety.

BLA01484

Changing relations: Parental involvement, literacy practices and home school relations

Jill Blackmore and Kirsten Hutchison, Deakin University

Education reforms are shaping family-school relations more broadly, and family and school literacy practices in particular. In this paper we are using Victoria as a 'case study' examining teacher and parent responses to policies advocating parental involvement to improve student learning. It explores through qualitative studies (i) school and familial practices which are conducive to improving student literacies (ii) models to improve home-school relations which are both child and parent centred. It has both theoretical and practical implications with regard to the changing roles of family and state in education, and for family, adult and student literacy practices. The project will provide empirical data about the types of family and school literacy practices, which are perceived by parents and teachers to contribute to, improved literacy learning in a wide range of literacies. We will explore intersections of gender /class/ ethnicity in the context of changing home school relationships and will consider their implications for school organisation. Feminist post structuralist theories of policy and subjectivity will inform our understandings of changing literacy practices and parental involvement in schooling.

BLA01527

ICT and teacher identity - Conversion, transformation or masquerade?

Jill Blackmore and Richard Johnson, Deakin University

Much has been written about the enthusiastic adoption of information and communication technologies by school communities. Statistics show that Victorian schools are world leaders in the computers to students ratio. In this paper we examine the impact these changes have had on teacher identity.

We examine how the reform imperative can change the nature of the work identity of teachers (Menter et al 1997), the transformation of teachers' work around the discourses of the Self (Casey 1995) and the concept of 'habitus' and the formation of identity (Bourdieu 1998, 1989). We examine our data in the light of Castells (1991) who perceives post industrial society as being an informational or network society where the individual and collective identity has become more significant as people gain meaning-not from what they do but who they are, or believe they are.

Our data is drawn from a pilot study in a large metropolitan secondary college with a high level of socio-economic and cultural diversity in Melbourne, which is exploring the social implications of new learning technologies for changing relations between students, between teachers, between teachers and students and between family and school.

BLO01762

Reconceptualizing reading as intertextual practice

David Bloome, Vanderbilt University - Keynote Address

Models of reading that guide most reading research and pedagogy are based on a conception of reading as an interaction between a single reader and a single text. Yet, studies of reading from social and cognitive perspectives have shown that, even if unacknowledged, reading involves intertextual processes. Working collaboratively with two secondary language arts teachers over the past three years, Susan Goldman and I have been studying what occurs when the language arts and reading curriculum is explicitly redesigned around the conception of reading as intertextual practices. In part, our findings show that different models of intertextual practice are interactionally constructed across different phases of a classroom lesson, each foregrounding different sets of cognitive processes, learning opportunities, opportunities for classroom participation, and opportunities for identity construction and identity presentation. Further, detailed study of the classroom discourse showed how the teachers used a variety of intertextual practices to enact a definition of reading that was simultaneously social, cognitive, and political. In