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This chapter focuses on the expansion of international schooling and the way that internationalism is represented within a selection of secondary schools in Australia. There is a distinction to be drawn between international schooling and the internationalisation of schools. International schools are only one version of the ways that secondary education has responded to the fluidity of educational borders. An examination of internationalisation projects at the secondary level reveals a multiplicity of strategies and representations of ‘international’. The different ways that particular secondary schools have incorporated representations of internationalism illustrates the movements towards internationalisation as diverse ventures negotiating ways in which educational exchanges from outside the national are introduced into the local schools. Rather than conceptualising forays into international education as lucrative enterprises, problematising the development of internationalisation of education at the school level, this chapter focuses on local reproductions of ‘international’ and how they are constructed.

Conceptualising the school as the architecture that enables internationalisation, this chapter explores five cases showing how different schools construct internationalisation, and maps these against two measures: the degree of commitment to internationalisation ranging from superficial to deep, and the degree to which the school reaches outside local and national boundaries. Understanding how schools embed internationalisation into school structures challenges the scripting of internationalisation as simply a lucrative enterprise. The results show the disparate way that internationalisation is conceptualised and represented in secondary schools.

As the spread of internationalisation continues through programs such as the International Baccalaureate (IB), the implementation of the IB in the USA attracted multimillion dollar grants (Conner, 2008). The IB is only one version of international education, and with such movements for local systems towards some form of internationalisation; it is timely to review the advancing internationalism in secondary and primary schools. Internationalisation at the secondary and primary levels is problematic and influenced by intersecting forces of globalisation,
education and mobility. When reviewing the growth of international education at the secondary level, these factors present different kinds of issues for education. As argued by Mathews (2002),

… [a] major problem for state schooling is the implementation of policies and a practice arising from the context of higher education such as the idea that internationalisation invariably strengthens international and intercultural relationships and the idea that the competitive market-driven approach is an inevitable effect of globalisation. (p. 379)

Mathews (2002) problematises the adoption of higher education forms and how these influence internationalisation at the state school levels. For example, secondary education policies have a tendency to focus on equity and social justice as standard public school discourse. This notion is not prominent in higher education. She states that,

… international education or internationalisation is not coterminous with globalisation, rather internationalisation comprises a particular configuration of neoliberal globalisation ideology … Discussions of equity and social justice in education policy are absent, highlighting the pre-eminence of neoliberalism (Levin, 1998) and resignation to a particular form of globalisation …. (p. 379)

International education at the secondary level raises issues about how the international is configured and the social and economic drivers creating an exponential growth in international schools worldwide. The lack of research presents an incomplete patchwork of internationalism and ad hoc practices. From this incomplete patchwork, this chapter is a preliminary attempt to map out different forms of internationalisation in practice at the secondary school level. The research maps out snapshots of how five schools are practising internationalisation. The aim is to begin to unpack the varied meanings that international embodies at the secondary level.

INTERNATIONALISING SCHOOLS: THE MODEL APPROACH TO INTERNATIONALISATION

International education, especially higher education, is underpinned by a particular configuration of neoliberal globalisation ideology in which education and educational services are tradable commodities (Marginson, 1999). The business of international education has developed with clear strategies intended to mirror those of international trade and business. Business processes and models may provide some understanding of the internationalising of schools, because these are often configured as enterprises, with students as customers, high fees for service, and private managing boards (Spring, 2008). When examining business models for internationalisation and progress towards internationalising, there are four approaches which summarise the movement from the national to the international. These approaches provide a holistic overview of business development from local
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to global (Fletcher, 2001). The four approaches include: (1) the ‘stages’ approach which views internationalisation as involving changes in the firm as it increases its commitment to foreign markets, and (2) The ‘learning’ approach, which attempts to explain rather than describe patterns of internationalisation behaviour. With this approach, the process is treated as an evolutionary, sequential build-up of foreign commitments, (3) The ‘contingency’ approach, is based on the premise that companies’ international evolution is contingent upon a wide range of market-specific and firm-specific characteristics, and (4) the ‘network’ approach attributes internationalisation to the development of networks of relationships over time as international buyers and sellers build up knowledge about each other.

The stages theory bases internationalisation on a series of logical steps towards international commitment and acquisition of markets. There has been criticism of the stages theory of internationalisation (Lam & White, 1999) simply because each business seeking to internationalise has specific issues, obstacles and constraints so a prescribed formula for doing internationalisation does not follow. This model is also driven by long-term planning and these two reasons alone indicate that it is problematic model to describe the process of internationalising schooling. The criticism levelled at the stages models are nowhere more evident than in schools where there appear many different ways of doing internationalisation. Many of the estimated 5000 international schools in 236 countries, have their own interpretation of internationalisation and their own reasons and approaches for undertaking change. These take into account student type, location, learning needs, networks, and increasing diversity of educational experiences and learning, to name but a few (Hill, 2006). In terms of internationalisation at the secondary level, internationalisation is more akin to an adaptive process that does not ascribe to any staged development.

Unlike the stages approach to internationalisation, the network approach has some relevance for education and may help to frame a description of schools’ internationalising efforts. Often the relationships and international partnerships grow out of personal networks rather than through architecture of development. ISC research estimates that there are about 1,200 international schools in the Asia-Pacific, and over 5000 world-wide (http://www.iscresearch.com/) and the number continues to grow. Explaining this growth in terms of networks has resonance because network based models would attribute internationalisation to the building of relationships and dependencies for mutual gain and at the network core are mutual interests in social mobility, class, power and exchange. For example, rebuilding networks through education and schooling are indicative of the increased mobility of many international workers and their families. International schools which aim at catering for the needs of expatriate families, inclusive of maintain links with their home countries, creating new like-minded networks in new contexts, and creating expatriate networks have been estimated to make up about 20 per cent of international schools. These schools have arisen to meet the needs of expatriate families and maintaining a cultural network, deterritorialised from the original culture, and one that understands the needs of this mobile class,
maintains ties with original cultural and creates a mutual network need (http://www.iscresearch.com).

What about the relevance of learning and contingency in the development of internationalism? A school’s decision to internationalise or not, is contingent on a number of factors. Hence the contingency approach has resonance in the way that schools are managing internationalisation and in many respects a heuristic learning is evolving as schools attempt to manage contingent factors often through evolving policies and practices (Bray & Yamato, 2003).

THEORIZING INTERNATIONAL SCHOOLS

While the contingency approach may better describe the internationalisation planning of schools, there are limitations in applying business models to the development of international education at the secondary level. Most notable is the absence of another key dimension of internationalism most relevant to education and learning. Unlike business models, whose core value seeks foreign markets for profit and gain, educative values focus on deeper, sustained learning and cultural understanding as core values. These relate to the more humanistic functions of schools as places for teaching and learning about social and ethical values.

Internationalism can be conceptualised as an outward movement that is the school reaching out of its local and national space. Internationalism is also increasing involvement with the outside, that is with the social and cultural contexts outside the local and national. From an economic perspective internationalisation is defined as export led, which is moving goods and services outward. But internationalism for education has a more complicated aspect. International education does not always mean export in education, that is moving education goods and services outward, but as Bray and Yamato (2003) concluded about Hong Kong’s international schools system, internationalism was based around ‘the intersection of cross-national and inter-national studies’ (p. 52). In other words, the national intersects with the international so the movement and reach outwards is tempered by national concerns too.

Schooling has been historically located within a national educational space. When schools start linking beyond the national, that is increasing involvement with the outside, the national boundaries stretch outwardly, beyond national spaces. However, a national school, contextualised within a local and national boundary, and thereby operating within certain legal and educational parameters, does not completely break or transcend the national context.

Do schools abandon their historical and social ties when they look outward? Often the argument to look to the outside is to become richer inside. For example, schools’ outward movements may involve attracting new students from the ‘outside’ or using educational materials and products, such as the IB, from the ‘outside’. The way that schools reach to the outside, may be deep, that is embracing and integrating the outside into the workings of the school. On the other hand it may be more superficial, such as reaching out to experience a short student
exchange which is an isolated school experience and does not impact school curriculum, for instance.

Many arguments put forward in rationales for internationalising are steeped in discourse about broadening a student’s outlook, their global citizenry and the like which may be enriched by increasing links with the outside. The way schools engage their inward ties to the national with the outward reach for something outside the national can be labelled the ‘inward-outward’ interlink.

However, the schools themselves are not the actors in the inward-outward interlink, rather those who have capacity to make decisions about the school are central to developing the inward–outward interlink. For many involved in school governance, the way to internationalise is a learning process often based on contingency of opportunity. Changing the inward focus from a school towards the outward, or indeed escalating the inward outward interlink, is contingent on managerial orientation shift in which the outward is seen as a plausible way to enrich the inward. In this case, elements of the learning approach are also evident as each school attempts to position itself within the inward/outward interlink based on their own capacity and needs assessment.

How deeply a school, and those governing, embed international perspectives into its space adds another dimension of internationalism. Hanvey’s (1979) seminal conceptualisation of cross cultural awareness, for example, describes indices of cultural awareness ranging from the superficial, such as awareness of cultural traits and stereotypes, and progresses to deeper understanding that comes from cultural emersion. However, this may be oversimplified stages approach to cultural awareness as it presumes that ongoing exposure to a new context and culture delivers deeper cultural awareness. Internationalism is quite different. As can be seen by the growth of international schools for expatriates, while these mobile workers are living within a new culture, they construct an educational cultural bubble in which the preservation of a different culture and thereby cultural practices is an explicit aim in the education. How much a school will diverge from the mainstream of the national is dependent on how deeply the international structures are embedded into the organisation and its practices. These structures may include expressed notions of internationalism in school vision and ideological statements, how much of the resources are dedicated to internationalisation and how involved are school agents in practices related to internationalisation. Depending on these structural commitments, a school can be said to have superficial or a deep commitment to internationalisation.

As intimated, the model approaches to school internationalisation are limited in explaining the process and progress of school internationalisation. At best, it can be argued that schools are most likely to demonstrate a contingency approach. However, as the field of internationalisation starts to have great impact on schools and their relationships to the national and international contexts, the movement towards the internationalisation of schools may be better constructed as a ‘morphological continuum’ (Frankenburg, 1969).

In order to capture the continuum, research to map the field was undertaken. The aim of the research is not to be exhaustive in capturing every school’s attempt
to internationalise, rather the small research project was undertaken to outline a family resemblance (Wittgenstein, 1953) of international schools as a preliminary discussion towards further understanding the subtle complexities of different types of international school. The intention is to problematise the process of creating international schools by challenging the scripting of international education as a lucrative industry and developing the need for greater policy guidance in the way international schools are governed, managed and developed.

**Mapping the International School Field**

As discussed, internationalising schools does not follow one approach or one formula. In order to scope out the different approaches that schools employ to internationalise, mapping was employed as the conceptual apparatus for situating schools within the flow of inward/outward and surface/deep dimensions. Mapping the international school territory is the first step in understanding the diversity of international schools and how each interprets and demonstrates internationalism. The technique of mapping is taken from the Deleuzian concept of mapping as a way of making connections between fields, social, cultural and educational. Deleuze and Guttari (1987) state,

> The map is open and connectable in all of its dimensions; it is detachable, reversible, and susceptible to constant modification. It can be torn, reversed, adapted, to any kind of mounting, reworked by an individual, group, or social formation. (p. 12)

Mapping is open representation of phenomena that are linked and changing. In this research, the map does not measure performance but rather attempts to decode the flows between the inner and outer interlink, and distinguish between ideational and deep understandings of internationalism within schools practices. As the concept of international is both moving and moveable, five web based case studies of Australian schools will identify and illustrate the processes employed by schools to develop international education. The resultant map is a way ‘to lay hold of and demonstrate’ (Pearson, 1997, p. 4) the relations between the inner and outer and superficial and deep, through the moveable concept of international. The web based research is the preliminary scoping of the schools within the mapping technique. The chapter reports on this initial research, while follow-up research which investigates the schools in more detail is ongoing.

**The school space**

The international school space is complex and multidimensional. However, in order to frame a way to understand complexity, as discussed in the previous section, distal notions of inner and outer and superficial and deep are used to describe the flow and balance between national and international. The point at which a school balances the inner and outer link and the deep and superficial penetration, can be defined as a notion of internationalism. This does not imply the definition of internationalism is fixed, rather, it is a temporal description of an
internationalising school space framed by inner and outer/deep and superficial structures.

![Diagram](image)

*Figure 1. Mapping international schools.*

**The School Snapshots**

As it is estimated that there are over 5000 international schools worldwide the preliminary way to access the different types of international schools was to conduct desktop research to identify and examine a sample of international school types. To narrow the typology of international schools, the initial search began from the Australian context. According to Australian Bureau of Statistics, ‘in August 2002, there were 9,632 schools in Australia, of which 6,969 (72.4%) were government schools and 2,663 (27.6%) were non-government schools’ (ABS, 2003). International schools bridge both government and non-government sectors and finding out exact numbers in Australia is difficult. Primarily the difficulty arises from the diffuse meaning of international. The Council of International Schools (CIS) has identified 18 Australian schools as accredited international schools and this identification is a starting point for the mapping research. The mapping research is not using identifiable names of schools because there may be sensitivity issues around educational strategies and the marketing of internationalisation. Instead, the snapshots of different types of schools are presented as descriptive vignettes of holistic practices around internationalisation that can be constructed through web based research. The intention is to focus on the different ways that internationalism is constructed rather than focus on the strategies of the schools.

**Snapshot 1: Black and White College**

Black and White College located in the inner suburbs of Melbourne is an ethnically mixed government school. It was first established in 1882 and recently celebrated
its 125 year anniversary. It has continued to evolve from its working class origins and now has an ethnically diverse student base. Black and White College embraces the diversity of its community. Understanding of diversity is integral to the curriculum of the school. The school discourse through its vision and mission statements outlines how the school embraces diversity within its teaching, curriculum, community relationships. The idea of international, as part of the diversity vision is not evident in the vision statement. It appears that the notion of international remains outside the localised construction of the school, so that international is different from diversity. References to international offerings and associations, which are part of the school identity, are in a distinct space within the school web page. The main thrust of internationalisation in this distinct space is to sustain the image of a diverse and safe school environment that may attract international students.

Black and White College markets the diversity of the student population as a main feature of the school. Within the localised cultural mix, the international is seen as outside the school as the school is more focussed on bringing cultures together within the school context. The international represents others outside the school and ones not immediately part of the local diversity of cultures. For example, internationalism is specifically addressed through the sister school relationship that is part of the school curriculum. The Suzhou Sister (China) school project enables exchanges between staff and student for two weeks every alternate year. Selected students and staff visit and live with host families, attend school and travel around China. Upon return the group holds a presentation evening for family and friends. Another element of internationalism is the Chinese (Mandarin) language program offered at Black and White College. The specialised language program is further enabled through the sister school exchanges.

Black and White College is a cultural mix of ethnically and socially diverse students and parents, however, the concept of the international is not deeply embedded in the localised, cultural mix identity of the school. Internationalisation is primarily configured as foreign students, nuanced as mostly from China, who may be attracted to the local diversity and school’s connection with China in school activities, the school has a limited reach to the outside. There are some attempts at cultural exchange which means there are some attempts to create a deeper exchange. However this is minimal considering the school year and the exchange program which runs for two weeks on alternate years. Short cultural exchanges, lack of follow-up beyond parent’s night about the cultural exchange demonstrate the international as an experience rather than as an ongoing educative perspective. Overall, there is some attempt to reach outward and some attempt to engage with a deeper international exchange.

**IB schools**

The International Baccalaureate (IB) schools are another category of international schools. In Australia, there are 122 identified IB Schools. From these schools, the Koala International Academy and the Countrytown International School provide a
basis for very diverse version of international schools both implementing an IB curriculum.

**Snapshot 2: Koala International Academy**
The Koala International Academy is a K-12 co-educational school with two campuses. A senior campus is located in Melbourne and another campus is located in the northern suburbs of Melbourne. Along with the two Melbourne campuses, there is a branch in Sydney and Abu Dhabi. The college’s vision makes explicit references to global perspectives and the broadening of the programs beyond the local and regional perspectives. The international and global perspectives are framed by the Muslim faith and culture. It can be argued that going beyond borders and beyond national boundaries is an expression of establishing and consolidating global faith based interlinks. For example, the curriculum makes reference to explicit teachings around Islamic civilisation, history and achievement. The school is reaching outside local and national education curriculum drawing on international perspectives in constructing its faith based education. The school could be described as a cultural bubble in which the preservation of faith within a secular national space is enhanced through the development and fostering of links with the global cultural movements that transcend the secular space of the national.

Although the IB makes no specific references to faith, the decision to pursue an IB curriculum suggests that the internationalisation of the school extends beyond the surface level, as there is structural support for a curriculum that is international in its construction. KIA, is a school that is reaching out to the international context for its identity and has a deep embedding of internationalisation through its curriculum. The school has deep structural commitment to international, through an international curriculum and international perspectives of history and development. The students are encouraged to have hybrid identities drawn from Islamic faith and teachings, Australian citizenry and global citizenry.

**Snapshot 3: The Countrytown International School (TCIS)**
The Countrytown International School is an independent, non-denominational, co-educational boarding and day school located to the north of Melbourne in a semi-rural setting. The setting is designed to appeal as a place of lesser distractions from the city lifestyle and also appeal to the safety aspects of a smaller community. In 2009, the school had just over 450 students of which about 30 percent were local students primarily drawn from neighbouring districts. A significant international enrolment comes from China, which has approximately the equivalent number of students as local student numbers. The remaining third amount of students are drawn from countries such as America, Bahrain, Brunei, Fiji, France, Germany, Hong Kong, Indonesia, India, Italy, Japan, Korea, Malaysia, Mauritius, New Zealand, Norway, Pakistan, Russia, Singapore, Sri Lanka, Taiwan, Tanzania, Thailand and the UK.

One of TCIS aims is ‘constructive citizenship’ essentially based around the idea of service and the ‘breaking down of self-interest’. There is no explicit reference to international or global ideals in terms of social development, apart from the notion
of ‘constructive citizenship’. A large focus is on the development of intellectual skills and the school’s record of academic success is a distinct marketing.

TCIS provides a unique experience of focusing totally on international education both in curriculum and in its student base. In this sense the school represents a melting pot for localised international education that serves the needs of the ‘wider international community’. In other words, TCIS is reaching outward to draw a range of international students and this outward reach is matched by a deep embedding of internationalisation through its curriculum. TCIS conflates the inner and outer interlinks and offers a complete immersion into international, through its IB curriculum designed to offer a portable university entrance passport to many international universities and through a highly international student base. Unlike KIA, the ties to internationalisation are through the IB curriculum and the underpinning values of global citizenry, rather than global faith based values.

**Snapshot 4: Language School Melbourne**

The Language School Melbourne (LSM) is a small school of about 15 students. It commenced operating as a school in January 2008 after a visit in November 2004, from the Principal of a similar language school in Sydney. Appealing to the local immigrants and those whose parentage and heritage has the language roots, the school seeks to promote the language and culture and keep these relevant for new generations in the local context. The school has consular and religious support however; the vision and mission allude to its secular model.

The school embodies the ‘my language–my world’ motto. The bilingual foundations of the school means that the English and the community language are used interchangeably with an aim to harmonise two different worlds represented through these languages. The vision for the students is to live in two different cultures as a preparatory learning environment, more representative of the global context and global participation. The school enables students to have two mother-tongues different cultural perspectives in order to develop a global view and appreciate global diversity.

Explicit references through the vision statement stresses that while the bilingual nature of the school draws on two languages, the school is not closed off to the local context. In other words, although the school has a bilingual curriculum, the curriculum supports local conventions in schooling and culture. Therefore, in terms of the concept of international, it is captured through a shared platform of values between two nations, languages and cultures. The school is positioned in a way to balance the national (Australia) with one other form of national. In this sense, the school is a pared down version of inter-national.

In terms of how deeply the notion of its form of international is structured into the school, the IB curriculum, is the preferred learning content. The IB curriculum represents an international form of learning that harmonises and complements the dual world outlook of the school. However, when school enrolments rise and secondary level education will begin, students in year 10 will be given the opportunity to complete a leaving certificate equivalent drawn from the native language country. This school demonstrate bi-national and bi-partisan education,
underpinned by an international curriculum and this constitutes internationalism. Therefore, it can be argued that it has a limited reach to the outer, more limited than TCIS because it is reaching towards one other culture in structuring its deep cultural learning. However, the IB curriculum means that there is a depth in the internationalisation of the curriculum.

Snapshot 5: Eastern Secondary College
Eastern Secondary College is located in inner suburb of Melbourne. The Eastern area is mostly made up of middle and aspirational classes. This public school is surrounded by many of Victoria’s most elite schools. The school prides itself on attracting a diverse range of students from local and regional areas as well as from overseas. The school is modern, well-resourced and well equipped. The success of the school is in attracting a range of students drawn to its quality education within a caring and supportive environment. Student well-being features in school material. The school has a school nurse, psychologist, counsellors and integration teams within its programs. The internationalism offered by the school is in the form of attracting foreign (fee paying) students. The school promotes itself as a locus for international students primarily through its locale in middle class area. The school targets students from Vietnam and China. In order to cater for these two main groups, a key feature is the language centre which is able to provide intensive English Language study and then international students can be assisted in their integration into the school and the Victorian education system.

ESC is an example of marketisation of education where marketing and recruiting international students is the focus of internationalism. The focus on English language skills as the commodity for sale shows that the school is not focussed on internationalising through international students, but the international is represented by those students who are willing to pay for intensive English study in a convenient and caring environment. For this school, reaching beyond its boundaries to the international space is mostly a financial decision to export its capacity for English language learning. Overall, there are few structural indications that international perspectives are embedded into the school practices, curriculum and processes. Certainly, promoting internationalism beyond attracting international students for English language learning is very limited.

Representative Mapping of the Schools
The inward–outward interlink is crossed with the superficial and deep indicators. The inner and outer interlink represents the degree to which local school spaces form links with international education in order to reconfigure the local space. The superficial and deep links represents how deeply international notions and perspectives are embedded into the school structure. Representing these five case studies on the mapping quadrant, they would appear in the following way.
Figure 2. Snapshot map of secondary school internationalism.

Figure 2 maps out the concept of international as it arises from the initial case studies of five schools in Victoria. The mapping of the concept of international and how it is demonstrated and used within the school literature available online shows the varied interpretations of international currently in use in Victorian schools. The mapping of the concept of international has been framed around four interlinking aspects of internationalism. The map illustrates that there is no one model that represents the way that secondary schools understand and express internationalism within their school practices and policies. The map also suggests that while the influence of internationalisation is becoming more common place in secondary schools, it is more of an ad hoc development of internationalisation rather than a ‘morphological continuum’ (Frankenburg, 1969). These snap shots are more illustrative of the contingency approach, is which individual schools construct their version of internationalism based on a range of education and market specific priorities. There is no ideal notion of international, however this preliminary mapping illustrates the different ways that that internationalism is defined and practiced at the secondary level of education.

CONCLUSION

The way that secondary schools are practising internationalisation suggests that internationalisation is contingent on school specific factors such as the social context of the school, the student base, the aspirations, the leadership and the governance of the school. The five cases suggest that rather than a specific model
of development, internationalisation is ad hoc. The mapping technique provides a
snapshot of internationalisation in the secondary school sector and shows that
schools are defining internationalisation in their own ways. In some cases, this
definition is very localised and superficial, while other schools have attempted to
reach outwardly to draw on global concepts and draw on international curriculum
and students. As demonstrated by the snapshot studies, the variations in the five
school underscores that more needs to be done to create greater awareness and
understanding of internationalisation. In addition, this small study suggests that
better guidelines are needed to assist schools to draw on the full potential of
internationalisation and to give depth to the practices of internationalisation in
order to create interconnected and relevant education sites that can provide schools
with the breadth and depth of an education that is truly international.

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