

# SJIDE Conventicle 2026

Moving forward together: Building equitable futures through social justice, inclusion and diversity

## Program



Zavros-Orr + Zavros 2026

## Abstracts

### **Cristiene Carvalho:** From Silence to Dialogue: Cultivating Critical Consciousness through Freirean Culture Circles in Early Childhood Teacher Education.

Preparing early childhood educators to engage with social justice requires pedagogical spaces where pre-service teachers can critically examine lived experiences, question taken-for-granted assumptions, and consider their role in challenging inequity (Nolan & Lamb, 2018; Qi & Sterling Henward, 2025). Grounded in Freirean critical pedagogy, this paper explores Culture Circles as a dialogic approach to cultivating critical consciousness and collective agency in early childhood teacher education (Freire, 1987).

This paper presents preliminary findings from an ongoing Australian qualitative study investigating Culture Circles as a critical pedagogical approach with pre-service early childhood teachers. Drawing on Freirean concepts of dialogue, conscientização and praxis (Freire, 1987, 1996), participants shared lived experiences, collectively identified problems, questioned dominant assumptions, and considered possibilities for transformative action.

Preliminary analysis reveals a dialogic movement across four interconnected processes: recognising oppression, problematising practice, becoming critically conscious, and imagining collaborative praxis. Participants identified issues including disability inclusion, cultural and linguistic invisibility, racism, educator bias, stereotypes, children's participation and unequal opportunities. Importantly, dialogue did not begin with immediate personal disclosure. Initial moments were characterised by silence and cautious reflection, with participants often discussing inequity from a distance. As trust developed through listening and dialogue, participants increasingly connected these issues with their own experiences, assumptions and emerging professional identities.

The findings suggest that this movement from silence to dialogue is significant to conscientização. Participants moved from describing inequitable situations towards questioning their positionalities and responsibilities and imagining possibilities for collective action. The paper argues that Freirean Culture Circles can create dialogic spaces where pre-service teachers recognise oppression, critically interrogate practice and begin to imagine their collective capacity to enact educational change.

### **Reshmi Lahiri-Roy & Karn Shah:** Dialoguing on Lived Experience as Knowledge: Intersectional Understandings of Disability in Metropolitan India.

Inclusive Research (Lu et al. 2025; Ryan et al. 2025) is increasingly recognised as an approach that brings together academic researchers and people with lived experience of disability to co-create knowledge that is both academically rigorous and socially transformative. This paper presents a dialogic exploration of disability (Lahiri-Roy & Whitburn 2023, Hughes & Bartesaghi 2023) through the lived experiences of Karn Shah, a Mumbai-based disability advocate, entrepreneur, canine and feline behaviourist, therapy animal trainer, and award-winning stand-up comedian living with Spinal Muscular Atrophy (SMA). As a wheelchair user navigating one of the world's most densely populated and rapidly changing cities, Karn offers critical insights into the physical, emotional, and social realities of living with disability in metropolitan India.

Drawing on the notion of listening as an essential aspect of dialogue (Gibson 2025) and interwoven with disability rhetoric (Dolmage 2014), the paper foregrounds lived experience as a legitimate and powerful form of knowledge. Through a collaborative dialogue between Karn and Reshmi, an Indian academic from Mumbai, now based in Australia, the paper examines the intersection of disability with emotional geography (Mirrison et al. 2020). Particular attention is given to the challenges posed by rapid urban

development, which often overlooks the needs of disabled citizens and further restricts equitable participation in public life.

The paper positions inclusive research (IR) as a process of dialogue, mutual learning, and empowerment rather than a purely technical research method. We argue that while inclusive research creates valuable opportunities for amplifying marginalised voices, meaningful inclusion requires moving beyond representation towards structural and institutional change.

By centring lived experience within a global and intersectional understanding of disability, this paper contributes to ongoing debates about knowledge production, accessibility, and inclusion, while advocating for research practices that create tangible pathways for social transformation.

### **Maya Antoun- Unpacking the Suitcase: What Does a Transnational Teacher Educator Carry?**

Many higher education institutions celebrate diversity, but who carries the burden of supporting transnational teacher educators and navigating multiple educational systems? The experiences of transnational teacher educators offer valuable insights into what equitable futures in higher education might look like. Drawing on my own experience as a transnational teacher educator in Australia, this soapbox session uses an autoethnographic narrative to examine what crosses borders when a person does, and what gets left behind or reshaped along the way.

I use a suitcase as a metaphor to explore how identity, culture, language and professional knowledge travel across borders. Through a series of objects unpacked from the suitcase, participants will be invited into a journey to consider what transnational educators carry with them and how these experiences shape teaching, learning and belonging in higher education. The session uses storytelling and interactive dialogue to explore how transnational teacher educators, who are often positioned as outsiders, can use their experiences to build bridges between different ways of knowing, challenge assumptions and fostering inclusion for diverse student communities.

Through storytelling, reflection and audience participation, the session aims to encourage critical discussion about how recognising diverse experiences can contribute to more equitable and socially just futures. Participants will be encouraged to reflect on their own invisible labour and the bridges they build within their educational contexts. The session will also touch on the responsibility of higher education institutions to create environments where diverse identities and capabilities can flourish.

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### **Agli Zavros-Orr, Fleur Gabriel, Anthony Pearce and Catherine Oxworth Ethically Evolving in the Age of AI: Inclusive of the Student Voice**

The emergence of Generative Artificial Intelligence (GenAI) is changing the nature of academic integrity decision making. Responding effectively requires an understanding of the digital landscape students navigate and the professional contexts they are preparing to join, enabling judgments that are fair, contextually informed, and ethically defensible. This work requires including the student voice as part of confronting the moral panic surrounding GenAI and replacing fear-driven reactions with student-centred, ethically grounded approaches to academic integrity work.

This poster presents insights from conversations held between four academic integrity officers at a regional Australian university. We reflected on our evolving practices and how to better support students, particularly in relation to equity, inclusion and diversity of learner backgrounds and needs. A key insight from these discussions is the centrality of the student voice in the integrity process. We recognise that student perspectives are essential to the vetting process, offering crucial insight into learning intentions, uncertainties, digital habits, and common misunderstandings. This student-centred approach calls for academic integrity work to become a shared practice rather than a system of detection, through which

institutions can build trust, encourage honest disclosure of AI use, and support ethical learning practices centred on human connection.

**Sally Morgan:** *A practice theoretical account of humanity, rights and de/humanisation: implications for inclusive education.*

This paper presents the key ideas from a recently published chapter that aims to deepen the theory of practice architectures (TPA) in terms of its affordances as a tool of ethical analysis. Drawing on the author's doctoral research with young asylum-seeking students in Australia, it leans on TPA in the direction of human ontology and its implications for ethical practice. The paper first distils Kemmis' (2019) notion of the self as a confluence of practices into the concept of human beings as 'practice ontological'. On this basis, it explores ethical implications of what practically comprises de/humanisation, through (a) TPA's account of praxis and the good, (b) Arendt's philosophy of human rights and (c) Hallie's account of the nature of cruelty. Through explanations by three asylum-seeking young people—Janet, Aliah and Reza—regarding the impacts of social exclusion on their own human being, the paper raises questions regarding participation in and exclusion from local educational sites. It asks how practices that shape participation politically comprise human-qua-human rights and the ways in which social exclusion orchestrates dehumanisation.

The paper argues that a practice-ontological account of humanity sharpens TPA as a tool for understanding how practices of de/humanisation happen in local sites, in order to move notions of goodness, cruelty, and human rights from the philosophical to the practical lexicon. It concludes by encouraging the contestation of practices that constrain the human being and becoming of all people through social or educational exclusion, and inviting the paper's audience to consider the practices and the lacunas by which de/humanisation may be being effected within the educational sites in which they work.

**Amy Cloughton:** *Finding Common Ground: Nature Play and Trauma-Aware Practice in Inclusive Education.*

As educators, many of us are seeking ways to create learning environments where children feel connected, safe, and able to flourish. This presentation brings together two complementary areas of practice, trauma-aware education and nature play, to explore how they can support the wellbeing, participation, and inclusion of diverse learners.

Emerging research continues to highlight the value of nature-based experiences for children and families (KINN, 2025), including opportunities to build confidence, strengthen relationships, foster emotional regulation, and enhance a sense of calm and belonging. At the same time, trauma-aware approaches remind us of the importance of responsive, relational, and supportive educational environments (Brunzell & Norrish, 2021), particularly for children who have experienced adversity or who face barriers to participation.

This session invites participants to explore the shared principles that sit across these fields and to consider what becomes possible when they are intentionally brought together. Drawing on contemporary research from education (KINN, 2025; Brunzell & Norrish, 2021), neuroscience (Desautels, 2024; Estarellas, 2026), and child development (Children Nature Network, 2022), the presentation examines how movement, sensory engagement, play, and connection in natural settings can contribute to regulation, resilience, and positive learning experiences.

Particular attention will be given to questions of access, inclusion, and equity, encouraging discussion about how nature-rich experiences can support children and young people with diverse strengths, needs, and lived experiences. Through a focus on connection, belonging, and participation, the session aims to spark conversation among educators about practical and inclusive ways to harness the restorative potential of nature within trauma-aware educational practice.

This presentation is designed as an opportunity for shared reflection and professional dialogue, inviting participants to connect research, practice, and experience as we consider how nature play can support more responsive and inclusive learning communities

#### **Agli Zavros-Orr: Unseen Bodies, Unheard Voices: Reimagining Education for IVSC Students.**

Students with innate variations of sex characteristics (IVSC) experience distinct and preventable barriers to educational participation and attainment across Australian schooling and tertiary contexts. Emerging evidence, lived-experience accounts and recent meta-syntheses demonstrate that structural inequities—combined with the impacts of medical pathways, social stigma and individual traits—contribute to lower engagement, retention and completion rates among IVSC learners. Population estimates suggest that between 12,500 and 70,700 Australian school students may have an IVSC, with sociological research indicating significantly lower school completion rates compared with peers without IVSC (Jones et al., 2016).

Key factors influencing disengagement include repeated medical absences, trauma associated with early medical interventions, bullying, stigma and exclusion within curriculum and pedagogy. Lived-experience narratives describe how secrecy, shame and isolation shape daily schooling, with medical disruptions during puberty affecting identity formation, peer relationships and educational continuity (InterAction for Health and Human Rights, 2022). Meta-syntheses by Keane et al. (2026) and Monjal et al. (2026) identify health and physical education as a context of acute vulnerability, where noninclusive pedagogies and body-normative practices undermine wellbeing and participation. McDougall et al. (2026) emphasise the importance of care ethics, highlighting relational, attuned and context-responsive approaches as central to equitable schooling. Regional learners experience compounded disadvantage due to limited specialist services, heightened social isolation and recent restrictions on youth access to online support networks.

Constructivist Grounded Theory, informed by Critical Discourse Analysis, provides a rigorous and ethically responsive way to reimagine education for IVSC students across Australia. It uses published first-person narratives as publicly available textual data. Systematic analysis reveals structural injustices, discursive silences and lived complexities. This generates community-grounded theory that supports educational reform that is empirically robust, socially accountable and ethically attuned. It also responds to the epistemic and hermeneutic injustices that this population has historically experienced.

#### **Michelle Turner: Student Perceptions of an innovative Initial Teacher Education (ITE) Project.**

Collectively, the literature indicates that students studying undergraduate degrees at regional universities encounter multiple and intersecting barriers, and that addressing these challenges requires nuanced and multifaceted approaches (Baker et al., 2025; Braund et al., 2022; Crawford & McKenzie, 2023; Cuervo et al., 2023; Devlin & McKay, 2019; Harrington et al., 2021; Larsen & James, 2022; O'Callaghan et al., 2020; Perander et al., 2021; Quilliam et al., 2024; Sadowski et al., 2018).

The basis for this research is investigating barriers students face when completing a bespoke undergraduate Initial Teacher Education (ITE) degree designed to support Education Support (ES) staff employed in schools to complete a Bachelor of Education and transition into teaching roles. The Federation University, Employment Based Initial Teacher Education (FED EBITE) program is a collaborative initiative between Federation University Australia and the Victorian Department of Education (DE) who provide a scholarship.

This research is among the first studies to examine support needs within a scholarship-funded, employment-based ITE pathway designed specifically for Education Support staff in regional Victorian schools. Through a case study design the following research questions are addressed:

How do Education Support staff in Government Secondary and Specialist Schools in Gippsland perceive their need for individual support to be provided by Federation University in their first year of study while completing a tailored teaching degree funded by the Victorian Education Department?

Do perceived levels of confidence influence the types of support they require and seek?

Most specifically, the study aims to investigate students' perceived levels of confidence and to explore how the additional 'wrap around' supports provided by Federation University Australia assist them with their studies, including their assessments, placements, and overall academic success, to determine whether these supports effectively meet the diverse needs of the student cohort. Using a qualitative case study methodology and thematic analysis, 22 students were surveyed three times during their first year of study and interviewed twice.

Grounded in contemporary equity and student success literature, this study examines how tailored institutional supports can enhance participation and persistence among non-traditional regional ITE students. Findings highlight the value of tailored support models in employment-based teacher education pathways and provide practical insights for universities and education systems seeking to enhance student success, improve retention, and address teacher workforce shortages in regional and specialist school contexts.

The key findings from the research will be presented, including limitations of the study, further research and significance of the study.

The session will close with time for questions and discussion.

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**Kalinda Young and Agli Zavros-Orr: *Between Fidelity and Flexibility: Structured Curriculum Resources and Inclusive Teaching in Victorian Primary Schools.***

The use of organised curriculum resources in Victorian primary schools is steadily increasing, indicating a wider policy commitment to consistency, explicit instruction and evidence-based teaching. Teachers have access to structured and pre-designed curriculum materials such as OCHRE and Arc-aligned resources, which provide lessons and curriculum content for planning and instructional consistency. Their use, however, raises challenges regarding the extent of teachers' professional discretion to respond to learner variability and make professional decisions about curricular enactment (Vaughn et al., 2022).

This proposed study aims to investigate Victorian primary teachers' views on the effect of various structured curriculum resources, such as OCHRE and Arc-aligned resources, on their inclusive teaching methods. It analyses what happens when structured lesson design meets the professional judgment required to respond to the range of student strengths, needs and learning profiles, including barriers to engagement and learning.

Victorian primary teachers will be invited to take an online survey consisting of quantitative items and open-ended reflection. The study will examine teacher use and adaptation of structured curriculum resources, teacher confidence in inclusive teaching, teacher knowledge and application of Universal Design for Learning (CAST, 2024), and teacher perceptions of professional autonomy in adapting curriculum materials to meet individual student needs (McGee, 2012).

This study is informed by Freirean critical theory perspective (Freire, 2000). Freirean critical theory is used to explore teacher agency and professional decision-making while using pre-designed curriculum materials. It seeks to understand the expectations around the usage of these resources how it may impact their own professional judgement. As highlighted by Rowan and Townend (2016), supporting rather than constraining teacher professionalism is central to the aims of inclusive education. This perspective informs an understanding of the benefits, limitations, and tensions associated with organised curriculum

materials, particularly when teachers seek to balance instructional consistency with a UDL-informed response to learner diversity.

**Ibrahim Abraham:** Cultivating connections: Theorising rurality, religion and spiritual inclusivity in schools

Emerging from a collaborative project on religion and spirituality in urban and rural schools, this presentation outlines key theoretical approaches linking the sociology of rurality with pressing concerns for religious inclusivity in schools—an understudied topic. Building upon Raymond Williams’ iconic literary sociology of the rural, the paper draws our Williams’ prescient understanding of tensions around ‘cultivation’ or ‘improvement’ of rural land and rural people, and the instability such changes bring. The paper also engages with contemporary concepts of rural cosmopolitanism, reenvisioning rural Australia as diverse, globally connected spaces, far from the white idylls of popular imagination. Noting the absence of scholarship on religious inclusion in rural schools—and the paucity of consideration of religion in rural school in Australia in general—this paper suggests that treating rural students as a standalone equity category can undermine important work that needs to be done on making schools inclusive spaces in increasingly diverse rural Australia.

**T. Hakan/Luiza Lana Goncalves:** Becoming a Facilitator: A Self-Study Through Personal History.

Self-study research has documented teacher and teacher educator identity, yet the specific process by which teacher educators develop a facilitator's identity remains unexamined. Therefore, this self-study investigates the development of my facilitator identity through a personal history approach organized across three phases. Phase one, until 2019, included my initial PD project with teachers. Phase two covers my international visits and completion of my PhD. Phase three, ongoing, includes follow-up research on my PhD thesis, an early career research community, and planned action research with two teachers. For phases one and two, I combine memory work with documents from these periods, such as syllabi and correspondence, to support and check what I recall. Two critical friends contribute to this process by responding to and challenging my reflective memos during ongoing meetings. Their questions and responses became an additional layer of data. For the third phase, journaling and critical friend dialogue take place alongside the process itself, allowing me to examine how my teacher educator and facilitator roles function together. Thematic analysis is applied across the three phases to trace how my assumptions about facilitation were challenged or maintained over time. Preliminary results point to a shift from a quantitative to a qualitative orientation in my facilitator identity. The combination of theory and practice sessions I experienced in Finland shaped a belief that learning occurs through doing, and this belief directly influenced the design of my PhD thesis. Additionally, involvement in an early career research community later introduced me to self-study and shaped a further belief that facilitators should be more embedded, working directly in schools alongside teachers rather than delivering external programs. The third phase looks forward to understanding how facilitator and teacher educator roles operate together in practice, and whether the belief in individually embedded, school-based facilitation.

**Sally Morgan** Enabling people of refugee and asylum-seeking background to become teachers in Australian schools: a research report, an emerging framework and a conversation

There is a trend across western refugee hosting nations of the exclusion of people of refugee and asylum-seeking backgrounds (RASB) from the teaching profession. Teaching workforces in Australia are already predominantly white, while there are well-researched intersecting and compounding barriers that constrain RASB entry into higher education, including initial teacher education (ITE). What have not yet been not well researched are practices that address those barriers, or the systemic enablers of RASB people becoming and remaining teachers. Current teacher shortages and attrition rates offer an opportunity for widening participation initiatives as a socially just response to a pressing national challenge.

This presentation draws on the first phases of research initially undertaken at Monash University, into the opportunities for and potential enablers of effective RASB ITE program design and implementation. The emerging research findings identify three inter-dependent practices crucial to shaping effective programs: recruiting RASB students into ITE; supporting RASB ITE students throughout their studies, and sustaining RASB graduate teachers into long-term employment in schools. The presentation draws attention, through the related theories of practice architectures and of ecologies of practices (Kemmis et al., 2014), to the cultural-discursive, material-economic and social-political arrangements necessary to creating a niche for this ecologically connected complex of practices.

It presents an emerging practice framework for co-designing and realising an RASB ITE program in local sites of education, and invites participants into reflexive conversation regarding the potential application of this framework in their own educational contexts.

#### **Ana Larsen** Educator views on access, equity and merit.

This presentation is based on a qualitative study of educators working within Enabling Programs. Enabling Programs are an equity initiative designed as a pathway to university for students that otherwise would not have access. As such this group of educators offer a unique perspective as many of their students belong to one or more minority group. Six of the seven educators interviewed identified as belonging to one of 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. The value of self-knowledge and reflection is showcased in this presentation as the implications for educators are explored.

#### **Luiza Lana Goncalves:** Facilitating Teachers' Learning: Re-examining the Role of Teacher Educators in School-University Partnerships.

School-university partnerships are widely recognised as valuable contexts for supporting teacher professional learning. Within these partnerships, teacher educators often assume the role of facilitator, working alongside teachers to foster inquiry, reflection, and pedagogical innovation. Despite the significance of this role, relatively little attention has been given to how teacher educators learn to facilitate teachers' learning, how they negotiate their professional identities, and how power relations shape these interactions.

This roundtable draws on a longitudinal research programme examining the experiences of physical education teacher educators as facilitators of professional learning. Since 2024, the project has employed a Collaborative Self-Study of Teacher Education Practices (S-STEP) methodology to examine my practice as a teacher educator facilitating professional learning for both in-service and pre-service teachers. Findings from Phase 1 reveal the complex and often tension-filled nature of facilitation, particularly as teacher educators attempt to align their practices with their educational values, theoretical commitments, and evolving professional identities across different school-university partnership contexts. The study also raises important questions about expertise, authority, and the positioning of teacher educators within collaborative partnerships.

Phase 2 of the project is about to commence and will extend the investigation internationally through ethnographic research exploring how teacher educators facilitate teachers' learning across diverse institutional and cultural contexts. However, this roundtable shifts the focus to the experiences of teacher educators working in regional Australia.

Rather than presenting findings alone, the session invites participants to collectively reflect on their relationships with schools, their experiences mentoring teachers, and their roles as facilitators of

professional learning. Guiding questions include: How do power imbalances influence school-university partnerships? How might teacher educators avoid reproducing "expert" hierarchies while still providing meaningful guidance? What role should teacher educators play in supporting teachers to become facilitators of their colleagues' learning? And how are our facilitation practices shaped by our beliefs, identities, institutional positions, and local contexts?

Through dialogue, the session aims to generate new understandings of facilitation as a relational, political, and context-dependent practice.

#### **Anjali Rana: International Placements: Cultivating Diversity, Respect, and Communication.**

International placements in initial teacher education (ITE) are gaining momentum across Australian Universities (De Luca & Langrat, 2026; Jones, et al., 2024). There is growing evidence that placement in diverse settings foster global citizenship and advanced professional practice amongst Australian preservice teachers (Fitzgerald, et al., 2026; UNESCO, 2013). International placements may further help develop skills in addressing diversity in Australian classrooms. Federation University Australia collaborated with Rockwell international School to support a 15-day diversity placement in Hyderabad, India. The researcher, along with 9 preservice teachers (PSTs), completed their placement with the aim of developing pedagogical practice and teaching methods within a highly contextual and diverse setting. Using critical autoethnography methodology, this study mines on the data from the researcher's own professional observations, reflections, and academic supervision provided to the preservice teachers. The researcher with a unique position in Australian and Indian teacher education, captured the nuanced, internal tensions of intercultural supervision.

This presentation will map the researcher's personally reflexive process of developing culturally responsive teaching practices using the data collection tools of observation-in-action field notes, reflective conversations and academic supervision. Within the comparative and international teacher education, this study deconstructs biases when interacting within international contexts. PSTs developed critical thinking, reflective skills, co-teaching strategies, as well as intercultural competence (Deardorff, 2020; UNESCO, 2013). This study also identifies future research opportunities for international diversity placements in the coming years.

Through reflective dialogue and identifying their own positionality, the researcher examines the challenges and biases in an international placement supervision. The findings inform development of a framework for future international diversity placement that can build intercultural competence, bridge intercultural expectations and help preservice teachers build tangible communication skills.

#### **Anitra Goriss-Hunter et al., developing a STEM Teacher's Toolkit for Engaging Regional and Rural Learners**

This presentation discusses the first phase of a project that aims to increase regional and rural secondary school student participation in Science, Technology, Engineering, and Mathematics (STEM) by focusing on improving student engagement and participation, especially for girls and women. This focus takes into account the historically low numbers of girls and women who choose to study STEM in senior secondary years and at university in Australia. In the first stage of the project, academics employed a combination of evidence-based approaches in the co-development of a teacher's resource kit of STEM lesson plans (STEM Squad Kit) that could be adopted and adapted by classroom teachers in primary and secondary schools. This resource kit was developed by academics from the disciplines of Education, Information Technology and Engineering who teach and research at a regional university in Victoria, Australia. Employing critical self-reflection, the authors examined their own teaching practices with the aim of improving these approaches. In addition, undertaking the project allowed the authors to collectively reflect on engaging teaching practices and curricula relevant to university and school learning environments. To enable the rich critical reflection necessary for this project, a self-study method was employed. Significant findings include the vital importance of a focus on learner engagement rather than content delivery of STEM

curricula. Data also indicated that improvements in resource quality and availability were required to increase learner engagement, in particular participation rates of girls and women in this domain.

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**Sima Hajiralova and Nargiz Sultanova: Teaching Mathematics to an Autistic Learner: A Retrospective Case Study of Instructional Decision-Making.**

Teachers make numerous instructional decisions while responding to students' developing mathematical understanding. Although these decisions are central to effective teaching, they are rarely documented in sufficient detail to allow systematic examination of how instructional approaches evolve over time. This is particularly relevant when teaching autistic learners, where instructional strategies are frequently adapted to meet individual learning needs.

This qualitative retrospective single-case study will investigate instructional decision-making during long-term one-to-one mathematics teaching of an autistic learner. A single-case design was selected to enable an in-depth examination of how instructional practice developed within a specific educational context over time. The study will draw on historical educational records created during routine mathematics instruction over several years, comprising handwritten teaching notes documenting instructional decisions and adaptations together with the learner's completed mathematics worksheets. No new data, interviews, observations, or additional assessments will be collected.

One of the researchers is also the learner's mother, providing an insider perspective on the development of instructional decisions. This dual role is acknowledged as part of the researcher's positionality and will be considered reflexively in interpreting the historical records.

The records will be organised chronologically and analysed thematically to identify patterns in instructional decision-making, adaptations to teaching strategies, and the pedagogical reasoning underpinning those decisions. The analysis will focus on the evolution of instructional practice rather than on evaluating the learner or measuring educational outcomes, drawing on literature concerning reflective and responsive teaching and inclusive mathematics education.

The study is expected to illustrate how teaching strategies were continually refined in response to the learner's mathematical understanding, engagement, and emerging needs. More broadly, it will explore the potential of naturally occurring educational records for investigating teachers' professional decision-making and reflective practice, with implications for inclusive and individualised mathematics teaching.

As these historical educational records were originally created for teaching rather than research purposes, ethics clearance for their retrospective use in this research is currently being processed. The research will proceed subject to the requirements and approval of the relevant Human Research Ethics Committee.