

OLIVIA JOHNSTON - CURRICULUM VITAE

Name: Olivia Johnston

Phone Contact: 0447810920

Email Address: o.johnston@ecu.edu.au

URL: <https://www.ecu.edu.au/schools/education/staff/profiles/lecturers/dr-olivia-johnston>

ORCID iD: <https://orcid.org/0000-0003-3314-9031>

CAREER PROFILE

- Early career educational researcher with a strong record of high-quality publications and extensive experience as a peer reviewer for leading international journals
- Research expertise in equity, teacher expectations, and ability grouping, with a strong grounding in qualitative and mixed-methods research
- Demonstrated capacity for developmental feedback through supervision and mentoring of HDR candidates and sustained engagement in peer review
- Strong academic writing skills, reflected in consistent publication in Q1 journals and recognition from journal editors for constructive reviews
- Committed academic citizen with experience in national disciplinary service and a strong interest in developing editorial expertise under mentorship

EDUCATION / ACADEMIC QUALIFICATIONS

2021- Doctor of Philosophy – The University of Western Australia

- Supervisors: Emeritus Professor Helen Wildy and Dr Jennifer Shand
- Title: [‘Students’ experiences of reconciling with their teachers’ expectations of them: A grounded theory’](#)
 - Winner of multiple awards and prizes (list follows in award/prize section)
 - Examiners nominated thesis in top 5%, exceeding expectations for all aspects

2014 – Master of Education by Research – The University of Western Australia

- Supervisors: Emeritus Professor Helen Wildy and Dr Simon Clarke
- Title: *‘Teachers’ perspectives of streaming in the lower secondary school: A Western Australian case study’*

2007 – Bachelor of Arts/ Bachelor of Education – The University of Western Australia

EMPLOYMENT HISTORY

2026- Edith Cowan University – Senior Lecturer

- Successful application for internal merit-based promotion in 2025

2020-2025 – Edith Cowan University – Lecturer

- Teaching and research across initial teacher education and education studies
- Supervision and mentoring of HDR candidates, including support for manuscript development
- Progressed from sessional appointment to continuing position

2014 to 2020 – The University of Western Australia – Sessional Lecturer

- Teaching across undergraduate and postgraduate education units
- Recipient of a University Citation for Outstanding Teaching and Learning (2020)

2008 to 2018 – Private and Public Perth Secondary Schools – Teacher of Humanities and Social Sciences/ English**PUBLICATIONS****Overview**

Career total	20 outputs (18 peer-reviewed journal articles; 1 monograph; 1 book chapter)
Citations	685 (Google Scholar (GS) as of 1-4-25)
H-Index	12
Combined Field Weighted Citation Index	2.719 (Scopus)
Journal quality	87% Q1; 13% Q2 (2) (Scimago)
Author Position	94% first author

Sources: Google Scholar: scholar.google.com/citations?user=aZOeBTAAAAAJ&hl=en

Scopus: www.scopus-com.ezproxy.ecu.edu.au/authid/detail.uri?authorId=57188737408

Manuscripts in preparation and under review

I currently have multiple manuscripts in preparation and under review across leading international education journals. These focus on class ability grouping, teacher expectations, equity, and secondary schooling, using qualitative, quantitative, and mixed-methods approaches. This pipeline reflects ongoing engagement with scholarly publishing and sustained research momentum.

Monograph

Johnston, O. (2024). *Constructing Composite Narratives: A Step-By-Step Guide for Researchers in the Social Sciences*. Routledge. (37 citations)

Journal articles

*Citation metrics are from Google Scholar; journal Quartile rankings from Scimago

1. **Johnston, O.** (2025). Evaluating impact of educational research on teachers' practice: A teacher expectations intervention. *Educational Research and Evaluation*. Advance online publication. <https://doi.org/10.1080/13803611.2025.2570178> (Q1)
2. Johnston, O., & Palamara, P. (2025). Are Australian schools becoming less inclusive? Changes to class ability grouping practices in Australian secondary schools. *International Journal of Inclusive Education*. Advance online publication. <https://doi.org/10.1080/13603116.2025.2527256> (Q1)
3. Hataru, V., **Johnston, O.**, Collins, J., & Rott, B. (2025). *New insights into the beliefs of secondary*

pre-service teachers about mathematics. Eurasia Journal of Mathematics, Science and Technology Education. Advance online publication. <https://doi.org/10.29333/ejmste/16656> (Q1)

4. **Johnston, O.**, Macqueen, S., Zhang, W., Spina, N., & Spooner-Lane, R. (2025). If, and how, to group by 'ability' – Considerations about class group formation. <https://doi.org/10.1080/03055698.2025.2511914> (Q1)
5. **Johnston, O.**, Norris, C., & Zhang, W. (2025). Rigidity of class ability grouping practices in Australia. *Research Papers in Education*, 1–25. <https://doi.org/10.1080/02671522.2025.2479674> (Q1)
6. **Johnston, O.**, Spooner-Lane, R., Macqueen, S., & Spina, N. (2025). Why do schools continue to use between-class ability grouping? *PROSPECTS*. <https://doi.org/10.1007/s11125-024-09710-y> (Q1)
7. **Johnston, O.**, Wildy, H., & Shand, J. (2024). A grounded theory about how teachers communicated high expectations to their secondary school students. *European Journal of Psychology of Education*. <http://www.doi.org/10.1007/s10212-023-00689-2> (Q1, 26 citations)
8. **Johnston, O.**, Spooner-Lane, R., Zhang, W., Macqueen, S., & Spina, N. (2024). The Equity of Class Ability Grouping Practices in Australian Education: Findings from a Survey in Western Australia and Queensland. *The Asia-Pacific Education Researcher*. <http://www.doi.org/10.1007/s40299-023-00801-6> (Q1, 8 citations)
9. **Johnston, O.**, & Taylor, B. (2023). A systematic literature review of between-class ability grouping in Australia: Enduring tensions, new directions. *Issues in Educational Research*, 33(1), 91-117. <https://www.iier.org.au/iier33/johnston-abs.html> (Q2, 12 citations)
10. **Johnston, O.**, Wildy, H., & Shand, J. (2023). Students' contrasting their experiences of teacher expectations in streamed and mixed ability classes: A study of Grade 10 students in Western Australia. *Research Papers in Education*, 38(4), 1-25. <https://doi.org/10.1080/02671522.2022.2030396> (Q1, 22 citations)
11. **Johnston, O.**, Wildy, H., & Shand, J. (2023). Teenagers learn through play too: communicating high expectations through a playful learning approach. *The Australian Educational Researcher*, 50(3), 921-940. <http://www.doi.org/10.1007/s13384-022-00534-3> (Q1, 47 citations)
12. **Johnston, O.**, Wildy, H. & Shand, J. (2023). Student voices that resonate: Constructing composite narratives that represent students' experiences in classrooms. *Qualitative Research*, 23(1), <https://doi.org/https://doi.org/10.1177/14687941211016158>. (Q1, 125 citations)
13. **Johnston, O.**, Wildy, H., & Shand, J. (2022). 'That teacher really likes me' – Student-teacher interactions that initiate teacher expectation effects by developing caring relationships. *Learning and instruction*, 80, 101580. <https://doi.org/10.1016/j.learninstruc.2022.101580> (Q1, 67 citations)
14. **Johnston, O.**, Wildy, H., & Shand, J. (2021). 'Believe in me, and I will too': a study of how teachers' expectations instilled confidence in Grade 10 students. *Social Psychology of Education*, 24(6), 1535-1556. <https://doi.org/10.1007/s11218-021-09668-1> (Q1, 45 citations)

15. **Johnston, O.**, Wildy, H. & Shand, J. (2021). Projecting student voice by constructing grounded theory. *Australian Educational Researcher*, 48(1), 543–564. <https://doi.org/10.1007/s13384-020-00410-y>. (Q1, 17 citations)
16. **Johnston, O.**, Wildy, H. & Shand, J. (2019). A Decade of Teacher Expectations Research 2008-2018: Historical foundations, new developments, and future pathways. *The Australian Journal of Education*, 63(1), 44-73, <https://doi.org/10.1177/0004944118824420> (Q1, 145 citations)
17. **Johnston, O.**, & Wildy, H. (2018). Teachers' Perspectives of Lower Secondary School Students in Streamed Classes -A Western Australian Case Study. *Educational Studies*, 44(2), 212-229. <https://doi.org/10.1080/03055698.2017.1347494> (Q1, 28 citations)
18. **Johnston, O.** & Wildy, H. (2016). The effects of streaming in the secondary school on learning outcomes for Australian students - A review of the international literature. *Australian Journal of Education*, 60(1), 42-59. <https://doi.org/10.1177/0004944115626522> (Q1, 96 citations)

Book chapter

Coauthored with PhD student: Sanbrook, C., Lowe, G., Gray, C. & **Johnston, O.** (2024). “Paleo for the mind.” Pre-service teacher mental health challenges during a pandemic practicum: How evolutionary biology can inform mental wellness. In J. P.-M. C. Phillips (Ed.), *Pedagogies Of Practicum: Post-Pandemic Reflections on Innovation in Practice Teaching*. Peter Lang Group.

EDITORIAL AND REVIEWING EXPERIENCE

Overview

- Regular reviewer for journals including *Educational Research and Evaluation*, *Research Papers in Education*, *International Journal of Inclusive Education*, *Social Psychology of Education*, and *Qualitative Research*
- Recognised by journal editors for providing detailed, constructive, and developmental feedback
- Experienced in reviewing qualitative, quantitative, and mixed-methods manuscripts
- Committed to ethical, timely, and collegial peer review, with a particular focus on supporting early career authors

CONFERENCE PAPERS & PRESENTATIONS

Overview

I regularly present peer-reviewed research at national and international education conferences. This work has strengthened my capacity to communicate research clearly to specialist audiences, engage critically with feedback, and participate in disciplinary dialogue—skills directly relevant to editorial evaluation and decision-making.

Selected examples:

- Johnston, O.** (2025). Class ability grouping practices in Australian secondary schools: Characterising changes to practice from 2023-2025 [Conference presentation].. Western Australian Institute for Educational Research Annual Research Forum 2025, Murdoch, Australia.
- Hataru, V., **Johnston, O.**, Collins, J., Harmon, W. (2024). Teacher Expectations of Student

Strategies for Algebra Problems [Conference presentation and paper]. *Surfing the waves of mathematics education* (271-278). Mathematics Education Research Group of Australasia Inc.

Johnston, O. (2023). *How are students being grouped by ability in Australian secondary schools? A snapshot of practices in Western Australia and Queensland* [Conference presentation]. Western Australian Institute for Educational Research Annual Research Forum 2023, Fremantle, Australia.

Johnston, O., Spina, N., Macqueen, S. & Spooner-Lane, R. (2023). *The equity of class ability grouping practices in Australian education: Findings from a survey in Western Australia and Queensland* [Conference presentation]. Australian Association for Research in Education Conference 2023, Melbourne, Australia.

Johnston, O. (2023). *Methods for constructing composite narratives that fulfil children's right to 'have a say' in educational research.* [Conference paper and presentation]. European Conference on Educational Research 2023, Glasgow, Scotland.

MEDIA ENGAGEMENT AND PUBLIC SCHOLARSHIP

Overview

My research has attracted national media attention and public engagement, extending its reach beyond academic audiences and supporting research translation into policy and school practice. Media engagement has included invited articles, podcasts, and radio interviews, resulting in direct follow-up from school leaders seeking guidance on applying findings to improve student outcomes. Notably, I was invited by The Conversation to write on secondary school streaming, with the article receiving over 38,000 reads in its first week.

Selected examples:

- *Johnston, O.* (2022). *Is this really fair? How high school students feel about being streamed into different classes based on 'ability'.* **The Conversation.**
- **ABC Radio Perth** – *Mornings* (2022). *Interview on class streaming*
- **Teacher Education Review Podcast** (2022). *Effects of class streaming*
- **Education HQ** (2022). *Coverage of research findings on streaming and equity*

RESEARCH GRANTS & AWARDS

Grants and Awards

- ECU Early Mid Career Researcher Grant 2023 – Kickstart Scheme (\$39,609)
- Western Australian Institute for Educational Research (WAIER) – Annual Research Grant, 2022 (\$2000)
- Nomination for the Australian Association of Educational Research's Ray Debus Award for excellence in Doctoral Research in Education – 2021
- Cameron Prize for Education for best PhD in 2020 from UWA School of Education (\$1,000)
- Dr Teck Jin Lian Memorial Prize in Education for 2020 - Best track record of research achievements over period of PhD candidature (\$500)
- UWA Dean's List Award Recipient for PhD Thesis – 2020
- 3Minute Thesis: Matariki Network International Finals 2020 - Runner-up (\$1500)

- Fogarty Foundation Postgraduate Student Researcher Prize 2020 (\$5000)
- Government of WA Research Training Program Scholarship- 2017-2020 (\$90,000)

POSTGRADUATE RESEARCH SUPERVISION

Overview

I supervise doctoral candidates across qualitative and mixed-methods projects and support candidates to develop manuscripts for peer-reviewed publication, strengthening my capacity to provide developmental editorial feedback.

Completed

- Associate Supervisor (20%) - Doctor of Philosophy
Carli Sanbrook - A Tale of the Well-ness Monster: Examining the Mental Wellness Needs of Pre-service Teachers During the Assistant Teacher Program

Current

- Principal Supervisor (60%) – Doctor of Philosophy – Juliana Nathan
- Associate Supervisor (49%) – Doctor of Philosophy – Carol Segal
- Associate Supervisor (49%) – Doctor of Philosophy- Jay Morris
- Associate Supervisor (30%) - Doctor of Philosophy – Kanza Naveed

TEACHING EXPERIENCE

Overview

I am recognised by students as an engaging, organised, and responsive lecturer, with particular strengths in providing clear, timely, and constructive feedback. My teaching experience in initial teacher education supports my capacity to communicate complex ideas clearly and to mentor developing academic writers.

PROFESSIONAL SERVICE AND ACADEMIC GOVERNANCE

Overview

My service roles demonstrate experience in scholarly governance, peer evaluation, and research community leadership—skills directly relevant to editorial work.

Western Australian Institute for Educational Research (WAIER) – Executive Committee (2024-present)

- Increases opportunity for Western Australian educational researchers to network together, disseminating their research and professionally learning
- Coordinates association awards and prizes – acknowledges esteemed accomplishments of Western Australian educational researchers
- Collaborates with educational researchers across Perth institutions to enhance career opportunities for educational researchers in Western Australia, including:
 - Organisation of the annual WAIER forum, which connects WA researchers in a supportive and academically rich conference
 - Developing educational opportunities for WA researchers, including the podcast ‘WAIER on the Wire’ and webinars with international researchers (for example, I recently proposed a webinar for 2025 with guest expert

Professor Elisha Babad and US researcher Andrea Smith about supervisor expectations of postgraduate student research)

Australian Association for Research in Education (AARE)– Executive Committee (2022-2023)

- Represented Western Australian at committee meetings held nationally at various universities in New South Wales, South Australia, Victoria and Queensland, improving national representation of our state and institution
- Led Constitutional Amendment Working Party, reviewing the AARE Constitution to increase governance for Aboriginal and Torres Strait Islander Members
- Improved awards portfolio including new presentation format and process for judging, introducing a merit-based judging panels of national experienced educational researchers, recognizing esteemed accomplishments of educational researchers nationally

Edith Cowan University Early and Mid-Career Researcher Network (2021-2024)

- Co-Chair of Edith Cowan University Early and Mid-Career Researcher Network Symposium Subcommittee (2024)
 - Led the organization of ECU’s annual symposium, awarding \$10,000 in research funding to presenters selected by a panel of judges
 - Innovated a new video-abstract entry format to facilitate publicity and judging processes for the symposium
- Co-Chair of Edith Cowan University Early and Mid-Career Researcher Network Conference Prize Award Subcommittee (2024)
- Networking subcommittee member (2021-2023)

Ballajura Secondary College School Board (2023-present)

- contributing to the executive board of this local high school
- Led staff development days to improve teachers’ communication of high expectations
- Conducted research with the school to establish positive benefit of professional development sessions

School of Education Research and Research Training Committee (2021-2023)

- Represented Early Career Researchers on the board, contributing to education and funding decisions about research in the School of Education at ECU
 - Collected and presented data about new staff research training needs

Poseidon Primary School Board (2020-2022)

- Built school business plan together with school principal and other board representatives

REFEREES

Professor Laura Perry – l.perry@murdoch.edu.au;

Emeritus Professor Helen Wildy – previous Dean of Education at UWA h.wildy@uwa.edu.au

Further references or contact details can be supplied upon request.