CURRICULUM VITAE

Name:	Dr Christina Gray, PhD
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Nationality:	Australian

CAREER PROFILE

- Recognised as an exemplary teacher and research scholar committed to fostering belonging, inclusivity, and student success. Awarded the Vice-Chancellor's Citation for Outstanding Contributions to Student Learning in 2025, for creating diverse, inspirational, and innovative learning experiences for pre-service secondary drama teachers to become transformational drama educators.

- Research dedicated to improving educational and wellbeing outcomes for students and teachers through the arts. Widely published with 38 refereed journal articles since 2017; co-author of Shaping the Space: Teaching the Arts in Lower Secondary Years; three book chapters; nine HDR completions. Recipient of the ECU School of Education Research Award (2021). Competitive grants include Sensorium Theatre and YourToolKit.com – Co-Designing Impact Primary Prevention Project (Department of Communities WA, Grants for Women Program (2025-2026).

- Demonstrated leadership in higher education as Coordinator of the Secondary Drama and Dance Education program (2009-2026) and Associate Professor of Secondary Education (2021-2023). Completed leadership development through Women & Leadership Australia (2021), the Athena Swan Advancement Scheme (2022), and Dare to Lead professional learning based on the work of Brené Brown (2022).

- Nationally and internationally recognised professional reputation evidenced through leadership and service, international conference and symposium presentations, research publications, and co-edited scholarly book projects. Leadership roles include President of Drama Australia; President and Life Member of DramaWest; Chief Examiner for Drama ATAR; and member of the SCSA Drama Course Advisory Committee.

- Recognised for creative leadership through directing and producing theatre with pre-service drama educators, fostering collaboration, belonging, artistic excellence, and transformative learning through live performance. Directed and produced 15 theatre productions over the past decade, providing opportunities for school students, including those with limited access to the arts, to experience live theatre.

EDUCATION / ACADEMIC QUALIFICATIONS

2016
Doctor of Philosophy - *Interplay: A study of pre-service drama teachers and the practicum – experiences, beliefs, expectations and managing*
Murdoch University

2007
Master of Education
Edith Cowan University

1992
Bachelor of Education
Edith Cowan University

ACADEMIC APPOINTMENTS

2022 - 2023
Associate Dean Secondary Education
Edith Cowan University

2009 - 2026
Coordinator of Secondary Dance and Drama Education
Teaching and Research Scholar
Edith Cowan University

2005 - 2009
Sessional Academic (Classroom Management and Drama Education)
Edith Cowan University

1997 - 2004
Teacher in Charge of Dance and Drama
Dance and Drama Teacher
Director and Choreographer of Productions
Applecross Senior High School

1994 - 1996
Teacher in Charge, Arts
Drama and English Teacher
Director of Productions
Carnarvon Senior High School

1992 - 1993
Drama and English Teacher
Director and Choreographer of Productions
Kelmscott Senior High School

PUBLICATIONS

Thesis: Gray, C. (2016). Interplay: A study of pre-service drama teachers and the practicum – experiences, beliefs, expectations and managing. Doctoral thesis, Murdoch University, Western Australia.

Refereed Journal Publications (under review):

- Lemon, N., **Gray, C**., & Goopy, J. (2026; under review 5 June). Artful wellbeing literacy: A multi-voice artist-academic ethnography. *Qualitative Inquiry*.
- **Gray, C**., Lambert, K., & Green, T. (2006; under review 11 June). "You make it work, until you can't": Teacher-mothers, cumulative pressure, and the conditions of staying in the performing arts. *Teachers and Teaching.*
- **Gray, C**., Lambert, K., & Green, T. (2006; under review 29 May). Growth through disruption: Longitudinal narrative portraits of teacher-mothers in performing arts education. *Teaching and Teacher Education.*
- Easton, C., **Gray, C**., Lambert, K., & Pascoe, R. (2026; under review 25 May). "Teaching students about sexism is teaching them about empathy": Feminist awakening in pre-service drama teachers. *Issues in Educational Research.*
- **Gray, C**. (2006; under review 5 May). Can We Just Perform for You, Miss?": Cringe Culture and the Challenges for Drama Education". *Australian Journal of Education.*
- **Gray, C**., Lemon, N., & Goopy, J. (2026; under review17 April) "It's changed the way I move through the world": From awareness to agency in university student co-designed gender-based violence prevention. *Violence Against Women.*
- **Gray, C.,** Lemon, N., & Goopy, J. (2026; under review15 April). Where Silence Ends: Creative Monologue as Reflective Practice in Gender-Based Violence Prevention. *Reflective Practice.*
- Lemon, N., **Gray, C**., & Goopy, J. (2026; under review 5 February). Beyond compliance: Transformative co-design for gender-based violence prevention in higher education. *Studies in Higher Education.*
- **Gray, C**., Easton, C., Lambert, K. & Pascoe, R. (2005; under review 7 November). Embodied feminism in teacher education: Transformative learning through drama practice. *Research in Drama Education: The Journal of Applied Theatre and Performance.*

Refereed Journal Publications (published):

- **Gray, C.,** & O'Rourke, J. (2026). Brilliant little things: Drama-based mindfulness to support pre-service teacher wellbeing. Reflective Practice, 1-17. https://doi.org/https://doi.org/10.1080/14623943.2025.2608290
- **Gray, C.,** & Lambert, K. (2026). Embracing vulnerability and evolving through trauma: teacher educators' collaborative autoethnographic reflections. *Asia-Pacific Journal of Teacher Education, 1*(1), 1-16. https://doi.org/10.1080/1359866X.2026.2662335
- James, R., **Gray, C**., Goopy, J., Clayden, D., Meng, H., Lemon, N., … Selkrig, M. (2026). The joy of art-based reflection: building shared academic wellbeing literacy through collage. Reflective Practice, 1–17. https://doi-org.ezproxy.ecu.edu.au/10.1080/14623943.2025.2607104
- Lambert, K., **Gray, C.,** Macdonald, M. A., Beard, T., Jackson, K., & Booth, S. (2025). 'Work hard, play hard, drink hard': frontier masculinities and female teachers' experiences in a regional Australian mining town. *Gender and Education*, 1–17. https://doi.org/10.1080/09540253.2025.2544520

- Macdonald, M., Booth, S., Lambert, K., **Gray, C.**, Kessaris, T., Beard, T. (2025). Finding their place: How teachers can become part of their rural communities. *Australian and International Journal of Rural Education*. https://doi.org/10.47381/aijre.v35i1.767.
- Lambert, K., **Gray, C.** (2025). 'Survival mode': Navigating the first five years of teaching performing arts in neoliberal education assemblages. *British Journal of Sociology of Education, 46(3), 341–357.* https://doi.org/10.1080/01425692.2025.2460012
- **Gray, C**., Lambert, K., Macdonald, M., Harris, M., Beard, T., Jackson, K., Booth, S. (2025). "A bull stole my bike": Teachers' experiences of belonging in regional, rural and remote Australian communities. *Issues in Educational Research, 35*(1), 160-180. https://www.iier.org.au/iier35/gray.pdf
- Harris, M., Rhodes, D., **Gray, C**., Vernon, L. (2025). Beyond the city limits: Perceptions of pre-service teachers undertaking professional experience in regional, rural and remote schools. *The Australian Educational Researcher. https://doi.org/10.1007/s13384-025-00809-5*
- **Gray, C**., Paris, L., Lowe, G., Perry, A., Warwick, L. (2025). Belongingness, trust and connection: Arts teachers in Western Australian schools create safe learning spaces. *Issues in Educational Research, 35*(2), 590-610. https://doi.org/http://www.iier.org.au/iier35/gray-2.pdf.
- O'Rourke, J., **Gray, C**. (2025). Where's my tweed jacket with leather elbow patches? The challenges of aging gracefully in higher education*. Educational Gerontology* 1-14*.* https://doi.org/10.1080/03601277.2025.2490781
- Jefferson, S., **Gray, C.**, Lowe, G. (2024). Comfort in the role: The core of positive veteran teachers. *Education Sciences*, *14*(9), https://doi.org/https://doi.org/10.3390/educsci14090998.
- Harris, M., Vernon, L., Rhodes, D., **Gray, C.** (2024). Regional, rural and remote schools as a career choice for Australian pre-service teachers: A decision tree analysis. *Issues in Educational Research, 34*(4), 1285-1312. https://ro.ecu.edu.au/ecuworks2022-2026/5722.
- Paris, L., Lowe, G., **Gray, C.**, Perry, A., Warwick, L. (2023). Teaching the arts in testing times: A Western Australian perspective on COVID impacts. *Australian Journal of Education*, *67*(1), 46-61. https://doi.org/10.1177/00049441221137074.
- **Gray, C.,** Lambert, K., & Green, T. (2023). "Being grateful for the crumbs": Empathy, stress and vulnerability experienced by teaching-mothers in the performing arts in Australian schools. *Teaching and Teacher Education, 134*(1). https://doi.org/https://doi.org/10.1016/j.tate.2023.104298.
- Jefferson, S., Lowe, G., **Gray, C.**, Prout, P. (2023). The search for marigolds: Positive veteran teachers and why social support matters. *Teachers and Teaching: Theory and Practice*, *29*(2), 150-163. https://doi.org/10.1080/13540602.2022.2151430.
- Lambert, K., & **Gray, C.** (2022). Hyper-performativity and early career teachers: Interrogating teacher subjectivities in neoliberal educational assemblages. *Discourse: Studies in the cultural politics of education*, *43*(6), 929-943. https://doi.org/10.1080/01596306.2021.1933912.
- **Gray, C.**, Egeberg, H., & Green, T. (2022). Turning stage fright into stage might: Pre-service drama teachers developing ideas about pedagogy, authenticity and relationships. *Australian Journal of Education*, *66*(2), 140-153. https://doi.org/10.1177/00049441221090006.
- **Gray, C.**, Lowe, G., Prout, P., & Jefferson, S. (2021). Growing through life's bumpy moments: Key experiences transforming the careers of positive veteran performing arts teachers. *NJ Drama Australia Journal*, *44*(2), 106-119. https://doi.org/10.1080/14452294.2021.1886287.
- **Gray, C.**, Lowe, G., Prout, P., & Jefferson, S. (2021). 'Just like breathing': A portrait of an 85-year-old veteran teacher. *Teachers and Teaching: Theory and Practice*, *27*(6), 571-586. https://doi.org/10.1080/13540602.2021.1977275.
- O'Rourke, J., Main, S., **Gray, C.**, & Lovering, C. (2021). Observations of children with disability during arts-based multisensory story and rhyme activities: Is it all just chimes and perfumes?. *Australasian Journal of Special and Inclusive Education*, *45*(2), 237-251. https://doi.org/10.1017/jsi.2021.8.
- Prout, P., Wolgemuth, J., **Gray, C.**, Lowe, G., Thorpe, V., & Killam, R. (2021). I was wondering: Reflections on collaborative practice by five researchers in Australia, New Zealand and the United States. *Reflective Practice*, *22*(5), 614-626. https://doi.org/10.1080/14623943.2021.1938998

- **Gray, C**., Lambert, K., & Jefferson, S. (2020). Fish out of water: Investigating the 'readiness' and proficiency of beginning drama teachers in Western Australia secondary schools. *Australian Journal of Teacher Education, 45*(2), 65-80. https://doi.org/10.14221/ajte.2020v45n2.4.
- Lowe, G., Prout, P., **Gray, C**., & Jefferson, S. (2020). Reappraising the AITSL Professional Engagement Domain: Clarifying Social Capacity Building for School Leaders to Enhance Overall Teacher Job Satisfaction and Career Longevity. *Australian Journal of Teacher Education, 45*(9), 62-78. https://doi.org/10.14221/ajte.2020v45n9.4.
- Prout, P., Lowe, G., **Gray, C**., & Jefferson, S. (2020). Examined lives: The transformative power of active interviewing in narrative approach. *Qualitative Report* 25(1), 14-27. https://ro.ecu.edu.au/ecuworkspost2013/7612.
- Lambert, K., & **Gray, C.** (2020). Performing 'teacher': Exploring early career teachers' becomings, work identities and the [mis-]use of the professional standards in competitive educational assemblages. *Pedagogy Culture and Society, 28*(4), 501-523. https://doi.org/10.1080/14681366.2019.1663247.
- **Gray, C**., & Lambert, K. (2020). Being the adult you needed as a kid: Why the AITSL standards are not the best fit for drama teachers. *Asia-Pacific Journal of Teacher Education, 48*(5), 555-571. https://doi.org/10.1080/1359866X.2019.1685645.
- Lowe, G., **Gray, C**., Prout, P., Jefferson, S., & Shaw, T. (2019). Still keen and committed: Piloting an instrument for identifying positive veteran teachers. *Teachers and Teaching: Theory and Practice, 25*(4), 418-433. https://doi.org/10.1080/13540602.2019.1621829.
- **Gray, C**., Wright, P., & Pascoe, R. (2019). "They made me feel like a teacher rather than a praccie": sinking or swimming in pre-service drama education. *Asia-Pacific Journal of Teacher Education, 47*(2), 193-207. https://doi.org/10.1080/1359866X.2018.1504279.
- **Gray, C.,** & Lowe, G. (2019). "Learning the ropes": Pre-service arts teachers navigating the extracurricular terrain. *Australian Journal of Teacher Education, 44*(4), 78-90. https://doi.org/10.14221/ajte.2018v44n4.6.
- Prout, P., Lowe, G., **Gray, C**., & Jefferson, S. (2019). An elixir for veteran teachers: The power of social connections in keeping these teachers passionate and enthusiastic in their work. *Qualitative Report 24*(9), 2244-2258. https://ro.ecu.edu.au/ecuworkspost2013/7240.
- **Gray, C**., Lowe, G., Prout, P., & Jefferson, S. (2019). "I feel very fortunate to still be doing what I love": Later career performing arts teachers still keen and committed. *International Journal of Education and the Arts, 20*(7), 1-22. https://doi.org/10.26209/ijea20n7.
- Lowe, G., **Gray, C**., Prout, P., Jefferson, S., & Shaw, T. (2019). Positive veteran teachers: Who are they, and where are they to be found?. *Issues in Educational Research, 29*(3), 823-840. https://ro.ecu.edu.au/ecuworkspost2013/6556.
- **Gray, C**., Pascoe, R., & Wright, P. (2018). "I felt that I could be whatever I wanted": Pre-service drama teachers' prior experiences and beliefs about teaching drama. *International Journal of Education and the Arts, 19*(10), 1-25. https://doi.org/10.18113/P8ijea1910.
- **Gray, C.**, Wright, P., & Pascoe, R. (2017). There's a lot to learn about being a drama teacher: Pre-service drama teachers' experience of stress and vulnerability during an extended practicum. *Teaching and Teacher Education*, 67, 270-277 https://doi.org/10.1016/j.tate.2017.06.015.
- **Gray, C.**, Wright, P., Pascoe, R. (2017). Raising the curtain: Investigating the practicum experiences of pre-service drama teachers. *Australian Journal of Teacher Education*, *42*(1), 36-53. https://doi.org/10.14221/ajte.2017v42n1.3.
- O'Rourke, J., Cooper, M., **Gray, C.** (2014). Is Being Smart and Well Behaved a Recipe for Happiness in Western Australian Primary Schools? *International Journal of Psychological Studies, 4*(3), 139-152. https://www.ccsenet.org/journal/index.php/ijps/article/view/18622

Reviews / Commentary:

- **Gray, C.** (2017). Dramawise reimaged: Learning to manage the elements of drama. *NADIE Journal 41*(2), 156-157. https://doi.org/10.1080/14452294.2017.1400398

Books and Book Chapters:

- **Gray, C**., & Pascoe, R. (2026). Spaces of Becoming: Theorising Transformation in Drama Education. Routlege.
- Paris, L., Lowe, G., **Gray, C**., Perry, A. & Warwick, L. (2025). *Shaping the space: Teaching the Arts in lower secondary years.* Information Age Publishing. https://www.infoagepub.com/products/Shaping-the-Space
- Lemon, N., **Gray, C**., & Goopy, J. (2025). Cultivating Safety, Connection, and Emotional Regulation: Insights from the Intersection of Art, Education, and Research. In Lemon, N., McDonough, S., & Selkrig, M. (Eds.). *The making academic: Practices, processes and perspectives on making and wellbeing in higher education.* Routlege. https://doi.org/10.4324/9781003592556
- Sanbrook, C., **Gray, C.**, Lowe, G., Johnston, O. (2024). "Paleo for the Mind" Pre-Service Teacher Mental Health Challenges During a Pandemic Practicum: How Evolutionary Biology Can Inform Mental Wellness. *Pedagogies of Practicum: Post-Pandemic Reflections on Innovation in Practice Teaching* (355-375) https://doi.org/10.3726/b22164.

Industry and Professional Publications:

- **Gray, C**., Pascoe, R. (2026). Spaces of becoming: Theorising transformation in Drama Education. *ADEM Australian Drama Education Magazine.*
- **Gray, C**., Paris, L., Lowe, G., Perry, A., & Warwick, L. (2024). Flourishing through connection: How expert arts teachers cultivate trust and belonging. *ADEM Australian Drama Education Magazine 20*. https://dramaaustralia.org.au/wp-content/uploads/2025/05/ADEM_No20_2024-1.pdf
- **Gray, C**., & Pascoe, R. (2024). Drama transforms: The transformative power of drama education. *ADEM Australian Drama Education Magazine 20*. https://dramaaustralia.org.au/wp-content/uploads/2025/05/ADEM_No20_2024-1.pdf

CREATIVE OUTPUTS:THEATRE PRODUCTIONS

Directed theatre productions with pre-service drama educators as part of practice-led teaching, creative research, and community engagement initiatives.

A selection of drama education theatre productions from the last ten years:

Things I Know to be True by Andrew Bovell
Director | March 2026

The Long Road North by Alan Hancock
Co-Director | October 2025

Every Brilliant Thing by Duncan Macmillan
Director | March 2025

I'm With Her by Victoria Midwinter Pitt
Director | November 2024

The Curious Incident of the Dog in the Night-Time by Simon Stephens
Director | March 2024

Love and Information by Caryl Churchill
Director | March 2023

Cosi by Louis Nowra
Director | March 2022

The Elephant in the Room
Director | November 2021
Original devised production

When the Rain Stops Falling by Andrew Bovell
Director | March 2021

20 Minute Musicals
Director | October 2020
Original devised production

Oh What a Lovely War! by Joan Littlewood
Director | March 2019

Cloudstreet by Tim Winton, adapted by Nick Enright and Justin Monjo
Director | April 2018

Summer of the Aliens by Louis Nowra
Director | April 2017

Re-Imagined
Director | November 2016
Original devised production

SELECTED CONFERENCE AND INVITED PRESENTATIONS

- "When Brian Acted His Way Out of a Wet Paper Bag": The Transformational Qualities of Drama Education. Paper presented at the Drama Australia Conference 'Play', Perth College, Perth, 27-31 March 2026.
- "The Transformational Qualities of Drama Education." Paper presented at the Drama Australia Conference 'Invigorate', St Aloysius College, Adelaide, 9-11 May 2025.
- "Gender Equity (Interactive)." Workshop and lecture presented at the Asia Oceania Five Universities Alliance (AOFUA) Camp Down Under, Edith Cowan University, Perth, 8 July 2025.
- "Belongingness, Trust and Connection: How Expert Arts Teachers Create and Maintain Supportive and Safe Learning Spaces." Paper presented at the Drama New Zealand/Drama Australia Kia Tōnui / Flourish Drama Education Conference, Wellington East Girls' College, Wellington, 27-30 September 2024.
- "Arts and Wellbeing." Paper presented as part of the Wellbeing and Education Seminar Series on Arts and Wellbeing, 20 August 2025, with J. Goopy.
- "Drama Pedagogies and Arts Practice." Workshop presented for the Catholic Education Western Australia Primary Arts Network, Perth, 6 May 2024.
- "Caryl Churchill's Love and Information." Workshop presented at the DramaWest State Conference, Shenton College, 2 December 2023.
- "Problematising the AITSL Standards for Drama Teachers." Paper presented at the DramaWest State Conference, Perth College, 12 December 2019.
- "Key Moments in the Professional Lives of Veteran Drama Teachers." Paper presented at the DramaWest State Conference, Shenton College, 8 December 2018.
- "Challenges in Arts and Drama Education" and "Future Directions in Arts and Drama Education." Panel presentations delivered at the Drama Australia National Conference, St George's College, 10 April 2017.
- "Reimagined – A World Without Violence." Workshop presented at ECulture, Edith Cowan University, Joondalup, 8 August 2016.
- "Contemporary Arts Education." Keynote presentation delivered at the Spare Parts Puppet Theatre Program Launch, Spare Parts Puppet Theatre, Fremantle, 9 December 2016

RESEARCH FUNDS / GRANTS

- *YourToolKit.com – Co-Designing Impact Primary Prevention Project*. Department of Communities (WA), Grants for Women Program, 2025-2026. Investigators: N. Lemon, L. Holmes, **C. Gray**, and J. Goopy.
- *Supporting and Retaining Early Career Teachers in Port Hedland*. Edith Cowan University Society and Culture Small Grants Scheme, 2025. Investigators: **C. Gray**, K. Lambert, M. MacDonald, and S. Booth. $5,500.
- *Investigating the Readiness and Proficiency of Beginning Arts Teachers in Western Australian Secondary Schools*. Edith Cowan University Early Career Researcher Grant, 2018-2019. Investigator: **C. Gray**. $10,000.
- *Identifying the Role of Social Interaction in the Coping Strategies of Veteran Teachers*. Strategic Initiative Fund, 2018. Investigators: G. Lowe, **C. Gray**, and P. Prout. $10,000.
- *Arts-Based Pedagogy: Engaging Children with Additional Needs Through Multi-Sensory Storytelling*. Sensorium Theatre Grant, 2017-2018. Investigators: **C. Gray**, S. Main, J. O'Rourke, and C. Lovering. $10,000.
- *Collaborative Indigenous Arts Initiative*. Combined Edith Cowan University Teaching and Learning Small Grant, 2017. Investigator: **C. Gray**. $3,000.

POSTGRADUATE RESEARCH & HIGHER DEGREE SUPERVISION

Current HDR Students:

- **Doctor of Philosophy - Krystal McKnight (submitted and under examination)**
  Where Are They? Performing Arts Teachers in Leadership Positions in Secondary Schools
- **Doctor of Philosophy - Mary Walker**
  The Use of Drama-Based Simulations to Develop Pre-Service Teachers' Emotional Intelligence
- **Doctor of Philosophy - Cynthia Howard**
  Narratives of Australian Music Teachers' Wellbeing and Self-Care
- **Doctor of Philosophy - Caitlin Easton**
  Drama-Based Pedagogy and Autism in the Classroom
- **Master of Education - Jye Skinner**
  Indigenous Teachers' Experiences of Light-Skin Racism
- **Master of Education - Amy Fittock**
  Leadership Beyond the Studio: Investigating Dance Teachers' Striving for Leadership

HDR Completions:

- **Doctor of Philosophy - John Heyworth**
  A Study on the Impact of Music Looping Technology Intervention Upon Pre-Service Generalist Teachers' Self-Efficacy to Teach Music in Primary Schools
- **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
- **Doctor of Philosophy - Sarah Jefferson**
  Finding Marigolds: A Study into the Shared Characteristics of Positive Veteran Western Australian Teachers and the Role of Social Support in Sustaining Their Commitment to Teaching
- **Doctor of Philosophy - Gemma Foxall**
  When Autism Strikes
- **Doctor of Philosophy - Sally Robinson-Kooi**
  Growing Phonological and Morphological Knowledge and Improving Spelling Outcomes in Year 2 Primary School Children Through Explicit Instruction and Contextualised Dictation
- **Master of Education - Marnie Harris**
  Regional, Rural and Remote: Examining the Enablers and Barriers That a Professional Experience Presents for the Primary Pre-Service Teacher
- **Master of Education - Jessica Wellman**
  Drama, Education, Artistry: Australian Practitioners Fostering Connection Across Cultures and Disciplines in China
- **Master of Education - Scott Corbett**
  Influence of a Drama-Based Education Program on the Development of Empathy in Year Ten Western Australian Students
- **Master of Education - Gemma Foxall**
  A Primary School Internship Model: Graduate Teacher Performance as Perceived by Employing Principals

THESIS EXAMINATION

- **Doctor of Philosophy - Bingqing (Bonnie) Li**
  More Than Survive or Thrive: Storying Chinese EFL Late-Career Teachers' Engagement
  Monash University
- **Doctor of Philosophy - Nick Waxman**
  Acting Out! Student Affect, Voice and Agency: A Theatrical Inquiry into Secondary School Learning Environments
  Royal Melbourne Institute of Technology (RMIT)
- **Master of Philosophy (Education) - Eleni Despina Amarandos**
  A Case Study of Adolescent Wellbeing in a Secondary School
  Royal Melbourne Institute of Technology (RMIT)

TERTIARY TEACHING EXPERIENCE

Edith Cowan University (2009–Present)
Coordinator, Drama and Dance Education (Secondary)
Bachelor of Education | Graduate Diploma of Education | Master of Teaching

Key Responsibilities and Leadership

- Lead, mentor, and onboard a team of drama and dance sessional staff to ensure accurate, contemporary, and compliant delivery of curriculum and assessment.
- Coordinate and teach across undergraduate and postgraduate initial teacher education programs in drama and dance education.
- Lead and support a team of 10 subject specialists to ensure consistent, high-quality assessment practices across multiple discipline areas.
- Collaborate with School of Education staff and industry partners to review and redesign drama and dance education units for contemporary curriculum relevance.
- Ensure unit and course alignment with evolving Western Australian and Australian curriculum frameworks and policy requirements.
- Successfully led the transition of all drama and dance units from Blackboard to Canvas as part of university-wide LMS reform.
- Designed and internally developed 20 Canvas units in drama and dance, prioritising accessibility, clear navigation, and student engagement.
- Monitor and enhance student learning outcomes through unit evaluation, reflective practice, and the incorporation of student feedback.
- Apply and model evidence-based pedagogical approaches through curriculum design, resource development, and teaching practice in secondary drama education.
- Liaise with Student Hub and Student Success teams to support enrolment management, retention, progression, and student wellbeing.
- Contribute performing arts expertise to the planning and design of drama education teaching and performance spaces within the refurbished School of Education hub at Joondalup.
- Direct and produce theatre productions with pre-service drama educators, creating authentic performance experiences that foster collaboration, belonging and artistic excellence.
- Foster partnerships with schools and the broader arts community to support authentic learning experiences and increase access to live theatre for secondary students.
- Supervise and mentor pre-service teachers throughout professional experience placements, supporting the development of reflective practice, pedagogical confidence, and professional identity in secondary drama education settings.

PROFESSIONAL LEADERSHIP

- President, Drama Australia (2026-Present)
- Vice President, Drama Australia (2024-2026)
- Director of Finance, Drama Australia (2019-2024)
- Tertiary Representative, Drama Course Advisory Committee, SCSA (2016-2026)
- Peer Support Officer, Edith Cowan University (2025-2026)
- New Staff Mentor, Edith Cowan University School of Education (2025-2026)
- Editor, International Journal of Arts Education (2020-2021)
- Thesis Assessor, Monash, RMIT, Curtin University (2024-2026)
- Reviewer, Teaching and Teacher Education (2019-2026)
- Reviewer, Australian Journal of Drama Education (2018-2026)
- Reviewer, Journal of Social Sciences & Humanities (2024-2026)
- Reviewer, The Australian Educational Researcher (2023-2026)
- Reviewer, Research in Drama Education (2020-2026)

AWARDS AND RECOGNITION

- 2025 - Vice-Chancellor's Citation for Outstanding Contributions to Student Learning, Edith Cowan University. Awarded for creating diverse, inspirational, and innovative learning experiences for pre-service secondary drama teachers to become transformational drama educators. $5,000.
- 2022 - Athena Swan Advancement Scheme Award, Edith Cowan University. $3,000.
- 2021 - School of Education Research Award, Edith Cowan University.
- 2019 - Life Membership, DramaWest, Western Australian Professional Association of Drama Educators.

PROFESSIONAL DEVELOPMENT

- 2026 - Drama Australia National Conference 'Play', Perth. Presenter and participant.
- 2025 - Peer Support Network Mentoring Training, Edith Cowan University. Participant.
- 2025 - Drama Australia National Conference 'Invigorate', Adelaide. Presenter and participant.
- 2024 - Drama New Zealand–Drama Australia Kia Tōnui / Flourish Conference, Wellington, New Zealand. Presenter and participant.
- 2023 - Drama Australia National Conference 'Antidote', Newcastle, NSW. Presenter and participant.
- 2022 - Dare to Lead professional learning based on the work of Brené Brown, Perth, WA. Participant.
- 2021 - Women & Leadership Australia, Perth, WA. Participant.

Selected University Training:

- HDR supervision; Equity and inclusive education; Health and safety leadership; Emergency and evacuation procedures; Recruitment and supervision; Information management and security; Canvas learning management systems; Integrity and compliance training.

PROFESSIONAL ASSOCIATIONS

- DramaWest, Professional Association of WA Drama Educators. Member and Past President.
- Drama Australia, National Association of Drama Educators. Finance Director, Vice President, and incoming President.
- National Advocates of Arts Education (NAAE). Member.
- International Drama/Theatre and Education Association (IDEA). Member.
- Council for Humanities, Arts and Social Science (CHASS). Member.
- Australian Alliance of Associations in Education (AAAE). Member.

REFEREES

Professor Caroline Mansfield
Executive Dean, School of Education, Edith Cowan University.
c.mansfield@ecu.edu.au

Associate Professor Anne Coffee
Associate Dean of Secondary, School of Education, Edith Cowan University.
a.coffee@ecu.edu.au