

Professor. Zane Diamond  
Sch of Education Culture & Society  
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## Biography

I work in the Faculty of Education and am a Professor.

My academic career addresses an enduring question for educators: How do we develop well informed and wise citizens? Professor Nicholas Maxwell (University College, London) argues that *"There needs to be a change in the basic intellectual aim of inquiry, from the growth of knowledge to the growth of wisdom - wisdom being taken to be the capacity to realize what is of value in life, for oneself and others, and thus including knowledge, understanding, and technological know-how"*. The challenge for educators is to bring wisdom education inherited from small, culturally-homogeneous communities into an increasingly globalized and decontextualized education system. Modern education focuses on constructively aligning the accumulation of knowledge for assessment, forgetting the ancient human need to educate students for **wisdom**. With many graduating students not knowing how to use their knowledge wisely, I created the *Wisdom Method* that is informed by ancient traditions and is responsive to modern needs. It guides students to find a balance between social justice values, critical thinking, and concentration practices (sociology of education, sub-fields pedagogical reform of teacher education and comparative, higher, and leadership education). Building on the ideas of Sternberg (emphasis on psychological balance), Bernstein (pedagogical reform of the structure and processes of education knowledge, transmission, and practice), and Maxwell (a major intellectual and institutional revolution in the aims and methods of inquiry, from knowledge-inquiry to wisdom-inquiry), I have undertaken sustained theorization about wisdom pedagogies to inform effective pedagogical reform in schools and universities.

My consistent intellectual trajectory brings together **wisdom pedagogies of Indigenous Australians, the cultures of the Indo-Asia-Oceania region, and in education for environmental sustainability and food security** as exemplars that inform my modern wisdom education method in the field of comparative education. A practical example internationally of the impact of my research about different wisdom traditions, parents want the capacity for wisdom to be nurtured in their children at university and in school using methods they know to be reliable whereas teachers, academics, and teacher educators know little about the development of wisdom for the modern world, a tension my work addresses.

Over my career, I have achieved consistent funding for my research and the research approach that I have developed. In the *Australian Institute for Teaching & School Leadership* and *National Aboriginal and Torres Strait Islander Higher Education Consortium* projects, I collaborated with Indigenous experts in all phases of the research, bringing questions about methods to teach and work with Indigenous people for wise education. In a DFAT AAF program, I engaged my network of Indigenous Traditional Owners with scholars from Sri Lanka, Pakistan, and India about traditional food knowledge and the development and leadership of wise food futures, together with interdisciplinary partners from the Faculties of Business and Economics and Arts. My academic leadership centers on my sustained and innovative scholarship of pedagogical reform for wisdom development in education, engaging local communities in collaborative research partnerships, asking innovative questions, and developing culturally appropriate answers about how to bring **wisdom** into education.

My most recent research examines the translation of Buddhist ideas into education practices in India, Sri Lanka, Thailand, China, and Japan over centuries and the most recent migration of Buddhist and Dharmic ideas to countries such as Australia.

## Qualifications

Aboriginal Education, Graduate Diploma in Aboriginal Education, Flinders University

Sociology of Education, Bachelor of Arts (Honors First Class), Flinders University

Sociology and Education, PhD, *Universities and Wise Futures: An Investigation of Wisdom and the Exchange of University Knowledge between Australia and Thailand*, Flinders University

Social Sciences, Bachelor of Social Studies, University of Sydney

## Employment

### Professor

Sch of Education Culture & Society

MONASH UNIVERSITY

4 Aug 2003 → present

### Member, Indigenous Cultural Competency Critical Focus Group

Australian Institute for Teaching and School Leadership Limited (AITSL) (Australia)

Melbourne, Australia

### **External Research Lead**

Daylesford Dharma School Inc  
Daylesford, Australia

### **Board Member**

Japan International Education Society  
Tokyo, Japan

### **Past President**

Oceania Comparative and International Education Society  
Melbourne, Australia

### **Academic Advisory Committee - Member**

Worawa Aboriginal College Limited  
Healesville, Australia

## **Research output**

### **Developing community-engaged pedagogy to enhance teaching practice of 'Asia and Australia's engagement with Asia'**

Yip, S. Y., Zhang, H., Diamond, Z., Chan, P., Burke, G., Hou, Y., Zeng, S. A. & Ji, G., 10 Jul 2024, p. 76. 1 p.

### **Initiatives for promoting educator wellbeing: a Delphi study**

Patrick, P., Reupert, A., Berger, E., Morris, Z., Diamond, Z., Hammer, M., Hine, R. & Fathers, C., 22 Apr 2024, In: BMC Psychology. 12, 220, 13 p., 220.

### **Professional identity and agency in immigrant teachers' professional transition to work in Australia**

Yip, S. Y., Saito, E. & Diamond, Z. M., 2024, In: The Australian Educational Researcher. 51, p. 213-230 18 p.

### **Scholarly responses to 'students' experiences of open distance learning: a Samoan case study'**

Chan, P. W. K., Baice, T., Fonua, S., Diamond, Z., Ji, G., Levy, B. & Zeng, S. A., 7 Sept 2023, In: International Education Journal: Comparative Perspectives. 22, 1, p. 125-133 9 p.

### **A content study of cross-curriculum priority of Asia and Australia's engagement with Asia in the Australian curricula**

Zhang, H., Diamond, Z. & Zeng, S., 2023, In: Asia Pacific Journal of Education. 43, 1, p. 16-35 20 p.

### **Determining the 'common good' in educating for intelligence, creativity, and wisdom**

Diamond, Z. M. & Phillipson, S. N., 2023, *Intelligence, Creativity, and Wisdom: Exploring their Connections and Distinctions*. Sternberg, R. J., Kaufman, J. C. & Karami, S. (eds.). 1st ed. Cham Switzerland: Palgrave Macmillan, p. 251-285 35 p.

### **Getting schools ready for Indigenous academic achievement: a meta-synthesis of the issues and challenges in Australian schools**

Anderson, P. J., Yip, S. Y. & Diamond, Z. M., 2023, In: International Studies in Sociology of Education. 32, 4, p. 1152-1175 24 p.

### **Indigenous ways of developing leadership in education: creating a rights-based organizational consciousness**

Anderson, P., Peña, A. B., Yip, S. Y. & Diamond, Z. M., 2023, *Handbook on Leadership in Education*. Woods, P. A., Roberts, A., Tian, M. & Youngs, H. (eds.). 1st ed. Cheltenham UK: Edward Elgar Publishing, p. 445-457 13 p. (Elgar Handbooks in Education).

### **Universities Australia 2017–2020 Indigenous Strategy: a meta-synthesis of the issues and challenges**

Anderson, P. J., Yip, S. Y. & Diamond, Z. M., 2023, In: Higher Education Research & Development. 42, 4, p. 785-800 16 p.

**On becoming/being a teacher educator in liberatory work**

Diamond, Z. M., 14 Oct 2022, In: *Aula de Encuentro*. Extra1, p. 117-149 33 p.

**From struggling to flourishing and thriving: optimizing educator wellbeing within the Australian education context**

Hine, R., Patrick, P., Berger, E., Diamond, Z., Hammer, M., Morris, Z. A., Fathers, C. & Reupert, A., Jul 2022, In: *Teaching and Teacher Education*. 115, 12 p., 103727.

**A systematic review of evidence-based wellbeing initiatives for schoolteachers and early childhood educators**

Berger, E., Reupert, A., Campbell, T. C. H., Morris, Z., Hammer, M., Diamond, Z., Hine, R., Patrick, P. & Fathers, C., 2022, In: *Educational Psychology Review*. 34, p. 2919-2969 51 p.

**BeyondBlue Be You: Educator Wellbeing: Project One: Wellbeing**

Hine, R., Patrick, P., Berger, E., Diamond, Z., Morris, Z. & Reupert, A., Apr 2021, Melbourne Vic Australia: Monash University. 36 p.

**Be You: Educator Wellbeing Project: Project 2: Initiatives to Promote Educator Wellbeing: A Delphi Study**

Patrick, P., Reupert, A., Berger, E., Morris, Z., Diamond, Z., Hammer, M. & Hine, R., Mar 2021, Melbourne Vic Australia: Monash University. 31 p.

**Be You: Educator Wellbeing Project: Project 3: Identifying Existing Online Educator Wellbeing Initiatives**

Reupert, A., Dunkley-Smith, A., Berger, E., Morris, Z., Diamond, Z., Hammer, M. & Patrick, P., Mar 2021, Melbourne Vic Australia: Monash University. 43 p.

**Be You: Educator Wellbeing Project: Project 5: Analysis of Existing Quantitative and Qualitative Be You Data Strategic Approach and Content Recommendation**

Morris, Z., Reupert, A., Berger, E., Diamond, Z., Hammer, M., Hine, R. & Patrick, P., Mar 2021, Melbourne Vic Australia: Monash University. 31 p.

**Be You: Educator Wellbeing Project: Project 4: Rapid Review to Identify Evidence-Based Professional Development Initiatives**

Berger, E., Reupert, A., Morris, Z., Hammer, M., Diamond, Z., Hine, R., Campbell, T. & Patrick, P., Feb 2021, Melbourne Vic Australia: Monash University. 26 p.

**An Indigenous history of education in Japan and Australia**

Sato, C. & Diamond, Z. M., 2021, *Post-Imperial Perspectives on Indigenous Education: Lessons from Japan and Australia*. Anderson, P. J., Maeda, K., Diamond, Z. M. & Sato, C. (eds.). 1st ed. Abingdon UK: Taylor & Francis, p. 25-65 41 p.

**Challenges and responses to UNDRIP in Australian and Japanese Indigenous education**

Diamond, Z. M. & Sato, C., 2021, *Post-Imperial Perspectives on Indigenous Education: Lessons from Japan and Australia*. Anderson, P. J., Maeda, K., Diamond, Z. M. & Sato, C. (eds.). 1st ed. Abingdon UK: Routledge, p. 113-125 13 p.

**Educator Care: Moving Beyond Self-care**

Reupert, A., Patrick, P., Berger, E., Morris, Z., Diamond, Z. & Hine, R., 2021, 1st ed. Melbourne Vic Australia: Monash University. 51 p.

**Embracing and resisting Indigenist perspectives in Australian pre-service teacher education**

Anderson, P. J., Diamond, Z. M. & Diamond, J. F., 2021, *Post-Imperial Perspectives on Indigenous Education: Lessons from Japan and Australia*. Anderson, P. J., Maeda, K., Diamond, Z. M. & Sato, C. (eds.). 1st ed. Abingdon UK: Taylor & Francis, p. 126-150 25 p.

**Gautama Buddha: Education for Wisdom**

Diamond, Z. M., 2021, 1st ed. Singapore Singapore: Springer. 116 p.

**Introducing Indigenous education in Japan and Australia**

Anderson, P. J., Maeda, K., Diamond, Z. M. & Sato, C., 2021, *Post-Imperial Perspectives on Indigenous Education: Lessons from Japan and Australia*. Anderson, P. J., Maeda, K., Diamond, Z. M. & Sato, C. (eds.). 1st ed. Abingdon UK: Routledge, p. 1-21 21 p.

**Old pedagogies for wise education: a Janussian reflection on universities**

Diamond, Z. M., 2021, In: *Philosophies*. 6, 3, 28 p., 64.

**Post-Imperial Perspectives on Indigenous Education: Lessons from Japan and Australia**

Anderson, P. J. (ed.), Maeda, K. (ed.), Diamond, Z. M. (ed.) & Sato, C. (ed.), 2021, 1st ed. Abingdon UK: Routledge. 268 p.

**Sport for development and Indigenous Australians: a critical research agenda for policy and practice**

Lucas, R., Jeanes, R. & Diamond, Z., 2021, In: *Leisure Studies*. 40, 2, p. 276-285 10 p.

**Stabilising and sustaining Indigenous leadership in Australian universities**

Anderson, P. J. & Diamond, Z. M., 2021, *Post-Imperial Perspectives on Indigenous Education: Lessons from Japan and Australia*. Anderson, P. J., Maeda, K., Diamond, Z. M. & Sato, C. (eds.). 1st ed. Abingdon UK: Taylor & Francis, p. 186-208 23 p.

**Cross-cultural teaching and foreign teacher identity in Singapore**

Yip, S., Saito, E. & Diamond, Z., 2019, In: *International Education Journal: Comparative Perspectives*. 18, 3, p. 116-128 13 p.

**Inclusion and marginalisation of learners in childhood (Australia)**

Diamond, Z. M., 2019, Bloomsbury Academic.

**Inclusion and marginalisation of learners in higher education (Australia)**

Diamond, Z., 2019, Bloomsbury Academic.

**Inclusion and marginalisation of learners in primary education (Australia)**

Diamond, Z., 2019, Bloomsbury Academic.

**Inclusion and marginalisation of learners in secondary education (Australia)**

Diamond, Z., 2019, Bloomsbury Academic.

**Indigenous doctoral literacy in the Humanities and Social Sciences**

Diamond, Z. M. & Anderson, P. J., 2019, *Literacy Education and Indigenous Australians: Theory, Research and Practice*. Rennie, J. & Harper, H. (eds.). 1st ed. Singapore Singapore: Springer, p. 127-145 19 p. (Language Policy; vol. 19).

**Buddhist pedagogy in teacher education: cultivating wisdom by skillful means**

Ma Rhea, Z., 15 Mar 2018, In: *Asia-Pacific Journal of Teacher Education*. 46, 2, p. 199-216 18 p.

**Towards an Indigenist, Gaian pedagogy of food: deimperializing foodScapes in the classroom**

Ma Rhea, Z., 15 Mar 2018, In: *Journal of Environmental Education*. 49, 2, p. 103-116 14 p.

**Review of Religion and Education: Comparative and International Perspectives edited by Malini Sivasubramaniam and Ruth Hayhoe**

Diamond, Z., Mar 2018, In: *Global Comparative Education*. 2, 1, p. 72-74 3 p.

**Indigenist holistic educational leadership**

Ma Rhea, Z., 2018, *Educational Leadership as a Culturally-Constructed Practice: New Directions and Possibilities*. Wilkinson, J. & Bristol, L. (eds.). 1st ed. Abingdon UK: Routledge, p. 118-136 19 p.

**Land and Water Education and the Allodial Principle: Rethinking Ecological Education in the Postcolonial Age**

Ma Rhea, Z., 2018, 1st ed. Singapore Singapore: Springer. 103 p. (SpringerBriefs in Education)

**Preservation and maintenance of Indigenous histories, languages, and cultures: the role of education**

Anderson, P. J., Ma Rhea, Z. & Freer, J., 2018, In: Japanese Association for the Study of Learning Society. 14, p. 38-49 10 p.

**Rights-based Indigenous education in Australia: evidence-based policy to pedagogy**

Anderson, P. J. & Ma Rhea, Z., 2018, *Evidence-Based Learning and Teaching: A Look into Australian Classrooms*. Barnes, M., Gindidis, M. & Phillipson, S. (eds.). 1st ed. Abingdon UK: Routledge, p. 205-216 12 p.

**Teaching and learning for multicultural societies: reimagining pedagogical content knowledge**

Ma Rhea, Z., 2018, In: Journal of International Education. 24, p. 87-98

**Frontiers of taste: Food sovereignty, sustainability, and Indigenous-Settler relations in Australia**

Ma Rhea, Z., 2017, 1 ed. Springer. 208 p.

**Teaching 'Asia and Australia's Engagement with Asia' in primary education: A comparative analysis of different States' curriculums**

Ma Rhea, Z. & Zhang, H., 2017.

**Wisdom, knowledge, and the postcolonial university in Thailand**

Ma Rhea, Z., 2017, 1 ed. Palgrave Macmillan. 266 p. (Postcolonial Studies in Education)

**Alternate reality game in education: A literature review**

Hu, X., Zhang, H. & Ma Rhea, Z., 2016, *AARE 2016 : Transforming educational research : Proceedings of the Conference for the Australian Association for Research in Education : Transforming Education Research*. Baguley, M. (ed.). Australian Association for Research in Education, p. 1-16 16 p.

**Problematizing Performance-based School Accountability: Literature Review**

Zhang, H. & Ma Rhea, Z., 2016.

**Leading and Managing Indigenous Education in the Postcolonial World**

Ma Rhea, Z., 2015, UK: Routledge. 211 p.

**Unthinking the 200-year-old colonial mind: Indigenist perspectives on leading and managing Indigenous education**

Ma Rhea, Z., 2015, In: International Education Journal: Comparative Perspectives. 14, 2, p. 90 - 100 11 p.

**Educational equality, equity and sui generis rights in Australian higher education: theorising the tensions and contradictions**

Ma Rhea, Z., 1 May 2014, *Equality in Education: Fairness and Inclusion*. Zhang, H., Keung Chan, P. W. & Boyle, C. (eds.). Rotterdam Netherlands: Sense Publishers, p. 35-49 15 p.

**Community-oriented protected areas for indigenous peoples and local communities: Indigenous protected areas in Australia**

Langton, M. L., Palmer, L. & Ma Rhea, Z., 2014, *Indigenous Peoples, National Parks, and Protected Areas. A new paradigm linking conservation, culture, and rights*. Stevens, S. (ed.). USA: The University of Arizona Press, p. 84 - 107 24 p.

**"Going to school on our country": expanding the concept of schooling in semi-sedentary Aboriginal and Sami Communities in Australia and Sweden**

Ma Rhea, Z., 2014, *Developing Sustainable Education in Regional Australia*. Gunstone, A. (ed.). 1 ed. Clayton VIC Australia: Monash University Publishing, p. 161 - 188 28 p.

**Higher education for a wise life: wisdom traditions and the modern university**

Ma Rhea, Z., 2014, *Multicultural Knowledge and the University*. Alvares, C. (ed.). India: Other India Press, p. 150 - 163 14 p.

**Indigenous leadership development: higher education and affirmative action in Australia**

Ma Rhea, Z., 2014, In: *Journal of International Education*. 20, p. 86-91 6 p.

**Introduction: Understanding Koorie plant knowledge through the ethnobotanic lens. A tribute to Beth Gott**

Ma Rhea, Z. & Russell, L., 2014, In: *The Artefact*. 35, p. 3 - 9 7 p.

**Teacher educators and Indigenous rights in a complex, multicultural, but uncertain future**

Ma Rhea, Z., 2014, In: *Micronesian Educator*. 19, p. 82 - 93 12 p.

**The world and work of Beth Gott: An Interview**

Gott, B., Russell, L. & Ma Rhea, Z., 2014, In: *The Artefact*. 35, p. 10 - 16 7 p.

**Thinking Galtha: Teaching literacy: From aboriginal mother tongue to strangers' texts and beyond**

Ma Rhea, Z. & Cree, A. C. (ed.), 2014, p. 50 - 66. 17 p.

**Alien tutelage: on generalizability and contextualization in leadership development**

Ma Rhea, Z., 2013, In: *Human Resource Development International*. 16, 3, p. 346 - 356 11 p.

**Buddhist wisdom and modernization: finding the balance in globalized Thailand**

Ma Rhea, Z., 2013, In: *Globalizations*. 10, 4, p. 635 - 650 16 p.

**Editorial**

McLaughlin, J. & Ma Rhea, Z., 2013, In: *International Education Journal: Comparative Perspectives*. 12, 1, p. 1 - 8 8 p.

**Of kangaroo, fish and corn: The role of food in the unbalanced exchange in Australian aboriginal, explorer and settler relations**

Ma Rhea, Z., 2013, *Food: Expressions and Impressions*. Sanderson, D. & Crouch, M. (eds.). Oxford United Kingdom: Inter-Disciplinary Press, p. 81 - 92 12 p.

**Professional education in postcolonial democracies: indigenous rights, universities, and graduate attributes**

Ma Rhea, Z., 2013, In: *International Education Journal: Comparative Perspectives*. 12, 1, p. 9 - 29 21 p.

**Book review: Globalization, food and social identities in the Asia Pacific region**

Ma Rhea, Z., 2012, In: *Food, Culture & Society*. 15, 2, p. 343 - 346 4 p.

**Buddhist foundations of teaching**

Ma Rhea, Z. & Wright, J. (ed.), 2012, p. 1 - 8. 8 p.

**Growing understanding: Issues in mainstream education in Indigenous and traditional communities**

Ma Rhea, Z. & Atkinson, H. L., 2012, *Reconciliation and Pedagogy*. Ahluwalia, P., Atkinson, S., Bishop, P., Christie, P., Hattam, R. & Matthews, J. (eds.). UK: Routledge, p. 155 - 172 18 p.

**Improving Teaching in Aboriginal and Torres Strait Islander Education: National Professional Standards for Teachers Standards Focus Areas 1.4 and 2.4**

Ma Rhea, Z., Anderson, P. J. & Atkinson, B., 2012, Melbourne Victoria Australia: Australian Institute for Teaching and School Leadership (AITSL). 77 p.

**Indigenizing teacher professional development: Anticipating the Australian professional standards for teachers in Australia**  
Ma Rhea, Z. & Wright, J. (ed.), 2012, p. 1 - 14. 14 p.

**Knowing country, knowing food: Food security and Aboriginal-settler relations in Victoria**  
Ma Rhea, Z., 2012, In: *The Artefact*. 35, p. 17 - 28 12 p.

**Mindful teaching: Laying the Dharma foundations for Buddhist education in Australia**  
Ma Rhea, Z., 2012, In: *International Education Journal: Comparative Perspectives*. 11, 1, p. 35 - 51 17 p.

**Partnership for improving outcomes in Indigenous education: relationship or business?**  
Ma Rhea, Z., 2012, In: *Journal of Education Policy*. 27, 1, p. 45 - 66 22 p.

**The invisible hand of pedagogy in Australian Indigenous studies and Indigenous education**  
Ma Rhea, Z. & Russell, L., 2012, In: *The Australian Journal of Indigenous Education*. 41, 1, p. 18 - 25 8 p.

**Economic justice and indigenous education: Assessing the potential of standards-based and progressive education under ILO169**  
Ma Rhea, Z. & Anderson, P., 2011, In: *Social Alternatives*. 30, 4, p. 25 - 31 7 p.

**Miwatj executive leadership and management development: strengthening the professional skills of indigenous managers in remote Australia**  
Ma Rhea, Z., 2011, *Organisational Change: Development and Transformation*. Waddell, D. M., Cummings, T. G. & Worley, C. G. (eds.). 4 ed. South Melbourne Victoria Australia: Cengage Learning, p. 462 - 478 17 p.

**Thinking Galtha, teaching literacy**  
Ma Rhea, Z., 2011, *Aboriginal Education: New Pathways in Learning and Teaching*. Cree, A. C. (ed.). Ballarat Victoria Australia: Aboriginal Literacy Foundation, p. 24 - 53 30 p.

**Transmorphosis: negotiating discontinuities in academic work**  
Ma Rhea, Z., 2010, In: *Policy Futures in Education*. 8, 6, p. 632 - 643 12 p.

**Indigenising international education in business**  
Ma Rhea, Z., 2009, In: *Journal of International Education in Business*. 2, 2, p. 15 - 27 13 p.

**Indigenous education and the ladder to prosperity**  
Langton, M. L. & Ma Rhea, Z., 2009, *Perspectives*. Sykes, H. (ed.). 1st ed. Sydney Australia: Future Leaders, p. 95-119 25 p.

**I'm Black ... Apart from that I Enjoy School: Aboriginal Children in Australia**  
Ma Rhea, Z. & Atkinson, B., 2008, *Voices from the Margins: School Experiences of Indigenous, Refugee and Migrant Children*. Alerby, E. & Brown, J. (eds.). The Netherlands: Sense Publishers, p. 89 - 108 20 p.

**Where the global meets the local. Workforce diversity education**  
Ma Rhea, Z., 2007, *World Yearbook of Education 2007. Educating the Global Workforce. Knowledge, Knowledge Work and Knowledge Workers*. Farrell, L. & Fenwick, T. (eds.). London: Routledge, p. 127 - 140 14 p.

**Accelerated learning: pedagogical issues in the design of the Yachad Accelerated Learning Project**  
Ma Rhea, Z., 2005, *Doing the Public Good: Positioning Education Research. Australian Association for Educational Research 2004 Conference Papers*. <http://www.aare.edu.au/confpap.htm>: Australian Association for Research in Education , p. 1 - 16 16 p.

**Community-oriented protected areas for indigenous peoples and local communities**  
Langton, M. L., Ma Rhea, Z. & Palmer, L., 2005, In: *Journal of Political Ecology*. 12, p. 23 - 49 27 p.

### **Negotiating nation: globalization and knowing**

Ma Rhea, Z. & Seddon, T. L., 2005, *Globalization and Nationalism in Education*. Coulby, D. & Zambeta, E. (eds.). Abingdon UK: Routledge, p. 252 - 271 20 p.

### **The preservation and maintenance of the knowledge of Indigenous peoples and local communities: the role of education**

Ma Rhea, Z., 2005, *Doing the Public Good: Positioning Education Research*. Australian Association for Educational Research 2004 Conference Papers. <http://www.aare.edu.au/confpap.htm>: Australian Association for Research in Education, p. 1 - 15 15 p.

### **Traditional indigenous biodiversity-related knowledge**

Langton, M. & Ma Rhea, Z., 2005, In: *Australian Academic & Research Libraries*. 36, 2, p. 47 - 72 26 p.

### **The preservation and maintenance of the knowledge of Indigenous peoples and local communities: the role of education**

Ma Rhea, Z., 2004, In: *Journal of Australian Indigenous Issues*. 7, 1, p. 3 - 18 16 p.

### **Australia, Asia and the Middle East - Regional report on the status and trends concerning the knowledge, innovations and practices of indigenous and local communities relevant to the conservation and sustainable use of biological diversity**

Langton, M. & Ma Rhea, Z., 2003, <http://www.biodiv.org/doc/meetings/tk/wg8j-03/information/wg8j-03-inf-04-en.pdf>: United Nations. 161 p.

### **'The economy of ideas: Colonial gift and postcolonial product'**

Ma Rhea, Z., 2002, *Relocating Postcolonialism*. Goldberg, D. T. & Quayson, A. (eds.). London UK: Wiley-Blackwell, p. 205 - 216 12 p.

### **Approaches to the development of critical analysis in the university: the impact of culture**

Ma Rhea, Z., 2001, In: *Manusaya: Journal of Humanities*. 1-2, p. 97 - 126 30 p.

### **Contemporary knowledge production and reproduction in Thai universities: Processes of adaptive balancing**

Ma Rhea, Z., 2000, *Local Knowledge and Wisdom in Higher Education*. Teasdale, G. R. & Rhea, Z. M. (eds.). UK: Elsevier, p. 209 - 235 27 p.

Changing manifestations of wisdom and knowledge in Thailand

Rhea, Z. M., 1 Dec 1995, In: *Prospects*. 25, 4, p. 669-682 14 p.

## **Activities**

### **Oceania Comparative and International Education Society Annual Conference 2023**

Hongzhi Zhang (Speaker), Wing Chan (Speaker), Zane Diamond (Speaker), Annie Zeng (Speaker), Sun Yee Yip (Speaker), Geraldine Burke (Speaker), Grace Ji (Speaker) & Yaqing Hou (Speaker)  
Nov 2023

### **Aula de Encuentro (Journal)**

Zane Diamond (Editorial board member)  
2022 → ...

### **Educator Care: Moving Beyond Self Care/ Seminar During World Mental Health Week and World Teachers' Day**

Andrea Reupert (Contributor), Zoe Morris (Contributor), Emily Berger (Contributor), Zane Diamond (Contributor), Rochelle Hine (Contributor), Marie Hammer (Contributor) & Chantel Fathers (Contributor)  
5 Oct 2021

### **International Studies in Sociology of Education (Journal)**

Zane Diamond (Editorial board member)  
10 Jul 2020 → 2022



**Journal of Global Education and Research (Journal)**

Zane Diamond (Editorial board member)  
2017 → 2021

**Australian New Zealand Comparative and International Education Society (Publisher)**

Zane Ma Rhea (Associate editor)  
1 Jan 2014 → 1 Jan 2017

**International Education Journal: Comparative Perspectives (Journal)**

Zane Ma Rhea (Editorial board member)  
1 Jan 2014 → 31 Jan 2020

**Horizons of Holistic Education (Journal)**

Zane Diamond (Editorial board member)  
2014 → 2022

**Environmental Education Research (Publisher)**

Zane Ma Rhea (Peer reviewer)  
1 May 2013

**Monash University Publishing (Publisher)**

Zane Ma Rhea (Associate editor)  
1 Jan 2013

**Australian New Zealand Comparative and International Education Society (Publisher)**

Zane Ma Rhea (Associate editor)  
2 Jul 2012 → 31 Dec 2013

**International Journal of Leadership in Education (Publisher)**

Zane Ma Rhea (Peer reviewer)  
2 Jul 2012

**Human Resource Development International (Publisher)**

Zane Ma Rhea (Peer reviewer)  
1 Jun 2012

**Reconciliation Action Plan**

Zane Ma Rhea (Member)  
2 May 2012

**Australian Journal of Indigenous Education (Publisher)**

Zane Ma Rhea (Peer reviewer)  
1 May 2012

**IEJ:CP (Publisher)**

Zane Ma Rhea (Peer reviewer)  
1 May 2012

**The Artefact (Publisher)**

Zane Ma Rhea (Guest editor)  
1 Jul 2011 → 31 Mar 2014

**Journal of Australian Indigenous Issues (Publisher)**

Zane Ma Rhea (Peer reviewer)

1 Mar 2011

**Critical Studies in Education (Publisher)**

Zane Ma Rhea (Peer reviewer)

1 Jun 2009

**Asia Pacific Journal of Education (Publisher)**

Zane Ma Rhea (Peer reviewer)

2 Feb 2009

**Australian Journal of Education (Publisher)**

Zane Ma Rhea (Peer reviewer)

1 Feb 2005

**Australian Educational Researcher (Publisher)**

Zane Ma Rhea (Peer reviewer)

3 Mar 2003

**Smuts Visiting Fellowship**

Zane Ma Rhea (Visitor)

1 Oct 1997 → 31 Jul 1998

**Awards****Learning with the Land**

Irwin, R., Barney, D. T., Osler, P., Sinner, A., Girak, S., Nakamura, K., Bonini, M., Briggs, C., Burke, G., Diamond, Z., Hernandez Ibinarriaga, D., Martin, B., Gaup, I., Lin, C., Cutter-Mackenzie-Knowles, A., Cutcher, A. L., Speitz, H., Leddy, S., Coleman, K., Fredriksen, B. C., Lund-Kristensen, H., Ørbæk, T., Illeris, H., Bunda, T., Sorensen, N., Triggs, V., Nordbo, A. L. & Haukeland, P. I.

Monash University – Internal Department Contribution: A\$16,400.00

22/03/22 → 15/03/26

**Projects****AITSL Teacher Professional Development in Indigenous Education Course (TPDIEC) Project**

Diamond, Z. &amp; White, S.

1/07/12 → 1/03/13

**Be You Educator Wellbeing Project**

Reupert, A., Berger, E., Morris, Z., Diamond, Z., Hammer, M. &amp; Hine, R.

22/01/21 → 30/04/21

**Food, Traditional Aboriginal Knowledge and the Expansion of the Settler Economy**

Russell AM, L., Langton, M. &amp; Diamond, Z.

Australian Research Council (ARC), University of Melbourne

4/04/08 → 31/08/12

**Learning with the Land**

Irwin, R., Barney, D. T., Osler, P., Sinner, A., Girak, S., Nakamura, K., Bonini, M., Briggs, C., Burke, G., Diamond, Z., Hernandez Ibinarriaga, D., Martin, B., Gaup, I., Lin, C., Cutter-Mackenzie-Knowles, A., Cutcher, A. L., Speitz, H., Leddy, S., Coleman, K., Fredriksen, B. C., Lund-Kristensen, H., Ørbæk, T., Illeris, H., Bunda, T., Sorensen, N., Triggs, V., Nordbo, A. L. & Haukeland, P. I.

Monash University – Internal Department Contribution

22/03/22 → 15/03/26

**NATSIHEC Accelerating Indigenous High Education: Improved Indigenous outcomes in Science, Technology, Engineering and Mathematics**

Anderson, P. J. & Diamond, Z.

16/09/16 → 2/12/16

**The Cultural Safety in Foreign Language Teaching (外语教育中文化安全问题)**

Cai, Y., Ding, L., Chen, J., Zhang, H., Diamond, Z., Liu, Y., Yu, M. & Liu, Y.

5/06/18 → 30/06/21

**Understanding/promoting links between traditional culture/knowledge, food security and sustainability in South Asia (Asia)**

Plahe, J., Diamond, Z., Vicziany, A. & Arup, C.

Department of Foreign Affairs and Trade (DFAT) (Australia)

15/04/15 → 9/01/16