

The 2013 Joint SELF Biennial International Conference and Educational Research Association of Singapore (ERAS) Conference will be held in Singapore, a technologically modern and progressive country yet filled with a keen sense of multicultural traditions. Singapore is one of the world's cities where the East meets the West and tradition blends with modernity in one multicultural, dynamic, and harmonious society.

The conference is part of a continuing series of meetings that have gained greater visibility in the field of self-related research. The 2013 conference is a first in joining with ERAS to offer a conference that will examine research on self as well as critical educational issues. The 2013 conference, the 7th of the SELF international conference, will bring together a wide array of speakers from all over the world addressing diverse areas such as self, 21st century learners, innovative curriculum and lots more.

The Educational Research Association of Singapore (ERAS) was established in 1986 as a non-profit organisation to promote the cause of educational excellence in Singapore and the region via the conduct, promotion and use of relevant educational research. ERAS is a founding member of the World Educational Research Association (WERA). WERA was officially established by 24 national, regional, and international specialty education research associations meeting in San Diego, California on 18 April 2009.

Under the direction of Professor Herbert Marsh, the Self-concept Enhancement and Learning Facilitation (SELF) research network, encompasses more than 450 members from 45 countries across 6 continents. It has a particular focus on methodological/substantive synergies that draw on advanced quantitative methodology (e.g., multilevel modelling, structural equation modelling, and meta-analysis) in pursuit of substantive/policy-oriented issues. Its key rationale is that individuals who feel more positively about themselves are likely to thrive and flourish, highlighting the crucial importance of self-beliefs for successes. The SELF research network produces a monograph series, hosts international conferences, and publishes research in leading international journals.

The SELF-ERAS conference promises to offer you keen insights by keynote addresses by leading international researchers, opportunities for international networking, breakthroughs in self and educational research, a broad and relevant array of themes addressed, special events and activities. This conference should be of interest to researchers, teachers, educators and graduate students.

	Students' Conceptions of Collaborative and Self-directed Learning with ICT and Classroom Practices: Case studies from two Singapore Schools	Mookaiah Manonmani National Institute of Education, Singapore	2-3-291-313	Geography Room
	Research in Singapore: A Study of Technology with Young Children	Marjory Ebbeck University of South Australia / SEED Institute Singapore Yim Hoi Yin Bonnie Deakin University, Australia	2-3-124-123	Geography Room
Leading Change	Improving Leadership Capacity by Valuing the Self and Reprioritising the Self's Subjective Well-Being: Principals Need Their Oxygen Mask	Susan Carter University of Southern Queensland, Australia	2-3-125-297	History Room
	Preparation of Principal for a School Change	Babin Pokharel Kathmandu University, Nepal	2-3-126-071	History Room
Curriculum / New Pedagogies	Self-regulated Learning at Teacher Universities – The Significance of Individual Characteristics and Learning Behaviour	Manuela Keller-Schneider Zurich University of Teacher Education, Switzerland	2-3-127-090	Conference Room A
	What does Reflection Mean for Pre-service Teachers?: Analysis from Weekly Online Journals	Akiko Takagi Aoyama Gakuin University, Japan Takehiko Ito Wako University, Japan	2-3-128-258	Conference Room A

	<p>language, reading and other academic skills (Fatouros, 1995). The sample in the survey was over a thousand parents and it aimed to get parents' views on how much usage of technological gadgets their children had, and what their ages were. In addition, the parents' views were also sought on what were seen to be possible risks and benefits to their children's development. Researchers were also investigating if parents understood the full implications of ICT usage by their children. The survey had both qualitative and quantitative questions included. The paper will examine the debates about screen usage by children up to the age of 8 years, looking at evidence from studies in a range of countries (Highfield, 2010; DEEWR, 2009). Some of the findings of the touch screen research in Singapore will be presented. Given the young age of toddlers and children included in the study, the researchers believe that there are some unique findings.</p>			
<p>Leading Change</p>	<p>Improving Leadership Capacity by Valuing the Self and Reprioritising the Self's Subjective Well-Being: Principals Need Their Oxygen Mask</p> <p>"Should the cabin lose pressure, oxygen masks will drop from the overhead area. Please place the mask over your own mouth and nose before assisting children or other adults" (A typical Pre-flight Safety message). Pondering these words gave me clarity as to the importance of Subjective Well-Being (SWB) for school leaders. These words parallel the concept of maintaining the self's own SWB before seeing to the needs of others, fitting the oxygen mask to yourself first to ensure functioning. The truth is that we can't help anyone else if we ourselves are having difficulty functioning. Many of us have somewhere been tutored to think that it is self-centred to firstly take care of ourselves or our needs. This assumption needs to be challenged. Is it not probable that if we do ensure that our SWB is maintained then we will then come from a position of strength to help those around us thereby increasing our capacity for leadership?The article proposes that the maintenance of school principals' SWB contributes to their leadership capacity. This qualitative case study, utilised An Interactive Model of Design (Maxwell, 2009). Eleven school principals participated in the study which had two phases of data gathering. The first phase consisted of 11 interviews each of 60 to 90 minutes duration. This paper reports findings in relation to the first phase of data gathering. Ten key enablers were identified by participants as contributing to the maintenance of their SWB. Participants also asserted that the maintenance of their SWB contributed to their increased leadership capacity. Principals' effectiveness is influenced by their Subjective Well-Being so enhancing enablers to Subjective Well-Being is a worthy cause.</p>	<p>Susan Carter</p> <p>University of Southern Queensland, Australia</p>	<p>2-3-125-297</p>	