



AARE
news

AUSTRALIAN ASSOCIATION FOR RESEARCH IN EDUCATION

AARE NEWS No. 42

March 2003

President's Report

AARE in 2003 is, as ever, committed to the support and promotion of educational research. This task is both crucial and difficult given the federal directives concerning the government's statements of its preferred directions for Australian research. In this climate the issue immediately becomes a case of shifting and stretching the national research priorities so that education becomes an important element of sustainability and a necessary contributor to national strength and resilience. In terms of our particular concerns we want to think about ways in which future generations of educational researchers could be fostered by our activities. The evident interest of Early Career Researchers, seen in the pre-conference workshop in Brisbane, appears to offer hope for building future research communities. We hope to explore more ways of facilitating the development of researchers through our activities this year, as well as continuing with our regular AARE services.

In 2003 we will continue to publish issues of interest to educational researchers through the regular newsletters. The annual conference, this year to be conducted in Auckland, in concert with the New Zealand Association for Research in Education, will be one forum at which new Australian research will be brought to public attention. We will also continue to publish the Australian Education Researcher which maintains its established standards of high quality research writing and publication for which it has become increasingly recognised. While we may decide to make some changes in the ways in which these things are done, their continuance is guaranteed. My aim for this year is to raise the profile of the Association, to heighten our impact on the broad educational community as well as those with political and administrative power in educational establishments and thereby to underscore our position as the peak body of educational research in the country.

In saying this I acknowledge that any association would want to do exactly that for its own strength and continuity. However I think there is an argument to be made about the importance of fostering educational research in this country as never before. I'd like to make just a few points explaining why I see this as a clear and pressing need.

1. Student retention rates appear to have dropped back to levels well below that of a decade ago. Current indications are that less than 70% of commencing students remain at school right through high school. I think this disturbing data needs to be kept in the public eye – along with investigations of programs that do make a difference. Some of the work being done on VET in schools appears promising. AARE is presently hoping to forge a stronger association with the VET and TAFE sector and looking to support educational research focusing on adult education both within and beyond these domains.
2. The differences in school retention rates between public and “independent” school systems has long been understood as one of the clearest and most intransigent class effects in our education systems. Such effects are appearing more starkly in our Universities as well. A cursory inspection of cut off entry scores immediately reveals that some institutions draw from a different group of students than others. For education academics, the majority of whom are associated with newer Universities, student culture is experienced rather differently from that of the high scoring high status vocational groups at older institutions. For many of us heavy workloads and high contact hours make the national competition for the diminishing research dollar even more difficult.

It seems the much hailed abolition of the binary system was essentially a change in name only as those early divisions appear to be reinventing themselves in the current tertiary sector. And while there is much talk about the need for more government funding for the sector as a whole, the differentials that are emerging increasingly within the system are not widely recognised. Neo liberal economism appears to be a much sharper tool for social division than was ever dreamed of in the days of meritocracy.

In addition to these concerns, I think we must continue to lobby for more funding for educational research. In the latest round of ARC research grants the Education - as in Education Studies and Curriculum Studies - accounted for just 24 projects or less than 3% of the whole. Given that Education does not typically have access to forms of industry funded research grants other than these nationally competitive government grants, the lack of success in this area is a real cause for concern.

I look forward to having discussions about future strategies and directions from AARE members as well as from the executive in the coming months. Like all associations ours needs to stimulate a strong and active membership to really develop into the vital and vibrant educational research community that we need to have.

Judith Gill
Adelaide, February 2003

The AER:On-line and Open Access

After extensive discussion and debate during 2002, the Executive of the Australian Association for Research in Education and Editorial Board of *The Australian Educational Researcher* are pleased to announce that *The Australian Educational Researcher* will be distributed online for the three years. Print as well as online issues will be distributed during 2003 as the transition is made to full electronic distribution. Open access to the journal will be available on the Association's WEB site. The impact of this initiative will be monitored and a review will be conducted. Alternatives to this publishing arrangement will be considered if online publication proves unsatisfactory. Members will be kept up-to-date on developments via the AARE Newsletter. Meanwhile various issues associated with going 'on line and open access' will be addressed by the Editorial Board- the most pressing of which is indexing .

Jane Kenway. Managing Editor.

Ethical education research: challenges and strategies

There is a lot of concern about ethics currently. Plagiarism is an obvious issue especially in terms of widespread access to the web and people's uncertainty about citations. Questions are also being raised about the ethical complexities in contemporary education research. For instance

As the pressure for commercial and contract research grows, ethical problems arise that are not always addressed (eg. when ethics are not problematised in entering contractual arrangements). Does your university ethics committee require ethical clearance for consultancies? How does this requirement relate to consultancy time frames? What does it mean for the induction of university-based researchers?

As teachers take up teacher-researcher activities, through programs like professional doctorates and workbased programs, what are the ethical challenges? What does your ethics committee say about the power relations between researcher and researched in such research?

As interest in reconciliation grows alongside insights into post-colonialism and the challenges of de-colonisation, how do you negotiate the ethics of research into indigenous issues? What protocols exist to support researchers working in areas related to indigeneity, indigenous education and learning about Indigenous Australians?

The overall purpose of the workshop is to open up such ethical questions by sharing expertise and experience. The workshop activities will provide opportunities for:

- discussing the nature of ethical education research in changing academic work contexts;
- considering strategies that support the induction of postgraduate students, research assistants and early career researchers so that they become ethically-aware researchers; and
- identifying arguments and shared understandings that can be used in negotiating the relationship between education researchers and university ethics committees.

For more information: Terri Seddon at terri.seddon@education.monash.edu.au



WebEx Australia has volunteered to sponsor sessions at the two events AARE is organizing for mid-year. Some sessions of each of the PG&ECR Workshop on 4th June and the Ethics in Educational Research Workshop 5th June will be available on-line in real-time on your desk or to groups near you. We are grateful for the support

which will allow AARE to offer regional members access to vital academic discussions - interactively.

AARE / NZARE Joint Conference

2003

29 November - 3 December

Hyatt Regency Hotel & the University of Auckland, Auckland, New Zealand

Theme: "Educational Research, Risks and Dilemmas"

Pre-conference workshops: Saturday 29 November

Conference: Sunday 30 November - Wednesday 3 December

Website: www.are2003.org.nz

Registration and Call for Papers commences February 2003, from the [web site only](http://www.are2003.org.nz).

More information www.are2003.org.nz.

Special interest group (SIG) news

There are currently eight active SIGs within AARE, including the newly established Sociocultural and Activity Theory SIG. The Association is keen to encourage the formation of more. A number of sessions at the Brisbane conference focused on Higher Education, History of Education and ICT. Is anyone interested in forming a SIG in any of these areas? Suggestions for other possible SIGs and names of potential SIG coordinators would be warmly welcomed. Please contact Jennifer Sumsion at jennifer.sumsion@mq.edu.au for more information.

Current SIGS, coordinators and contact details

| | | |
|--|-----------------------------------|--|
| Early Childhood | Jennifer Sumsion | jennifer.sumsion@mq.edu.au |
| Gender and Sexualities | Deanna Leahy | dleahy@deakin.edu.au |
| Health and Physical Education | Lori Beckett | Lori.Beckett@uts.edu.au |
| Measurement and Assessment | Patrick Griffin John Izard | p.griffin@unimelb.edu.au john.izard@rmit.edu.au |
| Motivation and Learning | Judy MaCallum | jamac@central.murdoch.edu.au |
| Post Graduate and Early Career Researcher | Jan Edwards John Cripps Clarke | pg@aare.edu.au crippscl@deakin.edu.au |
| Sociocultural and Activity Theory | Jennifer Vadenboncoeur | vadebonc@mailbox.uq.edu.au |
| Teachers Work and Lives | Catherine Scott | cscott2@pobox.une.edu.au |

Early Childhood SIG

Early childhood researchers had a major presence at the Brisbane conference. The four EC symposia and numerous individual papers presented prompted a lot of spirited discussion. The increasing number of research students (post graduate and honours) was most encouraging. Please contact Jennifer Sumsion at jennifer.sumsion@mq.edu.au if you'd like more information about the SIG and its activities.

Post Graduate and Early Career Researcher SIG

The postgraduate and early career researcher special interest group met in Brisbane for a very successful week. You might like to read a full report of the week from a PG & ECR perspective. There are two ways to obtain this report.

1. Via the PG & ECR discussion list <email crippscl@deakin.edu.au>. This list is an initiative of the postgraduate student representatives on AARE Executive and the aims of the list are detailed under postgraduate news. The list will also be used as a means seeking broader input for PG & ECR members of AARE.

2. Postgraduate and Early Career Researcher members of AARE who do not want to join the discussion list can obtain this report and join the PG & ECR SIG by emailing Jan Edwards at pg@aare.edu.au.

More post-graduate and early career researcher news in this newsletter.

If you'd like more information about existing SIGS, or if you are interested in establishing a new SIG, please contact Jennifer Sumsion at sigs@aare.edu.au

AARE Mini Conference: *Defining the Doctorate* – October 2003

The AARE and the University of Newcastle are delighted to invite interested members to participate in a Conference on Doctoral Study to be held in the Crown Plaza Hotel on the foreshore at Newcastle from October 2 – 4.

The conference will adopt as its main theme **“Defining the Doctorate”**, and will specifically address, as a supplementary theme, **“Doctoral Study in the Creative and Performing Arts”**.

A call for papers will shortly be issued through the AARE website.

Preliminary queries may be addressed to the Convenor:

Dr Robert Cantwell
School of Education
University of Newcastle
Phone ++ 61 2 49216735
Email robert.cantwell@newcastle.edu.au

2004 AARE International Conference, Melbourne

The 2004 Conference will be held in Melbourne. Our last Melbourne Conference (in 1999) attracted the Association's largest attendance ever and 2004 is shaping up to be equally as attractive.

A Conference Committee has been formed to make it all happen, although it is still not too late for others to join if they would like to be part of shaping and organizing the conference. If you are interested in being a part of the Committee, contact Associate Professor Trevor Gale, the Conference Convenor, at Trevor.Gale@education.monash.edu.au or on Ph: 03 9904 4242; Fax: 03 9904 4027

Please make your ideas about the Conference known to the Committee (listed below). We are keen to hear from you about the program, including its social aspects.

Also, if you happen to be travelling overseas this year to an international conference and are willing to take some fliers advertising the 2004 AARE Conference in Melbourne, please contact Trevor and we will arrange for you to receive these for distribution. We can even post them on to arrive at your destination rather than form a part of your luggage – if we know far enough in advance!

The Committee (so far) includes:
Ruth Arber (Deakin University)
Jill Blackmore (Deakin University)
Brenton Doecke (Monash University)
Trevor Gale (Monash University)
Audrey Grant (LaTrobe University)
Peter Jeffery (AARE Executive Member)
Bob Meyenn (Charles Sturt University)

Pat Smith (University of Ballarat)
Colleen Vale, Victoria University
Margaret Zeegers (University of Ballarat)

The Conference Secretariat includes:
Ruth Jeffery
Wendy Shilton

Foucault and Education SIG & Disability Studies in Education SIG AERA

This is an initiative by three AARE members with US colleagues. Pre-session ³Postmodern perspectives on technologies of difference and education: International and Comparative Studies.² Sunday, April 20 and Monday April 21 AERA Annual Conference, Chicago, Illinois

There will be several paper presentations per roundtable*, with each paper lasting 10-20 minutes. Submitted papers should provide up-to-date research and findings regarding educational quality and shared responsibility with a specific focus on postmodernism and technologies of difference. These technologies of difference can denote an (E)identity position,¹ a social or cultural ascription, a positively or negatively inflected category. Technologies of difference may also be analyzed theoretically as an emancipatory and/or regulatory category, and is a key concept in feminist, queer, disability, and post-colonial discussions of identity and hybridity. We especially encourage paper proposals that address one or more of six themes in relation to technologies of difference: assessment, pedagogy, access, inclusion, school reform and the politics of difference, or research (both methodologies and ethics).

Inquiries should be sent electronically to: Valerie Harwood at vharwood@uow.edu.au.

Valerie Harwood
Faculty of Education
University of Wollongong vharwood@uow.edu.au

Postgraduate news (including items of interest to Early Career Researchers)

Planning has begun to hold a Regional Training Workshop in June 2003. As discussed at the AGM in Brisbane, it is hoped to hold at least two events for postgraduate students and early career researchers that support each other. The first event proposed for Melbourne will provide information and tips on 'Preparing a conference paper'. The second event, planned as a pre-conference workshop in New Zealand will focus on 'Turning the conference paper into a publication'. We are exploring using distance education technologies to facilitate reaching out into regional areas with the first workshop. Information will be posted on the PG & ECR discussion list as plans are finalised.

As mentioned in PG & ECR SIG News, a discussion list has been established for PG & ECR members of AARE. The aims of the list are as follows.

- facilitate discussion among education postgraduate and early career researchers so that information can be shared and contacts made with researchers who share common interests across institutions
- assist the effective representation of PG & ECR's within both within AARE and the wider education community by seeking input from members on specific topics and reporting back to on progress made.

Discussion Topic One

The first topic of discussion will be resources provided and needed for pg research students. Documents or websites that might inform the discussion then can be sent to the list convener crippscl@deakin.edu.au before 30 March 2003.

Expressions of interest – subcommittees of AARE Executive

These items will also be posted to the PG & ECR discussion list.

Expression of Interest RARE

A post-graduate or early career researcher representative is invited to participate on a sub-committee of AARE Executive during 2003. The sub-committee will discuss and plan for future issues of the *Review of Australian Research in Education (RARE)* - an occasional publication of AARE.

Tasks

With other members of the RARE sub-committee of Executive consider proposals for future issues of RARE based on established criteria. Support the work of the sub-committee. Time required: Discussion will generally occur via email and there may be one to two teleconference meetings per year.

Expressions of interest

A bio statement that includes information about your experience with academic publication should be forwarded to Jan Edwards at jan.edwards@unisa.edu.au for forwarding to the Chair of the sub-committee Associate Professor Trevor Gale. Please send expressions of interest no later than March 30 2003.

Expression of Interest – Awards Committee

A post-graduate or early career researcher representative is needed to participate on a sub-committee of AARE Executive during 2003. The sub-committee considers applications for the PG travel awards, Early Career Researcher Award and the Betty Watts Award.

Tasks

With other members of the Awards sub-committee of Executive consider Applications for each of the awards based on established criteria. Support the work of the sub-committee. Time required - A total of two days over about 4 weeks - later in the year - around October.

Expressions of interest

A bio statement that includes information about your experience and interest should be forwarded to Jan Edwards at jan.edwards@unisa.edu.au for forwarding to the Chair of the sub-committee Dr Jennifer Sumsion. Please send expressions of interest no later than March 30 2003.

Recent Doctoral Theses In Education

There is a strong theme of access, equity and diversity running through most of the doctoral thesis abstracts below, particularly in relation to school and university students. These are important issues, not least because of the persistent evidence that large numbers of marginalised students continue to be unrepresented in areas of academic achievement. For example, while Australians from low socio-economic backgrounds constitute 25% of the total population, the Higher Education Report for the 2003 to 2005 Triennium (DEST, 2003) notes that their representation among university students has fallen from 14.7% in 1991 to 14.5% in 2002. It appears that Connell's observation in 1993 – that 'the best advice we can give to a poor child keen to get ahead through education is to choose richer parents' (p. 22) – continues to ring true.

Several of the abstracts below take up the issue of student diversity by focusing on those with backgrounds other than European. It if wasn't before, educational provision in Australia needs to be cognisant of this diversity in relation to its curriculum *and* its pedagogy, not least because of the growing numbers of overseas students studying in Australia. Many Australian universities now rely heavily on the income from their full-fee paying international students. Secondary schools (and even some primary schools) are also increasingly targeting full fee paying international students, particularly in Victoria, which is one of the world's largest providers (per capita) of education to overseas students. I am excited that the theses below have taken up some of these and related issues and I extend my congratulations to the authors for their respective contributions.

A quick word about submissions to this column. Please continue to submit them to me at Trevor.Gale@education.monash.edu.au However, submissions can only be accepted if they meet the following conditions:

- The abstract is no longer than 300 words. Please make the necessary adjustments before sending the abstracts. Unfortunately, I do not have the time to do this for you and your truncations are likely to be more sympathetic than mine;
- The thesis was recently conferred by your institution (ie within the last 6 to 12 months). This does not simply mean that you have submitted the thesis for examination and/or that you have received positive examiners reports;
- The abstract is from a doctoral thesis (please state whether PhD or EdD) and from a faculty/school/department of education in an Australian university (please state which one);
- The abstract is accompanied by your name, postal and email address.

Finally, I offer half an apology for the dominance in the collection below of doctoral thesis abstracts from Monash. My supply does not always equal my demand! Please encourage recently completed education doctoral students in your faculties and departments to submit their abstracts.

Trevor Gale
Executive Member

Some interesting titles and abbreviated abstracts:

Dr Ruth Arber (PhD), Monash University, *Mapping silent narrations: Racism and multiculturalism in a Melbourne school - 1988 - 1998*.

Over the past decades Australian society has been transformed by changed immigration patterns. Schools in large cities such as Melbourne have been irretrievably altered by changed demographic trends. In this dissertation, I examine the ways that teachers and parents in one Melbourne secondary school speak about race and ethnic relations in the midst of these changes. I found that race and ethnic relations were seldom, and only reluctantly, broached. Yet, and at the same time, notions of ethnic and race relations remained as the central background to the discussion, approached indirectly through discussions about policies and programs of multiculturalism. In analysing these conversations about multiculturalism, it is possible to describe the categories, conditions and logics of race and ethnic difference and the terms and conditions that shape the ways such groups can belong within the school and within the school community. This thesis argues that the logic of these terms and conditions derives from deep-seated notions about the relation between self and other, and the ways in which those who are one-of-us can define their identity though the definition of that which they are not. These logics remain in place even as in an increasingly globalised and post-modern world people negotiate between raced and ethnic identities in ways that seem increasingly unconstrained and fluid. I found that while, at one level, individual negotiations between identities become confused and frightening, considerations of ethnic relations remains underpinned by taken-for-granted understandings of the ways people belong, and do not belong. The other person remains the focus of conversations about race and ethnic relations, even as he or she remains not quite known and out of reach. I argue that the conceptual and material domain of 'multiculturalism' becomes the rhetorical field of the thing to be discussed, even as that of 'racism' becomes the field, which is difficult to discuss or cannot be discussed at all.

Dr Bernard Holkner (PhD), Monash University, *Developing computers for professional collaboration*.

This thesis documents the development of computer communications applications in educational settings and examines the ways in which a group of education professionals adopted and modified the technologies and their own ways of working. It identifies areas of concern for the application of communication technologies in professional settings.

Dr McClintock Dandava (PhD), Monash University, *Computer assisted mathematics learning in distance education in Papua New Guinea*.

Many developing countries see distance education as the only viable option to solving the problem of access to education, particularly at the tertiary level. This study investigates the teaching of a distance education mathematics course using computer-assisted instruction (CAI) at the Institute of Distance and Continuing Education in the University of Papua New Guinea. The study sought to explore the viability and the applicability of a computer-assisted instruction mode of teaching and learning in a mathematics course in comparison to the traditional text and face-to-face modes. Findings suggest that a computer-assisted instruction mode of teaching and learning mathematics in PNG is viable and can be effective. Students in a CAI tutorial group performed as well as students who did the course through the traditional methods in a mathematics achievement test. The study has important implications for the adoption and implementation of computer-based learning systems in PNG.

Dr Angela Hao Chun Lee (PhD), Monash University, *The development of school music education in Taiwan (1895 - 1995)*.

This thesis documents the development of music education in Taiwan between 1895 and 1995. The research focuses on three successive periods: the Japanese protectorate (1895-1945), the restoration of Taiwan to the Republic of China (1945-1968), and the most recent period of reform (1968-1995). This study considers elementary and secondary school music, teacher education and the school music syllabi and texts. In Taiwan, before the Japanese protectorate, Western religious music was influential. This influence continued under the Japanese who established schools and imposed a curriculum. During the Chinese restoration and the subsequent period of consolidation, schools maintained and extended many established practices including a strong influence from the West. Recently music education in Taiwan has been influenced by the approaches of Dalcroze, Kodály and Orff. The music curriculum in Taiwan was essentially a Western invention. The texts for school songs reveal social change in the different periods and advocates were influential in the development of school music.

Dr Nattavud Pimpa (PhD), Monash University, *Marketing of international education: The influence of normative referents on Thai students' choices of international education*.

The study researches Thai students' choice of international education (the decision to go abroad, country city, university field of study) in terms of the varying degree and kind of influence exercised by family, peers, and agents. Its qualitative approach identified five categories of personal influence, in relation to finance, information, expectation, persuasion and competition. These influences were investigated as hypotheses using a survey of Thai tertiary students in Australia. Family referents exercise relatively strong influence with postgraduate students and

over decisions to study abroad, country and city. Peers and agents exercise relatively strong influence with undergraduate students and over decisions about institutions and field of study. Students from nuclear families are subject to higher family expectations than those from other family types. The study concludes with discussion of the marketing implications of the findings, and its contribution to the literature on student choice, including theorisation of the decision-making paradigm.

Dr Janette Ryan (PhD), University of Ballarat, *University education for all: Teaching and learning practices for diverse groups of students*.

This study investigates university staff and students' views about teaching and learning practices for diverse groups of students in Australia and the United Kingdom, in the period following the introduction of mass higher education in both countries in the early 1990s. It argues that equity and widening participation policies in universities have not significantly impacted on teaching and curriculum practices, and that a gap exists in the perceptions of staff and students about how well the learning needs of diverse groups of students are being met. These gaps in perceptions existed most particularly in regard to two groups of students, students with disabilities and international students, who were more likely to have a lower concordance with their teachers' views on how well their learning needs were being catered for. The study compares responses to the massification of higher education in Australia and the United Kingdom, and reports that changes to teaching and curriculum practices that are initiated by teaching staff themselves are more likely to be supported and maintained even through changes in university policies and imperatives. The study aims to show why catering for the learning needs of diverse groups of students will be of benefit to all learners, and provides an rationale for this based upon educational, not policy, imperatives. The data for the study arises from a series of research projects undertaken in universities in Australia and the United Kingdom about teaching and learning practices for diverse groups of students, focussing upon students with disabilities and international students. The study examines the marginalisation and exclusion often reported by such students, and possible root causes of these, in terms of their implications for their learning. The study argues for a new, 'universalist', approach to teaching that encompasses, and has as its core feature, the diversity of all learners within university environments.

International Conference On Language, Education And Diversity

November 26-29 2003 - School Of Education, University Of Waikato

This conference is immediately before the NZARE-AARE Joint Conference in Auckland so members travelling to New Zealand might like to piggy-back the two conferences and save some travel. See flyer with this NEWS.

Website: www.led003.ac.nz

Email: info@led2003.ac.nz

AARE 2002 CONFERENCE Papers on web and CD

Members who attended the AARE 2002 Conference in Brisbane have been sent a CD containing all the papers that were presented and handed in on disk for electronic publication. The material on the CD is in PDF file format and will therefore print onto paper very well. The papers are copyright of the authors so apply to them for permission to make multiple copies for class use. Other members can have a CD by writing an email to aare@aare.edu.au with the SUBJECT -- AARE 2002 CD PLEASE. No need to write a message. Available while stocks last.

All the papers on the CD are also on AARE web site but there they are in HTML so they are searchable and obtainable from anywhere but they lack paging and other details when printed out.

Peter Jeffery, Compiler , AARE Conference Papers on Disk.

**AARE EARLY CAREER RESEARCHER AWARD NOMINATIONS CLOSE 30
OCTOBER 2003**

Review Of Australian Research In Education [RARE]

At its most recent meeting in February, the Executive of AARE appointed a sub-committee (or Series Editors) to consider proposals by prospective authors and editors and to commission future issues of the *Review of Australian Research in Education* (RARE). RARE was originally created by AARE as an occasional monograph series – as its name suggests – to provide reviews of Australian research in education. To date, five monographs have been produced on issues related to Australian education and research: (1) journals (Harman, 1989); (2) policy (Walker, 1994); (3) history (Bessant & Holbrook, 1995), (4) ethics (Bibby, 1997); and (5) supervision (Holbrook & Johnson, 1999, 2001).

The new Series Editors include Trevor Gale, Susan Grieshaber, Jennifer Sumsion and a postgraduate student or early career researcher yet to be appointed (see notice in this newsletter). We are now calling for submissions that propose future issues of RARE, and which would appear as a special issue of the Australian Education Researcher (AER). We are particularly interested in hearing from scholars who are interested in producing a monograph concerned with issues of *Contract Research*. We imagine this to include issues of ethics, changing work patterns, policy issues, intellectual property, etc.

Submissions should include the following information:

Editors (with short CV including publishing and other related experience and record)

Theme and line of inquiry

Titles, authors and abstracts

Timelines

How your proposed monograph fits AARE's purposes and audience.

Four copies of your submission should be forwarded to:

Associate Professor Trevor Gale

Faculty of Education, Monash University

PO Box 527, Frankston, Victoria 3199 AUSTRALIA

For further information, contact:

Trevor.Gale@education.monash.edu.au

Ph: 03 9904 4242

Research development: the next generation

A key priority for AARE is to support the development of the 'next generation' of education researchers. To date this priority has been mainly focused on developing the research capabilities of postgraduate students and early career researchers. There is now an active and energetic SIG working in this area. But given recent demographic trends and significant changes in the context and work practices of education research, it is necessary to consider the capabilities of established researchers in the 'next generation' framework.

Those who are established researchers now, will be the researchers who lead the future. Those who win lots of grants, publish and supervise will be the people responsible for mentoring early career researchers. And some will need to tangle horns with DEST, the ARC and university managements in order to protect the infrastructure that supports research in education.

AARE is committed to supporting the development of both early career researchers (ECR) and established career researchers (ESR). Through the Research Development Coordinator and the SIGs, the association will support development workshops that take up issues of relevance to all education researchers in all of our universities. These workshops will provide an opportunity for ECR and ESR networking. They provide an environment in which broad professional concerns, rather than narrow institutional troubles, will be considered. The ambition is to create contexts that support the development of our collective capabilities in ways that enhance education research and the vitality of our professional community.

Currently, the executive is planning a research workshop on Ethics for June. This will be held in tandem with a PG-ECR SIG workshop on presentation and publication. At the annual conference in New Zealand, there will be a 1-day pre-conference workshop to follow up the publication workshop. A symposium on international networking is also being planned as a research development activity within the conference program. Ideas for workshops are always welcome and if you feel like contributing to this research development agenda, just give me a call.

Terri Seddon

AARE Doctoral Thesis Prize Award – 2002

The Doctoral Thesis Prize for 2002 was awarded to Dr Coral Kemp for her thesis: *Transition to school and integration into mainstream classrooms for children with intellectual disabilities*. The study investigated integration and its associated processes, including transition to school from preschool with a view to identifying likely indicators of successful integration in an Australian context.

Dr Kemp undertook her doctoral studies at Macquarie University under the supervision of Dr Mark Carter. Dr Kemp's thesis was selected by the AARE committee from a strong field of fourteen nominations on the grounds that it best exemplified the AARE criteria for the award. The committee members nominated to review the thesis noted that it was an exceptional thesis in terms of its original contribution, scope and execution.

The thesis was examined by Professor J. Sigafoos, University of Sydney, Professor M. Guralnick, University of Washington and Dr J. Carta, University of Kansas. Dr Carta commented that the thesis makes "a significant contribution to the literature in early childhood/special education as well as to policy for the future integration of students with disabilities in general education environments." Professor Sigafoos noted that the thesis is "among the best 2 or 3 theses that I have ever had the pleasure to read over the past 11 years" and that it "provides a major new advance in the area of transition to school for children with special needs". Professor Guralnick noted that the contribution to research made by Dr Kemp's thesis is "significant on many grounds: it addresses an issue central to educational continuity; it evaluates outcomes and their correlates from a longitudinal perspective; it approaches the problem comprehensively and incorporates numerous interrelated measures at different levels of analysis; and the findings are highly relevant to practice issues." In reviewing the thesis, AARE committee members agreed that it met (at a very high level) the AARE criteria for the award through its outstanding contribution to theoretical and empirical knowledge in education.

The AARE Doctoral Thesis Prize Award committee members extend their congratulations to Dr Kemp on presenting a thesis that exemplifies outstanding scholarship and research.

Notes from Executive Committee's February Meeting

The AARE Executive held their first meeting for the year over the two days 13th and 14th February at the University of Melbourne. The meeting was kindly hosted by Professor Johanna Wyn of the Youth Studies Centre.



At morning tea on the first day, Executive members met informally with staff members of the Department of Education Policy and Management. A special guest at the morning tea was AARE Founding Member Professor Kwong Lee Dow, now Deputy Vice-Chancellor at the University.

At the meeting members welcomed three new Executive members: Bob Meyenn of Charles Sturt University (President-Elect), Terri Seddon of Monash University (Research Training Coordinator), and Barbara Preston of Barbara Preston Research.

Matters discussed at the meeting included the following. Other matters are reported elsewhere in this edition of the News.

Long-term Planning

a subcommittee has been formed to start work on developing a business plan for the Association, including identification of priorities for the next three years or so, strategies to meet these, and budgetary implications.

AARE Annual Conferences

2002: A report was received on the conference successfully held in Brisbane last December. Some 630 people attended the conference; about 11% of these were from overseas. While only a small number of participants returned their evaluation forms, those who did commented favourably on the quality of the plenary speakers, the overall organisation and registration process, and the opportunities for networking and social interaction. Careful budgetting and a lower than expected number of attendees enabled the conference to return a reasonable surplus. This is much needed to replenish the Association's depleted reserve funds (required to pay outstanding debts and obligations in case of sudden winding up).

2003: This is to be jointly convened with our sibling association, the New Zealand Association for Research in Education (NZARE), and will be held in Auckland. President Judy Gill will be attending a meeting of the planning committee early this year.

2004: This will be held in Melbourne (exact venue yet to be determined), and is to be convened by Executive member Trevor Gale of Monash University.

Publications

Review of Australian Research in Education (RARE): Last year, in view of implications of DEST's criteria for publications, it was resolved that AARE's occasional series *RARE* be discontinued in its present form, and that a new series be commenced as special "thematic issues" of the *AER*. A subcommittee is now being formed to oversee the process of selection of a theme for the first such issue, appointment of a guest editor, and invitations to submit papers.



AARE Archives

The archivist engaged last year has already sent several boxes of material to the Noel Butlin Archives at the University of Canberra, and is continuing to work on AARE papers. The Executive has decided this is an important ongoing commitment.

Consultation document on Teacher Standards

A subcommittee of the Executive is drafting a response from AARE to the *National Statement from the Teaching Profession on Teacher Standards, Quality and Professionalism: A Working Document*, which was put out for consultation in December 2002. The document is accessible via the AARE website and the subcommittee will welcome comments from any interested AARE members before the last week of March for inclusion in the official AARE response.

Miniconferences

As the main AARE conference this year is to be off-shore, the Executive has decided that to help maintain local interest in the Association, miniconferences on particular topical issues should be held in various Australian locations during the year. One of these is to be held in conjunction with the Executive's mid-year meeting in June (see details elsewhere in this newsletter).

**NOMINATIONS FOR THE AARE BETTY WATTS AWARD CLOSE 30
OCTOBER 2003**

**NOMINATIONS FOR THE AARE DOCTORAL AWARD 2003 WILL BE
CALLED BY LETTERS DIRECTED TO EACH UNIVERSITY IN AUSTRALIA.**

Next meeting:

The Executive will next meet on 6 June, in Melbourne again, as this is the most cost-effective location given the geographic dispersion of the current Executive.

Debby Cunningham
Honorary Secretary

Most of AARE Executive 2003.



Left to right - Sue Greishaber, Peter Jeffery, Debra Cunningham, Jane Kenway, Jan Edwards, Bob Meyenn, Barbara Preston, Judith Gill, Jennifer Sumsion, Trevor Gale, Jill Blackmore, John Cripps-Clarke, Terri Seddon. Absent Brian Doig.

NZARE-AARE Conference In Auckland 2003

Forget the boat race – there’s something new in the wind in Auckland Harbour. The New Zealand conference organisers have been busy and the program is looking good. Larry Cuban from the US and Sara Delamont from the UK will be giving keynote addresses. Both of these academics have strong local followings in both Australia and New Zealand and so a good turnout is anticipated. The conference venue which is the Auckland Hyatt has a wonderful position overlooking Auckland harbour. The break out rooms for paper presentations will be in the nearby University of Auckland buildings, all of which are just a short walk from the Hyatt.

Be sure to register soon to avail yourself of earlybird rates and cheaper airfares. Encourage your research students to submit a paper for this overseas international conference – and to qualify for University support where possible. Make sure you have paid the annual AARE membership in order to get “mates’ rates” for the conference!

The Activist Teaching Profession

Former President and member of AARE Judyth Sachs has written a new book.

"The Activist Teaching Profession rethinks the concept of teacher professionalism. Its purpose is to develop an alternative form of teacher professionalism based not only on principles of mutual exchange, reciprocity and working together but also on shared enquiry into patterns of practice. The projects described in the book provide examples of what is possible when teachers work collaboratively on joint enterprises, aimed at improving student learning outcomes and the working relationships and conditions of teachers. The book suggests a variety of strategies to enhance teacher professionalism that emerge from within the profession itself rather than being imposed upon it."

The copy of the book we have is free to the first member of AARE [you can join on-line] who sends an email to aare@aare.edu.au with the subject PROFESSIONAL TEACHERS WANTED.