



AARE
news

AUSTRALIAN ASSOCIATION FOR RESEARCH IN EDUCATION

AARE NEWS No. 46

March 2004

From The President:

It is a great honour for me to have been elected President of AARE and I thank you for your confidence and support. I have been a member of the organisation since 1981 when I returned from the U.K. My membership of AARE has given me great satisfaction, considerable intellectual stimulation and been the origin of many personal friendships. I look forward to working with you during the year.

This year is going to present us with a number of significant challenges and possibilities. The funding of schools, particularly the balance of funding between private and public is clearly going to be a hotly contested political issue as we build up to a Federal Election. We, as an educational research organisation, and as individual education researchers, need to be informed participants in this debate. It is my view that a strong, properly funded, high quality, public education system is fundamental to our democracy and essential in fostering a harmonious, tolerant, understanding, inclusive society. We cannot allow the public education system to become a residual system for those who can't afford to pay. It is indeed timely that the 2004 Annual Conference in Melbourne has as its theme "Doing the Public Good" and the conference should provide a focus for debates around this issue.

We are experiencing, in all States, an increasing level of "testing" of children as part of a move justified as meeting calls for greater public and parental accountability. Not only the validity and usefulness of this testing needs careful research but the potential for wider use such as between teacher and between school comparisons, needs close monitoring. For those of us involved in pre-service teacher education, the issue of teacher registration, and in particular the associated accreditation of teacher education programs, seems to involve increasing levels of mandatory requirements imposed by government. A thorough research base needs to be injected into the debates.

The unfolding of the Nelson reforms, particularly as they affect the funding of Faculties of Education, educational research and research generally, will undoubtedly be a priority for us all during the next few months. We must keep each other informed, as the implications become clearer.

Other issues of interest will include, yet another review of pre-service teacher education, this time in Victoria, and the National Institute for Quality Teaching and School Leadership.

The Executive will devote considerable time and effort to the support of postgraduate students and early career researchers. I think there is much we can do to try and break down the relative isolation that many postgraduate students' experience. I remember from my own experience the support and encouragement that I received from being part of a network of PhD students. Any of you who have suggestions as to how we might achieve this please don't hesitate to contact me or any member of the Executive.

You will read elsewhere in the newsletter an advance notice for people who might be interested in taking over from Jane Kenway and her team as Editor of our journal A.E.R. Jane is happy to talk with any one interested about what is involved.

My very best wishes for a successful year. Please don't hesitate to contact me.

Cheers,

Bob Meyenn bmeyenn@csu.edu.au

AARE ACADEMIC AWARDS

Betty Watts Award

AARE introduced this award to encourage and support research about Australian Indigenous education and / or educational research by Indigenous researchers. The winner of the award will be announced at the Annual Conference. As the intent of the award is to honour and facilitate outstanding scholarship, applications will be judged on the basis of the following academic merit criteria:

Merit Criteria

- Originality
- Contemporary significance and /or scholarly relevance
- Conceptual, methodological and theoretical soundness
- Disciplined, focused and persuasive argument
- Coherent organisation and clarity of written expression
- Comprehensive reference to appropriate literature

To be eligible for consideration, applicants must demonstrate that they meet all the following criteria:

Eligibility Criteria

Applicants must:

- be a member of AARE
- identify as Australian Aboriginal or Torres Strait Islander and / or submit a paper related to Australian Indigenous education
- be able to attend the full conference in the year of the award
- be willing to present a conference paper or lead a symposium based on their research, and deliver the paper as scheduled
- have not previously received a Betty Watts award
- submit the paper for publication in AARE Conference Papers Collection and / or submit the paper to the AER for publication.

Only one paper per researcher / research team should be submitted for the Award in any year. Papers previously submitted may not be re-submitted.

Call for Nominations for the Betty Watts Award 2004

Closing date: October 30

To nominate for the Betty Watts Award, please send a hard copy of your paper with a covering letter to the AARE Office at PO Box 71 Coldstream 3770 Victoria. Also send an MSWord disk/digital copy attached to an email to aare@aare.edu.au

Early Career Researcher Award

AARE established this award to encourage early career researchers to present at the annual conference and to become actively involved in the Association. As the intent of the award is to honour and facilitate outstanding scholarship, applications will be judged on the basis of the following academic merit criteria:

Merit Criteria

- Originality
- Contemporary significance and /or scholarly relevance
- Conceptual, methodological and theoretical soundness
- Disciplined, focused and persuasive argument
- Coherent organisation and clarity of written expression
- Comprehensive reference to appropriate literature

To be eligible for consideration for the award, applicants must demonstrate that they meet all the following criteria:

Eligibility Criteria

Applicants must:

- be a member of AARE

- have been awarded a doctoral degree within the past 5 years
- have an appointment at no higher than Level B (or equivalent) if employed by a university
- submit one single-authored paper
- be able to attend the full conference
- be willing to present a conference paper or lead a symposium based on their research, and deliver the paper as scheduled
- have not previously received an AARE Early Career Researcher award

The winner of the award will be announced at the Conference and may be invited by the editor of The Australian Educational Researcher to submit the paper for consideration for publication in the journal.

Call for Nominations for the Early Career Researcher Award 2004

Closing date: October 30

To nominate for the Early Career Researcher Award, please send a hard copy of your paper with a covering letter to the AARE Office at PO Box 71 Coldstream 3770 Victoria. Also send an MSWord disk/digital copy attached to an email to aare@aare.edu.au

Post-graduate News

Greetings from your new Post Graduate and Early Career Researcher representatives. We would like to begin by thanking the outgoing representatives Jan Edwards and John Cripps-Clark for providing the foundations for effective support of us all within the framework of AARE.

The 2003 joint conference in New Zealand was a great success. Highlights for us at this event were the joint symposium, 'Journey or Destination?: Postgraduate supervision in Education' presented by Australian students Jan Edwards and Rachel Darell and New Zealand students, Fiona Beals and Huong Le. Thanks for this event also need to be given to Professor Jane Kenway and Professor Sue Middleton for their support and feedback at the symposium. The 'Not the Conference Dinner' had a wonderful turn out with great food, great conversation and much frivolity being shared. This event was a wonderful opportunity to network with other PG and ECR. Planning is underway to hold the event again in Melbourne this year.

2004 will be a full year for PG and ECR activity in the Association. Details are still being finalised, but some events in the pipeline are:

Mid-Year Workshop

The WebEx workshop this year will have a joint focus:

- One session focusing on Early Career Researcher issues such as resume writing, contract negotiations, applying for jobs, interview techniques, publications and handling work politics
- One session focusing on plagiarism in thesis writing

Melbourne Conference

- A Sunday morning session (10am to 12 noon) is planned focusing on networking and paper presentation skills (BYO lunch). More information will be forthcoming..
- At least one of the planned Pre-conference Workshops is being run specifically for Post-graduate and Early Career Researchers. Check out the details elsewhere in this Newsletter.
- Mentoring – we are hoping to set up a mentoring scheme to begin at this conference where those interested would be connected with more experienced academics. Details of this program are to be finalised.
- Other Events – as in the New Zealand conference we intend to run a panel or symposium in Melbourne. We are considering making the focus of this session the Exam Process and landmarks in the thesis. Please contact us if have any other ideas or wish to participate in this event. The Melbourne conference will see another 'Not the Conference Dinner', our SIG AGM as well as a 'social drinks' event.

Finally, we wish to draw your attention to the call for awards nominations in the Conference Brochure (also see www.aare.edu.au) and strongly encourage you all to consider applying for those you are eligible for. Please don't hesitate to contact either of us if you have any questions or issues as a Post-graduate or Early Career Researcher member of AARE.

Rachel Darell
Rachel.Darell@uts.edu.au

Sue Smith
suesmith2122@yahoo.com.au

AARE NEWS 2004

Schedule for 2004 publication and associated inserts. Revised March 2004.

NEWS #	Copy Date for NEWS	Web Publication of NEWS	Printed version Distribution
# 46 March	You are reading this issue.		
# 47 May	1 May	10 May	17 May
# 48 July	This issue has been removed as an economy measure.		
# 49 October	11 October	18 October	31 October

RESEARCH NOTICES FROM INSTITUTIONS

This is a new section of AARE NEWS. We have invited institutions to submit brief reports of research preferably involving AARE members. The first response has been a bit mixed but we will persist and see if institutions are interested in advising us of their research work. I imagine that publicising the projects may lead to collaborative contacts. Submissions [in MSWord] should be sent to the Editor AARE NEWS pjeff@aare.edu.au

*There was only one response for research notices for the March AARE NEWS from institutions. In addition we publish a piece from Past President Judy Gill who took the time to see who got ARC Grants and whether they are members of AARE. I have **italicised in bold** the AARE member's names in the following.*

ARC SUCCESS STORIES!

We are pleased to report the success of some AARE members in winning ARC Discovery grants for educational research in the 2003 round for projects to commence this year. We congratulate them and look forward to hearing more about their studies in AARE conferences, the AER and other outlets in the future. The list of successful applications includes:

Prof. **E.L. McWilliam** Dr P.G. Taylor Prof T.D. Evans Prof. A.J. Lawson

Title: The Impact of Risk Management on Higher Degree Research Policy and Pedagogy in Australian. Queensland University of Technology

Summary: In the context of heightened concerns about the outcomes of Higher Degree Research (HDR) programs in Australia, this project seeks to make a systematic inquiry into the ways that higher degree policy and pedagogy are impacted by the recent focus on risk management as an organisational imperative in universities. It will do so by investigating whether and how the social, cultural and institutional processes related to the management of risk are changing HDR policy and pedagogy in science- and social science-related departments within four Australian universities - a Group of Eight, an ATN, a 'dual mode/regional and a Private university.

Prof. **P.J. Hager** A/Prof. **J Athanasou** Prof. **J.S. Halliday**

Title: Context, Judgement and Informal Learning at Work: An Investigation of Factors Crucial for Enhancing Performance University of Technology, Sydney

Summary: This project investigates learning that enables people to perform well the demanding aspects of their occupations. Detailed case studies of critical incidents in a range of workplaces will be constructed and the learning or otherwise by key players involved in these incidents will be elucidated and analysed. These findings will test and refine a theory of learning at work that conceptualises it, at its best, as a growing capacity to make appropriate context-sensitive judgements. Developing a sound theory of workplace learning is very important because, though it is currently a major policy focus, received theories are of limited explanatory value.

Prof. **D.L. Fisher** A/Prof. B.G. Waldrup Dr J.P. Dorman

Title: Improving assessment in science through the use of students' perceptions
Curtin University of Technology

Summary: The aim of the project is to focus on students as the clients and generate information resulting in an improvement in the assessment of science at middle school level. It brings together three components of educational research not previously conceptualised in the one study: students' perceptions of assessment tasks, students' perceptions of teacher-student interactions, and students' attitudes towards science. The current international emphasis on outcomes-based education has focused attention on assessment as a crucial component in student learning and makes this research timely. Understanding the relationships among the three research components will lead to improvements in teaching and learning science.

Prof JW Wallace Prof **LJ Rennie** Prof JA Malone Dr GJ Venville

Title: Teaching and Learning Science, Mathematics and Technology in Integrated Middle School Contexts Curtin University of Technology

Summary: Integration is proposed as a significant curriculum reform strategy for Australian schools at the beginning of the century, particularly for early adolescents. Despite the claimed advantages for integrating school subjects, there is an absence of substantive empirical research to show if and/or how students learn in integrated settings. The proposed study addresses this research gap directly, by examining the teaching context and the characteristics of student learning in integrated science, mathematics and technology classrooms. This project employs detailed and elaborated case studies of six middle school classrooms to develop sophisticated understandings about the connection between integrated pedagogy and student learning and motivation.

Prof. **P.A. Sullivan** Ms J.A. Mousley Prof. R.L. Zevenbergen

Title: Maximising Success in Mathematics for Disadvantaged Students
La Trobe University

Summary: This project aims to identify strategies that teachers can use to overcome the obvious disadvantage some school students experience in learning mathematics. Currently working class and Indigenous students in Australian schools are performing very much worse than their peers in mathematics. Some currently recommended teaching strategies may be actually exacerbating this disadvantage. This project will identify the factors contributing to the lack of success of these students, and offer strategies that teachers can use to ensure that students from disadvantaged backgrounds have the same opportunities to learn mathematics as other students.

Dr **N. Santoro** A/Prof **J. Reid** Dr **C. McConaghy**

Title: Indigenous Teachers: Understanding their Professional Pathways and Career Experiences
Deakin University

Summary: There is an urgent need to understand the nature of the professional experience of Indigenous teachers in Australian schools. This project will produce significant new knowledge about the career experiences of former and current Indigenous educators, about the prior life experience of Indigenous teachers beginning their careers in NSW and Victorian schools, and in-depth case studies of their first three years as teachers. It will provide vital information for state and federal education and teacher education policy formation, contribute to social theory with regard to institutional racism, 'whiteness' and Australian education and advance methodologies for research about Indigenous issues.

Prof **TL Seddon** A/Prof SR Billett Ms A Clemans

Title: Assessing new learning spaces: learning, governance and outcomes Monash University

Summary: Supporting learning amongst 'at risk' individuals is an urgent global challenge, given changes in work and society. New learning spaces are emerging in response. They target the 30% of Australians not served by traditional education and training. New learning spaces are based in social partnerships. They offer distinctive learning relationships, and scope for localised governance and decision-making. They promise enhanced life chances for individuals and improved community-building. This project will (1) build theory to understand new learning spaces; (2) document how they reshape learning relations and practices; and (3) assess claims that they improve learning, governance and outcomes.

Quality Learning at Deakin University

The Faculty of Education at Deakin University is host to the University's *Quality Learning* Research Priority Area, convened by Professor **Barbara Kamler**. Members of the QLRPA are working to (re)define the concept of Quality as it relates to various education and learning contexts. This means drawing close attention to the outcomes and consequences of various learning contexts and environments *for the full range of participants*. As such, the kinds of questions raised, and the theoretical resources put forward, are intended to facilitate the **critique** and **transformation** of educational environments and to produce robust critical frameworks for thinking about innovation, intervention and change.

The QL RPA funds several activities and research projects. Key projects for 2004 include:

Research Grants:

The Quality Learning Research Priority Area has funded five grants for 2004. All are focused on interrogating the meanings of quality through investigations of diverse educational, historical and discipline contexts.

Quality Teaching for Difference: Investigating teachers' practices in culturally diverse classrooms.

Andrea Allard and **Ninetta Santoro**

Students from low socio-economic and Non-English speaking backgrounds are less likely to achieve quality outcomes at school than their peers. Yet, we know little about how teachers address this issue of educational inequality. This study investigates secondary teachers' beliefs and practices concerning students from ethnic and class backgrounds different to their own and explores how 'difference' is constructed and 'taken up' in curriculum and pedagogical practices to bring about quality learning. This research will build knowledge about learner and teacher identities and document examples of how teachers seek to improve the educational outcomes of students who benefit least by schooling.

Quality Learning through Process Drama

Jo O'Mara

Process drama is a radical, transformative pedagogy that engages a broad range of students, including those whose learning styles do not match the dominant educational philosophies of most school environments. This project aims to identify why process drama engages students, and the uses experienced drama teachers make of drama teaching strategies in process drama to improve learning for all students. It will also identify how each dramatic strategy is best employed to achieve maximum quality learning and establish how experienced drama teachers decide which strategy to use at each point of development of a process drama.

Girls and Games: Quality learning, literacy, gender and digital culture online

Catherine Beavis

This project is a qualitative study of the gendered dimensions of teenager's engagement with digital culture online, and of the implications of these apparent differences when translated into classroom practice in English/literacy curriculum organised around ICTs. The identification of such differences, and a consideration of how they might be utilised in the production of curriculum for both boys and girls that seeks to engage productively with ICT-based texts and literacies, is significant for schools and systems seeking to imagine and anticipate how literacy communications and curriculum might effectively be reconfigured in the networked society. The research will contribute to the growing body of interest in new literacies, communication and curriculum, and in digital culture, youth culture and identity.

Learning to produce good citizens for the future: An historical study of discourses on the education of 'youth' in Australia, 1960s - [a Quality Learning Project]

Julie McLeod

Cultivating the right capacities in future generations is commonly linked to managing social change, for which education holds key responsibilities. From concerns about an apparent decline in authority and core values in the 60s, to the flexible citizen of the 90s, questions persist about how education should best prepare youth to become future citizens and proper adults. This study, combining approaches from cultural history and historical sociology, explores shifting agendas and reasoning in educational discourses on 'successful' learning for the future in relation to debates about youth identities, the purposes of schooling and the historically contingent signifier of 'quality learning'.

Talking across cultures: an international collaborative study of student's mathematical explanations.
[A Quality Learning Project]

Susie Groves and **Brian Doig**

Classroom discourse and the socio-mathematical norms associated with quality dialogue play an important part in quality learning in mathematics. This project will investigate Grade 1 children's mathematical explanations during the whole-class discussion phase of mathematics lessons in Australia, Hungary and Japan in order to develop a theoretical framework for analysing these. Similar tools for describing complex activities have been shown to have the potential to increase teachers' awareness and inform their pedagogical decisions. Cross-cultural comparative research provides a powerful means of achieving better understanding of one's own practice and looking for ways of extending its boundaries to enhance quality learning.

Conferences:

The Quality Learning Research Priority Area is also sponsoring several conferences throughout 2004. Key events include:

Research on Doctoral Education conference: 26-27 April. Contact: **Barbara Kamler** and **Terry Evans**.

Charting the future: a national forum on visions for education in mathematics, science and environmental sustainability: Conference: 20-21 May. Contact: Russell Tytler

Learning from the Margins: inclusion/exclusion, and the educational and social experiences of 'at risk' young women. Conference: July 12-13. Contact: **Julie McLeod** and **Andrea Allard**

Knowledge Producing Schools: a transformative educational agenda. Conference: 26-28 November. Contact: **Leonie Rowan** and **Chris Bigum**.

More Information

More information can be obtained from Dr **Leonie Rowan** (lrowan@deakin.edu.au) or Ms Heather Davis (hdavis@deakin.edu.au) in the Faculty of Education, at Deakin University.

AARE SPECIAL INTEREST GROUP NEWS

Current Special Interest Groups

SIG	Convenor	Contact details
Distributed Learning Environment and Multicultural Issues	Madhumita Bhattacharya	M.Bhattacharya@massey.ac.nz
Doctoral Education Research	Terry Evans	tevans@deakin.edu.au
Early Childhood	Karen Noble Kym Macfarlane	K.Noble@griffith.edu.au k.macfarlane@griffith.edu.au
Educational Leadership and Management	Neil Cranston	n.cranston@qut.edu.au
Educational Philosophy and Theory	Peter Reynolds	preynolds@canningcollege.wa.edu.au
Gender and Sexualities Health and Physical Education	Deanna Leahy Ross Brooker	dleahy@deakin.edu.au Ross.Brooker@utas.edu.au
Information and Communication Technology	Tony Loughland	Aloughland@csu.edu.au
Measurement and Assessment	John Izard (Chair) Rosemary Callingham (Secretary) Trevor Bond (Program Director)	john.izard@rmit.edu.au rcalling@une.edu.au Trevor.Bond@jcu.edu.au

Motivation and Learning	Judy MaCallum Helen Watt	jamac@central.murdoch.edu.au h.watt@uws.edu.au
Post Graduate and Early Career Researcher	Rachel Darell Sue Smith	Rachel.Darell@uts.edu.au suesmith2122@yahoo.com.au pg@aare.edu.au vadebonc@mailbox.uq.edu.au
Sociocultural and Activity Theory	Jennifer Vadeboncoeur	vadebonc@mailbox.uq.edu.au
Teachers' Work and Lives	Catherine Scott	cscott2@pobox.une.edu.au

If you are interested in establishing a new special interest group, please contact Jennifer Sumsion, the AARE SIG Coordinator on jennifer.sumsion@mq.edu.au or (02) 9850 9864.

Early childhood SIG

At the 2003 NZARE/AARE Conference in Auckland in November, we had a very good attendance at our SIG meeting. At the meeting there was much discussion surrounding the new pathways that are being explored by practitioners in the early childhood education and care field. There was overwhelming agreement that links between the Australian and New Zealand members of the respective ECEC SIGS need to be strengthened. The decision was made to work towards achieving this goal in the coming year.

At this meeting Jennifer Sumsion, the convenor, extended her congratulations to the New Zealand ECEC SIG for improving the profile of ECEC within the NZARE and AARE. At this time, Jennifer also expressed the need for the position of convenor to be passed on. We wish to take this opportunity to thank her for her valuable contribution in managing the SIG, as well as for her efforts in raising the ECEC profile within AARE. As the new convenors of the ECEC SIG, we would like to invite all members of AARE to contribute to the newsletter that we are hoping to produce quarterly this year to disseminate information across the ECEC community. Your contributions are invited to be included in the inaugural ECEC/AARE SIG Newsletter. The deadline for contributions to the first edition for 2004 is April 1. All inclusions are to be sent to Karen Noble at: k.noble@griffith.edu.au.

Karen Noble and Kym Macfarlane Griffith University School of Human Services

Doctoral education research SIG

The Doctoral Education Research SIG was formally established at the end of 2003. This SIG is concerned with research that focuses on doctoral pedagogy, examination, policy and management. Currently there are 32 members several of whom will be meeting at Research on Doctoral Education (RODE) conference 26-27th April 2004 at Deakin University, Geelong (<http://www.deakin.edu.au/education/RIPVET/conferences.htm>).

Educational leadership & management SIG

A new *Educational Leadership and Management* SIG has been established following discussions among interested members (and friends) at the NZARE-AARE joint Conference in Auckland last year.

The SIG aims to:

- Promote, encourage and facilitate research in educational leadership, management and administration
- Foster collaborative research in educational leadership and management among members (and friends) of AARE, academic and practitioner;
- Develop networks of researchers interested in educational leadership and management
- Establish a forum within AARE to share research in this area eg. AARE Conference Symposiums.

Research Interests among members include (but not limited to): educational leadership, management and administration encompassing a wide variety of specific interests therein, such as the principalship, change and its impact on leaders and leadership, leadership for organisational development, leadership theories, policy processes and so on.

One of the real advantages to arise from the meeting in Auckland has been a keen interest in the SIG from our NZARE colleagues. We hope this will foster partnerships and collaboration internationally as well as nationally.

If you are interested in joining the SIG (which simply means expressing an interest), please contact the current convenor, Dr Neil Cranston, School of Learning & Professional Studies, Faculty of Education, QUT, Victoria Park Road, Kelvin Grove, Q, 4059, Australia. Tel: +61 7 3864 3288; Email: n.cranston@qut.edu.au

Assessment and measurement special interest group (AMSIG)

AMSIG is now well established, following a successful meeting in Auckland at which a set of operating principles was adopted. The committee, John Izard (Chair), Trevor Bond (Program Director) and Rosemary Callingham (Secretary), was re-elected for a second year. Contact details are provided below.

In 2004, the main aim of AMSIG is to have an increased presence at the Melbourne AARE Conference. We are interested in including under the AMSIG umbrella any paper that addresses issues in assessment or educational measurement. We particularly welcome papers from areas other than school education, such as VET, professional or workplace-based qualifications or standards, or university assessment processes. There are many interesting developments occurring in each of these areas which are worth sharing.

We also hope to run at least one pre-conference workshop on Rasch measurement. If you have any ideas for other workshops, please let us know.

AMSIG Committee

John Izard	(john@professionalresources.com.au)
Trevor Bond	(Trevor.Bond@jcu.edu.au)
Rosemary Callingham	(rcalling@une.edu.au)

Coming conferences

12th Biennial International Objective Measurement Workshops
June 30 – July 2 2004 Cairns, Queensland

A specialised conference dealing with all aspects of Rasch modelling. A must for anyone interested in the field.

Full details: IOMW: <http://www.soe.edu.au/iomw2004>

Or contact Trevor Bond (Trevor.Bond@jcu.edu.au)

NEW SIGS

Information and Communication Technologies (ICT)

Aims:

- To build a network of educational researchers in AARE and beyond interested in the application of information and communication technologies in educational settings;
- To deepen the current debates around the use of ICT in education; and,
- To foster professional links with similar groups in other organisations.

Rationale:

Computer-based information and communication technologies (ICT) are increasingly promoted by educational leaders and policy makers, in all sectors, both as a source of new literacies that need to be developed by learners, and as a vehicle for enhancing teaching and learning in all disciplines. Rationales and predictions found in both policy and in the popular media are largely speculative, with very little reference to educational theory, research or critical debate. This SIG will bring together researchers, whose work targets a range of educational sectors, and who wish to promote critical debate, evidenced-based research and productive partnerships around educational practices that involve ICT.

Research interests:

- History of ICT policy and practice
- Theorising technology
- Evaluation of pedagogical use of ICT

- Third Age learners and ICT
- The use of ICT as assessment device, e.g. digital portfolios.
- The link between ICT and transformative discourses in education.

Proposed Activities:

- Symposia at AARE annual meetings
- Social event during AARE annual conference
- Communication via mailing lists throughout the year

Convenor:

Tony Loughland

Associate Head of School

School of Teacher Education

Dubbo ILC

Charles Sturt University

02 6885 7350

Locked Bag 49 Dubbo NSW 2830

aloughland@csu.edu.au

AARE members who have agreed to join the SIG:

1. Tony Loughland CSU (convenor)
2. Vicki Vance CSU
3. Robert Parkes CSU
4. Julianne Lynch (Deakin University)
5. Petrea Redmond (University of Southern Queensland)
6. Andrew Fluck (UTAS)
7. Margaret Robertson (UTAS)
8. Margaret Lloyd (QUT)
9. Ann McDougall (University of Melbourne)
10. Chris Bigum (Deakin University)
11. Bob Meyenn *AARE President 2004*
12. Ayshe Talay-Ongan

Educational leadership & management

2. Aims:

- Promote, encourage and facilitate research in educational leadership, management and administration
- Foster collaborative research in educational leadership and management among members (and friends) of AARE, academic and practitioner;
- Develop networks of researchers interested in educational leadership and management
- Establish a forum within AARE to share research in this area eg. AARE Conference Symposiums

3. Rationale:

Educational leadership and management is of increasing interest and relevance across schools, systems and governments as the complex challenges faced by education and educators continue to increase. AARE, as the pre-eminent professional educational research body in Australia, needs to play a key role in fostering leading edge research in this area and ensuring the findings of such research are disseminated in strategic and targeted ways, through conferences, journals and other forums. The establishment of an Educational Leadership and Management SIG will contribute to AARE's role in this regard.

4. Research Interests:

Educational leadership, management and administration encompassing a wide variety of specific interests therein, such as the principalship, change and its impact on leaders and leadership, leadership for organisational development, leadership theories, policy processes and so on.

5. Proposed Activities:

- Ensure educational leadership is a well represented research area in AARE
Conference papers
- Coordination and presentation of Leadership Symposium at AARE Conferences
- Explore collaborative research projects across AARE members
- Initiate networks for postgraduate students

6. Convenor:

(At this stage) – Dr Neil Cranston, School of Learning & Professional Studies, Faculty of Education, QUT, Victoria Park Road, Kelvin Grove, Q, 4059, Australia. Tel: +61 7 3864 3288; Email: n.cranston@qut.edu.au

7. AARE MEMBERS in SIG

Neil Cranston – QUT
Gayle Spry – ACU (Brisbane)
Tony d'Arbon – ACU (Sydney)
Paul Carlin - ACU
Helga Neidhart - ACU
John McCormick – UNSW
Kerry Barnett - UNSW
Simon Clarke – GU
Pam Matters – JCU
Dianne Reardon – QCEC
Helen Wildy (Murdoch)
A. Ross Thomas - UNE
Tanya Fitzgerald (UNITEC, New Zealand)
Richard Smith (UNITEC, AUT, New Zealand)

OVERSEAS RESEARCH PERSPECTIVES

This is a new section of AARE NEWS. We invited Canada and the UK and several other countries to supply a one page news item for AARE NEWS. It would be good if a member with contacts with overseas associations could intervene to encourage them to contribute news to AARE NEWS. Here we have a BERA Editorial [Feb 2004 Research Intelligence] courtesy of the new editor Ann Arcscott [

Quote --

Editorial The BERA Campaign Securing the future for educational research

In the last few weeks, I have written to all BERA members who are employed in University Departments of Education which were rated 4, 3a and 3b in the last RAE. In my letter, I asked them to write to their University's local MP, highlighting the consequences of government policy on research capacity within their local area.

These letters are the first step in a campaign which the BERA Executive Council is running in order to raise the profile of educational research in current debates about future shape of research funding. While we recognise that we are unlikely to be able to turn back the clock and reinstate funding to those departments that lost it following the last RAE, we believe that there is still a great deal to play for, especially over the next few months. Firstly we have to ensure that in the development of a response to the Roberts Report on the future of the RAE, there are no moves to increase selectivity in funding even further; we also need to be arguing for some additional funding streams, to deal with the consequences of the fact that now so many departments are excluded from core funding. Finally we need to convince Vice Chancellors, that whatever the shape of future national funding arrangements, it is vitally important that Education remains a research led field across the UK.

Our campaign will involve working in a number of ways: we will present evidence to the new Research Forum set up by the Government to look at the future of research funding; we will lobby ministers directly; and we will lobby those senior civil servants responsible for drafting new proposals on funding. Where appropriate, we will join forces with other learned societies lobbying on the same issues. In each case we will be highlighting the importance of educational research for the development of the education

service in this country. And while we recognise the need for centres of excellence, we will also be highlight the importance of maintaining capacity across the country as a whole. But before we can begin our lobbying, we need to show that we have parliamentary support and that backbench MPs are concerned about the impact the funding cuts will have on education departments in their constituencies. That is why the letters are a first important step.

In order to support the campaign, we have enlisted the help of an experienced freelance Westminster Lobbyist – Abi Davey. We have also commissioned one of our student members, Alis Oancea, to develop a portfolio of high profile and influential research that has been undertaken over the last few years in ‘non-elite’ research departments. She has already identified many many examples and they provide excellent ammunition in mounting an argument in favour of ‘distributed research capacity’. This work complements the project we commissioned last year from Marion Dadds and Chis Kynch about the impact of the loss of funding on departments rated 3b in the last RAE.

--- End quote

AARE Seeks Convenor for 2007 Conference

AARE Executive is seeking expressions of interest from members interested in convening the 2007 annual conference, particularly from members in major regional centres. A member in Darwin is considering a proposal to AARE and another member in North Queensland is also considering the opportunity. Contact Debra Cunningham AARE Hon. Secretary debrac@btr.qld.edu.au

Abstracts for future AARE Conferences

AARE Executive has resolved that submissions of abstracts or papers for future AARE conferences will not be accepted from persons who have not paid their accounts for a previous year's conference. AARE members' funds underpin the operations of the Association, including the AARE Annual Conference. All persons attending must pay registration fees to completely recover all costs of conferences and contribute to operations of the Association.

NEWS FROM THE EXECUTIVE

Advance Notice - AER Editor

As members will be aware, the current editorial team for the AER have agreed to continue until the end of this year. The May issue of the newsletter will contain a call for formal expressions of interest from those wishing to edit the journal. Jane Kenway and her team have been editing the journal for the past three years. Jane has provided the following list of things to think about if you are considering volunteering yourself and/or team:

- a team which ranges across the various fields and aspects of education (papers come in from a very broad range of specialisms)
- expertise in different methodologies. Papers also come in from across the quantitative and qualitative spectrum.
- extensive national and international networks so you have a wide range of people to send papers to review
- good organisational skills.
- time. Your university must be prepared to accept the fact that your team will be donating their time to the journal and you must be prepared to invest the time it takes to do the work which is quite labour intensive.
- a sympathetic host university. Your university must be prepared not to take money off the top of the journal budget for Uni overheads and also must be prepared to provide space and facilities free of charge.
- sensitivity. This is a very sensitive space for researchers and you need to be able to deal with people in a way that recognises this.

- someone very well networked to do the book reviews
- access to a very competent desktop publisher
- access to a very skilled person to provide administrative assistance. They must have very good technological skills. The journal is now processed and published on line.
- access to a good copy editor who is prepared to edit the journal on the computer.

The managing editor of the journal

- would be expected to be quite a senior and widely recognised scholar in the field of educational research in Australia
- sits on the executive of the Association. This involves participating in the broader activities of the Association as well as representing the editorial team and the interests of the journal.
- will oversee the on-going activities involved in AER going online ie monitoring, indexing work and responding to the results of the ongoing and formative evaluation of the on line modality
- should be familiar with the contemporary politics of publishing and the digitalisation of scholarship.

The team

- should include widely recognised and respected scholars as well as maybe some more junior academics but the former should dominate numerically
- could be based in one university or across campuses and universities. As the journal is run totally electronically this is entirely possible.

Neither the managing editor nor the team should see the journal as an opportunity to push their own particular barrow or to publish their own or their mates' or colleagues' research. AER is intended to reflect the broad membership of the educational research community and the best standards of educational scholarship.

We wish to encourage as many teams as possible to apply. Jane is happy to discuss what is involved with any of those interested. Jane's email address is: jane.kenway@education.monash.edu.au or contact Bob Meyenn – President (bmeyenn@csu.edu.au).

AARE WEBSITE NEWS

Site transfer:

1. AARE website www.aare.edu.au has been moved to new host ISP www.genesis.net.au with no additional impact on AARE budget and no problems reported by users. The work was planned in September, set up in December and implemented in January. The site was only unavailable for about 2 hours. It took several days for all the search engines world wide to note the advent of a "new" site but it is now fully visible to all. The old host charge period expired in February so we have sacrificed one month of our entitlement in order to make the transition at a low activity time for the site. We should note our thanks to John Simmons and Bill Russell who have assisted with all the technical work.

AARE Emails:

2. Due to the initiative of obtaining a domain for AARE [aare.edu.au] several years ago, we have automatically relocated all email addresses AARE supports. These are sigs@...., pg&ecr@...., aare@.... and pjeff@..... Two of these map to individual's emails in universities and now need to be checked for relevance. I can arrange for appropriate redirections when I know to whom.

Site content up-dating:

3. AARE website has content areas for which various people on and off the Executive are responsible. It is important that those persons examine the areas and send me [in MSWord] new entries to replace old ones. The fall back position to deal with out of date entries which could bring the Association into disrepute is for the material to be taken down. I am reluctant to do this but believe that we have the editorial 'right' to remove material that could reflect badly on the Association.

SIGs button:

4. After consultation with Jennifer Sumsion, Coordinator of SIGs I have added a button on the front or home page to link to the SIGs part of the website. The SIGs 'front page' is itself a table of access to details about each SIG. Previously users were required to go to the index to find the button for Special Interest Groups. I take this opportunity to mention that it is good for people to have to pass through the index because then they see the size and comprehensive the Association and its services.

Site Statistics:

5. A major trigger for the relocation of AARE's domain to another ISP was that the former one apparently kept inadequate back-ups and hence when AARE site went down in September last it was off air for a week while AARE re-established the site from files held by us. Unfortunately the statistics software that had been tracking AARE site usage could not be re-started and so the figures we have under that system running from the inception of the AARE domain name are now limited to the "snap-shot" taken on 1st September 2003 for the period 25th March 2000 till 1st September 2003. These figures are still available 'frozen' under oldstats on the site. It is important for a research association particularly to collect statistics and display them for open analysis by anyone. We must be able to show that we do not "sex-up" the data! Accordingly, we have established on the new server a newstats section which reports even more data than the previous software.

Current publishing:

6. At the time of writing AARE is publishing the 2003 papers from the joint conference in Auckland.

Indexing:

7. The hard copies of conference papers we have will be sent to ACER for indexing in the **Australian Education Index**. Later we will have to print out hard copies of all other papers and post them on to ACER for inclusion in the 2003 listing also.

Peter Jeffery, AARE Website Manager.

**AARE CONFERENCE Papers on web and CD
Publication Dates**

Please note that the normal publication date for AARE Conference papers Collection on CD [Proceedings] and on AARE Website is **December of the year that the conference is held**. This allows members to claim for the RAI on the work completed in the year of the conference at the beginning of the following year. There may be some delays in production and distribution, but the papers are **published** immediately after the conference. This is why **presenters must hand in their final version papers on the last day of the conference**. Publication processing is prior to Xmas in the year of the conference.

RECENT DOCTORAL THESES IN EDUCATION

Welcome to the column in AARE News that is dedicated to publishing news on recent doctoral theses in education. With this issue there is now a change of hands – and I would like to thank Trevor Gale for his contribution to the column. The responsibility for the column is now with myself, Valerie Harwood. I joined the AARE Executive this year and am based in the Faculty of Education at the University of Wollongong. The column provides the opportunity to acknowledge and promote the doctoral work being completed in education. I look forward to contributing to this column and to being involved in publicising the new research emerging in education across Australia.

Please consider sending me abstracts of recent doctoral theses! Abstracts of completed doctoral theses can be sent to me at: vharwood@uow.edu.au Guidelines for your submission can be found in AARE News Issue 42 (available on AARE's website). Please note that *we are now publishing the names of candidates' supervisor(s)*, to include them in the celebration of the work completed.

Some key points to remember are:

- the abstract must be no longer than 300 words
- the thesis must be recently conferred by your institution (last 6-12 months)
- the abstract is from a doctoral thesis (PhD or EdD), and from an education faculty/department/school in an Australian University
- Include your name, postal address, email, and the name of the conferring institution
- Include your supervisor(s) names

This issue includes an extended abstract from Susan Gribble's recent thesis *Kimberley School: A Search for Success*. Please note that abstracts are generally to be no longer than 300 words – but as space permits in this issue, on this occasion the extended abstract has been published.

Valerie Harwood
AARE Executive Member

Title and abstract:

Dr Susan Joan Gribble (PhD), Curtin University of Technology, *Kimberley School: A Search for Success*.
Supervisor: Léonie Rennie

The purpose of this study was to identify the ways government schools in the Kimberley Education District of Western Australia attempted to engender success for their students. Schools in these communities are considered to be in poverty, they are largely populated by indigenous Australians, and situated in geographically isolated locations. It was important to establish the levels of student academic achievement and identify best school and classroom practices that centred on developing students' progress and achievement at school. The study was guided by the general research question: What are the effective ways school communities in the Kimberley work to improve student outcomes? Generating descriptions of best practices that make a geographical isolated school successful for students marginalised in the schooling process, and upon what criteria the success should be measured, were central to this research endeavour. It was critical to distinguish those dimensions of schooling in isolated areas that were malleable in improving the life chances of students.

The study relied on an interpretive research methodology using both qualitative data and quantitative approaches to data collection, such as inquiry through conversations, informal and structured interviews, participant and non-participant observations, and the examination of material such as documents and students' work samples, complemented by a confirmatory survey and case studies. Participants in the study included school administration teams, teachers, students and their parents. The study was iterative and followed three distinct phases of development. In the first phase a general picture was gained about the ways in which schools in the Kimberley worked by observing four schools. The second phase involved developing and administering a study-specific questionnaire to personnel in 14 different schools in the District. This part of the study sought to confirm the interpretive aspects of phase one. In the third phase of the study, a more detailed picture of schools was drawn through a case study approach in five selected schools. Of particular importance in the case study schools was the tracking of a purposive sample of 150 students to assess their reading and writing (including spelling) progress. The results of the student assessments were analysed in terms of the progress students made and interpreted according to the amount of time students attended school. Making judgments about the success of Kimberley schools was an evaluation process in terms of how students performed. The students' performance was linked to the best practices in schools and classrooms that best supported students' learning to ascertain areas where schools could improve their operations.

The study has identified challenges associated with school-home relationships, the ways schools and classrooms operate, the ways school plan and implement curriculum, how teachers develop their pedagogies, and the ways students are assessed. In response to teachers who do not fully understand these challenges, many Aboriginal children will choose to continue avoiding school or actively resist engaging in the learning process. Importantly, at the school level it was found that teachers were best supported in their work when school leaders worked to make everyone's day-to-day classroom work easier, engendered a congenial workplace environment which alleviated some of the personal stresses teachers experienced, ensured school plans went into operation in all classrooms across the school, and created a close link between the school, parents, and the community. At the classroom level in the Kimberley context, calm, stable, and orderly classroom environments are essential to establish. Consistent pedagogy is required across all classrooms within a school but a variety of activities within classrooms is important to accommodate Aboriginal styles of learning. Monitoring the continuity in students' progress as they moved from one year level to the next is imperative. The study showed that there are ways that schools can work for the betterment of students' progress at school but these ways are not universally adopted or implemented. Teachers in the Kimberley schools can learn to understand how to create a good school, how schools can be described as effective and improving, and how they can be termed schools that meet equality and quality ideals. The recommendations made from the study are intended to enable administration teams, teachers, and policy decision makers to make more informed decisions about schooling for geographically isolated students in government schools in the Kimberley region.



**AARE ANNUAL INTERNATIONAL CONFERENCE
28 NOV TO 2 DECEMBER, 2004**

Planning for this year's conference in MELBOURNE is proceeding extremely well. Those of you who have read the conference brochure (also available at www.aare.edu.au) will be aware that three outstanding keynote speakers have been secured for the conference: Sharon Gewirtz (Kings College, London); Tony Petrosky (University of Pittsburgh); and Linda Burney (State MP for Canterbury, NSW). In addition, Richard Tesse (University of Melbourne) will be delivering this year's Radford Lecture.

Key symposia are also in the planning as well as two pre-conference workshops, one primarily for postgraduate students and early career researchers and the other for mid-career researchers. Details of these workshops are outlined below. Places in these workshops will be restricted so keep an eye out for future advertising and how to register.

And of course there's the 'Wild' Conference Dinner to be held at Melbourne Zoo! The 'Sweethearts of Swing' have been booked to back those who take to the dance floor and then there's the fine food, wine and good company ... you'd be crazy to miss it!

All of this in Melbourne, which once again has been named as the world's most liveable city (equal first with two other cities that really aren't worth naming!).

Looking forward to seeing you all there!
Trevor Gale, Conference Convenor

Don't forget that **abstracts are due on April 30**. Details on how to submit these and other conference information can be found on AARE's website: www.aare.edu.au

Pre-conference Workshop 1
Doing a literature review:
A workshop for doctoral students and early career researchers
Barbara Kamler (Deakin University) & Pat Thomson (University of Nottingham)

Duration 3 hours

Limited places: 40 only

Although the literature review is often treated as an objective, technical exercise, we take a different position. We suggest that doctoral writing is both text work and identity work and that the difficulties of writing a review arise directly from the simultaneous production of a coherent research text and an authoritative self. In this workshop, participants will work with innovative strategies to locate their research and themselves in a wider field of inquiry. We offer hands-on workshop activities which are grounded in a theorisation of writing as a situated scholarly institutional practice.

We will address the following questions:

- Why is a review much more than a summary?
- What does it mean to take a critical stance to the literatures?

- How can I map the field of inquiry?
- What questions will help me focus in on key issues and debates?
- What are some ways to foreground the argument made through an examination of literatures?
- Where do I stand in relation to the experts in my field?

This workshop is designed for postgraduate students currently enrolled in doctoral programs and for early career researchers who wish to develop some effective strategies for reviewing literatures. Participants will bring a page from a literature review they are currently working on.

Pre-conference Workshop 2

ARC Grants:

How *do* the judgements get made?

Lyn Yates (University of Technology Sydney)

Duration 2 hours
Limited places: 50 only

For the past three years, Lyn Yates has been the Education appointment to the ARC Expert Advisory Panel on the Social Behavioural and Economic Sciences (or 'College of Experts' in its current nomenclature). In this workshop she will discuss both procedural and substantive issues about the criteria, the people and the processes through which the assessments of grants are made.

Issues to be covered include:

- what happens to a grant application from the time it is submitted until the final list of successful applicants is released?
- what kinds of people get to read and score your grant?
- what counts in terms of track record?
- is it true you need a professor on your team to get a grant?
- how is 'significance' judged?
- is there a bias towards certain research methodologies?
- what kinds of common criticisms are made by assessors in relation to methodology?
- in the case of Linkage grants, how is the score for 'Industry Partner Commitment' arrived at?
- what is the difference between a Linkage grant and doing a consultancy for that same industry partner?
- does the amount you are asking for affect the likelihood of success?
- why can I get glowing assessment reports but fail to get funded?
- does my responses to assessors' reports make any difference?
- characteristics of 'poor' applications
- characteristics of 'good' applications

PLEASE NOTE EARLY **PAID** REGISTRATION IS THE ONLY WAY TO RESERVE A PLACE IN EITHER WORKSHOP.



REVIEW OF AUSTRALIAN RESEARCH IN EDUCATION

The Series Editors of RARE (Julianne Lynch, Jennifer Sumsion and Jan Edwards) are interested in receiving proposals by a prospective guest editor to produce a future issue 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).

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).

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:

Dr Julianne Lynch
Faculty of Education, Deakin University
221 Burwood Hwy, Burwood, Victoria 3125 AUSTRALIA
For further information, contact:
jlynch@deakin.edu.au Ph: 03 9244 6970

POST-GRADUATE AND EARLY CAREER RESEARCH 'WORKS IN-PROGRESS

Submissions are called to fill this space for each newsletter. The aim of this new section is to provide a place for Post-graduates and Early Career Researchers to present their 'works in-progress' for comment and exposure. We hope that those interested in the work presented will contact the authors allowing networks to be formed. Please send submissions for this section to Rachel Darell – Rachel.Darell@uts.edu.au To start the ball rolling we, the Post-graduate and Early Career Researcher representatives are showing our current PhD studies.

Sue Smith – Understanding the role of volunteer breastfeeding counsellors

This qualitative PhD research is in its early stage, however interesting issues have already arisen. The aim of the research is to gain a deeper understanding of the way volunteer breastfeeding counsellors view their role within their organisation. It is hoped that this enhanced understanding, through their stories and experiences will inform their organisations and may influence training practices in this and other similar ones. A further aim is to establish a common description of their role.

The proposed methodology for this research has been problematic for the researcher. While data collection has already commenced, issues have arisen in a couple of areas. Firstly, the preferred medium for survey conduction and collection by the participants has impacted on the proposed methodology and caused shifts to occur. In addition, information in the initial surveys has raised ethical issues due to the inclusion of controversial comments regarding organisational politics. This and other issues are resulting in the consideration of methodological shifts that are being considered at present.

One of the methodological issues currently being considered is the use of a phenomenology research method. This method is focused on the participants' reflection of their perceptions of their experience of their role. The continental version of phenomenology suggests participants' reflect on their assumptions to gain an understanding of the phenomenon of "the things themselves" (Crotty 1996). However the data collected to date strongly illustrates that the participants identify strongly with their culture and the researcher believes it is impossible for participants to reflect on their culture.

Sue Smith
suesmith2122@yahoo.com.au

Rachel Darell – Enhancing the use of drama in Primary School Classrooms through the use of individualised professional development

This PhD study is now in its final year with data collection being finalised and work on analysis conducted. The aim of the study is to find ways to enhance the use drama in primary school classrooms by involving teachers in a needs-based, situated professional development experience.

The methodology for this research evolved into three stages, through which it is anticipated the data will be presented. The first of these was a consideration of the factors that constrain or facilitate the use of drama in mainstream classrooms and was driven by a consideration of belief and past experiences. A need for conducting professional development within the school contexts grew out of the data collected in this first stage. The second part of the study incorporated the evolution and refinement, through implementation, of a framework for professional development. This drew on the specific experiences and needs of the teachers and was conducted within their workplace contexts. With this program teachers were involved in both individual and group experiences with data being collected through conversations, semi-structured interviews, journals and observations.

The final stage of this study involved a consideration of the 'new issues' that began arising for these teachers as their use of drama increased. These issues were primarily not considered influencing factors at the beginning of the professional development experience. A current dilemma for this research is with providing a true representation of the teachers' voices within the writing of the thesis. Issues surrounding interpretation of data, implications when considering the multiple roles of the researcher in such a study are being grappled with.

Rachel Darell
Rachel.Darell@uts.edu.au

RESEARCH DEVELOPMENT – A NEW LOOK

Research development activities in AARE have been reorganised in a modest way for 2004. In the past, the 'research training coordinator' took responsibility for organising development workshops around the country. Later this position also established the annual meetings of research directors in Canberra to meet with ARC and DEST and remind them of AARE's existence. This year the executive has recognised that this role is too diffuse and has moved to give it a sharper focus.

The executive has, firstly, identified target groups within the education research community who might benefit from the distinctive feature of AARE – as a national network of researchers working across universities and other agencies (eg. schools, TAFE Institutes, government authorities, private consulting). Secondly, the executive has affirmed the role of AARE as a professional organisation for education researchers with the responsibility of fostering and maintaining education research in Australia. This function entails, firstly, nurturing new researchers in ways that consolidate good practice and professional conduct in education research, and secondly, growing research capacity. Building capacity means supporting the development of professional researchers and also working to protect and advance the conditions for education research in Australia. This means that AARE has a responsibility to gather information about the state of research in Australian education and how research capacity is being affected by wider social and policy changes. This information can then be used to work with other agencies to find ways of maintaining and extending the research base so that it can serve education and Australia, now and in the future.

In tackling these two imperatives, the proposal is to focus development activities in ways that build active networks of postgraduate students, early career researchers and research directors (eg. through workshops, conference activities). These activities will permit cross-institutional information sharing which will enable AARE to become more informed about what's happening and hurting in education research, and where capacity is being built and eroded. Information exchange between, as well as within, networks will be emphasised. Such information gathering will provide useful input to senior researchers with administrative responsibilities in faculties and departments. Hopefully it might also feed into discussions with agencies, like the Australian Council of Deans of Education, DEST and State education authorities. A working group has been formed comprising the postgraduate student representatives (Rachel Darell and Sue Smith), two early career researchers (Julianne Lynch and Valerie Harwood) and the research training coordinator. Postgraduate and early career workshops are being planned for second semester and at the AARE conference. A research directors network meeting will be held in Canberra in June (dates TBA). So watch this space but also get involved to help ensure a future for education research.

Terri Seddon
Research training coordinator

EUROPEAN RESEARCH DATA BASE

The PERINE Internet Resource Catalogue is a collection of information about national and cross-national resources supporting educational research in Europe. It contains references produced by the partner countries within a sophisticated multilingual search environment.

Partners use their national languages to describe and index internet resources created in their own countries. They use the European Education Thesaurus to index resources. It is possible to enter and use the catalogue in English and also in other European languages (currently, Danish Spanish Hungarian Swedish German Finnish Lithuanian Greek French Dutch Italian Portuguese).

The catalogue's development is being organised through the European Education Research Association and funded by the European Commission. It currently includes references drawn from research collections in Austria, Denmark, Germany, Hungary, Italy, Lithuania, Switzerland and the UK. If the next phase is funded, it is likely that Finland, France and Greece will become involved.

To access PERINE: <http://www.dipf.de/perine/start/frameset.htm>

NZARE 2004 CONFERENCE - WELLINGTON 24TH - 26TH NOVEMBER

Theme: Turning the kaleidoscope

- What counts as evidence in educational research?
- Building researcher-practitioner partnerships
- Ethical issues in collaborative research partnerships
- Interactions between research practice and policy
- Increasing the impact of educational research
- www.nzare.org.nz/2004conference

FROM ETNA - EDUCATION and TRAINING NEWSLETTER

OECD *Education at a Glance*

quote

Teacher shortages may become a policy challenge for many OECD countries in the years to come, as student enrolment levels rise while older teachers retire and not enough younger people join the profession, according to the 2003 edition of the OECD's *Education at a Glance*.

In 15 out of 19 OECD countries for which data are available, most primary school teachers are at least 40 years old, the report says. In Italy and Germany almost half of secondary teachers are aged over 50 and, in Sweden, Iceland, the Netherlands, Norway, Finland and New Zealand, more than one third. These countries will face particular challenges in recruiting new teachers to avoid future shortages in teaching staff. Compared with 1998, the average proportion of teachers aged 50 years or over increased on average by 1.8 percentage points in secondary education and in Finland, Germany, Ireland and the United Kingdom by more than 4 percentage points, according to the OECD's annual compendium of comparative educational statistics.

The statistics in *Education at a Glance* provide a basis for policy debate and decisions in the world's most developed countries. This year, the report highlights concerns about future teacher supply. Pay can be one of several factors that distort the flow of people into and out of the teaching profession, the report observes. 'The demography of teachers is becoming a major concern in many OECD countries, particularly in those countries where student enrolment is expected to expand further. Ensuring that there will be enough skilled teachers to educate all children is an important policy end quote

NATIONAL EDUCATION FORUM [NEF]

Barbara Preston, AARE Executive member will attend the NEF meeting in Canberra on 27th March 2004. Contact Barbara if you want to see the agenda. barbara.preston@netspeed.com.au