



AARE news

AUSTRALIAN ASSOCIATION FOR RESEARCH IN EDUCATION

AARE NEWS No. 47

May 2004

On-line edition

From The President:

Another Federal budget been and gone with nothing to excite those looking for a commitment to higher education. The Government's allocation of additional fully funded higher education places is in full swing and should see a boost to Faculties of Education given the commitment to increasing nursing and teaching places. We should all keep a close eye on this, particularly in our own institutions, with the allocation and flow of funds. The allocation of the additional funds for school experience is much less clear but has the potential to make a significant, positive impact on our budgets and the funds available to deliver high quality school experience programs.

The AER is now fully on line – congratulations to Jane Kenway and her team. As I indicated in my last report, we are looking for a new editorial team. Please feel free to talk to Jane or myself for further information. Plans for the 2004 Annual Conference in Melbourne are in full swing, with Trevor Gale and our team of conference organisers doing a great job.

The NSW Minister for Education and Training has appointed me to the Advisory Committee for the Review of Aboriginal Education in NSW. While I guess we are all aware of the largely unsatisfactory nature of the educational provisions for indigenous children, to be confronted with actual detail of facts and figures is, to say the least, distressing. Attendance rates, retention rates, performance on basic skills tests, and levels of substance abuse, make you stop and think! Despite significant resources having been allocated by Government for indigenous education support, there has been no improvement in the numbers of indigenous children achieving academic success in the schooling system over the past 20 years. The Minister has indicated to the review that more of the same is not an option, we must come up with different approaches and strategies. This is a real challenge - a challenge for all of us, for all of Government, and a responsibility for us as an education community.

Cheers,

Bob Meyenn
AARE President

Research Directors Forum in Canberra on Friday 11 June, 2004

AARE is hosting a Research Directors Forum in Canberra on Friday 11 June, 2004. This Forum has three main aims:

- To consider the changing landscape of research and the place of education research in it;
- To share information about the key challenges facing education research in Australian universities and
- To consider how these challenges might be addressed and how the national network offered by the AARE Research Directors Network can support that work.

Speakers from ARC and DEST have been invited to talk about the changing research environment and there will be opportunities for participants to discuss what these developments mean for education research and their faculties, and for our occupation and professional community as education researchers. This Forum will be an opportunity for Research Directors to meet and strengthen their relationships. It will also enable you to shape the way AARE supports individual researchers, your faculty and your profession. We do hope that you will attend.

Further details in this NEWS and online www.aare.edu.au Go to **Coming Events** and follow the links.

Post-graduate and Early Career Researcher News

Greetings once again from your post-graduate student representatives. The year is moving along well with exciting events planned for post graduate students and early career researchers.

Late August 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

The theme for the workshop will be ***The Thesis and beyond***. Progress in the planning of the workshop has been supported by the WebEx organisation and the AARE. Further details of this exciting workshop event will be advertised through out Australia and overseas. Watch this space.

Melbourne Conference

The AARE Executive have been very supportive in assisting the establishment of new initiatives for the 2004 Melbourne conference. As mentioned in the last newsletter, annual events such as the SIG AGM and the 'Not the conference dinner' will take place in Melbourne, please watch the conference website and newsletters for specific times and dates. In addition, the 2004 conference is the first time AARE is trialling the linking of supportive chairs and presenters, details on the conference website. Following the tradition of the New Zealand conference, we have proposed a symposium entitled '**Landmarks, Signposts and Landmines: negotiating your way through the thesis**'. If this symposium is accepted, we look forward to seeing you all there in Melbourne.

We would like to draw your attention to one special event for the conference, the free Sunday morning '**Post-graduate and Early Career Researcher Pre-Conference Session**'. This will be a fantastic free event focusing on networking skills and presentation support. A lucky attendee will also receive a copy of the kit "*The Academic's Support Kit*" (Sage, in press). Registration for the Sunday morning 'Pre-conference session' takes place with the main conference. Check the box for this workshop as you are registering, you need to attend at least one day of the conference to be eligible. We wish to stress that this morning session is **free**, however registration is essential due to limited places. The workshop outline is presented below.

Sunday Morning Pre-conference Seminar:

Tips for building successful networks and helpful hints for paper presentations

Networking - Professor Jane Kenway (Monash University), Professor Debbie Epstein (Cardiff School of Social Sciences)

Presentation hints – Barbara Kamler (Deakin University), Pat Thompson (University of Nottingham)

Target Group: Postgraduate research students and Early Career Researchers

Cost: Free

Lunch: A light lunch will be provided at the conclusion of the morning session

Duration: 2.5 hours (9.30am – 12pm)

Spaces Available: 80

Location: Youth Action Research Network (YARN) address tbc

For postgraduate students and early career researchers one of the greatest challenges to overcome is that of isolation. The main section of this seminar is designed to provide helpful information about networking possibilities and strategies to overcome this problem. Jane Kenway and Debbie Epstein will provide practical information about networking in the current academic context as well as taking the audience through a number of workshop ideas to enhance each individual's networking skills.

As part of the seminar, we will be giving as a lucky door prize a copy of their soon to be released kit, "The Academic's Support Kit" (Sage, in press). There are six books in the kit aimed at Early Career Researchers. They provide more detail on the networking information given in the seminar as well as including other titles such as "ASK about Winning and Managing Funding" and "ASK about Getting Started in Research".

The final part of the seminar will provide an opportunity for attendees to mix in an informal setting and engage with two of the afternoon's workshop presenters, Barbara Kamler and Pat Thompson. They will be on hand to discuss last minute presentation concerns and provide helpful advice to allow for any conference paper presentation to go smoothly.

We look forward to seeing you all at the conference. Please do not hesitate to contact either of us at any if you have questions, concerns or suggestions for post-graduate and early career researcher events for AARE.

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 Newcastle Mini-Conference Defining the Doctorate CD distributed

The CD containing the "proceedings" has been distributed to legal deposit sites and all registrants of the mini-conference. As a bonus, the disk also contains all the full text conference papers from 1989 to 2002 so that they are available on a desktop faster than via the internet. We have two spare copies of the CD available free to the first two members who send an email to pjeff@aare.edu.au with the SUBJECT -- I LOVE RESEARCH. The system clock on AARE's server will time and datestamp applications and a filter will only allow entries that comply with instructions so read carefully!
See also the report summary in this NEWS.

AARE NEWS 2004

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

NEWS #	Copy Date for NEWS	Web Publication of NEWS	Printed version Distribution
# 46 March	You are reading this issue.		
# 47 May	You are reading this issue.		
# 48 July	1 July	7 July	12 July
# 49 October	11 October	18 October	31 October

Notice - AER Editor

The AARE website will contain a call for formal expressions of interest from those wishing to edit the journal. We wish to encourage as many teams as possible to apply. To discuss what is involved: contact Bob Meyenn – President (bmeyenn@csu.edu.au) or jane.kenway@education.monash.edu.au
Please watch the AARE website for a notice calling for applications.

International Review of Education

A special issue of *International Review of Education*, 52(1-2) on Education and Social Justice will be also published as a book for the Unesco Institute for Education (Hamburg). The issue will be based on contributions to the upcoming **World Congress of Comparative Education Societies Congress** in October 2004 (Havana, Cuba). For further information contact the guest Editor Dr Joseph Zajda ACU St Patricks Campus, j.zajda@jnponline.com

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 research notice submitted for the May AARE NEWS.

ACER UPDATE

International School Bangkok

International School Bangkok has engaged ACER as consultants to help the school in developing curriculum, assessment and pedagogy of writing. In the first phase of the project ACER has critiqued and refined the existing curriculum design. The second phase will be devoted to preparing resources aligned with the revised framework for use across the school.

Pre-service teacher education project

MCEETYA (Ministerial Council for Education, Employment, Training and Youth Affairs) has awarded ACER's Teaching and Learning Research Program a contract to map pre-service teacher education courses in Australia. This project strengthens our research expertise in this area, with a similar Victorian project already underway for the Victorian Institute of Teaching.

Literacy in the Middle Primary Years

The Catholic Education Commission of Victoria has invited ACER to conduct the next phase of the longitudinal Literacy Advance Research Project, which will track the literacy development of the original cohort of Year 1 students (1998) into Year 7. An additional component of this phase involves an exploration of effective practices for literacy development in Years 3 and 4.

ACER to manage national PISA 2006

ACER was advised recently of its successful bid to manage Australia's participation in the 2006 OECD PISA survey. This project will run in parallel with ACER's management of international PISA. The national project will collect, analyse and report on the performances of Australian 15-year-olds in PISA 2006. The primary focus of this study will be on students' scientific literacy levels. ACER also managed the PISA national data collection and analysis in 2000 and 2003.

Future teachers project

This research is being conducted for the Victorian Institute of Teaching as part of its Future Teachers Project. One of the main purposes of the VIT Project is to develop new guidelines for the accreditation of teacher education courses; guidelines that would reflect the changing demands of schools and teachers' work. The brief for this research project involved designing an instrument for surveying the perceptions of stakeholders (beginning teachers and their employers) about the effectiveness of current teacher education models in Victoria.

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.

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	Mary Lou Rasmussen Ross Brooker	rasmusml@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
Health and Physical Education	Ross Brooker	Ross.Brooker@utas.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.

Educational Leadership & Management SIG

Membership of this newly established SIG is growing with some 20 Australian and New Zealand researchers expressing interest. If you are interested in joining and being part of this exciting new group, drop an email to Neil Cranston – n.cranston@qut.edu.au.

It is expected the SIG will be holding a Symposium at the forthcoming AARE Conference in Melbourne. The SIG is likely to include a variety of "informal" papers with an overarching focus on a post-industrial paradigm of leadership that recognises the environmental turbulence and rapid change that marks the post-industrial society. A post-industrial paradigm of leadership moves away from the single and heroic leader and advocates a culture of values based, shared leadership. The symposium is expected to include discussion of examples of research that reflect a post-industrial paradigm of leadership (senior teams, (administration teams), values-based leadership, women in leadership, generation Y and X...

and so on). There will also be discussion about research methodologies and methods appropriate to this work as well as the challenges facing researchers in this area. If you would like to contribute to this Symposium, contact Neil at the above email address.

Proposed new SIG: School renewal and pedagogic improvement

Aims

To provide a forum for discussing the effectiveness and sustainability of educational innovations in meeting the educative needs of children and the professional needs of teachers. Specifically, to examine theoretical and empirically validated research concerning:

- Traditional and emergent conceptions of educational change;
- Systemic, school and classroom pedagogic improvement programs;
- Formal and informal pedagogically oriented school leadership; and
- Creating and maintaining school cultures that value education, learning and teacher professionalism.

Rationale

Paradigms of educational change result from how we view the world, human nature and human behaviour. The notions of school renewal and educational reform are based upon these differing views. Indeed advocates of school renewal view it as the antithesis of educational reform and renewal is often explained in terms of a perceived dichotomy as to how the intentions and processes of educational change are conceptualised.

The renewal approach concerns questioning and redefining values about social structure, democracy and freedom. Educational reform on the other hand, assumes compliance with prevailing values. The reform approach seeks to ensure that the functioning and outcomes of education will be in accord with these prevailing values. It assumes that policies, structures and programs can be modified or realigned to realise this intention. Another important difference between educational reform and school renewal is the locus of control. Educational reform advocates top-down, system-initiated, and temporally defined change resulting from political and bureaucratic reactions to perceptions of systemic failure. Alternatively, school renewal is proposed as a bottom-up, ongoing, school community driven approach towards improving teacher pedagogical practise and the learning of all students.

The philosophy and activities of the proposed special interest group on *school renewal and pedagogic improvement* will be based upon the preceding assumptions about the nature of school renewal and the need for educational change to be grounded upon these assumptions.

Research interests

- Curriculum and instructional policy development and implementation
- School development and improvement
- School and classroom learning environments
- Instructional and pedagogic leadership

Proposed Activities

Organising symposia at AARE annual conferences

Refereed paper presentations at AARE annual conferences

Collaborative research and publication between members

Publication of biannual monographs on school renewal (publisher and sponsorship already organised)

SIG website

Involvement of NZARE members (nine have expressed an interest)

Convenor and contact details

Dr Rob Cavanagh

Senior Lecturer in School Leadership and Improvement

Email (work): R.Cavanagh@curtin.edu.au

AARE Mini Conference *Defining the Doctorate* Newcastle, October 2003.

Convenor's report [This is an edited version of the report to AARE Executive].

Organisational Matters

Registration, paper refereeing and programming all went extremely smoothly and AARE Office removed an enormous burden from organisers at the Newcastle end. Despite some difficult venue issues, the co-operation and assistance of staff at both the Crowne Plaza and Wine Society made for a most pleasant atmosphere at the conference – something widely commented upon by participants in informal and formal evaluations.

Academic matters

The conference attracted some 37 papers relating to aspects of doctoral study out of a registration of some 70 participants. Given the direct competition of conferences in Sydney and Hobart, we were pleased to be able to attract these numbers to a specialist conference. The conference programme was organised around a driving principle of allowing significant time for the discussion of issues raised by each paper. This time element was noted by participants as a positive for the conference.

Keynote addresses provided by Prof. Sue Rowley (ARC) and Assoc. Prof. Allyson Holbrook were both well received and stimulated discussion well into the conference days. I was impressed with the general level of quality of individual papers presented at the conference. Clearly the domain of the Creative and Performing Arts is one in which issues of RHD study are profound and immediate. One feature that was well received by participants was the poster display of current doctoral research by students from across Newcastle University. Finally, the excellent summarisation and discussion of issues raised in the conference emerging from the plenary session (contributors Sid Bourke, Pam Green, Terry Evans and Trevor Gale) I believe directly and significantly contributed to the large number of participants signing on to the new Sig in Doctoral Education. Terry Evans is to be thanked and congratulated for accepting the initial convenorship of this group.

Dr Robert Cantwell
Convenor.

Beyond the Great Divide: Single Sex or Co-education? by Judith Gill

0868406147, May-04, UNSW Press, 144 pp, 210 x 148 mm, PB, \$29.95

Coeducation or single-sex schooling? This is a fundamental question that many Australian parents have grappled with in their desire to achieve the best educational outcomes for their children - both boys and girls - mainly at secondary school, though sometimes at primary level as well. There are many opinions on either side of the debate, as well as straight-out myths and mistruths.

In *Beyond the Great Divide*, author and educator Judith Gill addresses the ongoing debate head-on. She starts by giving a brief overview of schooling in Australia and its various school systems. She then follows with an examination of the rationale for single-sex schooling, and leads readers through the evidence for and against the case for girls-only schooling. Gill then considers the recent push for reform to boys' education, and considers the argument for single-sex schools as a fitting response to boys' unmet needs.

Beyond the Great Divide will allow readers to:

- recognise and refute some popular myths about gender and learning
- understand effects of the education-for-girls movement of the 1970s and 1980s
- recognise the differences between the current boys-in-education movement and the earlier push for girls education
- and, most of all, never again see the question of gender in schools as a simple choice between two mutually exclusive extremes.

About the Author: Judith Gill is a former Director of the Research Centre for Gender Studies at the University of South Australia, and in 2003 was President of the Australian Association for Research in Education (AARE), Australia's peak body on educational research. Gill trained as a high-school teacher and worked in schools in Australia and the USA before returning to university in Adelaide.

UNSW Press would like to offer all AARE members 20% off the RRP of \$29.95. To take advantage of this deal click on www.unswpress.com.au/isbn/0868406147specd.htm or phone UNSW Press on 02/96640999.

NOMINATIONS -- MEMBERS OF AARE FOR LIFE MEMBERSHIP

Procedures are detailed on AARE website. Nominate now for AARE Life Membership Award 2004 or 2005 by contacting the Hon. Secretary.

Debra Cunningham
debrac@btr.qld.edu.au

AARE WEBSITE NEWS

Updating File names

Regular work on updating entries on the website was done as usual. In addition a problem with the file names for members' papers from 1989 - 1996 inclusive has been fixed. This was done by re-naming all the files from that period --2,500 files. The file name format for 1989 to 1996 papers is now abcdeYY123.txt Note that some files are of the form abcdeYYs123.txt where they were part of a symposium.

The problem stemmed from AARE being a pioneer.

AARE started publishing conference papers in electronic format years ahead of most academic institutions. When we did that we invented a unique papercode numbering system. Like much of the world we used and still do, a 2 digit code for the year. We use a running number within each collection/conference for each paper. These two, especially the latter have stood the test of time except that we located the running number after the dot/period in the file name so that we would have alpha characters before the year number then a period then the 3 digit paper number. That meant we could have [under the 8+3 file name rule] up to 5 alpha characters ahead of the year code. But that was all when CP/M before DOS was operating. Now many years later software automatically looks for an extension after the dot/period of txt or doc or htm or something, but not a number!

Now modern software will not have a problem and we have retained the basic integrity of the file names that are in the Abstract books and indexes in print world wide.

I wish to thank programmer Bill Russell for his clever, efficient efforts in converting so much material in a record short time.

Peter Jeffery, AARE Website Manager.

RECENT DOCTORAL THESES IN EDUCATION

Welcome again to the column in AARE News that is dedicated to publishing news on recent doctoral theses in education. This issue includes two abstracts from two very recently conferred theses. The first is from Noel Gough's PhD titled *Intertextual turns in curriculum inquiry: fictions, diffractions and deconstructions*. The PhD was conferred by Deakin University in March 2004. The second is from Dr Janelle Patricia Young PhD titled *"Predicting the Patterns of Early Literacy Achievement: A Longitudinal Study of Transition from Home to School"*. This thesis was conferred by Griffith University in March 2004.

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

Valerie Harwood
Executive Member

Dr Noel Gough (PhD) *Intertextual turns in curriculum inquiry: fictions, diffractions and deconstructions*

Deakin University

This thesis is based primarily on work published in academic refereed journals between 1994 and 2003.

The thesis explores and enacts an evolving methodology for curriculum inquiry which foregrounds the generativity of fiction in reading, writing and representing curriculum problems and issues. This methodology is informed by the narrative and textual turns in the humanities and social sciences – especially poststructuralist and deconstructive approaches to literary and cultural criticism – and is performed as a series of narrative experiments and intertextual turns. Narrative theory suggests that we can think of all discourse as taking the form of a story, and poststructuralist theorising invites us to think of all discourse as taking the form of a text; this thesis argues that intertextual and deconstructive readings of the stories and texts that constitute curriculum work can produce new meanings and understandings. The thesis emphasises the uses of fiction and fictional modes of representation in curriculum inquiry and suggests that our purposes might sometimes be better served by (re)presenting the texts we produce as deliberate fictions rather than as ‘factual’ stories. The thesis also demonstrates that some modes and genres of fiction can help us to move our research efforts beyond ‘reflection’ (an optical metaphor for displacing an image) by producing texts that ‘diffract’ the normative storylines of curriculum inquiry (diffraction is an optical metaphor for transformation).

The thesis begins by situating (autobiographically and historically) the narrative experiments and intertextual turns performed in the thesis as both advancements in, and transgressions of, deliberative and critical reconceptualist curriculum theorising. Several of the chapters that follow examine textual continuities and discontinuities between the various objects and methods of curriculum inquiry and particular fictional genres (such as crime stories and science fiction) and/or particular fictional works (including Bram Stoker’s *Dracula*, J.M. Coetzee’s *Disgrace*, and Ursula Le Guin’s *The Telling*). Other chapters demonstrate how intertextual and deconstructive reading strategies can inform inquiries focused on specific subject matters (with particular reference to environmental education) and illuminate contemporary curriculum issues and debates (especially the internationalisation and globalisation of curriculum work). The thesis concludes with suggestions for further refinement of methodologies that privilege narrative and fiction in curriculum inquiry.

Dr Janelle Patricia Young, (PhD) *“Predicting the Patterns of Early Literacy Achievement: A Longitudinal Study of Transition from Home to School”*

Griffith University

Supervisors:

Professor Peter Freebody

Associate Professor Brendan Bartlett

Early literacy development of young children was studied with a view to predicting literacy achievement after one year of schooling. Commencing in the final month of preschool, literacy knowledge and understanding of 113 young Australian students was mapped until the end of Year 1. Data were gathered from measures of literacy achievement with the students, surveys with parents and surveys and checklists with teachers. Cross-time comparisons were possible as data were gathered three times from the students and teachers and twice from parents. Multivariate, principal component analyses and cluster analyses were utilized.

Parents’ perceptions of their children’s personal characteristics, ongoing literacy development and family home literacy practices were examined in relation to measures of children’s literacy achievement. Parents supported children’s literacy development at home in both the prior-to-school period and throughout Year 1 and their perceptions of children’s literacy development were found to be reasonably accurate.

Teachers reflected on children’s characteristics as members of their classes and on their knowledge of children’s literacy development in the early weeks of Year 1. Generally, their perceptions were somewhat inaccurate as they based their perceptions on unsustainable connections with children’s ability to concentrate, follow directions and stay on task in school.

Children demonstrated a broad range of understandings about literacy in the prior-to-school period and teachers failed to acknowledge the extent of these. Children’s prior-to-school understandings of alphabetic knowledge, recognition of environmental print, concepts about print and phonological awareness all predicted later literacy achievements with alphabetic knowledge and recognition of environment print in preschool found to be the strongest predictors of literacy achievement at the end of Year 1.

- 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

AARE Submission to Enquiry

AARE has made a brief submission to the Victorian Legislative Assembly Education and Training Committee's Inquiry into Pre-Service Teacher Training. The submission covers two broad areas: the relationships between research and pre-service teacher education, and the use of research (and evidence more generally) in the inquiry process.

We urged the committee members to ensure in their deliberations and recommendations that:

- education research capacity within teacher education institutions is enhanced and not inadvertently undermined
- pre-service (and inservice) teacher education is informed by the best available research
- pre-service teacher education develops in all intending teachers a 'culture of inquiry' - a professional capability and commitment to reflect on practice, to research, and to utilise the research of others.

We provided argument and evidence drawing from the 2000 The Impact of Educational Research report, ABS data on the funding of and human resources devoted to educational research in Australia, and developments in England arising out of a 'big science' emphasis in research funding and the allocation of teacher education places without consideration of teacher educators' research history or capacity.

We also urged the Committee to be rigorous in its use of research and other evidence in the inquiry process, especially in some important areas where there has been wild speculation or poor analysis.

The full submission is on the AARE website.

Barbara Preston,
AARE Executive member.



AARE ANNUAL INTERNATIONAL CONFERENCE 28 NOV TO 2 DECEMBER, 2004

New submission deadlines

Good news! If you haven't already heard, the submission deadline for the conference has been extended. The new deadline for the submission of full papers for refereeing and abstracts of papers, symposia and other presentations is **31 May, 2004**.

All events to be staged at the conference need to be submitted through AARE Office. Details of how to register for the conference and to propose a paper, symposium or other session are available on AARE's website: www.aare.edu.au Lots of the submissions to date have come from overseas, in

keeping with the International status of the Conference, and the refereeing of full papers is well underway, so don't miss out.

Supervisors please note: if you plan to chair sessions for some of your students' presentations, it is better they nominate you as **chair** when submitting their abstract than to include you as a co-author. See AARE's website for details on how to do this.

Items from last issue of AARE News

As highlighted in the last issue of AARE News, quality **keynote speakers** – Sharon Gewirtz, Kings College, London; Tony Petrosky, University of Pittsburgh; Linda Burney, State MP for Canterbury, NSW; and Richard Teese, University of Melbourne – have been secured and two excellent **pre-conference workshops** (details in the last issue of AARE News and on AARE's website) are being offered on Sunday afternoon (lunch not included). Places in these workshops, which are running concurrently, are limited so you will need to get in early if you want to participate. (Please note that registration for the workshops can only be done on-line and costs \$30 each.)

Audrey Grant A.Grant@latrobe.edu.au is the member on the Conference Committee with primary responsibility for **pre-conference workshops** and **the interests of SIGs** (including the PG&ECR SIG) at the conference. If you have any questions or suggestions about these issues, please don't hesitate to contact her.

Postgraduate and early career researchers (PG&ECRs)

This year's Conference Committee, working closely with the postgrad reps on AARE's Executive, is keen to provide as much support as possible to new and early career researchers. Two initiatives in particular are worth noting: (i) the **free** Sunday morning session (including lunch), 'Tips for building successful networks and helpful hints for paper presentations' (see PG&ECR news in this issue for details), and (ii) the option for new presenters to nominate an alternative supportive chairperson for their presentation scheduled during the conference (see www.aare.edu.au for details on how to do this). Regular events for PG&ECRs will be back again this year, such as the 'Not the Conference Dinner' and possibly a free drinks session or two! Please note that places for the Sunday morning session are limited and on-line registration is necessary. For more details, see the PG&ECR column in this issue of AARE News or email Rachel Darell Rachel.Darell@uts.edu.au

Special events

A number of other special events are also planned, including a forum on professional teaching standards, a panel on the conference theme (*Doing the Public Good: Positioning Education Research*), and also **The Big Event** on Thursday afternoon. (More details on The Big Event will be provided in coming news bulletins but make sure you plan to be there – it will be big!)

Social events are also high on the agenda, including the **Wild Conference Dinner** at the Melbourne Zoo with music provided by the 'Sweethearts of Swing'. We have been able to secure free entry to the Zoo for Conference Dinner guests from 5pm and, prior to this, at a 20% discount on presentation of your Conference Dinner ticket. The world-renowned butterfly enclosure would be a great place to check out before pre-dinner drinks begin at 6pm. An animal handler (with animal in hand) will also be available to chat with you over drinks. You can pay for the Conference Dinner (\$85 per person) when registering for the Conference online.

In conjunction with The International Centre for Classroom Research (University of Melbourne), we are hosting a **Chamber Music Concert** on either the Monday or Tuesday evening. Details for this are still in planning but you can be assured of well-known national performers so watch out for further news bulletins. We anticipate that tickets will be very reasonably priced.

One of the booths at the Conference will be maned by the Melbourne Convention and Visitors Bureau, providing **free tourist information** and booking assistance re Melbourne and the 'The Best of Victoria'. And we are also planning cameo appearances throughout the Conference by student groups – **bands, choirs**, etc.

Pat Smith Pat.Smith@ballarat.edu.au is the member on the Conference Committee with primary responsibility for **social events** at the conference. If you have any questions or suggestions about these issues, please don't hesitate to contact her.

Teachers Day

Planning for Teachers Day is well underway but there is still time for you to have input into this important part of the conference. Brenton Doecke Brenton.Doecke@education.monash.edu.au and Margaret Zeegers m.zeegers@ballarat.edu.au are the members on the Conference Committee with primary responsibility for Teachers Day. If you have any questions or suggestions about these issues, please don't hesitate to contact them.

Sponsorship

We are pleased to acknowledge both Thompson Learning Australia and the Faculty of Education, UWA as official financial sponsors of the conference and WebEx and Commodore Press P/L as in-kind sponsors. Further sponsorships are in negotiation and opportunities exist for other interested parties. Please contact me or AARE Office aare@aare.edu.au for details.

I look forward to seeing you all at this year's Conference – 28 November to 2 December, in Melbourne, Australia.

Assoc Professor Trevor Gale
2004 Conference Convenor

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 31st May.

NO extensions on this extended date.

Details on how to submit these and other conference information can be found on AARE's website:
www.aare.edu.au

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

As previewed in the last newsletter, this in-progress space was designed as a way of allowing students currently working on their research projects to present them to a wider academic community for feedback. Please email any submissions for this section of the newsletter to Rachel Darell on Rachel.Darell@uts.edu.au.

Learning to be a gender equity consultant.

Leonie Seaton, Educational Doctorate Candidate, University of Technology, Sydney

This research is a self-study in teacher education practices that explores my practice as a gender equity consultant to teachers. The focus is on improving my practice as I support teachers in their implementation of the New South Wales Department of Education and Training's gender equity policy, *Girls and boys at school: Gender Equity Strategy*.

The study uses narrative inquiry methodology with and employs methods of interview, critical friend conversation, personal journal and field notes. Data analysis has resulted in various issues of interest including power relationships within schools and how these determine who is allowed to participate as well as who is expected to participate in gender reform. The diversity of teacher knowledge about gender as an educational issue has also impacted on findings.

In my thesis I am also exploring my role as a consultant and how this varies as I attempt to undertake the roles expected of me by the school system and teachers in general. One of the issues for me has been teachers' construction of me as an expert in gender equity at a time when I have been learning my role as a consultant.

The self-study has provided a valuable opportunity for professional development that would not have been possible without my doctoral research.

Leonie Seaton
Leonie.R.Seaton@uts.edu.au

Internet in the Primary School

Damian Maher, Educational Doctoral Candidate, University of Technology, Sydney

My thesis is about exploring the use of the Internet in the primary school setting. In particular I am interested in how the Internet is used to facilitate human-to-human interactions. The focus of my research is on access, how access can be facilitated for students and the implications of providing such access. The areas that I am exploring under the term access are identity, gender, safety and literacy. I am using qualitative methodology, and am using two constructs to analyze the data, which are access and systemic functional grammar. Part of the research involved setting up online spaces for students to interact through and the limitations of these online spaces was evident. I have completed the data gathering and am currently writing the thesis, and hope to finish by the end of the year.

Damian Maher
maherd@ozemail.com.au

JOIN OR RENEW AARE MEMBERSHIP ON-LINE

AARE has a SECURE time-saving, convenient, modern processing system for members renewing or joining AARE. **Members** can now renew their membership on-line using our secure DirectOne connection from AARE website. **New members** can join at the same SECURE e-commerce page.

Recruit a member:

If you know someone who you would like to encourage to join AARE it is easy for them to do. Just tell them to go to AARE website and join us on-line. As soon as we are notified by the system that we have a new member AARE Office will send the person a "Welcome to Membership" pack of publications.

Renewing Members:

AARE Office will issue personal reminder notices but instead of collecting handwritten [sometimes illegible] credit card numbers on the form to be returned, members are now invited to go on-line and enter the details directly.

Research Directors in Education Network, Canberra Forum, 11 June

AARE is committed to consolidating a Research Directors in Education Network across all Australian Universities. This Network is intended to create a forum and provide support for 'Research Directors' – that is, staff in faculties, schools and departments who contribute to, or are formally responsible for, leading and managing research and research development in education at an institutional level. This nomenclature is far from perfect but it is a useful proxy for all those academics who will be supporting education research into the future in a rapidly changing research landscape.

AARE's intention in supporting a Network of this kind is to create a space in which it will be possible for us to learn about policy trends in research and education research, raise concerns about issues we confront in supporting research in our Faculties; and share insights about ways of building the next generation of education researchers, supporting education research as an occupation, and responding to the continuing challenges of research management. Such dialogue allows members to shape the way AARE facilitates our university-based work and how AARE's cross-institutional network-organisation can be a resource that supports and advances our professional and occupational interests as education researchers.

These goals have been pursued for some time through AARE. The Association formed to advance the cause of education research and education researchers in Australia. Later AARE was influential in advancing and defending the cause of ERDC – the Education Research and Development Committee which once channeled Commonwealth funds to education research. More recently, Professor Richard Bates supported the establishment of the AARE Research Directors Network and forum were organised at annual conferences and, in 2001 and 2002, in Canberra.

Now is a good time to renew these efforts and re-build a cross-institutional conversation focused on education research. Its importance is underlined by recent developments – the rise of competition between universities which constrains cross-institutional conversations, the differential impact of recent research reforms across different types of universities, and the way other bodies are emerging that aim to give researchers a voice through the Academies, amongst Deans, and in specific fields like science and technology, and humanities and creative arts.

The Commonwealth's announcement of Building Australia's Ability 2 further confirms the value of developing a place for serious conversations about education research and the way it is institutionalised. The announcements on funding for science and technology teacher education could affect many of our faculties. The Commonwealth's commitment to establish a mechanism for measuring the quality, rather than quantity, of research output potentially presents fundamental challenges to our ways of working in education faculties. The Research Directors in Education Network is a place where we can begin to

explore the implications of such developments for our work practices in and beyond research, for our research management strategies and for the way we negotiate the place of education research in the wider university and policy context.

To advance this agenda, AARE is hosting a Research Directors Forum in Canberra on Friday 11 June, 2004. This Forum has three main aims:

- To consider the changing landscape of research and the place of education research in it;
- To share information about the key challenges facing education research in Australian universities and
- To consider how these challenges might be addressed and how the national network offered by the AARE Research Directors Network can support that work.

Speakers from ARC and DEST have been invited to talk about the changing research environment and there will be opportunities for participants to discuss what these developments mean for education research and their faculties, and for our occupation and professional community as education researchers. This Forum will be an opportunity for Research Directors to meet and strengthen their relationships. It will also enable you to shape the way AARE supports individual researchers, your faculty and your profession. We do hope that you will attend.

Professor Terri Seddon
AARE Research Development Coordinator

The Program and other details about the Forum are on-line at www.aare.edu.au
Go to **Coming Events** and follow the links.

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

John McArthur has offered AARE members a 20% discount on subscriptions making the rate \$20 per year for 4 issues. Address all enquiries to jtmca@optusnet.com.au

WebEx

Meetings to arrange details of matters relating to AARE 2005 Conference have been held courtesy of WebEx. The system has allowed cost effective meetings quite different to the way WebEx was used in Brisbane 2002 and in Workshops 2003 to make interactive presentations globally to reach out to members wherever they are.

Peter Jeffery [using AARE's sponsored WebEx account] is gradually involving more AARE people in using the system to expedite AARE business such as budget setting and face to face meetings preparation. Joint construction of documents is also facilitated by the technology.

The next major use of the presentation style WebEx will be for the PG Workshops in August. If you think you might connect to those via WebEx to save travel etc. go to www.webex.com.au now and have a look. Collect the new user free software and do a WebEx demo online as preparation.

AARE Postgraduate Student Travel Awards

AARE Student Travel Awards are available to provide support for postgraduate students to attend and participate in the annual conference of the Australian Association for Research in Education. Several awards are made each year to assist outstanding students with travel costs. The awards are intended as a contribution to travel expenses; they will not necessarily cover the full cost of travel nor do they cover the conference registration fee.

As the intent of the awards 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
- Relevance to the conference

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

Eligibility Criteria

Applicants must:

- be a (student) member of AARE
- have been enrolled full time in a postgraduate research program in a relevant area of study at an Australian higher education institution for a minimum of 12 months at the time of the conference, OR have been enrolled in a program as described above on a part time basis and not be otherwise eligible for employment-related support to attend the conference
- submit a 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
- submit the paper at registration for publication on-line and on CD in AARE's Conference papers collection (copyright is vested in author).
- have not previously received an AARE Student Travel Award

Australian and New Zealand Comparative and International Education Society (ANZCIES 2004)

32nd Annual Conference of ANZCIES: 3-5 December 2004

Conference theme:

“GLOBAL PEDAGOGIES: EQUITY, ACCESS AND DEMOCRACY IN EDUCATION”

Hosted by the School of Education, the Australian Catholic University, 115 Victoria Parade, Fitzroy VIC 3065, Australia.

Major speakers include: Professor Mar Bray (University of Hong Kong)

Professor Suzanne Majhanovich (University of Western Ontario)

Professor Val Rust (University of California, Los Angeles)

The main aim of the conference is to reflect and critique some of the major issues as defined by theme *Global Pedagogies: Equity, Access and Democracy in Education* in relation to educational policy and reforms throughout the Asia-Pacific Region and elsewhere. Papers and panel discussions are invited from Australian and international scholars researching theory/practice related to:

Abstracts deadline: 1 July, 2004.

Abstracts for panels, symposia and individual paper presentations are due by e-mail to Di Cullen:
d.cullen@patrick.acu.edu.au

New database aids research of international education

ACER's Cunningham Library has been contracted by AEI - The Australian Government International Education Network of the Commonwealth Department of Education, Science and Training (DEST) to develop a database on research on international education.

The Database of Research on International Education is a searchable web database that contains details of books, articles, conference papers and reports on various aspects of international education from publishers in Australia and overseas published from 1990 onwards. It is the only known database that is dedicated to the study of international education as an industry. The database helps map what research is happening in the area of international education to help identify gaps in research.

The major subject strengths of the database relate to international students, international education, university teaching, distance education, English as a second language, second language teaching, study abroad, international cooperation, exchange programs and marketing of education services.

As well as indexing material, the database will also include links to the websites of relevant publishers and organisations.

The database can be searched by keyword, or advanced queries. The database contents can also be browsed by country, institution, subject and recent additions. Documents noted in the database can be sourced from the publishers, libraries or, in many cases, are available for free download or for online purchase.

The database is available at <http://aei.dest.gov.au/general/research.htm> and will be updated monthly.

AARE 2005 Conference

Preliminary information is available from AARE website under Coming Events. A flyer designed for overseas colleagues is there for you to send out either electronically or on paper. The full brochure [16pp] is under construction by the committee.



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