

## President's Report

This is the last AARE News before our annual conference begins on 27th November; I hope you have remembered to register! Indeed, it is our last newsletter for the year. I want to begin, then, by thanking Michael Singh and his committee for all the work they have done and continue to do preparing for the Conference.

Having convened last year's conference, I am well aware of the kind of work involved. Some of that work is evident in this newsletter but there is much more that goes on behind the scenes. As with all AARE conference committees, the 2006 Committee will have been convened for almost two years by the time the conference begins. Along with many of you, I sincerely appreciate such members who freely volunteer their time and energies to organise such events from which we all benefit. So, thank you Michael and team. AARE could not function without such generous commitments.

The most pressing issue (which will continue to be so for some years to come) for the Association and for the disciplinary field of education in Australia remains the impending Research Quality Framework and its potential impact on the Australian research environment. By the time this newsletter reaches you, the Executive will have submitted its response to the recently released RQF Preferred Model Paper. You can read this response on AARE's website.

I do not intend to repeat all that is written there, although I do strongly recommend you read it along with the RQF material. Despite AARE's highly successful Cairns Conference (July) focused on quality in education research, I am increasingly surprised by how little education academics seem to know of the RQF and what it will mean for education

researchers (you and me) and for education research (our work). In my view, its potential impact will be as great if not greater than the introduction of the National Unified System of Australian higher education in the late 1980s and early 1990s.

In that context, I want to highlight the great need at this time for all of us in the field of education research to speak collectively and collaboratively; to recognise the need for us to contribute to mapping out a field of education that recognises, legitimates and celebrates diverse research approaches and interests in and about education rather than establishing or at least legitimating a hierarchy (of journals, for example) that promotes some forms of education research as intrinsically more worthy than others (eg. those represented by commercial citation indexes). I suspect we are not very good at this collective and collaborative work (making space for each other) at the moment and, as a consequence, we are not always very good at setting education research agendas that capture the national imagination

Along with the intensification of our work, the marketization of the research environment has tended to pit us against each other so that a sense of a cohesive field of education research is remote, even absent at times. (Of course, this is not just a problem for education. *Campus Review* recently (October) reported on the split appearing within the AVCC, prompted by the Go8 institutions partial withdrawal of funding for AVCC activities.) We could accept this fragmentation of our field or we could use the challenges we currently face to rethink and reframe that field. AARE's Executive is committed to the latter.

Being the last newsletter for the year, I would also like to thank this year's Executive as well as the AARE Office staff. I will do so again at the AGM but sometimes that is not as big a forum as one might hope! Being on the Executive of a professional association is a big task, especially if one takes it seriously, and there can be no doubt that this year's Executive have been passionate about this task, evident in the considerable debates at and between meetings!

On your behalf, and with significant member input, the Executive this year has submitted 4 invited responses to government and government agencies, including one (in June) to the Federal Parliament's Standing Committee on Educational and Vocational Training, inquiring into Teacher Education; another two (May and October) to the Expert Advisory Group developing the Research Quality Framework; and a fourth (October) to NIQTSL's ACER-led project on standards for school leadership. All of these submissions are available for you to access on AARE's website.

In addition, on your behalf, AARE was invited and members attended and contributed to the RQF consultation forums (April) held in all capital cities around the country, the RQF National Stakeholders Forum (June), the HASS-on-the-Hill event (August), the NIQTSL 'Ways Forward with [Teaching] Standards' conference (August), the SiMERR National Summit (November), and the National Education Forum (several throughout the year). I feel certain I have missed others but these will need to wait until the AGM for acknowledgement.

While all this engagement with public agendas has been going on, the Executive has also

embarked on developing a Strategic Plan for the Association as well as a review of our constitution, both still 'under construction'. Others are working on a Review of Australian Research in Education (RARE) focused on quality in education research issues (to be published in 2006). And you probably have noticed the changes to the appearance of our newsletter. In addition, we are almost ready to go live with our new-look website. On the strategic partnerships front, recently we have been able to negotiate a formal agreement with both EERA and BERA for AARE to have a designated annual symposium at their annual conferences (as per our arrangement with AERA) and for AARE members to attend ECER and BERA conferences at member rates. This represents a significant saving for AARE members, particularly for the European conference (next year in Geneva).

As I am sure you appreciate, AARE is not just the annual conference at the end of each year. Given the kind of workload involved and that volunteerism is under threat in some parts of academia, I am very pleased that again this year there are more people standing for election to the Executive than there are places available.

Thank you to all who have supported me in my role as President. It has been a difficult but rewarding year. I wish Michael well in taking over next year and look forward to seeing you all at the annual conference.

**Trevor Gale  
President**

**Notes:**

1. Next year Michael will be President of the Association. I hasten to add that this is not the usual progression: conference convenor one year and president the next. It's just the way it happened for both Michael and myself. On a personal note, it's not a path I would recommend! It will be interesting to see what Michael thinks at the end of next year.
2. [http://www.dest.gov.au/sectors/research\\_sector/policies\\_issues\\_reviews/key\\_issues/research\\_quality\\_framework/rqf\\_preferred\\_model.htm](http://www.dest.gov.au/sectors/research_sector/policies_issues_reviews/key_issues/research_quality_framework/rqf_preferred_model.htm)
3. It appears others are attempting this imaginative work 'for' us. Note, for example, the recent (September) *Schooling for the 21<sup>st</sup> Century* conference convened by the Australia and New Zealand School of Government.

**AARE Conference 2005 begins with the Welcome from the Traditional Owners of the Land on Sunday afternoon 27<sup>th</sup> November at 6.00pm followed by AARE President's Reception. Register before these events if possible.**

**Teacher or Teaching Standards: A report on a recent NIQTSL conference**

On 21-22 August, about 200 delegates from a wide range of sectors associated with the teaching profession across Australia gathered at the Hilton Melbourne Airport for a conference titled, 'Sharing experience: ways forward with standards.' The conference was convened by the National Institute for Quality Teaching and School Leadership (NIQTSL) 'to grapple with the concept of advanced standards for teaching', and so 'to assist everyone in the profession to move ahead in this important area'.

Over the two days, there were moments of lively grappling with the concept and its implications in Australia's increasingly managerial environment. In particular, there was vigorous debate about the importance of language in framing the notion of advanced standards. Is the issue about standards for 'teaching' (ie. for the profession) or for the individual 'teacher'? What is the significance of such a distinction? Related to this was the framing of standards as 'developmental' or 'regulatory.'

The concept of *developmental* standards suggests deeply contextualised statements about accomplished teaching. It implies standards that are themselves open to critical scrutiny and contestation, through various means, and yet standards that can provide a focus for groups of teachers to engage in ongoing professional renewal through inquiry-based professional learning. The STELLA website (Standards for the Teaching of English Language and Literacy in Australia, [www.stella.org.au](http://www.stella.org.au)), developed by the Australian

Association for the Teaching of English (AATE) and the Australian Literacy Educators' Association (ALEA) was offered (and rigorously critiqued) as a model for developmental standards in different forums throughout the conference.

By contrast, regulatory standards make stronger claims to universal relevance and legitimacy across all professional contexts and settings. They do not explicitly discourage any professional learning possibilities. However, they function, characteristically, as a tool for measuring professional competence, in effect for evaluating an individual teacher's performance (with the potential for punitive action as much as for rewarding what they define as quality teaching) often through drawing direct links between student performance (on measurable outcomes) and teacher performance.

In many ways, the opening addresses from Judyth Sachs (University of Sydney) and Lawrence Ingvarson (ACER) illustrated the acute differences that exist within the profession with respect to these framings. Sachs began her keynote by opening up the field for critical inquiry into standards. She urged that future policy-making be (1) mindful of the moral and ethical consequences for imposing a set of national teaching standards, (2) concerned about the consequences of any single set of standards for education as a public good, and (3) wary of any reform which constrains or denies the potential for 'teachers' creative, intellectual and emotional work.' She recognised the need for both developmental and regulatory elements in professional teaching (not teacher) standards; however, she warned of the dangers of blithely greeting the imposition of standards in the teaching profession as inevitably beneficial.

'I'm basically saying what Judyth is saying,' said Lawrence Ingvarson at the start of his address. He then proceeded to narrow the debate about standards to issues of what he termed 'common sense.' In invoking a model of professional standards that was already 'up and functioning' in the US (The

National Board of Professional Teaching Standards), he proposed a similar model of teacher standards for Australia. It was a model, he contended, that was 'context free', that had 'no fads', and that was consistent with the 'dictionary definition' of standards he repeatedly alluded to throughout his presentation. For him, standards could be the focus of both (1) 'a long term personal quest' for the individual teacher and (2) 'standards as measures' of teacher performance. In both respects, he was aligning himself unambiguously with the language of individual teacher standards.

After two days of lively and often highly-charged 'grappling,' Fran Hinton (from NIQTSL) acknowledged in the closing plenary, that there was 'strength in a diversity of views', and that this had clearly been in evidence throughout the conference. And yet, she urged, the teaching profession needed to speak with a 'more unified, common voice.' There was much talk of 'drawing the profession together' and coming to a 'common understanding', and the audience was informed that Lawrence Ingvarson had been appointed to write the literature review for a report on standards development for NIQTSL to be published later this year.

Hinton finished her address by stating NIQTSL's intention to 'unify' the teaching profession through the 'development of a national set of accomplished teacher standards by 2007.' Like the Federal Government's promise to introduce RQF, there is no doubt that that these standards will be introduced. What *is* in doubt is whether any national set of standards will unify the teaching profession, whether it will enable the teaching profession to speak with a 'common voice', and indeed if speaking with a common voice is desirable. Considering the diverse voices that spoke in so many of the forums throughout the conference, NIQTSL's intention would seem to be optimistic, at best.

**Graham Parr, AARE member** (AARE was invited to attend the conference. Graham attended as AARE's representative.)

**The final event at AARE 2005 Conference will be a Forum to address Youth Education Strategies followed by a 30 Years after Whitlam Party with the possibility that Gough Whitlam may be able to attend [health dependant].**

**National Institute for Quality Teaching and School Leadership (NIQTSL)**

National Institute for Quality Teaching and School Leadership (NIQTSL) was established by the Commonwealth Government in June last year (see report in AARE News No. 48, pp. 14-16).

There is much ambiguity regarding the role of the Institute, and its relationship with the Commonwealth Minister on the one hand, and the school teaching profession on the other. It is still operating under an interim governing structure and the Minister is yet to finalise arrangements. However, it appears certain that the Institute will be registered as a company limited by guarantee under the Commonwealth Corporations Act 2001 with the Minister as owner of the company. While the objects of the company 'include being the national body of the teaching profession', the Minister will appoint the chair and deputy chair, and determine the organisations which may nominate board members. Those organisations are: principals' associations (four members), the Australian Joint Council of Professional Teaching Associations (five members), Australian Council of Educational Leaders and Australian College of Educators (one between them), the Australian Council of Deans of Education (one member), the NIQTSL CEO (ex officio), and three non-voting directors representing school authorities, DEST and registration boards. There will not be a standing advisory council, but reference groups will be established as appropriate for different projects.

**NIQTSL activities**

In April the Government announced another \$20 million, taking the Institute's funding to

\$30 million over four years. With such funds it has been able to commission a number of potentially important projects of interest to AARE members - whether in universities, schools, or elsewhere. NIQTSL's work is especially important because of its policy orientation and the Institute's close relationship with the Minister. While others may be doing comparable work, it is the Institute's role in the policy process that makes engagement important.

The following list of major Institute activities begins with those where involvement by AARE members and education organisations is possible.

**Accreditation of initial teacher education discussion paper.**

This recently announced consultancy is being carried out by a team from ACER led by Lawrence Ingvarson, and is due to be completed by the end of this year. There may be opportunities for input in coming months, and, when it is completed, the Institute will use the paper as a basis for further consultation and developmental work.

**Standards for school leadership**

This is another project being carried out by an ACER team led by Lawrence Ingvarson. There have been formal information/consultation sessions around the country, and there is an issues paper for consideration at: <  
[http://www.niqtsl.edu.au/home/LatestNews/issues\\_paper.doc](http://www.niqtsl.edu.au/home/LatestNews/issues_paper.doc)>, and a questionnaire with responses invited by 14 October at <  
<http://www.niqtsl.edu.au/home/LatestNews/questionnaireaug05.doc>>. This is important and interesting work.

**Advanced standards for teaching**

Lawrence Ingvarson and his colleagues are reviewing literature and international developments in this area. A conference, *Sharing experience: ways forward with standards*, was held on 21-22 August where professional associations involved in standards development and others explored recent developments. The Institute plans consultations after receipt of the ACER paper.

## National Awards for Schooling

NIQTSL administers the Commonwealth's \$1 million National Awards for Schooling program. There are award categories for excellence by a teacher, a principal, school support staff, and by a school(s) in school improvement. Applications close on 21 October, with presentations in February next year. Further information is at <http://www.niqtsl.edu.au/home/Awards/>.

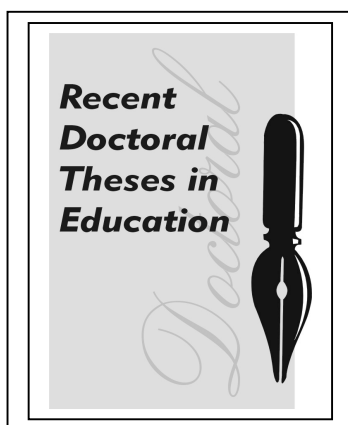
## Other projects

- Guidelines for initial teacher education practicum – Vivian Evers (SA). For the report and draft guidelines see <http://www.niqtsl.edu.au/home/projects/Completed%20Projects/completed-projects.html>
- Environmental scan of research related to the Institute's work program (initial teacher education, teacher quality, school leadership, standards and professional learning) – Louise Watson (University of Canberra)
- Review and synthesis of research on quality teaching and school leadership – Catherine Sinclair et al (University of Western Sydney)
- Leadership and learning with ICT – Kathryn Moyle (University of Canberra and NIQTSL)
- Scenario building for quality teaching and school leadership – Neville Freeman Agency. This will continue through to 2007 when the 'launch of the scenarios' is planned.
- National school leadership development program – The Hay Group. This residential program for 'outstanding school leaders' will have its first intake in 2006.

For details about developments and access to documents go to the NIQTSL website, <http://www.niqtsl.edu.au/> and follow the links.

## Barbara Preston

AARE Executive member



## RECENT DOCTORAL THESES IN EDUCATION

This column in AARE News is dedicated to publishing news on recent doctoral theses in education. Digital Theses can be accessed from the Cunningham Library ACER Education Research Theses database at <http://www.acer.edu.au/library/catalogues/theses.html>. Digital theses can also be accessed via the Australian Digital Thesis Program, coordinated through the Council of Australian University Librarians (CAUL). <http://adt.caul.edu.au/>

Please encourage the research units in your Faculties/Schools of Education to consider forwarding details of recently completed theses.

Abstracts of completed doctoral theses can be sent to me at: [vharwood@uow.edu.au](mailto: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. PLEASE ensure that your submission contains ALL of the details below

### 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

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**Dr Noparat Suaysuwan**  
**English language textbooks in Thailand 1960-1997: Constructing postwar, industrial and global iterations of Thai society through and for the child language learner**  
**PhD**  
**Supervisor Dr Cushla Kapitzke (School of Education, University of Queensland) & Professor Allan Luke (National Institute of Education, Nanyang Technological University)**

This study provides a critical analysis of English language textbooks for Thai primary school students from 1960 to 1997. As an international *lingua franca*, English is a compulsory subject in Thailand across all school year levels. English language teachers depend heavily on textbooks as resources for lesson planning and pedagogical practice. Textbooks nonetheless are neither neutral nor value free. This study entails the application of critical discourse analysis to unmask the ideologies and politics that underpin the simple and seemingly innocuous narratives of three English language textbooks used in Thai schools. These are *The Oxford English Course for Thailand, English Is Fun, and On the Springboard*. The study begins with an historical overview of the sociocultural context of Thai education and the political economies of textbook production and distribution. Methods of data analysis include critical discourse analysis, pictorial and visual analysis, and story grammar. These analyses disclose the social and ideological construction of the texts as instruments of educational hegemony across three decades during which time the agrarian and industrial Thai economy became increasingly globalized. Choices about vocabulary, the visual representation of ideas through image, and layout and formatting are shown as reflecting and constructing particular social ideologies and versions of

knowledge and childhood for Thai children who learned from and through them. The study indicates the need for more critical approaches in English language learning so that students can better understand how text functions as selective traditions of cultural values and social knowledges, which potentially shape student identities and civic capacities.

**Dr Marilyn Fay Kell**  
**Learning by experience:  
Reconstructing the literacy  
engagement of nine men who  
self-report literacy difficulties**  
PhD

**University of Western Sydney**  
This thesis, a qualitative study, examined the literacy practices of nine workers who self-report literacy difficulties. Through a series of interviews it specifically investigated how, in the course of their daily work, their mediated behaviour resulted in development of literacy competence. Through analysis of the workers' experiences this thesis explored sociocultural themes deriving from Vygotskian traditions such as the central mediational role of psychological tools and signs and the importance of activity taking place in social settings. It took the theoretical position that literacy is an increasingly complex construct that extends beyond functional connotations such as reading, writing and spelling. It focused on the kinds of literacy skills that individuals require in a world characterised by rapid and frequent changes. In doing so this thesis recognised the diverse modalities in literacy performance that emphasise ways of knowing and ways of doing or designing as well as reading, writing, listening, thinking, speaking and comprehending across a range of modalities. Using *Communication, Collaboration and Culture: the National Framework of Adult English Language, Literacy and Numeracy Competence* (Cope, Kalantzis, Luke, McCormack, Morgan, Slade, Solomon and Veal, 1995) as a tool for analysing data revealed an array of literacy skills practised in the workplace. This thesis argues that sociocultural concepts are applicable to adult learners. In particular it concludes that adult learners in the course of their jobs demonstrate a repertoire of

literacy competence through engagement in meaningful literacy practices. While tasks involved in this engagement may seem to be beyond the individual worker's current perceived capabilities, workers utilise psychological tools and signs to assist them in meeting these demands. This thesis reports that a significant indicator of the reported broadening in literacy competence is the support structures available in the workplace and in particular the specific characteristics of mentors.

**Dr Ian Simpson**  
**The fourth dimension: Issues in  
the development of the history  
curriculum in New South Wales**  
PhD

**Supervisor: Associate  
Professor Christine Halse**  
This research explored the theorising of historians and educators about the identity of history and of history education, and the implications for the design of the 1998 New South Wales Mandatory Stages 4-5 history syllabus for schools. The study provides an overview of the social and political context of history education in New South Wales secondary schools, and the process of syllabus development adopted for the 1998 syllabus under a managerial agenda of educational reform. The theoretical conceptualisations of the identity of history are investigated through an analysis of the epistemology of historians' and educators' views, as contained in the literature. Based on this analysis, a conceptual framework of history emerged that comprised three dimensions: product (factual knowledge), process (skills or method), and purpose (intent). The conceptual framework is examined against the perspectives of key stakeholders involved in the development of the 1998 New South Wales Stages 4-5 history syllabus. Stakeholders' views were collected in a series of semi-structured interviews and the data was analysed in a four-stage process involving within-case descriptive thematic analysis, the development of single-case descriptive portraits, across-case analysis using conceptual clustering, and a grounded approach. The research found that the identities of the discipline

of history and of school history conceptualised by stakeholders were contested and comprised of multiple meanings. Theories of history informed stakeholders' views but were not an adequate map because their conceptualisations of history incorporated a fourth dimension, the context of schooling. Further, the study identified confused and even contradictory views among stakeholders. An analysis of the 1998 history syllabus suggests the absence of a coherent view of history, reflecting the lack of consensus among stakeholders during the consultation process. In terms of curriculum development policy, the findings suggest that the syllabus consultation process employed by the government was politically important but only produced an illusion of consensus. The research demonstrated the complexities of developing a syllabus for a contentious subject like history through a consultative process that sought to be transparent and democratic but was underpinned by the government's managerial approach to educational reform. Ultimately, the flaws, inconsistencies, and contradictions contained in the 1998 syllabus might provide space and opportunity for teachers to interpret and transform the meaning of the syllabus in implementation and thereby frustrate the intent of the government to mandate a clearly bounded view of history for study by all New South Wales secondary students.

**Two recent inclusions to the  
Cunningham Library ACER  
Research Theses Database**

**Dr Bronwen Patricia Dyson,  
PhD**  
**Title: Developmental style in  
second language processing :  
a study of inter-learner  
variation in the acquisition of  
English as a second language.**  
**Supervisors: Professor Stuart  
Campbell and Dr. Jane  
Simpson.**  
**2004**  
**University of Western Sydney**  
Research into how learners acquire second languages has established that there are developmental stages but has not established the nature of variation within these stages. On the basis

of a longitudinal study of the speech of six learners acquiring English as a Second Language (ESL), this thesis investigates the proposals which have been made about variation in stages within the paradigm established by the Multidimensional Model (MDM). Of particular interest is the 'variational option' hypothesis in Processability Theory (PT), the theoretical framework of this thesis. The findings indicate that these variational options and the earlier 'variational features' are not satisfactory in three main respects. They are based on a theoretical construct which makes problematic assumptions about the learner's knowledge of the second language, they do not reliably predict variation and they exclude important aspects of variation. To enable the prediction of variation, this thesis proposes a new approach termed 'developmental style' which suggests that learner orientation at each stage can be defined in terms of a learner's 'lexical' or 'grammatical' orientation. This orientation is evident in the extent to which a learner uses grammatical morphology. The findings demonstrate support for the developmental style hypothesis. They show that learners are consistent in their particular developmental style at the different stages investigated. Moreover, the learners' styles can be predicted from their stage and the grammatical alternatives of that stage. Finally, it is clear from the results that learners vary in terms of their general grammatical development at any stage. The study also finds that language background, gender and task are variables which need to be controlled (informally) in order to demonstrate developmental style.

**Dr M C Nagel**  
**Queensland and Saskatchewan middle years students' experiences of environmental education: an analysis of conceptions.**  
**PhD**  
**Queensland University of Technology**  
**2005**

This study explores the qualitatively different ways in which the phenomenon of environmental education is understood or experienced by a purposeful sample of year seven students in Queensland and

Saskatchewan. In 'directing the activities of the young', environmental education has, since its genesis, existed in an epistemological quagmire surrounding the development of 'responsible' environmental behaviours. Yet, after some thirty years of research and pedagogical initiative, this is one of only a few studies that have looked at the reality of environmental education through the eyes of young people. Contested and debated, environmental education has received much attention in many countries from educators interested in merging the complexities of the terms environment and education. In the context of this study it is significant to note that environmental education's history bears witness to scholarly discourse and educational initiatives in Australia and Canada. However, while environmental education has continued to expand its presence in pedagogical and didactic endeavour, its history also demonstrates contested ideological foundations regarding its implementation in schools. Queensland and Saskatchewan offer pertinent examples of this contestation. From a global perspective, the goals and objectives of environmental education have been driven, developed and established around international agendas developed at a number of conferences designed and delivered through UNESCO. These global initiatives were then left to local interpretation that often resulted in very different didactic and pedagogic frameworks. Such is the case with Queensland and Saskatchewan where environmental education is situated within a social science framework in Queensland and a science framework in Saskatchewan. However, the pedagogical structure of environmental education was not the focus of this study per se. Instead, this phenomenographic research project looks at how the phenomenon of environmental education is experienced by a group of Year 7 children in each region. These children's experiences of environmental education can be encapsulated in a limited number of qualitatively different conceptualisations. The

study finds that, regardless of their country of origin, the children conceptualise environmental education in five ways; Environmental Education as: 'Human Being'; 'Human Escaping'; 'Human Doing'; 'Human Complying'; and 'Human Distancing'. Specific components of these conceptions are detailed through 'categories of description' which lend themselves to a structural framework referred to as an 'outcome space'. Through this 'outcome space' it becomes apparent that for the year seven students who participated in this research project, environmental education is, at its best irrelevant, and at its worst, depressing. For the goals of environmental education and those who aspire and work towards meeting those goals, this 'cumulative movement of action (environmental education) toward a later result' as noted by Dewey appears to be growing in the wrong direction.



### ***Preparing a Literature Review for a Conference Presentation***

AARE is concerned to encourage the production and dissemination of quality educational research that contributes to Australian society and beyond, crossing state boards and nation-centred research traditions. Literature reviews can present conference participants with insights into difficulties of these research endeavours and indicate the rise of new generations of research theories and practices.

### **Why we need to do literature reviews presented at conferences?**

The presentation of a review of the research literature at a conference can help delegates gain a summary overview of recent findings in a given field; obtain sources of secondary evidence to focus their research efforts, and to appreciate gaps in

current research-based knowledge. According to Burns (1997, pp.27-29) the review of the literature can help with following:

1. providing researchers the knowledge needed to narrow the focus of their research topic
2. specifying the research problem in detail
3. identifying gaps in existing research knowledge
4. learning how to produce knowledge about a particular subject
5. becoming aware of what has been neglected in previous research
6. getting a rich source of secondary evidence on which to build
7. creating a summary of research evidence that is helpful to others

### What is a literature review?

Producing a review of the research literature involves selecting available research reports on a given topic, and summarising, paraphrasing and quoting the evidence, key ideas and main propositions it contains to inform a particular argument being developed by the conference presenter. It may also entail recounting and assessing how the topic was investigated and evaluating both the findings and the research process. Becker (1986, p.141) states that researchers "must say something new while connecting what they say to what's already been said, and this must be done in such a way that people will understand the point." More conventionally, a literature review involves

the selection of available documents (both published and unpublished) on the [research] topic, which contain information, ideas, data and evidence written from a particular standpoint to fulfill certain aims of or express certain views on the nature of the topic and how it is to be investigated, and the effective evaluation of these documents in relation to the research being proposed (Hart, 1998, p.13).

### How might a literature review be prepared for a conference presentation?

After choosing a research topic that will be of interest to conference delegates, Burns

(1997, p. 29) suggests that a detailed review of the research literature should provide them with a guide to the field and relevant information. Delamont, Atkinson and Parry's (2001, p.51) procedure for conducting a review of the literature documenting research-based knowledge includes:

1. finding the literature using the most productive electronic indexes, search engines and indexes to find the relevant literature, perhaps starting with Google Scholar
2. gather sufficient materials for the review and then organise it into interrelated categories and sub-sections
3. making a record of its bibliographic details using Endnote
4. making critical use of the literature
5. writing the review using quotations, paraphrases and summaries

Delamont, Atkinson and Parry (2001, p. 57) suggest that there are three types reading required for undertaking a literature review. Perhaps it is more appropriate to say that there are three interrelated types of *active writing* to do in preparing a literature review for a conference presentation:

1. "Writing on the topic"—begin by initially reading the abstracts or summaries, and then read very closely much of the recent literature on the substantive research topic and writing a draft account of findings;
2. "Contrastive writing"—this involves reading literature that provide different perspectives on the research topic, and writing about these issues from differing standpoints
3. "Analytical writing"—this involves reading relevant theories to identify key concepts and writing about their usefulness in the analysis and interpretation of the evidence.

Here is it necessary to sounds several warnings. Conference delegates will expect that your literature review has been carefully written to avoid:

1. leaving out important and relevant ideas and evidence, for instance by narrowly defining the

international literature in Anglo-American terms

2. being "out of date"—there is a need to focus on recent research, so make the first step to read the latest studies, especially those published within the last five years
3. being boring by just reporting the literature, there is a need for critical and creative comments. The Government's introduction of the Preferred RQF Model for redistributing research funds could provide a basis for framing critical and creative interpretations of the research literature.

### How to present a literature review at conferences?

Your review of the research literature will benefit conference participants if it at least has the following characteristics:

1. shows what work is original and what work replicates research that has been done before
2. summarises the major findings and conclusions
3. identifies those areas that have been inadequately researched.

Conference presentations which review the research literature in a given field help us to explore who "we" are now becoming as educational researchers. Such presentations help us to redefine what it means to do collaborative, trans-national research, and to explore how our research tools define our different positionings locally/globally.

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### Lingjie Jin

Visiting Fellow University of Western Sydney



## Seminar / Workshop for Editors of Australian Education Journals

This seminar / workshop will be held at AARE Conference 2005 specifically for editors of Australian education journals, although interested others are also welcome to attend.

The seminar / workshop will be organised by Professor Bob Lingard (Editor, Discourse) and Associate Professor Annette Patterson (Editor, Australian Education Researcher).

Its purpose is to address the likely effects of the Research Quality Framework (RQF) on Australian education journals. If the RQF looks anything like the RAE in the UK, there will be an increased emphasis on publications, particularly on their quality and impact.

Some issues this may raise for editors are: should editors have their journals listed in indexes? Which ones? How? Does this match the purposes of their journals? Is there conflict between an RQF agenda and individual journals' agenda? How can we maintain a view of contributing to knowledge in the field in the face of the impact of an RQF? Are there ways editors can support each other? What support could AARE provide?

These are only some of the relevant issues we hope the seminar / workshop will address. If you are an editor or on the editorial board of an Australian education journal, this will be a session not to miss.

**Education and training Newsletter Australia V5, #1, October 2005 has been received. As usual it contains a valuable, comprehensive but brief roundup of news.**

## Expressions of Interest – AARE Symposia at International Conferences

Expressions of Interest are invited to represent the Association at AARE's designated symposium slot at the following international conferences:

- AERA (American Educational Research Association, 8-12 April, 2006)
- BERA (British Educational Research Association, 6-9 Sep, 2006)
- EERA (European Educational Research Association, 13 Sep 2006)
- ERAS (Educational Research Association of Singapore, 29-31 May 2006)
- CSSE (Canadian Society for the Study of Education, 27-30 May 2006)
- APERA (Asia-Pacific Educational Research Association, 28-30 November, 2006).

AARE has established and is in the process of (re)establishing / formalising relations with other education research associations from other nations (as above). One benefit of these relations is the provision to AARE of a guaranteed symposium slot at their respective annual conferences.

Full details were published in AARE NEWS #51.

**Have you noticed that this newsletter assumes an educated reading orientated readership?**

**Words, words, and more words are published by AARE as reading, thinking and writing are our members' business. So we pack AARE NEWS with lots of written content and seldom indulge in many photos or graphics or special page layout niceties.**

**We like to look neat and tidy and be legible and logical but we eschew elaborate graphics which consume space better reserved for words!**

**We assume you read all of it.**



## National Education Forum

AARE is a member of the National Education Forum. The NEF currently has 38 member organisations – teacher/principal professional associations, teacher unions, parent organisations, Australian Council of Deans of Education, Australian Teacher Education Association as well as AARE. The NEF meets three times a year for a full day of presentations, debate and networking. At recent meetings major items on the agenda have included the work and role of NIQTSL, the Australasian Forum of Teacher Registration and Accrediting Authorities, Research Quality Framework issues for teacher organisations, values education, issues for associations (structure, roles, discrimination, liability, copyright, etc), and much more.

The next meeting of the NEF is in Melbourne on 12 November, and, as the AARE representative is currently NEF president, AARE is entitled to send another representative. Anyone interested in representing AARE at the meeting should contact me ([barbara.preston@netspeed.com.au](mailto:barbara.preston@netspeed.com.au) or 02 6247 8919) or another AARE executive member. Details about NEF, its member organisations and minutes of meetings are on the NEF website <http://www.nef.edu.au>.

**Barbara Preston**  
AARE Executive member  
NEF President

### CHECK PARRAMATTA PROGRAM ON WEBSITE

**Watch out for and check your Parramatta program spot for your presentation/s on AARE website. These will only be displayed for a short time prior to the conference Program Book being printed. If you don't inform us of any clashes or omissions the event will not be advertised in the official program.**



### News from the Distributed Learning Environment and Multicultural Issues Special Interest Group (SIG)

#### Present and Future Activities of the SIG

Members of the SIG organised a Summer School in Educational Technology in the University of Tartu, Estonia ([http://www.ut.ee/htay/Summer\\_School.html](http://www.ut.ee/htay/Summer_School.html)). The School formed an extension of a recently developed postgraduate programme for educational technologies, designed and implemented by Dr. Madhumita Bhattacharya. Dr. Bhattacharya also served as the International Chair of the Programme. Professor Toomas Tenno, Dean of the Faculty of Education was the National Chair and accommodated for all organisational aspects of the School. Mike Mimirinis from Middlesex University, UK also joined the team in the preparation and delivery of the course. The event coincided with efforts of internationalisation of the programmes offered by the University of Tartu as a response to European integration and global trends in Higher Education. The School aimed to explore the areas of recent technological advancement as well as to examine the applicability of technological innovation in a variety of educational and training environments. More specifically, the School strived to:

- discuss various issues related to e-learning and distributed learning environments with certain emphasis given on multicultural contexts
- address issues of quality in the use of technologies for learning

- enhance research skills and rise awareness of methodological issues in educational technology research
- provide a guide on the integration of technologies in education through various case studies
- train participants in the use of innovative technological tools through hands-on experience sessions delivered by local and international training specialists.

The School attracted 26 participants. All were experienced practitioners in the field, although professional backgrounds varied; while the majority was university-based academics and researchers, others had a background in teacher training or worked as consultants in the private sector. The mix enriched the variety of perspectives brought in the Summer School and promoted exchange of ideas and practices. Equally interesting were the contributions of the teaching team. Guest speakers included Prof. Mahnaz Moallem from University of North Carolina at Wilmington, USA, Professor Kris Kumar from University of Botswana, Dr. Jaakko Kurhila from University of Helsinki, Finland and Dr. George Dafoulas from Middlesex University, UK along with Dr. Madhumita Bhattacharya, Prof. Toomas Tenno and Mike Mimirinis. Speakers provided with an up-to-date insight into the latest developments in the field and demonstrated case studies of exemplary use of technologies for learning in the framework of research, design, quality and innovation. Some of the sessions were delivered by the use of video- and web-conferencing. By doing so, the organisers achieved to demonstrate appropriate use of technologies as well as highlight cultural issues by contrasting diverse contexts.

A detailed account of the activities of the Summer School will be disseminated through conference and journal papers in the near future. Participants of the summer school and the members of SIG are hoping to continue activities in the area of deep approach to learning and e-learning by

establishing a network for the investigation of relevant issues. If you are interested for further details or would wish to join a research network that investigates deep learning within e-learning contexts, please contact Dr. Madhumita Bhattacharya at: [M.Bhattacharya@massey.ac.nz](mailto:M.Bhattacharya@massey.ac.nz).



### AARE Teachers' Research Day 2005

The purpose of The AARE Teachers' Research Day is to give opportunities for teachers in schools to share the research they have been undertaking with a wider academic audience. The schools have been chosen by the NSW Department of Education and are all part of the Priority Schools Funding Program (PSFP) and the Priority Action Schools Program (PASP). Schools on these equity programs are serving the communities of lowest SES status in NSW.

#### 10.30-11 Susan Groundwater-Smith and Stephen Kemmis *The NSW Priority Action Schools Program – A light in the dark*

This session will serve as an introduction to the work of schools in the Priority Action Schools Program. It will share major findings of an evaluation of the program and implications for future directions.

#### 11-12.30 *School Research Presentations* from Bourke High School, Koonawarra Public School, The Entrance Public School, Briar Rd Public School, Chifley College, Belmore Boys' High School.

Each school will give two 45 minute presentations of the action research projects they undertook with the support of the Priority Action Schools Program.

#### 1.30-3.30 Lyndsay Connors, Margaret Vickers, Susan Groundwater-Smith, Stephen Kemmis

**Forum – Priority Action  
Schools: Learning from  
Teachers' Work**

This is the concluding session of the Teachers' Research Day and will be a reflection on the stories provided by the teachers. Common themes and future directions for school-based research will be discussed.

**During lunch times at AARE 2005 Conference two groups of children will perform traditional Australian dances.**

**Full details will appear in the conference satchels which will be 'stuffed' with your Abstract Book, official Program Book and many other documents. Collect your satchel on Sunday.**

**Call for Expressions of Interest to develop quality bands for journals in/about education**

Many of you will be aware that the latest RQF *Preferred Model* proposes to assess the quality of 4 pieces of research output from each academic included in the RQF exercise. These outputs will include articles written in academic journals.

Several Australian faculties and departments of education have begun to develop lists or bands of journals ranked according to their perceived quality. However, one difficulty is that currently these rankings differ from one faculty to another.

At AARE's mid-year Focus Conference and also at the recent ACDE Conference, several AARE members (including Deans of Education) encouraged AARE to develop a hierarchy of journals that could be used for the above purpose, given AARE's positioning in the field and its independence from particular institutional and commercial interests.

To date, the Executive has balked at the suggestion because of its potential negative impact on the field. However, arguments for becoming involved have become more clearly articulated and more persuasive.

In particular, if such a banding of journals is to occur anyway, (i) it is better for discussions of these to be in forums in which all education researchers have the opportunity for input, and (ii) AARE's involvement may provide opportunity for broad understandings of quality to inform the banding of journals.

In view of this, AARE is calling for expressions of interest from AARE members who are interested in (i) developing bands of journals according to their quality and impact in the field of education, (ii) descriptors for these bands and (iii) locating journals in the field within these bands.

Expressions of interest should include information on who will be involved in the project and in what capacity, how the task will be approached (including how journals will be defined as Australian, although the bands should not be confined to these), what informs this approach, budget justification, anticipated project outputs (eg. descriptors for bands of journals may differentially indicate quality and impact for different contexts and purposes), and timelines (ending no later than mid 2006). The project should include opportunity for AARE member input, including opportunity to respond to an initial banding of journals. This input from members should inform a final version to be put to the Executive for consideration at its mid 2006 meeting.

Preference will be given to a team of AARE members and, if possible, to a cross-institutional team. The proposers' track record will also influence the decision. Demonstrated knowledge of the RQF (and also the British RAE) is seen as highly desirable, particularly knowledge of the relationship between ISI journals and those journals in which high quality education research is published. The project team will be expected to conduct a symposium at the 2006 AARE Conference, detailing the rationale behind the project and its outcomes.

\$5000 has been set aside to fund the project. However, support from others in the field (including faculties of education) will be

sought and so EOIs with budgets greater than this amount should not be deterred. Applications should be emailed to Debra Cunningham [DebraC@btr.qld.edu.au](mailto:DebraC@btr.qld.edu.au) no later than 5pm on Friday 18 November, 2005.

Further information can be obtained from [Trevor.Gale@education.monash.edu.au](mailto:Trevor.Gale@education.monash.edu.au) ph: 03 9904 4242

**Trevor Gale  
President**

**AARE 2005  
Conference  
Dinner**

**You are invited to join  
in the AARE 2005  
Conference Dinner  
on Wednesday 30th  
November from 7 pm.**

**Pay ONLY \$ 77, and enjoy  
all the warmth and earthy  
provincial charm of Sicily in  
Parramatta!**

See last page for details

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Register for conference on Sunday and participate in the Welcome from the Traditional Owners of the Land followed by AARE President's Reception with drinks and nibbles. Then adjourn to dinner somewhere with friends before settling down to plan your personal program for the conference.

If you are keen, plan your personal program before coming to Parramatta by checking the Program and Abstracts on the AARE website. Then you can socialise all you like on Sunday night!

A personal program card will be bound into the Program Book with tear out sections for each day to save writing.

## A letter to the Editor.

9 Abelia Crt  
Bundoora 3083  
Victoria

31 August, 2005

Peter Jeffery  
Editor, AARE NEWS  
Box 71 Coldstream 3770  
Victoria

Dear Peter,

In AARE NEWS #51 you invite letters to the Editor.

AARE Newsletter #51 referred to consideration of the employment of an executive officer for AARE. I write to argue against such an appointment because of the cost and because other options appear not to have been considered.

Any appointment of an executive officer will require additional funding over and above what is covered by the existing fee structure for membership of AARE. Assuming that such an appointment will be at high "C" or "D" level on academic scales, this implies that at least \$100 000 plus "on-costs" will need to be generated from the 1000 or so financial members of the AARE. If we use 28% as a likely on-cost (for superannuation provision, compulsory workers compensation, provision for sick and other leave, and so on) then the total amount reaches something of the order of \$128 000. This implies an increase of some \$131 (including GST) per person in the annual subscription [currently \$150] with consequential increases in administrative costs for the AARE due to employment of a staff member, and consequential additional costs for members attending the annual conferences of the AARE. (Because increases take some 12 months to take effect due to any such increase approved by the AGM being not payable till members are due to renew their subscription up to 12 months after an AGM decision. The increased costs would need to be collected before the appointment of an executive officer) as it is not appropriate to use any AARE reserve funds to pay for a new on-going venture of this size.

I believe that an increase of this magnitude [to approx. \$280 per member] will not be acceptable to members.

With at least 500 active researchers as members (but not on the current Executive of AARE) there must be some way of harnessing their skills to provide the support that an executive officer would provide, if judged that the support is required. Payment of a fee for services rendered and for expenses would be a more effective and economical means of funding such support.

John Izard  
Life Member

Letters to the Editor are a rare event [we have only had two in ten years, both in 2005]. Members are invited to contribute to the NEWS and any academic educational research debate by means of public exchanges of letters in the NEWS if they wish. Send letters to the Editor AARE NEWS, Box 71 Coldstream 3770 Victoria Australia.

**The Call for Presentations for the 2006 conference of the Canadian Society for the Study of Education is now posted at [www.csse.ca](http://www.csse.ca). The deadline for submissions is 1 November 2005. To ensure a positive conference experience, please read the entire "Call for Proposals" and the "Proposal Submission Primer". Also, avoid the frustration of a busy server and forward your proposal as soon as possible before the deadline!**

**We look forward to seeing you in Toronto in May.**

## PG & ECR Conference Events

This is a special announcement for all 'Beginning Researchers' – Postgraduate Students and Early Career Researchers – attending the 2005 Conference at UWS Parramatta. The following events have been organised especially for members of the PG & ECR Special Interest Group (SIG) and for all Beginning Researchers attending the conference:

- **TWO Conference Workshops:**
  - Thesis Writing workshop on Monday 4-6pm
  - Workshop on becoming a professional researcher on Tuesday 4-6pm.
- **'Not the Conference Dinner':** For members and friends of the PG & ECR SIG. Monday night, venue TBA.
- **Tuesday Lunch meeting:** An informal get-together during Tuesday lunch, venue TBA.

While these events have been organised with Beginning Researchers in mind, all AARE members are welcome to come to these events, especially the Workshops. We look forward to seeing you there!

**Sue Smith & Kelli McGraw**

Postgraduate Student Representatives

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### WORKSHOP ONE

#### ***Just what kind of text is a thesis? A two-hour thesis writing workshop*** **(Proudly Sponsored by The University of Sydney, Faculty of Education & Social Work)**



Monday 4:00 pm – 6:00pm (Paper Session 3, SMI05761)

*Presenter: Suzanne Eggins*

Writing a research thesis is one of the most demanding tasks you will face in your professional life. It tests your specialist intellectual skills, your motivation and self-discipline, and your writing ability. Not surprisingly, most research students run into difficulties at some stage of this rigorous process. For many, the problems cluster around understanding the nature of the thesis as a scholarly text. Common questions from students include: What exactly is the purpose of a thesis? What do I have to show? How do I know if I'm dealing with too much or too little? How do I turn years of research into a few hundred pages of writing? And what style of writing am I supposed to adopt?

This two-hour Thesis Writing Workshop explores the nature of the thesis by covering both 'macro' and 'micro' issues, including: understanding how a thesis is both like and unlike other forms of writing you are already familiar with; the relationship between the research project and the thesis; how to develop a structure for the thesis; the definition of a 'thesis statement' and why every thesis needs one; basic characteristics of academic English; and some tips about what examiners look for and object to in theses. Participants will be encouraged to relate concepts and exercises to their own theses, and there will be time for participants to raise issues and ask questions about aspects of thesis writing that concern them.

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### WORKSHOP TWO

#### ***Little Fish, Big Pond (or, everything you ever wanted to know about being a researcher but didn't know who, let alone what, to ask)***

Tuesday 4:00 pm – 6:00pm (Paper Session 6, MCG05762)

*Chair: Kelli McGraw*

While most Beginning Researchers have a high level of expertise in their field, it can often be difficult to learn all of the skills involved in being a 'proper' researcher. Most people are prepared for writing project proposals and conducting research, but are unsure about how to manage the other pressures that arise over time – pressure to publish, to establish networks, to self promote, to balance teaching and administration with research demands etc.

This workshop is designed for Beginning Researchers – both Postgraduate Students and Early Career Researchers – though any AARE member is welcome to attend. Over the two hours participants will be captivated, as secret knowledge and tricks of the trade are shared amongst the group. The workshop will be based around presentations by staff and students on issues facing Beginning Researchers, and will also have a low (and not at all scary!) level of interaction with others, to help you break the ice with a few fellow members and also share your experiences to date with the group.

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## Guided Walks around Historic Parramatta Campus

John McClymont is a Parramatta local historian, well acquainted with the history, heritage and restoration of the Female Orphanage of 1810 and the buildings of today's UWS Parramatta Campus. John is coauthor of Parramatta City Council's official history, *Parramatta - A Past Revealed* and other books and papers on the city's history that dates from 1788. He was awarded an OAM and Fellowships of the Royal Australian and the Parramatta and District Historical Societies for his research, writing and lecturing.

John's half hour tour during the AARE 2005 Conference will commence outside the Female Orphanage building during the lunch break. John will identify and talk about the restored Colonial Georgian buildings of 1818 and the Federation styled buildings of the early 1900s that now comprise the UWS Parramatta Campus.

## AER Report for NEWS # 52.

Two issues of AER have been published this year with a further issue scheduled for December. There has been a pleasing increase in the number of submissions received to date with more than 50 papers submitted so far for 2005. Many thanks to the hardworking reviewers who give so selflessly of their time to review the submissions and to provide high quality feedback to authors.

Readers will recall an earlier call for expressions of interest in guest editing editions of AER during 2006-2007. We have received a strong response, summarized in the table below. It remains now to establish time-lines and to firm-up plans for preparing papers for review. These plans should be finalized by the end of November following correspondence with guest editors.

Indexing with Ingenta is progressing well with some issues from 2004 and 2005 now listed. The peer review

and indexing processes will become even more important for universities, faculties and researchers as DEST begins to implement the Research Quality Framework.

Publishing high quality research that has been rigorously reviewed and is available to an international audience is a priority. The next challenge will be to take AER into the ranks of those journals with high impact factors. Journal impact factors and citation rates will feature significantly in future research measurement exercises. Unfortunately, education journals, generally, are not well positioned in terms of these measures. Many journals simply were not indexed and citation rates have been difficult to track accurately.

**Annette Patterson,**  
Managing Editor, AER

### AER submissions for guest editing.

Guest Editor	Team (approximate)	Topic (working title)
Dr Loshini Naidoo University of Western Sydney	The interdisciplinary research team led by Loshini Naidoo includes: Prathyusha Sanagavarapu and Michael Singh; Lingjie Jin; Yuping Wang, both Visiting Fellows at the University of Western Sydney and Nanying Li (RMIT)	Globalisation, Westernisation and Sino-Australian educational reforms: A relational study of changes in particular educational sites, texts and practices.
Dr Gillian Potter Dr Patrick Danaher  University of Southern Queensland	Ann Dashwood; Catherine Fullerton; Beverley Moriarty; Geoff Danaher and Patrick Danaher; André Grace; R. E. (Bobby) Harreveld; Michael Singh; Máirín Kenny; Michael Shevlin; Martin Levinson; Marian Lewis and Dorothy Andrews; Julie Lim Poh Gek; Janine McCaffrey; John McMaster; Gillian Potter; Tony Rossi; Juanita Sellwood, Maree Dinan-Thompson and Ruth Hickey.	Educational research and reform: Unlikely companions or making a difference?
Dr Lisa Hunter Griffith University	Maree Hedemann and Claire Wyatt-Smith; Donna Pendergast and team; Terry de Jong and team; Annette Woods; Jane Mitchell; The Woodland Group; Steve Mertens; Sarah Culican & Marie Emmitt; J Wallace, L Rennie, J Malone and G Venville:	Middle schooling and middle years in Australia: Efficacy and research directions.
Assoc Prof Steve Crump University of Sydney	TBA	The changing identities and images of educational providers.
Dr. Stephen Thorpe Griffith, Gold Coast	Annette Woods; Elizabeth Hirst; Lisa Hunter; Greg Martin; Helena Austin; Peter Renshaw	Social space and social justice in education



## KEYNOTE SPEAKERS 2005

AARE looks forward to the presentations from the four keynote speakers engaged for this year's conference.

Professors Linda Smith (NZ), Margaret Vickers (Aust), Mary Kalantzis (Aust) and Yang Zhang (China) will be presenting their views on a diverse range of topics.

*We will also be treated to a new initiative at this year's conference - Lunchtime Garden Chats - with our keynote speakers. AARE members will have the opportunity to meet the speakers on the day of their address, at lunchtime, to talk about their paper.*

## KEYNOTE SPEAKERS - REMOTE ACCESS

### AARE 2005 CONFERENCE WEBEX OPPORTUNITIES

**WE WANT:  
TWENTY VOLUNTEERS AT 20  
INSTITUTIONS**

**DO YOU WANT:**

- to hear and see AARE 2005 Keynotes but can't attend the conference in person?
- to help make the keynote speakers easily accessible to people at your university during the conference?
- to set-up a group at "your place" to have people watch and hear and ask questions of the keynote speakers?

**CASH AVAILABLE:**

- to pay for local advertising to get a group together
- to buy some biscuits and coffee/tea

Individuals can get access via Webex by sending a message to [pjeff@aare.edu.au](mailto:pjeff@aare.edu.au) but it might

help if a volunteer at each of several institutions was to set up group sessions for each keynote. To encourage people to set-up group viewing real-time meetings at institutions using WebEx, we have \$50 each for the first 20 institutions to apply. It is easy to do and a worthwhile exercise in research dissemination. All we need is 20 volunteers who can use a phone and the internet and who will arrange a group session. Group leader volunteers need to apply to [pjeff@aare.edu.au](mailto:pjeff@aare.edu.au) by 30<sup>th</sup> October 2005. We will need the names and emails of the people in your viewing group as well as the leader's email.

Peter Jeffery will help people with so called technical details by giving instructions, assistance and even a one on one demo of WebEx if necessary. Contact [pjeff@aare.edu.au](mailto:pjeff@aare.edu.au)



## DEVELOPMENTS AND CHANGES

The website has been re-designed by a team including a designer, two web technicians/programmers, the website manager and the President. The new look will be progressively rolled out across the entire site commencing on 30<sup>th</sup> October 2005.

Many thanks to the people involved in the major re-design which has involved many hours of meetings, discussions and laborious detailed work particularly by Bill Russell and Elizabeth Wright.

Peter Jeffery  
AARE Website manager

## Protecting your work!

AARE Office has installed a UPS unit on AARE's computer to

ensure that it is not affected by the thunderstorms and power outages in southern Victoria in spring particularly.

## Working smarter!

AARE Office is also connected by broadband so that we can now access the internet and work with AARE members more easily. It is especially good to report that AARE Office can now conduct WebEx real-time interactive meetings from Gruyere to all the world.



AARE is sponsored by Webex Australia.



The CD Proceedings from the Focus Conference has been manufactured and is being mailed to all delegates to the conference plus legal deposit lodgements and some other library copies.

The content of the CD is also available on AARE website in our 'institutional association archive.'

**We have one copy of the hardcopy Focus Conference Folder left to give to the first member to send an email subject FOCUS FOLDER to [pjeff@aare.edu.au](mailto:pjeff@aare.edu.au)**

In 2003 AARE website was 500Mbytes. In 2005 the website is 1 Gbyte. Most of the increase is in collected conference papers – members' research documents.



## **AARE 2005 Conference final events.**

### ***National Forum: Youth Education Strategy***

Micheal Singh (aka Geoffrey Robertson) will chair a panel of academics, teachers, students and parent activists who will engage in a critical discussion of education policy for the nation's youth, with particular note of different and diverse young people, their family and social background.

The panel will revisit the legacy of the Commonwealth Schools Commission, and address the current policy vacuum when it comes to equity and social justice. They will provide commentary on the void created by the absence of a promised gender equity strategy, and frameworks to address class, poverty, race, ethnicity, and sexualities, among other matters of significance to schools and their communities. They will also flag some questions and issues of concern to their own particular teaching, learning and work situations, with a view to policy development.

The intention is to invite audience participation, develop recommendations, and forward this to the AARE Executive for action. The forum will close with a folk song finale led by Phyl Lobl.

## **30 Years after Whitlam Party**

The "30 Years after Whitlam Party will follow the Youth Education Strategy Forum – venue Student Union building [admission by ticket only] where a boutique wine tasting from Dindima Wines, Orange, NSW, and some nibbles will be provided.

To attend the catered part of the event it is necessary to collect registrations, for numbers, and a small payment of \$16.50 per person. Register for the "30 Years after Whitlam Party" on-line. Fill in the top part of the form so we know who you are, tick only the final item in the price list and pay on-line so that we can arrange the correct amount of catering. If you wish you can print the form and hand it together with \$16.50 to the AARE registration desk staff at the beginning of conference, that is -- MONDAY 28<sup>th</sup> November NO LATER.

For catering reasons we must have a list of paid participants by COB Monday 28<sup>th</sup> November for this event.

Lori Beckett  
University of Technology Sydney

## **AARE 2005 Conference Dinner**

**You are invited to join in the AARE 2005 Conference Dinner  
on Wednesday 30th November from 7 pm.**

**Pay ONLY \$ 77, and enjoy all the warmth and earthy provincial charm of Sicily  
in Parramatta!**

With the accompaniment of specially arranged AARE Latin American music your global friends, old and new, will be brought the warmth and charm of Australia's Italian community with South American support. The Sicilian Restaurant is located in the heart of Parramatta, a stroll from the main entertainment and shopping belt of Church Road with parking immediately behind and easy access for all [including disabled persons].

From the moment you step into the Restaurant a sense of peace and tranquility envelops you with Sicilian old world decor. For contrast the Latin American music! If you are keen dancer, you must not miss the AARE 2005 Conference Dinner! Get your dancing shoes ready! The band will play tango and other music for us throughout the dinner. A highlight of the dinner will be a Latin Dance competition. Afterwards, you can join in with the Latin dancers or just listen to the beautiful music.

The Sicilian Restaurant will do all it can to capture the imagination, trust and loyalty of AARE delegates by offering sensational food with warm, friendly and helpful service. What will your selection be?

## AARE 2005 Conference Dinner Menu **A BONZER NOSH-UP!!!**

### **Entrée: choice of**

- **Wood fire pizza-Margarrita** (fresh sliced tomato, cheese and basil) or Hawaiian (ham and pineapple) Garlic or Herb Pizza – (one pizza served 2-3 people)
- **Chunky Minestrone Soup**-Hearty seasonal vegetables with red kidney beans slowly cooked in napolitana broth served with Tuscany bread
- **Arancini-Aborio** rice balls – An infusion of beef, peas, parmesan and mozzarella cheese, crumbed, lightly fried and served with napolitana sauce and finished with salad garnish
- **Calamari**-lightly fried, marinated squid rings served with The Sicilian Restaurant's aolie mayonnaise

### **Main Course: choice of**

- **Chicken Al Funghi**-Grilled tender breast of chicken with bacon, onion, mushrooms, infused in garlic, white wine and cream sauce, served on a bed of sweet potato wedges with creamy mushroom sauce.
- **Bistecca L' Aglio**-Tender grain fed fillet steak grilled medium-well, served on potato wedges with creamy mushroom sauce
- **Salmon Affumicato con Pinoli** -A substantial salad of Tasmanian smoked salmon, pinenuts, fresh mixed lettuce, spinach and drizzled with seeded mustard dressing and served with homemade crisp bread
- **Penne Campagnia** – A fresh garden selection of eggplant, onion, zucchini and mushrooms, touch of nutmeg and chilli, tossed in cream and napolitana sauce with penne
- **Wood fire pizza- La Corte** (BBQ base, veal strips, chicken, onion and mushrooms) **or Siracusa** (fresh pesto base, char-grilled eggplant, zucchini, onion and roasted capsicum) **or U Pescatori** (marinated king prawn, octopus, calamari, clams, garlic and basil)

### **Sweets: choice of one-**

- **Chocolate mud cake** served warm and with fresh cream
- **Blueberry brulee cheesecake** served with ice-cream or cream
- Selection of **mixed ice-cream or sorbet**

Plus -

- **Coffee or tea AND A BEVERAGES PACKAGE all for just \$77**

## **THE BACKPAGE NOTICES**

### **AARE NEWS 2006**

<b>NEWS #</b>	<b>Copy Date</b>	<b>Web Publication</b>	<b>Distribution</b>
# 53 March	1 March	8 March	11 March
# 54 April	1 April	10 April	11 April
# 55 July	1 July	8 July	11 July
# 56 October	1 October	8 Oct	11 Oct

AARE makes annual calls for nominations for AARE Executive positions, Life member Nominations and various awards. There is a section of the website devoted to awards. The Executive section has details of the nomination form to be sent to AARE Hon. Secretary. Members are advised to check these portions of the website and apply when necessary or desired. Alerts are sent by broadcast emails and in AARE NEWS but the calls for nominations are regular events not requiring special notices.