



AARE news

AUSTRALIAN ASSOCIATION FOR RESEARCH IN EDUCATION

President's Report

Professor Jan Wright
President



The momentum for activity this year has continued with the AARE Focus Conference held in Canberra this June and the executive meeting preceding the conference. Both occasions have produced an ongoing 'agenda' of actions for the AARE executive and the AARE Australian Research Directors Network (ARDEN).

The Executive agreed at its meeting on a version of the new constitution to be put to the membership. Among the more major changes to the constitution which members need to consider are changes to the terms of office of the executive including a change to the duration of the Presidency, as indicated below.

Term of Office

- a. The term of office of the President shall be two years. At the end of this term of office, the President becomes Immediate Past President and continues as a member of the Executive for the subsequent year.
- b. The President Elect serves a term of one year before assuming the office of President. A ballot for the office of President Elect shall be conducted towards the end of the first year of the President's term.
- c. The term of office for the Honorary Secretary, Honorary Treasurer, Editor of the *Australian Educational Researcher*, Communications Co-ordinator and Research Development Co-ordinator shall be three years. On completion of a three-year term, the office-bearer shall be eligible for re-election to that position for one further three-year term.
- d. Ordinary members of the Executive committee shall be elected for a term of two years, with three of the six members completing their term in each year.

Of these the change to the term of office of the President is probably the most controversial. Although most of the members of the constitutional reference panel suggested that the existing arrangements remain, I have made the argument, accepted by the AARE Executive, that, on the basis of my experience as President and a survey of similar organizations, a single year as President (and with no opportunity for re-election) makes it difficult to carry out the work expected of a President in the current context. This includes developing policy, initiating and bring projects to fruition, sustaining relationships with other organisations (e.g. BERA, AERA, NZARE, APERA) and an effective working relationship with the Executive officer and other members of the Executive. The appointment of an Executive officer has made the work less onerous (one of the main arguments for a one year term). It seems ironic that all other members can stand for re-election but the President is a much more ephemeral player. It should be noted that I make this argument with nothing to gain from such a change to the constitution (this is not a grab for power), but on the basis of experience.

Final arrangements for voting on the constitution have yet to be finalized but the aim is to have the new constitution widely circulated electronically and/or by post to all members for comment and voting, the results to be confirmed at the AGM.

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AARE the
association
for active
educational
researchers



From the President continued...

The outcomes of the focus conference are described in the newsletter by Peter Goodyear. I would like to thank all of those involved in organizing and participating in the conference. From my point of view it achieved what we had hoped. The Conference brought people up to date on the RQF, enabled a debate of the issues, sharing of experiences and concerns and provided the stimulus for further action from AARE and ARDEN on a number of issues. These issues include: the use of journal banding by DEST and the consequences for the educational research community; building research capacity through an Education grants scheme (as proposed in House of Representatives, 'Top of the Class') and through recognizing the importance of supporting early career researchers for the viability of an educational research community; and the need to develop ways of telling stories about the impact of educational research which capture the significance of research which brings about local change as well as more widespread changes in policy and practice. As pointed out by Peter Goodyear in his report, there will be more opportunities to discuss further developments in terms of the RQF criteria for educational research at the next ARDEN meeting in August when Professor Hilary Charlesworth, Chair of the RQF Panel 11, will be a guest. This meeting will also conveniently follow the RQF discipline workshop on July 23 which has been called to refine the criteria for assessment.

The Australian Council of Deans of Education held their Board meeting on the same day as the AARE Executive meeting. This provided both groups with the opportunity to discuss matters of mutual interest, including a successful application by the ACDE, supported by AARE, to Carrick Discipline-Based Initiatives Scheme for 'A scoping study for a national data repository directed at quality improvement and efficiency in teacher education'. Some of the Board also attended the Focus Conference, allowing for a useful discussion about the possible unintended outcomes of the RQF and the roles of Deans and Heads of School in responding in ways which support educational research communities rather than damage them. A position paper is currently being developed for AARE, ACDE and Deans and Heads of School to use as a resource when asked to respond to DEST proposals re the bands as is likely to happen in the near future.

On a more cheerful note, the preparations for the Fremantle Conference are going well with fine tuning around social events now underway. Dr Mary Ryan was welcomed on to the Executive as the Coordinator of the 2008 combined AARE and NZARE Conference in Brisbane. Many thanks go to Mary and her team for taking on this demanding task. We also welcomed David McGregor, the AARE executive Officer and Karen Hawkins, the new Postgraduate Student representative to their first meeting. ■

2007 Focus

On June 13 and 14, AARE held the third in its very successful series of Focus Conferences. The conference was hosted by the University of Canberra, with a theme of

Education, innovation & research: strategies for capacity-building

AARE's aim in running this conference was to address two critically important issues – research impact and capacity building – and to identify routes forward that involve a coherent response to both. The theme raised a number of familiar questions: How can we make research more usable? How can we improve the ability of the education sector to make better use of good research? How can we strengthen recruitment to, and retention in, the community of educational researchers? These are not new questions, but the time feels right to look at them once again, with some fresh thinking and the impetus of changes in higher education policy and funding allocations.

There isn't space here to review each of the excellent contributions to the conference. An idea of the issues discussed can be gained by visiting the conference website and scanning titles and abstracts (<http://www.aare.edu.au/conf2007f/index.htm>). Rather, I'd like to pick out three topics that emerged as of special concern to participants in the conference, each foregrounded by the RQF: ranking educational research journals; the current situation of early career researchers (ECRs) and defending spaces for co-operation between institutions.

Journal ranking

Allyson Holbrook & Sid Bourke gave a progress report on the educational research journal ranking exercise being conducted by SORTI. Many discipline areas are being asked by DEST to provide lists of their highly-regarded journals for the purposes of the RQF. Anticipating that such a demand would be made of the educational research community, AARE decided last year to sponsor the SORTI journal ranking work. It's still unclear whether and how data about journal esteem will be used in the RQF. While generally welcoming the contribution that SORTI and AARE are making to improving our understanding of this area, some conference participants raised concerns about possible misuses of any such data. The deepest concern was expressed about the creation of a 'golden list' of journals, which could be used by research managers to limit researchers' publishing choices and might discourage colleagues from having any involvement (e.g. refereeing) with journals not on the golden list. This deserves some further scrutiny.

Conference

Peter Goodyear
AARE Executive
(Research Development)
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Table 1: Top ten ISI journals 2002 & 2006

2002 ranking	Journal	2006 ranking	2006 ranking	Journal	2002 ranking
1	<i>Review of Educational Research</i>	3	1	<i>Journal of the Learning Sciences</i>	8
2	<i>Journal of American College Health</i>	7	2	<i>Scientific Studies of Reading</i>	not listed
3	<i>American Educational Research Journal</i>	10	3	<i>Review of Educational Research</i>	1
4	<i>Reading Research Quarterly</i>	14	4	<i>Instructional Science</i>	34
5	<i>AIDS Education and Prevention</i>	9	5	<i>Learning and Instruction</i>	21
6	<i>Health Education Research</i>	6	6	<i>Health Education Research</i>	6
7	<i>Educational Evaluation and Policy Analysis</i>	21	7	<i>Journal of American College Health</i>	2
8	<i>Journal of the Learning Sciences</i>	1	8	<i>Journal of Engineering Education</i>	not listed
9	<i>Studies in Higher Education</i>	45	9	<i>AIDS Education and Prevention</i>	5
10	<i>Journal of Geography in Higher Education</i>	12	10	<i>American Educational Research Journal</i>	3

Table 1 takes data from the Thomson ISI journal citation reports for 2002 and 2006 - specifically from the ISI list of 'Education and Educational Research' journals (n=93 in 2002; n= 100 in 2006). It shows the 'top ten' journals in each year, ranked by their impact factor. Lots can be said about the ISI lists, but the point I want to draw from Table 1 (and from a broader inspection of the whole ISI lists) is that there's significant volatility over this short period. Four of the top 2002 journals had dropped below the top ten by 2006 (one dropping down to the 5th decile),

while two of the 2006 top ten were not even in the ISI list in 2002. Volatility from one year to another is not so marked, but predicting the ranking of a journal four years into the future is a risky business. We may have to settle on a snapshot 'golden list' of (say) the top 10% of our field's journals for the 2008 RQF. But any research manager who enshrined that list for the purposes of guiding or rewarding publication choices of their staff over the next research assessment period could end up looking rather foolish.

Early Career Researchers

Joanne Dwyer (AARE Exec member with special responsibility for ECRs) presented a paper and helped run a workshop on issues currently facing ECRs. We know that the educational research labour force is 'greying' rapidly. Ensuring that Australian education continues to have an effective research base depends heavily on ECRs. Our local concerns are echoed overseas, as John Furlong's paper on the social organization of educational research in Britain showed. Times are difficult for ECRs, especially where RQF pressures are leading to special protection of the time and energies of established researchers. The medium-term outlook is brighter for any ECR serious about R. Like it or not, an intensification of research assessment is likely to see some academics who are not research active being persuaded by their institutions to make way for new blood. We are also likely to see a local version of what has occasionally been a very hot transfer market for up and coming researchers, associated with the RAE in the UK. I think a shift in DEST funding drivers from the volume of research grant input to the quality of research output is also, in the longer term, of benefit to ECRs. Publishing a great paper in a great journal is never easy, but it presents less of a discriminatory challenge to ECRs than the research grant lotteries.

Co-operation and competition

Academics are pretty good at negotiating the tensions between competition and co-operation. As Peter Kell pointed out, while the RQF pits university against university and research group against research group, there's no value in being the winner in a field devastated by competition. AARE has been playing a key role in consultations leading towards the RQF, trying to minimise the collateral damage inflicted by the rules of the game. The ARDEN research directors network has been of immense value in this regard: providing a forum in which we can debate the possible consequences of various policy and procedural choices. If you have responsibility for educational research leadership in your school or faculty and are not yet part of the ARDEN network, please do send me an email. Our next meeting will be in Sydney in August and we hope to have a chance to talk with Hilary Charlesworth, chair of our RQF panel.

In closing I'd like to thank Jan Wright, Kathryn Moyle, Peter Jeffrey and Ruth Jeffrey for all their efforts in making this such a worthwhile and enjoyable event. ■

20, SUNDAY
FOON

Early Career Researcher Report

Joanne Dwyer
j.dwyer@uws.edu.au



What support do you as an ECR have at your institution?

I had a revelation at the AARE Focus Conference recently held in Canberra. I presented a paper titled Sink or Swim: equity and early career researchers in the current research climate. The paper presented thinking around the current research climate, how ECRs understand how the research competition is being played out and the areas of need they have. This paper was presented to an audience of mainly senior researchers. The enthusiastic discussion this paper and other papers presented by ECRs revealed and highlighted a number of important issues. Firstly our concerns as ECRs are relevant and important not only to ourselves but to the research community who as a whole understand and promote the importance of sustainability of the education research community. Also what became clear to me is there is a mutual and multi-armed lack of visibility around supporting ECRs.

There is a lack of visibility around the structures universities have in place to support ECRs. There is a lack of visibility around the ways ECRs can support themselves. And there is a lack of visibility around the ways ECRs are supporting themselves.

With the support of the AARE executive I intend to follow up this lack of visibility with a discussion paper to the Council of Deans. However in taking action into our own hands I urge ECRs to find out what structures are in place in their university to support ECRs. Visibility of this will broaden the arms of support you can draw on. Furthermore, it is really valuable to talk to other researchers about ways they drew on to develop their research capabilities. From my experience, particularly from the focus conference, those who are outside your network are often very willing to share their experiences of what worked for them.

AARE Early Career Researcher Award

AARE is currently reviewing their annual Early Career Researcher Award. Concerns have been raised regarding the lack of nominations each year. We are therefore aiming to shape this award so that it is more meaningful to today's ECRs. Presently this award is based on the review of a conference paper written by an ECR to be presented at our annual conference. What ways do you think the criteria of this award can be improved? Thoughts so far have included a later submission date for the paper and basing the criteria on a combination of a paper review and review of the presentation of the paper at the conference. We would really appreciate any feedback on this issue. If you have any ideas for changes to this award please email me at j.dwyer@uws.edu.au I would also like to know about any great structures in place at your university which supports ECRs. ■

Greetings all postgraduate student members of AARE!

Karen Hawkins
AARE Postgraduate
Student Representative

Please allow me to introduce myself: My name is Karen Hawkins and I am your AARE postgraduate student representative. We are half way through the year and I do apologise for taking this long to contact you. I'd love to hear from you regarding your studies; and, if you have any issues/ideas/concerns that you would like me to raise with the AARE executive, I would be happy to do so.

My brief profile: I have been in education for the past 30 years, having taught every grade from preschool to year ten and then in the tertiary sector. I am currently a full time PhD student. My interests gravitate towards early childhood education, social justice and literacy; so, it is no surprise that my PhD topic revolves around children's literature, social justice issues and preschool settings. I am (hopefully) in my last year of candidature with the University of Southern Queensland.

My PhD journey has had many highs and lows (of which, I'm sure, many of you share). It certainly is a rollercoaster ride; and as with any such ride there have been moments of great exhilaration, sick stomachs, adrenaline rushes, screaming, laughter and even tears! I'd love to hear how **you** are "enjoying" **your** ride.

As you would be aware the AARE annual conference is being held in Fremantle this year (November 26 – November 29) and I strongly urge you to come along. If you have submitted a paper abstract you might like to consider submitting a full paper for consideration for a postgraduate student travel award or a postgraduate Indigenous student travel award. The deadline for submission has been extended until July 31, 2007 (more information may be found on the AARE website www.aare.edu.au These awards cover the cost of travel from your place of residence to Fremantle (please note that the awards do not cover accommodation or conference registration).

The conference is a wonderful opportunity to showcase your research, study other's research, undertake some networking, catch up with colleagues and partake in a bit of socialising. Also throughout the conference meetings of numerous Special Interest Groups (SIGs) are scheduled. One of which is the Early Career Researcher and Postgraduate Student Special Interest Group, and I invite you to join us to discuss pertinent issues and offer each other support. Dates, venues and times of specific SIGs will be confirmed later in the year and will be included in the conference program.

I'm really looking forward to hearing from you, and also meeting with you in beautiful Fremantle. ■

NEWS
PG+ECR

Australian Educational Researcher Report

Annette Patterson
Managing Editor, AER



Many thanks to our reviewers who continue to work hard to keep up with the increasing number of submissions to AER.

If you have published a research monograph in the past 12 months then please ask your publisher to send a review copy to AER's book review editor, Mary Ryan, at me.ryan@qut.edu.au. Mary recently revised AER's book review guidelines to assist book reviewers prepare their reviews.

Watchers of ISI 2006 JCR Social Science Edition will have noticed that the *Australian Educational Researcher* has moved up from 96 out of 98 (impact factor 0.132) in 2005 to 87th out of 100 (impact factor 0.222) in 2006.

The August edition, a Special Issue on middle schooling edited by Dr Lisa Hunter is currently being finalized. The following list is a guide to the issue.

ReConceptualising the possible narratives of adolescence

Lisa Patel Stevens, lisahunter, Donna Pendergast, Victoria Carrington, Nan Bahr, Cushla Kapitzke & Jane Mitchell

Looking back, looking forward: Re-researching the conditions for integration in the middle years of schooling

John Wallace, Rachel Sheffield, Leonie Rennie & Grady Venville

A framework for research into Australian middle school practice

Katherine Main & Fiona Bryer

Middle years teachers education: New programs and research directions

Donna Pendergast, Kay Whitehead, Terry deJong, Lesley Newhouse-Maiden & Nan Bahr

Troubling teacher talk: The challenge of changing classroom discourse patterns

Sarah Culican ■

A NEW AARE AWARD!

Julie White
Awards Coordinator
julie.white@latrobe.edu.au

Indigenous Post Graduate Student Travel Award

In order to support the participation and inclusion of Indigenous Australians into the educational research community, one new award will be made in 2007. In addition to being an Indigenous Australian, the successful applicant will meet the general requirements for Post Graduate Travel Awards. This requires you to have already submitted a proposal for paper for 2007. See website for details: <http://www.aare.edu.au/pggrad/pgst.htm>

1. Closing Date for proposals for conference was 30 April 2007.
[All proposals must pass through this stage].

2. Closing Date for Indigenous Student Travel Award APPLICATIONS: Tuesday 31 July, 2007.
[A special extension for applications for this new award this year that applies to proposals already accepted by the Fremantle Conference Committee].

Time Extension for Post Graduate Student Travel Award Applications

Please note that the due date for all general Post Graduate Student Travel Awards applications has been extended until Tuesday 31 July, 2007.
[Proposals for presentations should have been submitted on or before 30 April 2007 but if successful in that stage, students may now apply for travel awards].

Betty Watts Award

A consultation process has begun to review the eligibility criteria for the Betty Watts award in order to increase participation and inclusion of Indigenous Australians into the education research community. The criteria will not change for 2007. Please see website for details: <http://www.aare.edu.au/bwatts/index.htm>

Early Career Researcher Award

The closing date for this award is 30 October 2007. Further details available from the website: <http://www.aare.edu.au/early/index.htm>

Please contact the AARE office aare@aare.edu.au or Julie White if you have any queries julie.white@latrobe.edu.au ■

www.aare.edu.au/awards/index.htm

A W A R D S ' 0 7

Recent Doctoral Theses in Education



Valerie Harwood
Executive Member
vharwood@uow.edu.au

The column in AARE News dedicated to publishing news on recent doctoral theses in education.

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 ■

Dr Andrew Kiprono Lang'at

Reading Positions: The English Text in Kenyan Schooling
The University of New England,
Faculty of Education,
Health and Professional Studies
Supervisors: Cathryn McConaghy and
Laurence Tamatea

This study interrogates reading positions in relation to English literary texts in Kenyan schooling. The reading practices of teachers and the desires of educational administrations are examined in relation to Kenya's prescribed secondary curriculum. The current situation in Kenya has been criticised as limiting or narrowing relations between teachers and learners and knowledge. The construction of teaching and learning subjectivities takes place within postcolonial dynamics where desires, emotions and conscious and unconscious processes need to be read against the particular social and historical conditions of postcolonial Kenyan material and political realities. Through application of socio-psychoanalytic approaches, this thesis views reading practices as produced through the conflict between the known and the unknown subjectivities of self and the other.

Following Lacan (1949 in Appel 1996) the thesis suggests that we understand reading positions through narration. This thesis uses narratives to explore the question: What are the differences between what the teacher wants from the English text, and the goals of the national education policies and the wishes of the student? Following Felman (1993: 13), how do we read autobiographically? And how do we read our differences into texts? The study evokes psychoanalytic pedagogy to problematise readers' interpretative stances regarding three selected literary set-books and their perceptions of the place of Indigenous oral literature. The thesis argues for a double gesture with respect to English and Indigenous texts.

Further, the thesis suggests that the present complexities of schooling in Kenya have led a number of teachers to carry out personalised research; to rethink their pedagogies; to reconsider their roles as social agents; and to re-imagine their desires, fantasies, fears, and resistances in order to transform their teaching practices. Teachers are attempting to move beyond commonsense and prescribed knowledge to undertake critical explorations of the 'unanswerable questions' (Briton 1997) of literary texts as read within complex Kenyan social, political and psychological contexts.

Dr Annelies Kamp

A Study of the Geelong Local Learning and Employment Network
PhD
Faculty of Education,
Deakin University
Supervisors: Professor Jill Blackmore
and Dr Jennifer Angwin

In common with many Western nations, Australian governments have increasingly embraced network approaches to governance in response to the effects of globalisation. Since 2001, thirty one Local Learning and Employment Networks (LLEN) have been established in Victoria, Australia in line with recommendations of a Ministerial Review into post compulsory pathways. That review reported youth, in their transition from schooling to independence, faced persistent and severe difficulties unknown to previous generations and frequently concentrated in particular groups and regions. LLEN bring together the expertise and experience of local education providers, industry, community organisations, individuals and government organisations. As a result of their local decisions, collaboration and community building efforts it is intended that opportunities for all young people will be enhanced.

This research investigates the extent to which such an instituted network can function as a learning community capable of fostered systemic change. The research is a participatory poststructural ethnography and is presented as a series of panels using the metaphor of a woven tapestry. The thesis draws its theoretical inspiration from the work of Deleuze and Guattari (1987).

My research addresses the lack of empirical data on how networks work and suggests an instituted network can, to some extent, function as a learning community capable of fostering systemic change in the post compulsory education, training and employment sector and thereby contributing to better opportunities for young people. However the full potential of the policy is undermined by the reluctance of governments to follow through on the implications of their policies, to see themselves as being part of the network and to address the limiting effects of performativity at all levels.

Dr Lyndal Groom

Educating bodies to be good citizens: The politics and practices of physical education in Australia and France
PhD
Faculty of Education,
University of Wollongong
Supervisors: Jan Wright and
Chantal Amade Escot
(Paul Sabatier Université, Toulouse)

My thesis is a cross-cultural comparative analysis of the physical education taught in secondary schools in France and Australia. The study begins with an analysis of embodied citizenship comprising both explicit and implicit forms of *habitus* as structured through government institutions and regulations, for example, the legal requirements of citizenship as well as the informal social constructs of citizenship such as belonging. While the formal rules of citizenship have been amended over the centuries to provide greater equality (for example between men and women), tacit and unspoken rules and beliefs and the marketplace maintain forms of exclusionary behaviour for citizens. These include state-instituted practices such as public commemorations, national and local celebrations and award ceremonies, particularly those related to the remembrance war and the founding of nation-states.

The second half of this study uses this theoretical framework of embodied citizenship to examine the politics and practices of physical education in Australian and French high schools. Physical education is a powerful example of a state-instituted practice designed to help develop 'good' citizens, obedient and efficient. In order to this citizenry, a Foucauldian network of expertise and skills emerges to 'regulate' the discipline of physical education and draws upon intercalated discourses of health, morality, sport, and physical activity. While the politics of physical education, in the shape of the school curriculum, espouse a doctrine of equality of citizens, the practices incorporate forms of differentiated embodied citizenship that continue to privilege and reward particular hegemonic characteristics.

The value of cross-cultural analysis emerges with the comparison of political positioning of the French and NSW syllabi. As the later stages of my research shows, policy is one thing and classroom practices are often another. The personal engagement of teachers with discourses of physical culture is a major influence for implementing syllabi.

Dr Jennifer Overton

Teacher identity and power relationships in contexts of change: A case study of teachers
PhD, through the Faculty of Education,
Charles Darwin University
(with Graduation last Oct, 2006)
Supervisors: Prof Ian Falk and
Assoc Prof Brian Devlin

This qualitative research project employs a critical case study approach to examine the effects of change on teachers. It uses the concept of identity to investigate the deeper personal and professional implications of change. Open-ended interviews with eight early childhood teachers provide the data, which are analysed using a three-tiered approach.

The first level of analysis utilises a narrative approach, storying the interviews. This summarises the information for the reader and provides background understandings about each of the teachers. The second level of analysis interrogates the data using a grounded theory approach and arrives at three themes of *change*, *power* and *identity*, with their accompanying categories and sub-categories. The third level of analysis expands on the previous analyses and employs a discourse analytic approach using Gee's (1999) framework of 18 analytical questions, in conjunction with the research questions, to develop further understandings from the teachers' perceptions of their identities in contexts of change.

The key findings relate to the interconnected issues of teacher professionalism, the actions of the education system towards teachers, and the relationship between teachers' identity and change. The study has evidenced the ways in which the actions of the educational system shape the value that teachers assign to themselves and their working lives and corrode teachers' sense of value to their employer. In contexts of ongoing educational change, teachers experience some degree of personal and professional uncertainty and instability. This puts teachers at risk of eroding the residual goodwill that exists between teachers and the education system. Marked disparities in how issues of professionalism are understood also place teachers in a position of uncertainty and conflict and create the need for self-protective behaviours on their part. In turn, this can diminish teachers' commitment to teaching tasks and has direct implications for teacher effectiveness and student learning.

Dr James Page

Peace Education: Exploring Ethico-Philosophical Foundations
Southern Cross University,
September, 2006
Supervisors: Dr John Barrie and
Professor Martin Hayden

Peace education is now well recognized within international legal instruments and within critical educational literature as an important aspect of education. Despite this, little attention has been given in the critical literature to the philosophical foundations for peace education and the rationale for peace education thus remains substantially an assumed one.

This investigation explores some possible ethico-philosophical foundations for peace education, through an examination of five specific ethical traditions:

- 1) virtue ethics, whereby peace may be interpreted as a virtue, and/or virtue is interpreted as peacefulness, and peace education as education in that virtue;
 - 2) consequentialist ethics, whereby peace education may be interpreted as education regarding the consequences of our action and inaction, both as individuals and collectivities;
 - 3) conservative political ethics, whereby peace education may be interpreted as emphasizing the importance of the evolution of social institutions and the importance of ordered and lawful social change;
 - 4) aesthetic ethics, whereby peace may be interpreted as something beautiful and valuable in itself, and peace education as emphasizing the importance of that beauty and value; and
 - 5) the ethics of care, whereby care may be interpreted as a core element in peace, and peace education as encouraging trust and engagement with the other.
- The thesis addresses major contributions to each of these ethical traditions, the strengths and weaknesses of the tradition, and the ways in which the tradition provides support for peace education. It is argued in the thesis that each tradition provides only a partial basis for peace education, and that ultimately a holistic and integrative understanding is required, one that encourages a culture of peace.



Angelo Belmonte

Voices of Lay Principals: Promoting a catholic character and culture in schools in an era of change

School of Education,
University of Queensland
Supervisors: A Prof Neil Cranston &
A Prof Brigid Limerick

This was a study of the practice of leadership in Catholic schools. It researched the perceptions of six lay principals in a rural diocese of New South Wales, all of whom held responsibilities for not only for leading their schools in the traditional academic sense, but also promoting religious dimensions in order to transmit Catholic culture to future generations of young people. The role of the lay principal and how Catholic school leadership is enacted in different contexts were the main foci of the study.

Within an interpretivist framework, a multiple case study approach was employed. These case studies were descriptive and interpretive, and generated rich and detailed understandings of lay principal leadership in Catholic schools today. The qualitative methodology included semi-structured in-depth interviews, field notes, reflexive journals, direct observations, and document analyses. These multiple data sources allowed for the examination of both individual human behaviour and the structure of the social order in Catholic schools.

Using a constant comparative method, four broad coding categories were identified for understanding the roles of lay principals in Catholic schools: leading the Catholic mission, promoting a Catholic character, tensions and conflicts, and formation for leadership. This broad framework for analysis was further refined into a number of sub-categories to allow the subtleties of each case to emerge from the data and for differences to be tracked in each Principal's experience.

The findings of the study indicated that each of the six Principals had come from highly diverse backgrounds and that their leadership operated in quite distinctive school contexts. A major conclusion of this study was that school context counts in so far as how lay Catholic principalship is enacted. The variable effects of school size and the transposable disposition of each school's social group appeared to have an influence on how Principals practise their leadership. In essence, this study demonstrated that context influences what principals do, and what principals can do.

The findings of the study also suggested that successful leadership in Catholic schools was highly influenced by the cultural and spiritual capital that a principal brings to a school, signifying a fundamental importance of appointing principals who are not

only professionally competent, but who are spiritually competent as well. In an era of unprecedented social, educational and ecclesial change, and with ever-expanding role responsibilities, lay principals are challenged to redefine and re-articulate their Catholic character and identity. They will need to look for new ways to make this explicit. Within a leadership paradigm embracing notions of shared leadership, the preparation and on-going formation of lay principals were seen to be critical for the continuance of the Catholic school's distinctive mission in the future. Addressing professional development needs in regard to principals' preparation and ongoing formation were identified as a matter warranting attention. The relationship between the lay Catholic principal in the parish and the parish priest emerged as a challenging issue in many contexts. Indeed, it was highly problematic for some principals.

The study provides rich baseline data to support further research into the nature of Catholic schools and their place in the emerging understandings of the Catholic vision of life in contemporary society. Such research could draw on the voices of key school community personnel beyond just the principal, including teachers, priests and students themselves.

NZARE National Refereeing Panel (NRP): 2007-2008

Richard Smith
NZARE VP and
Co-convenor of the NRP

The NZARE National Council established a sub-committee which is the designated NRP in 2006. This includes an independent chair, Professor Clive McGee, the co-convenors the immediate past president Dr Lynne Whitney and vice-president Dr Richard Smith, and membership including Dr Shirley Gillet (a secondment), Dr Colleen McMurchy-Pilkington, Dr Jo Higgins and Dr Airini plus: one/two M?ori members from council or from the M?ori Caucus (or nominees) the one other Pasifika Caucus members (or nominee), and Anne Elliot as the (former) Student Representative, the CEO of the NZCER (or nominee), plus one other member of Council.

The information about the NRP and the background to the establishment and purpose of this panel can be found on the NZARE website www.nzare.org.nz

The *Background Paper* from 2005 is on the main page and *Application Forms* to become a reviewer on the left hand panel

The response to the NRP was heartening and wonderful and we currently have **84** people wanting to be referees for NZARE conference papers for 2006-2007. These range from emergent to very experienced reviewers. We have five overseas reviewers three from Australia, one from the UAE, and another from the USA.

Many reviewers belong to a host of other professional associations and many have experience in reviewing for a variety of organisations or publications.

We are very grateful to those offering their services for building the research capability and professionalism of NZARE, and from 2008 we hope to have a group/pool of more experienced reviewers

Which could provide early formative feedback on drafts papers prepared in advance for emergent or more novice researchers.

Whilst the overall pool of 84 is excellent we urgently required more reviewers and in particular Maori and Pasifika academics to act as peer reviewers for 2007-2008. Thus please fill in the application on-line as soon as possible and advise Colleen McMurchy-Pilkington c.mcmurchy@auckland.ac.nz or Airini airini@auckland.ac.nz as your Maori and Pasifika caucus colleagues along with Tanu Kapoor (NZARE Secretariat) tanu.kapoor@nzcer.org.nz

Please urgently complete your applications to be considered as a reviewer for the 2007 NZARE conference held in sunny Christchurch and an Aotearoa/NZ reviewer for the combined AARE-NZARE conference in Brisbane in 2008. ■

Council of Deans to scope options for a data repository for teacher education

Sue Willis
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The Australian Council of Deans of Education has been granted funds from the Carrick Institute's discipline-based initiatives scheme for 'a scoping study for a national data repository directed at quality improvement and efficiency in teacher education'.

The project will operate for a year from the beginning of July 2007. It will investigate the need for, feasibility of, support for and specifications of a national data repository (or data library) with systematically managed, accessible and usable data relevant to teacher education.

While details are the subject of the scoping study, the ACDE envisages the following features of a repository

- the data in the repository (drawn from new and existing collections) provides the information necessary to **inform important decision-making** in teacher education and related areas, including evaluation of existing programs and the development of new courses, teacher workforce planning, academic workforce planning (education AOU), facilities planning, etc
- new collections of data are appropriately **compatible** with existing data collections (such as DEST higher education student collection)
- the data repository has a **research oriented data model**
- data is collected and maintained over the **long term**
- data collection is **not unnecessarily burdensome** for university staff or others
- data is collected and organised according to appropriate **data standards**
- data is available in a **timely** manner
- **appropriate software** ensures that the data is readily and efficiently accessible in a usable (and user-friendly) form, and can respond to complex queries and immediately provide tables, graphs or maps as required
- data is readily **available** to all deans of education, education researchers and to others (including the public) on an agreed basis – this indicates that a web-based system should be considered.

Possible new data collections could include

- longitudinal surveys following cohorts of student teachers
- detailed information about individual teacher education courses
- information about staff not covered by the DEST collection
- Student enrolment data by teaching specialisation.

The project is being directed by Professor Sue Willis, ACDE President, and the ACDE Board will oversee the project. Working on the project will be researcher, Barbara Preston (former AARE executive member and former ACDE executive officer), and consultants with high level database and/or data software expertise will also be involved.

Your input sought

The project will involve substantial consultation with teacher educators, education researchers, data management experts and others. The areas of data repositories, e-research and cyberinfrastructure are fast-evolving, with new technologies and concepts developing all the time. Thus the input of all AARE members with an interest and/or expertise will be vital to the success of the project, and ultimately to the possible development of a resource of great value to teacher education and to many education researchers.

We welcome any suggestions or references at this early stage, and expressions of interest in being consulted later this year or early next year. Please contact us. Information about the project as it progresses will be on the ACDE website, and communicated via emailed newsletters to deans of education and all others who would like to be kept up to date. ■

AARE's digital repository of conference papers

Peter L Jeffery
AARE Executive Member

In 1989 a debate in the AGM of AARE regarding the prohibitively high cost of printing Proceedings [collected papers] from the annual conference and posting the telephone book size compendium to all members, resulted in acceptance of a motion that the collected papers would be distributed on computer disks [at that time 5.25 inch floppy disks]. This was extended in subsequent years to 2.5 inch disks and to include Macintosh format as well as IBM PC format.

When the World Wide Web [Internet] became available the collection of papers was placed on AARE's website. The publication of sets of computer disks continued but was replaced by publication "in fixed digital format" on CD. [Fixed digital format was requested by members and also is "required" by academic considerations to do with permanency of research data]. Initially none of the collected papers were refereed, they were "as presented at conference" - a digital repository of papers.

Copyright

Copyright of papers in the repository was and is retained by authors. As it is a voluntary deposit system the collections differ from the abstracts of proposed papers for each

conference published in the Abstract Book for the conference but the papers must have been presented at conference. At some juncture, the Conference Papers Collections began to be called Proceedings [although they do not reflect deliberations at conference - they are collected papers].

Editing

DEST demands of members that they provide "publication" details of their papers and members became interested in citing the name of the editor, publication date and other bibliographic details. To assist members AARE changed to call the Collection of Papers "Proceedings" and from "compiled by" to "compiled and edited by" although no academic editing is done to the papers. The editing that is done is to negotiate complete files from the authors [many leave off their institution and name] and to prepare the html links that lead to the papers in the collection. In addition editing includes checking that papers were actually presented and refereed if they claim to have been. AARE Office's ® annotation on the website that is controlled by the Association, is the authority on this matter as authors could if they wanted add ® to their papers in pdf whether they were or were not refereed.

From the inception of the digital repository project the papers submitted on disk have not been edited in an educational professional way. In recent years members have submitted in PDF file format [or their Word documents have been converted by AARE to PDF when members have been unable to do the conversion for one reason or another] so no editing can occur. The policy of not undertaking academic editing or imposing format restrictions on authors, just guidelines, is derived from the belief that academics should take full responsibility for every aspect of their writing including grammar and word-processing as well as content. **This was the original accepted nature of the conference papers collections as accepted by the AARE AGM Adelaide 1989.** This means that the digital repository [collected papers] is not an academic publication although it is made available via the AARE website. Depositing in a digital repository does not inhibit authors from publishing the same or derivative works in journals. The AARE digital repository is not an academic journal and AARE does not ask for or hold copyright of the papers in the collections. This makes it difficult for AARE or anyone else to make collections of papers and publish them in any form as the permission of each and every author will be required before proceeding.

AARE's digital repository now contains some 5,500 full text papers and a percentage of them since 1999 have been fully peer refereed. The following table previously published in AARE NEWS #55 July 2006 but now updated, gives the breakdown of refereed and non-refereed papers in the digital repository.

Utilization

Progressively the compiler of the digital repository is publishing information on utilization of the papers via AARE Website. See AARE NEWS numbers 57 and 58. These data show that the original objective of the digital archiving project is being achieved by wide scale readership of the papers. It is a moot point whether AARE members prefer to be published in journals, or whether academia's prime motivation (in the public good) is to disseminate findings freely and widely. Probably members want to do both.

Derivative collections can be made and published when academically edited and copyright permission obtained. There is already a clear distinction between refereed ® papers and others. AARE never publishes PPT presentations. Some AARE member/authors and some overseas people do not request refereeing of conference papers so it cannot be assumed that all papers in the repository that have the ® symbol are good or better than others that do not have the ® symbol.

A major contribution to educational research dissemination

AARE's digital repository is well respected by academic colleagues around the world. AARE pioneered this form of research dissemination and the papers have been used by research students and people from all parts of the world. AARE maintains an open access statistics monitor on AARE web site so anyone can check usage of the papers in the repository. There is full information on the website explaining the nature of the collection, and by and large, member/authors do a professional job of preparing their work for entry to the repository and subsequent use by other people.

The collections are released for public access within a couple of months of presentation so the work of educational research can be built on rather more quickly than the time-line for journals publishing allows. ■

Conference Papers on AARE website

Year	*.txt	*.htm	*.pdf	Total	Refereed	% Refereed
1989	38	0	0	38		
1990	81	0	0	81		
1991	125	0	1	126		
1992	337	0	1	338		
1993	194	0	0	194		
1994	375	0	3	378		
1995	203	0	0	203		
1996	337	0	2	339		
1997	0	286	0	286		
1998	0	223	0	223		
1999	0	430	0	430	112	26.05%
2000	1	231	1	233		
2001	0	396	8	404	97	24.01%
2002	1	343	0	344	100	29.07%
2003	0	0	417	417	116	27.82%
2004	0	0	510	510	199	39.02%
2005	0	0	373	373	208	55.76%
2006	0	0	362	362	239	66.03%
Total	1,692	1,909	1,678	5,279	1,071	

Working with and against Butler

Mary Lou Rasmussen
Faculty of Education
Monash University

In *Theory for Education* (2006: 83) Greg Dimitriadis and George Kamberelis, in their entry on Judith Butler, interpret her work in *Gender Trouble* and *Bodies that Matter* as suggesting that:

There is always the possibility of agency, of acting out with the system in ways that are subversive and transformative of it, because there are always aspects of oneself that are "socially impossible," that cannot be reduced to the order of things, that exceed any particular identity (such as gender identity and sexual identity) within that order—hence her interest in drag, cross dressing and other "queer" forms of gender trouble—Butler calls for performances — that is, expressions of identity that exploit those subversive dimensions and thereby produce new possible ways of being in society.

This necessarily brief introduction to Butler in this very useful primer on key theorists for education reiterates the notion that 'queer theory' is intrinsically associated with very "queer" things (drag, cross dressing, etc). I perceive this aspect of the entry on Butler in *Theory for Education* as part of a chain of signification that, probably unintentionally, posits queer theory as most useful for "queer" people/practices. My aim here is not to place Butler in the closet; her influence on theorizing sex, sexuality and gender in education is well documented. Rather, in this piece I want to work against a tendency within education to read Butler only through this 'queer' lens, and, consequentially, as a somehow marginal figure in the context of theory in education.

In an interview conducted with Peter Osborne and Lynne Segal in 1993 Butler responds to a question regarding her use of drag in *Gender Trouble* as follows:

The problem with drag is that I offered it as an example of performativity, but it has been taken up as the paradigm for performativity. One ought always to be wary of one's examples. What's interesting is that this voluntarist interpretation, this desire for a kind of radical theatrical remaking of the body, is obviously out there in the public sphere. There's a desire for a fully phantasmatic transfiguration of the body. But no, I don't think that drag is a paradigm for the subversion of gender. I don't think that if we were all more dragged out gender life would become more expansive and less restrictive. There are restrictions in drag. In fact, I argued toward the end of the book that drag has its own melancholia. (1994: np)

It seems that post the publication of *Gender Trouble* Butler came to regret her use of drag as an example. For many, within and outside education, Butlerian performativity, and her wider oeuvre, is irretrievably wedded to very queer subjects – as Butler argues above, this may be read as a melancholic interpretation of her research. In other words, for some, Butler's association with drag has undermined the way her work has been utilized in the field of education because her theorizing of gender seems to have become integrally associated with parody and perversion. Some symptoms of this melancholic condition are that proper educational theorists (a) aren't interested in such marginal (read queer) issues (b) perceive these marginal issues as of no consequence to themselves, or to their research, and (c) might look with some suspicion on those within education too closely aligned with the work of Butler. Pierre Bourdieu, Stuart Hall and Jean Piaget (other theorists featured in *Theory for Education*) do not appear to stir up similar anxieties.

These observations aside, I have found Butler's work useful in analysing debates related to sexualities, gender and schooling (Rasmussen, 2006). But more recently I have endeavoured to take Butler elsewhere. To this end, with Valerie Harwood, I have drawn on Butler's work in *Precarious Life*, in order to reconsider Foucauldian notions of sovereignty in understanding relations of power. In this post 9/11 environment Butler sees a shift in the operation of sovereign power within and outside the United States. We argue that this shift is critical in the production of young people who are situated as inhabiting a location outside the public good. These young people are often unrecognizable as 'subjects' within the public good, rather they may be deported or detained in order to preserve the public good. Given this context, these young people may be perceived as a constitutive outside to the public good. We focus on the intersections between governmentality and sovereign power with a view to considering how this might enable us to expand our understanding of contemporary discourses governing young people within and outside Australia. In particular we focus on the production of groups of young people, such as those classified as "illegal immigrants" who lives form an 'outside' in the interests of the "public good" (Rasmussen and Harwood, 2006).

In conjunction with Anna Hickey Moody (forthcoming) I have also considered the utility of theorizing Butler in conjunction with the work of Gilles Deleuze. We consider the tensions between the political impetus for fleeing from psychological and psychosocial mythical types (Deleuze and Butler) and the need to engage with, and harness the political utility of, embodied ways in which such flight is often re-incorporated into lived subjects (Butler). That is, to re-think the ways in which tropes of sexed being are part of the fabric of subjectivities in ways that are often difficult to escape. Deleuze and Guattari are renowned for their scathing critiques of psychoanalysis – yet Butler takes up psychoanalytic concepts in her consideration of constraints relating to the performance of sexed and gendered subjectivity. Such differences in conceptual tools have informed a contemporary culture of scholarship that considers Deleuze and Butler to be antithetical. Hickey-Moody and I do not dispute such fundamental ontological differences, but we do question the utility of opposing strategic unions between these theorists.

Why can't we use Butler with Deleuze to create new possibilities for queer theory in education? We recognize that Deleuze's work offers valuable methods for leaving behind renderings of queer theory preoccupied with being anti straight and non-normative, and which seem incapable of decentring the subject; recognizing that gender and sex are of the world, not just the person. However, subjects, and the worlds they inhabit, cannot escape their historicity. If one is to understand singular subjectivities as collectively bound, surely it is important to consider the ties that bind. We want to occupy a realm in between Butler and Deleuze; not a land where desire is unhinged from the subject; nor a place where possibilities for variation and change are numerous; and critique is passé.

In schools and in academia – where certain types of bodies, curricula and research continue to be constructed as outside the mainstream – one can argue the ongoing utility and necessity of a Butlerian style of critique within education. ■

References: Butler, J. (2004) *Precarious Life: The Powers of Mourning and Violence*, (New York, Verso). See [Retrieved 15 March 2007] Dimitriadis, G., & Kamberelis, G. (2006) *Theory for Education* (New York, Routledge). Hickey-Moody, A.C. & Rasmussen, M.L. (In press). *The sexed Subject In-Between Deleuze and Butler Deleuze and Queer Studies* (Eds.) O'Rourke & Nigianni (Edinburgh, Edinburgh University Press). Rasmussen, M. (2006) *Becoming Subjects* (New York, Routledge). Rasmussen, M. & Harwood, V. (2006), *Reconsidering Sovereign Power, Young People and Governmentality*, *American Educational Research Association (AERA) Annual Meeting*, San Francisco, April.

Problems with Journal Banding

How to assess research quality?

I write to express my concern about the real and present risks of the 'banding' part of the current journal mapping exercise being conducted under the partial sponsorship of AARE. I am calling for a real debate about possible long-term unintended consequences of actually carrying out a 'banding' of educational research journals and for the need for a more considered and sustainable position with respect to the assessment of research quality. In particular I argue the urgent need, at this critical point, to be very careful short-term pragmatic solutions, and to take a position for more robust and sustainable metrics, such as field-appropriate citation indices.

At the AARE focus conference held in Canberra on June 13-14 this year on the *RQF and Beyond*, there was public discussion about the consequences of decisions currently being made concerning the assessment of research quality in Panel 11 in the RQF. As part of its preparation for the RQF, AARE has partially funded the SORTI group from the university of Newcastle to design and conduct a survey of members' views on the key journals in the field. At the conference there was a presentation of the results to date of the mapping exercise. My sense of the subsequent discussion and debate was that:

- i) there is no coherent intellectual case for journal *banding* at this point in time
- ii) there is a need for some sort of field-generated metrics for Round 1 of the RQF
- iii) there was concern at the unintended long-term effects of journal banding
- iv) there was enthusiasm for working seriously on citation as a robust long-term strategy

At this point in time, all disciplines are required to have some form of metric for quality assessment, given the multi-disciplinary constitution of the panels and the kind of assessment that will be undertaken. Panel 11 will have two or at the most three educationalists, together with lawyers, journalists, social workers and others.

Assessment of research quality will of necessity be impressionistic. Panel members will not be reading and assessing actual research outputs and they will be making broad quality judgements. Mostly, they will be judging quality on the basis of where works are published. So there is a case for the value of a ranking of journals to which the whole community has contributed. It is certainly better than having just two or three people do it, especially given the size and diversity of the field of educational research. However, there is a major leap from ranking to banding that needs careful examination, I believe.

From ranking to banding?

The journal mapping exercise is a snapshot of the views of something over 600 members who have participated in an online survey. From this survey, which asked participants to rank their top journals in each of a variety of different fields, to date 900 journals have been listed and ranked in different sub-categories and specialisations.

The proposal currently being discussed is to move from this mapping to a banding, that is, stratifying the rankings into bands calculated by percentage or some other methodology such as clustering of preferences. At the conference, much public discussion revolved around where the bands should be, expressed in percentiles. For example, should 'Band 1' consist of the top 10% or 20% of ranked journals in the list?

There may be three or four 'bands', according to this proposal, and an 'Unbanded' category at the bottom.

It is the effects and consequences of this shift from mapping and ranking to banding, in particular, that require urgent attention of the AARE membership. The short-term political pragmatism of this exercise risks creating a monster that in my view threatens to eat its young! I am not intending at all to criticise the work of Holbrook and Bourke and the SORTI group. There was real appreciation at the focus conference at the methodology of canvassing views across the sub-fields, thereby gaining a differentiated ranking within specialisms.

However, there was also keen recognition here that this method of assessment is flawed, short-term and at best a proxy for quality. What is really at issue are real and long-term questions concerning how the field might reconsider its options and move forward in this era of research assessment with some sense of what it does want to advocate for and to develop. How can quality of educational research be assessed in ways that enhance opportunity to build capacity and maintain and build a healthy research ecology?

Negative consequences of journal banding

We need a more open debate about the effects and consequences of this exercise. I am not a survey methodologist and would value such debate by those who are. And I am sure that, on its own terms, this survey is methodologically highly respectable and reliable. But I suspect that its claim to explicit and respectable methodology implies that it is more robust than it is or can be, at least to this non-expert. I have just a few thoughts to share here, based on my engagement at the conference with the presentation and ensuing discussion.

My first point concerns the variable reliability of the rankings within categories. The categories received highly variable rates of response, and those receiving lower rates will be disproportionately affected by individual preferences. The more specialised the field the smaller the response is likely to have been. In the case of my own Faculty, many of the researchers are not even members of AARE and have not even encountered the survey, as their professional associations are within their own specialist fields, whether that be TESOL, VET or workplace learning. Yet they are subject to the same quality assessment procedure through Panel 11 and their views have not received exposure, in this short term at least, to this survey tool.

My second point concerns a range of problems associated with the methodology for banding. If, for example, as was discussed at the focus conference, it is decided to stratify journals by percentage preference, there are serious issues in relation to journals clustered together around the percentage markers. There will be important meanings associated with the difference between Band 1 and Band 2 journals that may only in reality be a difference of a single survey vote. And there are clearly other consequences of this kind of methodology that we as members need to be able to consider as we endorse a highly consequential strategy such as banding.

My third point is perhaps even more serious for the longer-term health of the large and diverse field of educational research. It concerns the inevitable changes in researcher behaviour as a consequence of the banding and the problem of what mathematicians call *consequential validity*. This term refers to the power of naming.

Once a journal is known to be a Band 1 or an Unbanded journal, the consequences of participation in writing for, reviewing and editing these different journals will become more and more differentiated. We all know how odd behaviours were produced from the Research Quantum, for example, the skewing of publication into DEST-point-earning outputs, including the small-circulation refereed conference proceedings, and the subsequent diminishment of other forms of publication such as professional journal publication. It would be in my view more than naïve to think that a banding of research journals would not lead to distorting behaviour. Who, after all, would want to carry on being an editor or contributing to a Band 3 or an Unbanded journal?

Lower ranked journals tend to be in specialist or niche sub-fields, or they span the space between research and professional practice, they are local and specific, or they are emergent and experimental. All of this kind of diversity is potentially at some risk in the longer term. As a field we have a problem of aging and succession. Smaller and

Smaller and specialist journals are a place for apprenticing younger researchers into the crafts of journal reviewing and editing, for seeding new ideas, and for representing local and national, as distinct from more generically 'international' issues. Though the general Australian research journals have fared well in the survey so far, there is a real need for us to be mindful that local and national educational concerns require a healthy local and national research and publication ecology across the board of the specialist categories.

Consequential validity is the self-fulfilling prophecy of banding. Not only do we not have enough information to do this in a robust enough way within the short timeframe of the survey, the results of banding will produce what they are purporting to merely reflect, with the inevitable limiting of what is deemed to be worth publishing in.

RQF 1 with an eye over the horizon

So what is possible here?

If the panel members in RQF 1 are required to make quality judgments by proxy, ie, in the absence of direct assessment by experts or a sensible citation index, quality assessment will need to be based on where research outputs is published. Under these circumstances, some kind of rank order is probably justifiable and necessary, and it is almost certainly better to have some kind of map of the members' preferences than just the impressions of the panel members. And the ranking within diversity that the SORTI survey is producing is certainly better than a single undifferentiated ranking, and will serve a short-term purpose.

But beyond RQF 1, I would argue strongly that there is an important intellectual and strategic case to be made for developing an appropriate citation index for assessing quality. A citation index, no matter what problems beset these tools, is in principle a measure of how knowledge accumulates. It is a future-oriented and aspirational method and it can in principle be a fairly direct, specific and differentiated assessment of quality.

Numbers are always proxies for quality and given the need to supply some kind of metric, we need I think to attempt at all costs to safeguard the capacity of the field to grow and diversify in appropriate directions.

How can AARE help to shape this kind of future? What kinds of 'good' behaviours do we want to promote through assessment exercises? How do we as educational research leaders help to shape the scholarly community for the future?

What we appear to be tacitly consenting to is a short-term political exercise with serious potential long-term consequences. Far from 'banding together for research quality', I fear that the journal banding exercise is short-sighted and under-conceptualised. I am also not convinced that there is a non-negotiable insistence from DEST. I would hope that there is some room to negotiate and show some leadership that is not simply hyper-compliant but is strategic and canny about the future.

I propose that as a professional association we debate these matters further before decisions are taken that are irreversible. I propose that the current exercise of *banding* not go ahead and that the differentiated ranking is put forward as a temporary and provisional measure for this round of the RQF until better metrics are developed. ■

Call for Nominations for AARE Executive 2008

Nominations for the following positions on the Executive Committee of AARE should be forwarded to the Secretary by 29 September 2006.

Debra Cunningham
Hon. Secretary

Positions: President-Elect, Secretary, Treasurer, Research Development Coordinator.
Editor AARE NEWS (AARE Newsletter Editor & AARE Website Manager) and AARE Executive Member (four positions).
Two extra positions (PG Students and Early Career Researchers) See details in Note 7 but use this form.

Nomination Form		Office Use
Position	please write in name of position	<input type="checkbox"/>
I	full name of the member proposer	<input type="checkbox"/>
Nominate	full name of member nominee	<input type="checkbox"/>
I second the nomination	full name of member seconder	<input type="checkbox"/>
Signature of Nominee	I accept nomination	<input type="checkbox"/>
Signature of Proposer		<input type="checkbox"/>
Signature of Seconder		<input type="checkbox"/>

Copy this Nomination Form and send to Ms Debra Cunningham
Hon. Secretary AARE, Queensland College of Teachers
Box 389, Toowong 4066 QLD

Nomination Form Notes

- Proposers, seconders and nominees must be financial members of AARE.
- Please check membership status by email to aare@aare.edu.au or phone 03 5964 9031 and ask for Ruth Jeffery.
- Please return completed Nomination Forms to Ms Debra Cunningham, Hon. Secretary AARE, Queensland College of Teachers, Box 389, Toowong 4066 QLD.
- Nominations close 29 September 2006.
- A ballot will be conducted (if necessary) after 20 October 2006.
- Polling closes prior to conference, 7 November 2006.
- The extra two positions (Post Graduate and Early Career Researcher) are not currently written into the constitution but we are co-opted positions onto the Executive by the Executive. While these constitutional matters are being addressed and before any changes to the constitution are put to the membership for a vote, the Executive is seeking advice from the membership on appropriate people to co-opt onto the Executive in 2007: specifically, up to two people who know about (and preferably are experiencing) postgraduate student issues and early career researcher issues. In the past the Executive has sought the advice on whom to co-opt from postgraduate students and early career researchers meeting at each conference. This year the Executive has decided to seek the advice of the entire membership. Individuals with these interests and who are interested in being co-opted on to the Executive, should indicate this interest in the same way as for Executive positions laid out in the constitution. These statements of interest will then be put to the membership and their advice sought, at the same time as elections are held for the Executive.

Names of all existing Executive members are given on AARE website at <http://www.aare.edu.au/exec/aareexec.htm>

A definition of Early Career Researcher is provided at <http://www.aare.edu.au/early/index.htm>

Expectations of Executive Committee Members

The Executive committee is responsible for the management of the Association on behalf of the general membership. It is accountable to the membership and reports at the AGM. The Executive normally meets face-to-face three times a year (usually in February, in June/July, and just before the annual conference). Additional meetings may be held by teleconference and/or WebEx.

Executive Committee members act in a voluntary capacity. Before volunteering to serve on the Executive, members should be aware of the expectations AARE has for members of the committee.

It is expected that committee members will:

- Attend meetings of the committee
- Undertake such activities between meetings as agreed among committee members (this may include, for example, drafting documents or liaising with other groups)
- Attend the annual conference

It is expected that members will give their time and effort to this vital Association role on a voluntary basis as part of their commitment to education research. Given the size and importance of the Association, the workload involved can be significant. AARE will reimburse Executive committee members for out-of-pocket expenses incurred in their committee role (eg travel to attend meetings). However, AARE is not able to reduce or waive conference registration fees for committee members, fund their travel to the conference, nor provide other financial or in-kind compensation except in certain specific cases as determined by the Executive from time to time.

AARE is extremely grateful to its voluntary committees and recognises that without their dedication and commitment the costs of managing the Association would be considerably higher. We trust that serving on the Executive committee will benefit members by expanding their professional networks, developing latent talents, learning new skills, and providing a sense of personal satisfaction at contributing to a major professional association.