From the President
Welcome to the final AARE newsletter for 2013. By now you all current and past AARE members will have received an email regarding our latest member survey. If you have not already done so we would urge you to complete the short survey. The survey results will be important to the future activities of the association.

Additionally, this Friday the ballot will open for the election of new AARE Executive members. Look out for the link to the ballot in your inbox. Voting will close on November 17.

Along with the Executive members and the Conference Standing Committee, I look forward to welcoming members and other attendees to the annual conference in Adelaide. Whilst attending the conference do look out for our AARE membership booth. Here you will be able to meet our Office and Events Manager Deborah Cracknell who has initiated this new member service. Deborah can assist you with an update your member details, obtaining a copy of your membership number and importantly providing us with feedback on how we can improve our service to members.

AARE Annual Report
The 2013 AARE Annual Report contains reports from members of the AARE Executive with particular responsibilities for the Association. It is made available here to enable access for all members regardless of whether they are able to attend the AGM at the conference in December. Click Here for the 2013 Annual Report

Forthcoming RARE and new AARE Book Series
A new issue of the Review of Australian Research in Education (RARE) is in train on the challenging issue of within school stratification. Edited by James Ladwig and James Albright, this new issue of RARE is expected to be available early in 2014. Building on the tradition of RARE, AARE has moved to establish a regular book series for the dissemination of education research in Australia. Following a call for expressions of interest and review by a panel that comprised the President and Immediate Past President (Julianne Moss and Christine Halse) and three senior scholars (Professors David Hogan, Di Mayer and Jo Reid), the inaugural editorial committee for the new book series is Professor Peter Renshaw (Senior General Editor) and Drs Nicole Mockler and Greg Thomson (General Editors). The editorial committee will take carriage of progressing the book series and further details will be announced in the near future.

AARE Awards 2013
Submissions for the Annual Conference Awards – Postgraduate Researcher; Indigenous Postgraduate Researcher; Early Career Researcher; Betty Watts Indigenous Researcher – are now closed. Thanks to all those members who applied. The 2013 Awards Committee is currently reviewing applications and the results will be announced at the 2013 AARE Conference. Winners of the awards will be notified as soon as the process is complete.

Recent Awarded Theses
- Fariza Puteh Behak, University of Southern Queensland
- Rosalyn Black, University of Melbourne
- Keith Cardwell, University of Southern Queensland
- Jane Hunter, University of Western Sydney

Read More

Postgraduate Profiles
- Julie Dillon-Wallace, “Mothers of young children with special healthcare needs: Maternal wellbeing and engagement in work

Read More

A New Look for AARE!
The new-look AARE website, complete with searchable database of conference papers, will be launched in October. The AARE Logo has also undergone a facelift and will be launched with the new website. Stay tuned!

Contributing to the AARE Newsletter
Please feel free to contribute items to the AARE Newsletter Closing date for next newsletter: 1st March 2014
Send to: Lisa.Papatsiarionou@flinders.edu.au

Editor
Lisa Papatsiarionou
‘Content, Production & Online Production’
Flinders University
Lisa.Papatsiarionou@flinders.edu.au

Sub Editors
Neil Tucker
neil.tucker@uon.edu.au
Erika Spray
Erika.Spray@newcastle.edu.au
Recently Completed Theses

Fariza Puteh Behak

Thesis Title: Using a multiliteracies approach in a Malaysian polytechnic classroom: A participatory action research project
Institution: University of Southern Queensland
Supervisors: Associate Professor Robyn Henderson and Dr Lindy Abawi
Award: PhD awarded September 2013

Abstract: This Participatory Action Research Project (PAR) investigated how students in a Malaysian context negotiated learning using a multiliteracies approach. Using qualitative methods, the study explored 12 students’ experiences in learning English as a second language and investigated the research teams’ experiences in engaging in a collaborative research process. Guided by Vygotsky’s (1978) sociocultural theory, the study examined the ways that students’ sociocultural practices influenced their learning using the multiliteracies approach, and explored how the research teams’ cultural practices affected the research processes of PAR. Data were analysed through a reflective analysis.

Rosalyn Black

Thesis Title: Educating the reflexive citizen: Making a difference or entrenching difference?
Institution: Melbourne Graduate School of Education, University of Melbourne
Supervisors: Professor Johanna Wyn and Dr Ani Wierenga.
Award: PhD awarded September 2013

Research Profile:
This thesis explored the ways in which young people are constructed as reflexive citizens through their schooling and what this means for young people who are subject to structural or socioeconomic inequalities. Methodologically, the thesis drew on a critical discourse analysis of recent Australian education policy as well as case research in two Victorian government secondary schools located in low socioeconomic communities. Theoretically, it was grounded in education and youth sociology, drawing on concepts of governmentality, reflexive modernity and critical pedagogy. The thesis revealed the deep ambiguities that accompany some young people’s experience of participation as well as the contradictory forces that shape the practices of educators. It also offered some fresh ways of understanding the role of schools in enabling young people’s democratic participation as well as young people’s capacity to see themselves in enabling ways.

rosalyn.black@monash.edu

Keith Cardwell

Thesis Title: Workplace competence for recreational diving instructors through situated learning environments in established communities of practice
Institution: University of Southern Queensland
Supervisors: Professor Patrick Danaher and Associate Professor Robyn Henderson
Award: PhD awarded September 2013

Abstract: The purpose of this study was to identify and analyse the competencies required of recreational diving instructors through an investigation of situated learning environments in established communities of practice. Clarification of the desired competencies was required to understand the extent to which these competencies and associated decision-making capabilities are affected by involvement within established communities of practice. An illustrative case study was used where semi-structured interviews were conducted with 29 recreational diving instructors and their employers from three different diving organisations in North Queensland during the years 2008 to 2010. Analysis of the data resulting from these interviews was corroborated with evidence gained from onsite observations.
**Thesis Title:** Exploring technology integration in teachers' classrooms in NSW public schools  
**Institution:** University of Western Sydney  
**Supervisors:** Associate Professor Geoff Munns and Associate Professor Bronwyn Cole  
**Award:** PhD, to be awarded December 2013  

**Abstract:** This thesis took the TPACK framework (Mishra & Koehler, 2006) as its theoretical starting point, and using this framework posed the question of how a group of exemplary teachers conceptualised their knowledge of technology integration in education contexts. The research was a series of purposeful, intensive case studies of four teachers in Stage 1-5 classrooms (approximate ages 6-16 years) in different school sites. The study found the teachers' knowledge of technology integration is constructed on theory (T), creativity (C), public performance (P), life preparation (L) and contextual accommodations (C). These five main conceptions are underpinned by particular themes. In the first conception, T is supported by construction of learning, purposeful teaching, focused planning, enriched subject matter, promotion of reflective learning, shifts in conversations and thinking, and authentic student engagement. The second conception, C, is sustained by boosting creative learning, creating opportunities for production, unleashing playful moments, supporting values, and differentiating learning. The third conception, P, is held up by scaffolding performance by making it public and enhancing outcomes. Life Preparation, or the L, is defended by operationalising the real world, giving voice, ownership and responsibility, and the revelation of effectiveness in terms of self-regulation and self-efficacy. The final conception, (C), is maintained by the personal and professional, changes to time, nurturing community and defining the game. Each initial comes together to form a fresh equation, T+C+P+L+C = high possibility classrooms (HPC). The study findings add to what is known about the TPACK framework by deriving five new conceptions out of exemplary teachers' knowledge of technology integration. Recent moves in some futures literature (Chen, 2010; Craft, 2011; Gardner, 2012; Mishra & Koehler, 2012a; Pink, 2009; Robinson, 2012; Zhao, 2012) reflect the study findings about where education must go if young people are to be involved in high possibility classrooms where they are given opportunities to learn well, be creative, productive and thinking citizens who can help solve some of the world's most significant problems. New knowledge generated by this study forms a useful and practical conduit to ensuring all children have an experience of learning that is important and relevant. The study findings are both theoretical and practical in their approach to graduate and experienced teachers' knowledge of technology integration and will be of critical significance to leaders in teacher professional learning in education jurisdictions.
Julie Dillon-Wallace

Thesis Title: Mothers of young children with special health care needs: Maternal well-being and engagement in work
Institution: Queensland Institute of Technology, School of Early Childhood
Supervisors: Professor Donna Berthelsen, Associate Professor Sue Walker, Professor Jan Nicholson

Research Profile:
My thesis reports research focused on the well-being and employment experiences of mothers who have a child with special health care needs. Data are drawn from Growing Up in Australia: The Longitudinal Study of Australian Children (LSAC). This is a public access database. The thesis uses the social ecological theory of Bronfenberner (1984) and the work of Zubrick et al. (2000) on human and social capital to inform the conceptual framework for the research. Four quantitative studies are reported: A descriptive study on Australian children with special needs, two matched-case control studies, and logistic regression, which examine the working lives, social lives and well being of the mothers. The findings of the studies are discussed in terms of the implication for theory, practice and future research in an Australian context. Mothers of children with special health care needs were found to have poorer general health and poorer mental health than mothers of typically developing children. They also reported that work/life balance was more challenging. Considerations for an expanded view of ecological theory to understand the well-being of mothers who have children with special health care needs and their engagement in employment are outlined. Future recommendations for research include paying particular attention to the complex interplay and impact of life stressor on mothers’ general and psychological well-being when they care for children with special health care needs.

julie.dillonwallace@qut.edu.au

What’s your story?
The AARE community would like to hear your story and share postgraduate students’ research and related experiences through the AARE newsletter and website. Please write your 200 word bio that includes details about yourself, your work and your preferred contact modes. Then email your 200 word bio and a photo of yourself to the Postgraduate Student Member Kim Pappaluca at k.pappaluca@ballarat.edu.au
CONFERENCE REPORT

The program for the 2013 Adelaide conference is now finalised and can be found on the AARE website. In addition to the two keynote speakers, Professor Peter Buckskin and Professor Michael Peters, Professor Jill Blackmore has been invited to present the prestigious Radford Lecture and Associate Professor Julianne Moss will give the AARE Presidential Address this year. The eight Invited Symposia were selected from a very competitive field and a substantial number of the SIGs have received additional funding to offer stimulating activities. On the Sunday before the main conference, in addition to the traditional Postgraduate and ECR program, there is also a Practitioner Day. Further, on the final afternoon of the conference, four workshops have been offered on key issues of writing journal articles, book proposals, grant applications and developing a research track record. Please check for the latest information on the AARE conference website: http://aare2013.com.au/

The 2014 conference will be held jointly with NZARE in Brisbane at the Kelvin Grove campus of QUT and planning is well underway.

I would like to acknowledge the many scholars who have so generously given their time to support the AARE conference by presenting one of the workshops, reviewing abstracts or papers, leading SIGs or participating in one of the committees. Thank you.

Julie White
Chair, AARE Conferences Standing Committee 2013-2015
The Annual General Meeting of AARE will take place during the forthcoming annual international conference in Adelaide.

All members are encouraged to attend. Find out more about your Association and to have a say in what it does.

Notice is hereby given that the forty-third Annual General Meeting of Members of the Association will be held at the Hilton hotel in Adelaide, on Wednesday 4 December 2013 from 5:30 pm to 6:30 pm. A draft agenda will be available on the AARE website soon.

The AGM is open to all members of the Association. Members unable to attend in person may appoint a proxy to vote on their behalf. A Form of Appointment of Proxy is available on the AARE website or from the Secretary. Proxy appointments must be advised to the Secretary by Wednesday 20 November 2013.

Members who are unable to attend the meeting or who would like to register questions in advance are invited to submit questions using the Question Submission Form available on the AARE website or from the Secretary. Questions must be submitted by 20 November 2013.

Debra Cunningham
Secretary, AARE
debra.cunningham@qct.edu.au
SIG News

Welcome to New SIGs

History and Education SIG

A proposal to establish a ‘History and Education’ SIG, has recently been ratified by the AARE executive. This SIG aims to develop a vibrant and supportive community of scholars working in history education and curriculum in schools, and historical studies of education, including history of curriculum, and the philosophy and history of ideas in education. It seeks to create further opportunities for research in these fields, foster national and international networks among scholars, and actively mentor early career researchers and doctoral students working in history and education. From 2014, the SIG will sponsor conference symposia and research workshops, with activities planned throughout the year as well as at the end of year conference. One major activity will be to commence an oral history project interviewing key people involved in the start-up and early period of AARE: these interviews will be digitally archived and available for future researchers. We will be hosting our inaugural conference dinner and meeting in Adelaide and look forward to meeting new and potential members then. The SIG dinner will be at Passatempo Caffe Ristorante, Monday 2 December 2013. If you have any questions or would like more information, please contact the convenors, Julie McLeod (University of Melbourne: jemcleod@unimelb.edu.au) or Robert Parkes, (University of Newcastle: Robert.Parkes@newcastle.edu.au).

Educational Philosophy and Theory SIG

The Educational Philosophy and Theory SIG has recently been approved by the AARE Executive. The aim of this SIG is to support scholarly work in educational philosophy and theory. Participation in debates over matters of policy and practice will also be encouraged. Researchers from a wide range of theoretical traditions will be welcomed. The EPAT SIG has been established in discussion with the Philosophy of Education Society of Australasia (PESA) to support the development of a community of scholars within AARE with interests in this area. The SIG is interested in research that grapples with issues of educational philosophy and educational theory. Proposed activities include provision of a program of individual papers and symposia at AARE conferences, as well as an email discussion list for communication between conferences. The SIG dinner will be at the Union Hotel, Monday 2 December 2013. To discuss your interest in this SIG, or to request further information, please contact the convenors John Quay (Melbourne Graduate School of Education: jquay@unimelb.edu.au) or Steven Stolz (La Trobe University: s.stolz@latrobe.edu.au).

Congratulations – AARE Competitive Grants

Congratulations to the following SIGs on their successful applications.

$3,000 Grants
- Educational Leadership
- Gender, Sexualities and Cultural Studies

$5,000 Grants
- Arts Education Practice and Research
- Assessment and Measurement, and Motivation and Learning (Combined)
- Sociology of Education

We congratulate these SIGs on their success, and wish them well with their endeavours. We look forward to reporting the outcome of these funded activities, and to hearing about their contribution to AARE members and to education research more broadly!

SIG Convenors/Co-Convenors – Call for Nominations
This year a new process is being introduced for filling roles of SIG convenors and co-convenors. In the absence of a clear process for what should happen when a convenor or co-convenor wishes to step down from the role, SIGs have previously managed changeovers in leadership in a variety of ways. From this year; all SIG convenors and co-convenors will be contacted by email to ascertain whether there are vacancies for these roles, and if so, a call for nominations will be sent out to members, followed by an electronic voting process. We hope this will provide better procedural clarity, and will encourage greater participation of SIG members who may be interested in taking up leadership roles as opportunities arise. Nominations for the following roles are now being called.

‣ Convenor, Technology and Learning
‣ Co-convenor, Technology and Learning
‣ Convenor, Language and Literacy
‣ Co-convenor, Language and Literacy
‣ Convenor, Educational Leadership
‣ Co-convenor, Educational Leadership
‣ Convenor, Social Justice
‣ Co-convenor, Teachers’ Work and Lives
‣ Co-convenor, Poststructural Theory
‣ Co-convenor, Rural Education
‣ Co-convenor, Narrative Inquiry Research Group
‣ Co-convenor, Assessment and Measurement
‣ Co-convenor, Inclusive Education

Nomination forms can be downloaded directly by clicking here. Nominations are due by November 10 2013.

Results of nominations and election will be announced at the relevant SIG meetings at the December AARE conference in Adelaide. SIG members who are interested in nominating for these roles are encouraged to contact the SIG Coordinator at sue.saltmarsh@acu.edu.au for further information.

**Handbook for SIG Convenors – Suggestions?**

Accepting the role of SIG convenor or co-convenor can be an exciting prospect, but what, exactly, is involved? A new handbook for SIG convenors is currently in development, with a view to providing clear information for AARE members who are considering, or have recently accepted, the role of SIG convenor or co-convenor. Do you have suggestions for what the handbook should include? Is there information you think is essential for newcomers to these roles? If so, please contact the SIG Coordinator at sue.saltmarsh@acu.edu.au with any ideas, feedback, suggestions or recommendations you would like us to consider for inclusion in the handbook.

**AARE Funding Guidelines – Invitation to Working Party**

As AARE funding schemes have changed and grown, a need for a more clearly articulated set of guidelines for funding applications has become apparent. We are currently calling for Expressions of Interest from SIG convenors and co-convenors who would like to contribute to a working party that will develop the funding guidelines for consideration by the AARE Executive on 30 November. An initial meeting of the working party will be held by teleconference in mid-October, and a second in mid-November. If you would like to contribute to this working party, please contact the SIG Coordinator at sue.saltmarsh@acu.edu.au for details. If you are unavailable to participate in the working party, but have suggestions or recommendations you would like to have taken into account in the development of the funding guidelines, please send these by email to Sue at the email address above.

**Space for SIGs on the New AARE Website**

Later this month the new AARE website will ‘go live’, and the site will incorporate ‘space’ for all SIGs. SIG Convenors and Co-convenors will be able to easily edit and create SIG pages, and establish and moderate a discussion board for SIG members. A short guide to the new website is currently being prepared for SIG Convenors and will be integrated into the SIG Convenors’ Hand-
book, and AARE Communications Co-ordinator Nicole Mockler will be available at the conference to provide SIG Convenors with any assistance they may require in accessing and editing their pages.

**Politics & Policy and Poststructural Theory SIGs**

Leading Deleuzean scholars, Professor Ian Buchanan (University of Wollongong) and Associate Professor Taylor Webb (University of British Columbia) will be attending the AARE conference in Adelaide. The Politics and Policy SIG and the Poststructural Theory SIG have received funding to support their attendance so they can be involved in a session during the Poststructural Theory SIG Meeting on "An introduction to Deleuze for educational researchers". The session will be in two parts - a 30 minute presentation followed by a 30 minute Q&A session. Both parts will be recorded and uploaded onto the Postructural Theory Ning (both video and audio recordings), the Politics and Policy webpage that is earmarked for future development, and the AARE website. These recordings/forums will be the first of a series related to different theorists and their influences on educational research.

Professor Ian Buchanan (University of Wollongong) is a renowned Deleuzean scholar; editing 5 Deleuze book series, founding the journal Deleuze Studies, and the author of numerous books, book chapters and journal articles; and the AERA award-winning A/Prof Taylor Webb (University of British Columbia) uses Deleuzian theory to analyse international education policy, accountability and reform agendas.

All AARE conference delegates will be welcome at the presentation, not only those belonging to the hosting SIGs. For further information about the Poststructural Theory SIG contact Eileen Honan on e.honan@uq.edu.au

For further information about the Politics and Policy SIG contact Greg Thompson (greg.thompson@murdoch.edu.au). The Poststructural Theory Ning is an international network open to researchers from all disciplines who are using poststructural theory in their work. For further information please contact c.ofarrell@qut.edu.au. These activities are supported by a $5,000 AARE Competitive Grant awarded under the 2012 budget.

**Motivation and Learning SIG**

Co-sponsored SIG Keynote Presentations

The Motivation and Learning SIG combined with the Assessment and Measurement SIG are co-sponsoring two keynote presentations from renowned international Professors: Dr Katariina Salmela-Aro from University of Jyväskylä and Helsinki, Finland and Dr Reinhard Pekrun from University of Munich, Germany. Dr Katariina Salmela-Aro’s keynote will focus on what moves and engages young people during educational transitions and she will apply findings from her FinEdu 7-wave longitudinal research project to explore important issues related to academic wellbeing. Dr Reinhard Pekrun’s keynote will highlight the significance of emotions in achievement settings and provide an overview of this nascent field including a new conceptual framework using Pekrun’s (2006) control-value theory of achievement emotions. Implications for educational practices will be considered throughout the presentation.

**ML-SIG HDR and ECR Networking**

To build a strong network and to facilitate connections with Higher Research Degree (HDR) and Early Career Researchers (ECR), a Facebook page has been developed by our postgraduate representatives. The Facebook page aims to increase communication among members and will be a place for researchers to develop some innovative ideas to implement in subsequent AARE conferences. We invite researchers to share some valuable contacts and knowledge to build the research capacity of the ML-SIG. The site will advertise conferences and other important information such as awards and scholarships which may appeal to the SIG members. https://www.facebook.com/MLSIG.PGEC.

**ML-SIG Student Presentation Award**

AARE ML-SIG is keen to continue to encourage students to present high quality papers in this area at the annual conference. To achieve this aim, we are offering up to 2 student awards for excellent conference presentations. Winners will receive a Certificate of Excellence.
Award Criteria: The ML-SIG Convenors will judge the awards, based on:

- The content of the presentation
- The ability of the presenter to convey with clarity and interest;
- The theoretical and methodological bases and findings of the research; as well as
- The quality of discussion points or conclusions drawn from the findings.

Eligibility Criteria: Students from all geographic regions are eligible to apply for these awards. To be eligible for an award, candidates must:

- be currently enrolled (part-time or full-time) in an Honours or postgraduate degree, or must be presenting from their thesis research completed in the current or preceding year;
- submit a first-authored conference presentation proposal, using the online submission system, by the closing date for conference presentation proposals and have it accepted for presentation within the ML-SIG strand;
- deliver the presentation as scheduled; and
- have not previously received an AARE ML-SIG Award for Student Presentations.

How to Apply: To be considered for an award, please email the following to the ML-SIG Convenors <k.barker@uws.edu.au> and <Jennifer.archer@newcastle.edu.au> by the Early Bird Registration deadline (16th September). Use "ML-SIG Award for Student Presentation" as the message subject, and include the following information:

- A cover letter addressing eligibility criteria;
- A letter of support from your thesis supervisor; and
- Evidence of your paper's acceptance for the annual conference including its assigned papercode.

The winners of the awards will be announced at the ML-SIG AGM at the end of the conference.

Sociology of Education SIG
Thursday Workshop - (final afternoon in Adelaide)
Date: Thursday 5 December 2013

Venue: The Hilton, Adelaide

Time: 1:00pm – 4.30pm
Cost: Free admission with light lunch provided (Numbers are limited for this workshop)

Bookings: To register for this workshop, please send your contact details via email to Valerie Harwood at vharwood@uow.edu.au

Workshop Session Name: Teaching Sociology of Education
(Convened by the Sociology of Education SIG)
Sociology of Education is a key subject area in pre-service teacher education - yet how is it to be taught, what might it include and importantly, how can it connect with and to Aboriginal Education? This workshop will address these questions and provide information for those interested in or new to this specialist field. The workshop will also be an opportunity for academics who have been working in this field to join a lively discussion about teaching in this subject area. The session is being coordinated by the Sociology of Education Special Interest Group.
Our guest speakers are:
Mr Anthony McKnight, Awabakal, Gamilaraay and Yuin man, Lecturer in Aboriginal Education, University of Wollongong

Educational Leadership SIG
The “what educational leadership theory does not say” research workshop
The ‘What educational leadership theory does not say’ research workshop draws together leading researchers from the Australian Association for Research in Education Educational Leadership Special Interest Group to present papers and workshops on substantive theoretical / methodological issues for the field.

The workshop will take place on Level 18 Tenison Woods House, the Australian Catholic University, North Sydney. This location is both spectacular (with views of Sydney Harbour and skyline) but more importantly, easily accessed by numerous public transport options. The workshop will be held on 17-18 October 2013, and is supported by a AARE Competitive Grant, and co-sponsored by the Australian Catholic University.

**Thanks to SIG Convenors, Co-Convenors and Members**

As the 2013 AARE Conference approaches, I would like to say a particular thank you to SIG Convenors and Co-Convenors for your time and effort in assisting with timetabling, organizing SIG dinners and other events, and managing the peer reviewing of papers. I would also like to thank all the SIG members who have provided peer reviews of papers. Your generosity and professionalism is greatly appreciated, and makes a valuable contribution to the success of the conference. Thank you!