From the President
Greetings to all members, and welcome to the July newsletter. I am writing this from the mid winter cold of Bathurst, in the run up to the federal election, after a busy quarter since I last wrote to you in May, and as usual there is a lot to catch up on. [Read More]

Including:
- Professor Shirley Grundy
- ARC Linkage Grants
- Australian Laureate Fellow 2010 Peter Gooday
- DfSR Consultation Paper
- MERA Symposium in Peru

Call for Nominations
For Position of Editor, AER
AARE calls for nominations for the role of Editor-In-Chief, The Australian Educational Researcher. The current Editor’s term ends in December 2010 and an exciting opportunity exists for an energetic candidate with a good research track record and excellent national and international connections to take on this role. The journal will move to Springer in January and the new Editor in Chief would have an opportunity to establish his or her own editorial team and have their work supported by a large, commercial publisher. [Read More]

Call for Nominations
For Other Executive Positions
AARE calls for nominations for the following positions on the Executive Committee: Honorary Treasurer, Editor AER and 3 Ordinary AARE Executive member positions (including postgraduate research student). Nominations for the following positions on the Executive Committee of AARE should be forwarded to the Honorary Secretary by 24 September 2010. [Read More]

Public Notice
The AARE Executive was saddened to learn of the sudden passing on 3 July of Professor Shirley Grundy, Professor Grundy was a past President of AARE. The University of Hong Kong, where she was Dean, has set up an online condolence book and memorial service [Please Click Here].

Recently Awarded Theses

Postgraduate News

Call for NOMINATIONS FOR LIFE MEMBER AWARD 2010
Members of the Association are invited to nominate a member for the award of Honorary Life Membership. The AARE Life Membership is awarded annually at the Annual Conference. In special cases or circumstances, more than one award may be made.

To be eligible for nomination, a person must:
- be a member of AARE,
- have retired from full-time employment,
- have made a substantial contribution to educational research.

The nominee must be able to attend the annual conference in the year of nomination in order to accept the award in person.

Nominations should include:
- a statement indicating how the nominee meets the criteria for the award,
- a profile of the candidate that provides grounds for the nomination. Relevant information about the candidate should include, but not necessarily be limited to, the following:
- Contribution to educational research;
- Contribution to AARE;
- Length of membership of the Association;
- Overall contribution to the educational community (policy formulation, public awareness etc.).

Nominations should be sent by 16 September 2010 to
Debra Cunningham
AARE Honorary Secretary
Box Q408, Queensland College of Teachers
E: dcunningham@qtc.edu.au
W: http://www.aare.edu.au

For more information and a list of previous award winners see the story under the National Awards on the AARE website (link).

Contributing to the AARE Newsletter
Please feel free to contribute items to the AARE Newsletter for our NEW section focusing on “Member News”. Closing date for next newsletter: 3rd September

Items may include:
- Recently Published Books
- Research Project Websites
- Updates on research
- Awards

Member News

ARC Grants
Congratulations to the AARE members who were successful in the last round of ARC Grants [Read More] for a full list.

Recently Published Books & Upcoming Book Launches
"Connecting Lives and Learning"
Edited by: Brenton Prasser, Bill Lucas and Allan Reid
Connecting Lives and Learning is a project dedicated to connecting learning to student lives, connecting learners with the latest middle years research, and better connecting primary and secondary schools to keep students school longer. [Read More]
Greetings to all members, and welcome to the July newsletter. I am writing this from the mid winter cold of Bathurst, in the run up to the federal election, after a busy quarter since I last wrote to you in May, and as usual there is a lot to catch up on, including the news that has brought sadness to many of us in the past few weeks.

Vale Professor Shirley Grundy

I think all education researchers around the nation will have been very sorry to hear of the sudden and unexpected passing of Shirley Grundy at the beginning of this month, and like all of us, AARE deeply regrets the loss of a fine researcher, educational leader and curriculum scholar, who, as President of AARE in 1995, contributed substantially to the development and ongoing success of both the Association and its project of enhancement of educational research in Australia. As an indication of the contribution that Shirley has made to Australian educational research over more than a quarter of a century since she first joined AARE in 1984, I have selected just a few highlights to share with you. In terms of her contribution to developing the quality of education research, for instance, she served as a member of the editorial board of AARE’s own journal *The Australian Educational Researcher* from 1990-1993, and then as Consulting Editor for the *Journal of Curriculum Studies* from 1994-97, and as a member of the editorial board of *Curriculum Perspectives* from 1989-2006. She was also a regular reviewer for the *Journal of Teacher Education, the International Journal of Qualitative Studies in Education, the Journal of Educational Administration* and *Curriculum Inquiry*.


Member Services – History Online

One of the plans we have had as an Executive is to begin to conceptualise and develop for our website some kind of interactive/multimodal ‘history’ of AARE and its members. We have had several discussion about this at Executive meetings over the last year or so, and our President-Elect, Chris Halse, is bringing together a committee to take this forward. I am very pleased to report that a book written by AARE Life Member Dr Mick Dunkin about his career researching
teaching is now on our website, and this very readable account of part of the history of educational research in Australia is accessible via the History page under 'About AARE', or from the following link [Click Here]. Many thanks to Mick for making this available to members online, and to ECR Executive Associate Mellita Jones for working from her sick bed to get this up on the site for us.

ARC Linkage Grants for Funding from July 2010 Announced

There were 10 ARC linkage grants awarded last month under the 1300 Education FOR codes. We congratulate all those members who were successful in winning grants in this round, and provide a list of those successful grants later in the newsletter.

ARC Linkage Grants funded from JULY 2010

<table>
<thead>
<tr>
<th>FOR Code</th>
<th>Number of Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1301 EDUCATION SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>1302 CURRICULUM AND PEDAGOGY</td>
<td>2</td>
</tr>
<tr>
<td>1303 SPECIALIST STUDIES IN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>1399 OTHER EDUCATION</td>
<td>1</td>
</tr>
<tr>
<td>130000 Education</td>
<td>10</td>
</tr>
</tbody>
</table>

AARE members are particularly well represented in this round of national competitive funding, as the range of research proposals that have been successful in this round is as usual both innovative and important for the development of our research field. Yet the number of education projects that have been successful in this round seems remarkably small for a country that is in the process of Building an Education Revolution. There are three other projects (one each in FoR 2004, Linguistics, FoR 2002 Cultural Studies and FoR 1605 Policy and Administration) which include AARE members, who also should be congratulated on their success. I particularly congratulate those successful research teams that have Early Career Researchers as members. As I talk later in this newsletter about attention to the issue of research workforce replacement, it is important that opportunities for ECRs to be involved in high quality projects is seen as a strategic means of increasing capacity building among younger members of the Association.

Congratulations to Peter Goodyear: Australian Laureate Fellow 2010

I am very pleased to let everyone know that Executive member Peter Goodyear, who is Director of the ARDEN network, and leads our research development work in AARE, has been awarded the first Fellowship ever to be awarded in the field of education. His project will focus on Learning, technology and design: architectures for productive networked learning.

The image at right is taken from the ALTC website, announcing Peter’s 2007 appointment as an ALTC Fellow.

Education Research Workforce Strategy Consultation Paper

In late May, with Sarah Howard, an ECR member of the AARE Executive, I attended a meeting with DIISR staff preparing one of the discipline-specific case studies associated with the development of the Federal Government’s Research Workforce Strategy. With other delegates representing ACDE, State department research directorates, ACER, and University research managers, the meeting aimed to identify potential discipline-specific factors that may influence research career progression and support.
The DIISR Research Workforce Strategy Consultation Paper which identifies a number of challenges and opportunities for Australia’s research workforce over the decade to 2020 and proposes a set of priority areas for focus to meet those challenges and opportunities has been disseminated and has called for responses by 6 August 2010. This is a culmination of DIISR’s consultation and engagement with the sector around research workforce issues, and it aims to gather broad sectoral feedback on a proposed research workforce strategy that is due to be completed before the end of the year. The paper and its responses will be critical in formulating the Federal Government’s approach to research workforce issues over the course of the next decade. We will be making a submission to this consultation process, and supporting the position of ACDE in relation to the urgency of the need for government investment in the renewal of the education research workforce, on this and as usual, if members have concerns and issues that you believe should be raised in our response, please contact me. DIISR is seeking submissions in response to the consultation paper.

WERA Symposium in Peru

I am very pleased to announce that another Australian education researcher has agreed to represent AARE at a WERA Symposium. Professor Martin Nakata from the Junbunna Indigenous House of Learning at UTS has been invited to represent Australian research in Indigenous education, and Australian educational researchers in general, by presenting a paper from the Australian Perspective at the WERA symposium on “Research on Education for Indigenous Peoples and Afrodescendants” (Investigación en educación para pueblos indígenas y afrodescendientes) at the first Annual Meeting of the Peruvian Education Research Society (SIEP) in Trujillo, Peru on September 2-4, 2010.

WERA is an international, non-profit, non-governmental association of twenty-eight associations, established in 2009 for scientific and scholarly purposes. It aims to undertake initiatives that are global in nature and thus transcend what any one association can accomplish in its own country, region, or area of specialisation. WERA Symposia are held at the annual conferences of only three to four nations annually and are invitation-only opportunities to showcase outstanding scholarship from researchers held in global esteem in their particular topic area, and brings member countries benefits that they would not otherwise be able to access. AARE is very grateful to UTS for sponsoring Martin’s travel to Peru to represent us on this occasion.

This particular symposium will be supplemented by a second Symposium with the same focus to be held at the South African Research Association’s annual conference in January 2011, and will allow WERA to produce a digital collection of a series of six to eight of the resulting papers/presentations across both Symposia that will form a strong basis for ongoing research and development in this area.

There are four other WERA symposia to be held in 2010 – one at BERA, one at EERA, one in Korea, and one in India – and I will be very pleased to announce other Australian scholars who are invited to present at these.

Australian Educational Researcher – call for new editors

Annette Patterson, who has led the Editorial team of our Association journal, the Australian Educational Researcher has informed the Executive that she will not be seeking another term in office. As Managing Editor of AER, Annette has worked with Associate Editor, Cushla Kapitzke, Book Reviews Editor Mary Ryan, and Editorial Assistant Atholl Murray, all from Queensland University of Technology. This team has done a fabulous job over the past six years, and I thank them for the way they have worked tirelessly to develop our journal to a standard of consistently high quality. We have just signed a contract with Springer to take over the publication of the journal, and include it in their ‘stable’ of international journals of high renown. This will mean that our journal is entering a new phase, and to mark this we are announcing the call for
expressions of interest to take over the editorship in this newsletter. Please read and consider this outstanding opportunity.

Finally, I want to thank Sarah Howard and Lisa Papatraianou for all their work on putting together our newsletters up to this point this year.

![Sarah Howard](image1.jpg) ![Lisa Papatraianou](image2.jpg)

As communications officer, and manager of the Online Conference System for this year’s conference, Sarah’s workload has expanded considerably in recent months, and so Lisa Papatraianou from University of South Australia has taken over the work of putting together this newsletter for our members, with the support of President-Elect Christine Halse. As you read this issue in our new, online format, please spare a thought for the commitment of these researchers to our community. All of this work is done on a voluntary basis, for the benefit of our member-colleagues, and the changes that we have brought to fruition over the past couple of years would not have been possible without the generosity of people like these, and all our Executive members and assistants.

Jo-Anne Reid
Call for Nominations for the role of Editor-in-Chief
The Australian Educational Researcher

AARE calls for nominations for the role of Editor-in-Chief, *The Australian Educational Researcher*. The current Editor’s term ends in December 2010 and an exciting opportunity exists for an energetic academic with a good research track record and excellent national and international connections to take on this role. The journal will move to Springer in January and the new Editor-in-Chief will have an opportunity to establish his or her own editorial team and have their work supported by a large, commercial publisher. Work associated with the transfer from AARE as the journal publisher to the new publisher, Springer, will be completed prior to the new Editor’s appointment in December.
Call for Nominations for AARE Executive

Nominations for the following positions on the Executive Committee of AARE should be forwarded to the Honorary Secretary by 24 September 2010.

Positions available:
- **Honorary Treasurer** (remaining two years of three-year term, 2010-12).
- **Editor, Australian Educational Researcher** (three-year term, 2011-13), and
- Ordinary AARE Executive Member (three positions, including postgraduate research student) (all two-year terms, 2011-12).

Position: ____________________________________

Nominee: ___________________________________ full name of member nominee

Proposer: __________________________________ full name of the member proposer

Seconder: __________________________________ full name of member seconder

Signature of Nominee: ___________________________ I accept nomination

Contact details of Nominee: ________________________________

_________________________________________ Postal address

_________________________________________ email address __________________________ phone no.

Signature of Proposer: ____________________________

Signature of Seconder: ____________________________

Please return completed Nomination Forms to:

Ms Debra Cunningham, Hon. Secretary AARE,
Queensland College of Teachers, Box 389, Toowong Qld 4066. Fax: 07 3870 5006. Email: debra.cunningham@qct.edu.au

Nomination Form Notes

1. Proposers, seconders and nominees must be financial members of AARE.
2. Please check membership status by email to aare@aare.edu.au or phone 03 5964 9031 and ask for Ruth Jeffery.
4. A ballot will be conducted (if necessary) after 15 October 2010 and will close on 19 November 2010.
5. The outcome of the election process will be confirmed at the AGM to be held during the annual conference (28 Nov – 2 Dec 2010).
6. The term of office begins after the AGM.

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.

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 and AGM

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, 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.

Names of all existing Executive members are given on AARE website (http://www.aare.edu.au). See AARE Constitution (available on the website) for information about the positions and the role of the Executive.

Debra Cunningham
Hon. Secretary
Recently Awarded Theses

Author: Wendy Hastings
Title: *A construction of site-based teacher educators’ subjectivities in difficult practicum relationships: Conduct un-becoming.*
Institution: CSU
Supervisors: Jo-Anne Reid, Will Letts

Abstract
The focus of this qualitative study was to make a space to hear the voices of site-based teacher educators who work with preservice teachers in site-based teacher education programs, especially in those circumstances where problems arise. The study focuses particularly on the emotional dimension of the engagement between preservice teacher and teacher as well as teacher and university teacher educators. In this thesis I argue that it is the discursive practices within and between schools and universities, engaged in the co-production of a new teacher, that have significant emotional implications for the production of the subjectivities of site-based teacher educators. It provides a detailed analysis of interviews with fifteen teachers who had worked with unsuccessful preservice teachers.

While the study of emotion discourse is a growing field in education, there is limited work on site-based teacher education and almost nothing from the perspective of the site-based teacher educators. If and when the emotional dimension has been explored in initial teacher education, it typically involves university staff and/or their preservice teachers. Using discourse analysis and employing a feminist post-structuralist lens informed by Foucault, I was able to make sense of the intensely emotional experiences of the teachers involved. This thesis aims to make clear how teachers’ subjectivities are produced by the often intersecting and competing practices within their work place but also, by the powerful discursive practices of the university that operate to position the teachers as outsiders inside teacher education. Accordingly, this thesis extends the current literature on initial site-based teacher education by using emotion discourse of teachers as a focus for interpretation.

Negative emotional experiences have the potential to seriously impact on the long term sustainability of site-based teacher education. The thesis makes recommendations that will assist universities and particularly initial teacher education programs to foreground the discourses that structure the lives of site-teacher educators and to find ways to counter these often very negative discursive practices.

Author: Michelle Saliona
Title: *Engaging casually employed teachers in a collaborative curriculum and professional development: an action research inquiry in a higher education ‘pathways’ institution*
Institution: UTS
Supervisors: Alison Lee
Abstract
This thesis reports on an action research enquiry into a quality improvement initiative within a higher education pathways institution. Many, if not the majority, of people who teach on such courses are employed on a casual basis. The research investigates ways to engage casual teachers in professional development through a process of collaborative inquiry into curriculum development. The thesis develops an argument for the need to develop curriculum and support educational development in this context of increasing casualisation in higher education and addresses a critical and persistent problem of quality educational provision with a casually employed workforce and a diverse student body.

Author: Elizabeth Devonshire
Title: Fashioning an academic self: a study of managing and making do
Institution: UTS
Supervisors: Alison Lee

Abstract
This study investigates how academics are managing the demands of their everyday work, in the context of a former college of advanced education (CAE), now integrated as a Faculty in a traditional Australian university. To date, few studies have explored the changing nature and intensification of contemporary academic work from the perspective of academics working in a former CAE in Australia. The thesis considers the role played by government policy directives in shaping this particular workplace and explores the tactics and strategies academics employ to manoeuvre the complexities of their day-to-day work life.

Author: Sally Denshire
Title: Writing the Ordinary: auto-ethnographic tales of an occupational therapist
Institution: UTS
Supervisors: Alison Lee

Abstract
This thesis is an auto-ethnographic study of the author’s life as an occupational therapist, focusing in particular on a youth-specific occupational therapy project undertaken in the 1980s. The thesis consists of a portfolio of new writing, together with layers of historical and theoretical framing, in dialogue with a selection of articles from the author’s own scholarly published work. A critical commentary connects the new writing with the old, related to the problematic of everyday life and to constructions of professionalism in occupational therapy.

Recently been awarded your thesis or have a student who has recently been awarded theirs? Send your details to kgottschall@csu.edu.au
Postgraduate News

Upcoming events....

Pre-Conference Workshops – The Annual Pre-Conference workshop slot - Sunday 28th Nov 2010 - has been TRANSFORMED into a Postgrad & Early-Career Researcher DAY! Stay posted for details to be confirmed soon.....

The draft program looks like this:

<table>
<thead>
<tr>
<th>TIME</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9am-11am</td>
<td>PG/ECR &amp; Exec Breakfast &amp; Research Speed Dating</td>
</tr>
<tr>
<td>11am-1pm</td>
<td><strong>SESSION 1a</strong> Rob Cavanagh – Constructing Measures</td>
</tr>
<tr>
<td></td>
<td><strong>SESSION 1b</strong> Julieanne Moss - Visual Methods</td>
</tr>
<tr>
<td>1-2pm LUNCH</td>
<td>(pay as you go)</td>
</tr>
<tr>
<td>2.00-3.30pm</td>
<td><strong>SESSION 2</strong> Publishing in the era of ERA</td>
</tr>
<tr>
<td>4pm-5.30</td>
<td>Registration</td>
</tr>
<tr>
<td>5.30pm-</td>
<td>President’s drinks</td>
</tr>
</tbody>
</table>

- **Writing workshops** – at this stage planning is underway for workshops in Sydney and Adelaide in October this year (other states next year) – watch this space.
I am always interested in hearing how AARE can serve their PG and ECR members better – if you have some **BRIGHT NEW IDEAS** or would like to see more of something (workshops, events etc) drop me a line at kgottschall@csu.edu.au

Kristina Gottschall  
kgottschall@csu.edu.au  
AARE Postgraduate Representative
ARC Linkage Grants funded from JULY 2010

130000 Education
1301 EDUCATION SYSTEMS 4
1302 CURRICULUM AND PEDAGOGY 2
1303 SPECIALIST STUDIES IN EDUCATION 3
1399 OTHER EDUCATION 1
130000 Education 10

LP100200499 Prof Marie T Brennan, Prof Alan Reid, Dr Faye McCallum,
A/Prof Michele A Simons, Ms Helen Strickland, Ms Kathy McEvoy, Ms Karen L Grigg
Approved Project Title: Renewing the teaching profession in regional areas through community partnerships
2010 $26,042.50
2011 $52,147.00
2012 $56,192.00
2013 $30,087.50
2014
2015
Primary FoR 1303 SPECIALIST STUDIES IN EDUCATION
APAI 1
Partner/Collaborating Organisation(s)
Catholic Education Office Port Pirie, City of Mt Gambier, Eyre and Western Regional Office,
Limestone Coast District Education, Limestone Coast Regional Development Board, SA
Department of Education and Children's Services, Tenison Woods College
Administering Organisation/Project Summary
University of South Australia Schools are at the heart of community, social and economic regeneration in the region but teacher shortages and high turnover put quality of learning at risk. Improving teacher quality, attracting new teachers and retaining more experienced teachers will expand learning opportunities for young people in rural and remote areas, and make the region more attractive to other workers recruited to bring their families to the area - for mining, industry, service or professional employment. This partnership study will enable policy makers, employers, country community groups and teacher education faculties to be more strategic in working together in providing necessary teaching staff; with potential implications for other professional groups.

LP100200162 Prof Jack P Keating, A/Prof John Polesel, Dr Elizabeth (Leesa) M Wheelahan, Dr
Gavin F Moodie, Mr David C Howes, Ms Margaret A Mackenzie, Mr Guy Valentine, Ms Janice L Chee, Mr Paul Herschell
Approved Project Title: Senior secondary certification: meeting the national agenda?
2010 $63,959.00
2011 $115,366.50
The University of Melbourne

Senior secondary certificates are subject to multiple sets of national demands that create the risk of weakening their important historical roles and undermining stakeholder support. This project will provide a deeper understanding of the nature of the tensions that need to be balanced within the design and management of the certificates and provide information for future design options in the context of national developments in secondary and tertiary education. The project has the potential to assist state and territory agencies that are responsible for senior secondary curriculum and certification in making their contributions toward the national goals and targets for education participation set by the Australian Government.

LP100200297 Prof Deborah J Brennan, Dr Zoe H Morrison, Ms Anne C Hampshire, Prof Fiona Williams, Dr Jennifer Skattebol

Approved Project Title: Families at the centre: negotiating Australia’s mixed market in early education and care

Primary FoR 1605 POLICY AND ADMINISTRATION

The University of New South Wales

Despite a surge of policy reforms and Australian government investment in early childhood education and care (ECEC), little is known in Australia about how local ECEC markets function and how low-income families make decisions about the use or non-use of child care services. This project will provide evidence for policy-making and service provision that aims to encourage child care use by low-income families. The direct involvement of child care providers in the research will strengthen its relevance and impact. This research will place Australia at the forefront of international research on local child care markets, and resulting improvements in ECEC policy and services will generate substantial economic and social benefits.

LP100200435 Prof Nicky Solomon, Prof Alison Lee, A/Prof Toni J Robertson, Dr Roslyn Sorensen, Prof Patrick Carmichael, Prof Jill Thistlethwaite, A/Prof Janet Anderson

Approved Project Title: Remaking practices: learning to meet the challenge of practice change in primary health care

Primary FoR 1399 OTHER EDUCATION

University of Technology, Sydney

The improvement of primary health care delivery is an urgent national priority. This research will address the current lack of understanding of the new kinds of professional practices that are required to reshape primary health care in Australia. By focusing on the active role of learning and technology in the new practices, this research will provide theoretical and practical resources that will contribute to the achievement of
professional practices that are multidisciplinary, integrated and patient-responsive. The outcomes of this research will benefit health service providers, health practitioners, patients and communities as well as policy makers engaged in the redesign of healthcare service delivery and health systems.

LP100200797 Dr Megan Watkins, A/Prof Gregory Noble, Prof Kevin M Dunn, Ms Nell Lynes, Ms Amanda Bourke, Ms Robyn Mamouney

Approved Project Title: Rethinking multiculturalism/reassessing multicultural education

Primary FoR 2002 CULTURAL STUDIES

LP100200376 Prof Ramon Lewis, Dr Philip J Riley, Dr Andrea Gallant

Approved Project Title: Improved student outcomes through positive classroom management

2010 $34,449.00
2011 $67,430.00
2012 $66,826.50
2013 $33,845.50
2014
2015

Primary FoR 1303 SPECIALIST STUDIES IN EDUCATION

LP100200179 Prof Vaughan R Prain, A/Prof Bruce G Waldrip, A/Prof Jeffrey P Dorman, A/Prof Mary B Keeffe, Dr Craig G Deed, Dr Peter J Cox, Dr Zali K Yager, Ms Debra J Edwards, Ms Cathleen B Farrelly

Approved Project Title: Improving regional secondary students' learning and well-being
Primary FoR 1301 EDUCATION SYSTEMS

Partner/Collaborating Organisation(s)
Department of Education and Early Childhood Development Loddon Mallee Region, Drouin Secondary College, Warragul Regional College

Administering Organisation/Project Summary
La Trobe University
Given the academic under-performance and lower life opportunities of Australian regional and rural students compared to their metropolitan counterparts, this research has the potential to make a significant social, cultural and economic contribution to the community. This research will be useful in developing an evidence-based framework to guide policy and practice in implementing an effective systematic approach to regional education and, where appropriate, other contexts. The research's economic benefit centres on gains for individuals, local communities, and the nation in enhancing regional students' academic achievements, sense of well-being and aspirations; leading to more productive citizens.

Approved Project Title: Clearing the path towards literacy and numeracy: language for learning in Indigenous schooling

Partner/Collaborating Organisation(s)
Education Queensland

Administering Organisation/Project Summary
Griffith University
The Australian and State Governments are committed to halving the gap between Indigenous and other Australians, notably in education outcomes. This project will provide a platform for a better understanding of how language is used in Indigenous classrooms, and set foundations for improving practices for teaching these students, in particular for literacy and numeracy. The project will investigate how children's language use differs from Standard Australian English. Where teachers are aware of such differences, and adapt their classroom communication styles, greater engagement from children can be expected. This will ultimately lead to improved retention rates and learning outcomes, giving Indigenous students a better start to life.

Approved Project Title: Industry-school partnerships: a strategy to enhance education and training opportunities

Partner/Collaborating Organisation(s)
Education Queensland, Independent Schools Queensland

Administering Organisation/Project Summary
Queensland University of Technology
Australian and state governments have adopted public-private partnerships as a means of providing education systems that meet the long-term knowledge and skill requirements for key industries of the Australian economy. Identifying the elements of industry-school partnerships that enhance educational and economic outcomes will connect students in urban and regional...
communities to knowledge networks, access to which is essential for a competitive Australian economy. To support this large investment and innovation, policy recommendations and theoretically informed partnership models resulting from the project will contribute to national economic productivity by enhancing the growth and sustainability of communities hosting partnerships.

LP100200397 Prof Huizhong Shen, Dr Chun Hu, Dr Margaret Kettle, Prof Robyn A Ewing, Prof Allan Luke

Approved Project Title: Images, perceptions and resources: enhancing Australia's role in China's English language education

Primary FoR 1302 CURRICULUM AND PEDAGOGY

Partner/Collaborating Organisation(s)
Foreign Language Teaching and Research Press, Fudan University

Administering Organisation/Project Summary
Queensland University of Technology

Education, being the third largest export industry, plays an extremely important role in Australia's engagement with the Asia region. Chinese students are by far the largest single group of overseas students studying in Australia. However, there is little evidence regarding Australia's presence in the English language market in China, nor of how Chinese language learning businesses draw on Australian sources and resources. The association with two premier Chinese language learning and publishing houses through this joint research project will promote Australian content for language learners in China and provide information for Australian language resource developers focusing on the Chinese market.

LP100200222 Dr Shelley L Dole, Prof Merrilyn E Goos, Dr Mia O'Brien, Mr Geoffrey J Hilton, Mrs Annette I Hilton

Approved Project Title: Enhancing proportional reasoning, a fundamental but elusive cornerstone of numeracy, through educational technology applications

Primary FoR 1303 SPECIALIST STUDIES IN EDUCATION

Partner/Collaborating Organisation(s)
Education Queensland, SA Department of Education and Children's Services

Administering Organisation/Project Summary
The University of Queensland

This project targets numeracy; a national education priority and global measure of education quality. This project will fill an identified research gap about the specific mathematics content to support rich numeracy practices, thus enhancing the professional capacity of teachers of all disciplines to attain this national goal. High numeracy increases work and life choices, strengthening the social and economic fabric and global competitiveness of Australian society. High numeracy supports access to science, technology, engineering and mathematics; areas in which current enrolments are in decline. This project will define the essence of numeracy for the 21st century, support evidence-based policy decisions and influence classroom practice.

LP100200841 Prof Robert L Lingard, Prof Marie T Brennan, Dr Lew Zipin, Prof Peter D Renshaw, Prof Martin D Mills

Approved Project Title: Pursuing equity in high poverty rural schools: improving learning through rich accountabilities

Primary FoR 1301 EDUCATION SYSTEMS
Partner/Collaborating Organisation(s)
Queensland Department of Education and Training

Administering Organisation/Project Summary

The University of Queensland
Poor performance of students in schools located in high poverty communities is a pressing educational problem for Australia, with educational disadvantage in poor rural communities in particular demanding amelioration. The evidence suggests the equity and quality of schooling outcomes are centrally important to the nation's economic future, the strength of Australian democracy, social inclusion and a unified nation. In strengthening policy and practice knowledge about educative usage of performance data and the development of rich forms of accountability, the research will advance the academic literature and provide an evidence base for success of the national partnership on low socio-economic status schools.

LP100200215  A/Prof Christina E van Kraayenoord, Prof Robyn M Gillies, Dr Eileen M Honan, A/Prof Karen B Moni, Prof Mark C Western, Prof David J Brereton

Approved Project Title: Supporting schools and teachers to improve students' reading achievement in rural communities

Primary FoR 1302 CURRICULUM AND PEDAGOGY

Partner/Collaborating Organisation(s)
BHP Billiton Mitsubishi Alliance, Education Queensland

Administering Organisation/Project Summary

The University of Queensland
This project focuses on improving student reading achievement in rural and mining communities and developing school-community links around reading. The project will deliver lasting benefits that include: raising the literacy standards of Australia's students and its future citizens and employees; maintaining a knowledgeable and effective teaching workforce in rural and mining communities; developing a sustainable professional learning program that can be used in education systems nationally and internationally; providing empirical data on the efficacy of strategies for reading instruction and intervention; and creating reading-related connections among schools, communities and mining companies that are positive and empowering.
A new publication from Wakefield Press edited by:
Brenton Prosser, Bill Lucas and Alan Reid

The book will be launched by visiting scholar
Professor Pat Thomson
University of Nottingham

Friday 13th August 2010
(book launch will begin at 5.00pm)
University of South Australia
MC1-05 The Mawson Centre
Mawson Lakes Campus

Connecting Lives and Learning is dedicated to connecting learning to student lives, connecting teachers with the latest middle years research, and better connecting primary and secondary schools to keep students at school longer. Based in work from Adelaide's lower socio-economic northern urban fringe, the book helps teachers use students' everyday experience and expertise to develop new ways of teaching and learning that involve students in intellectually challenging tasks. This book tells the stories of real teachers, in real classrooms, making real attempts for change. It is a book about teachers making a difference in difficult times and tough places. But most importantly, this book reaffirms that being an educator is inherently about adopting socially just practices, building community capacity and contributing to a more socially sustainable world.

RSVP by August 12th to: sarah.rose@unisa.edu.au ph: 08 83024215