From the President

You’ll notice in this issue the call for nominations for various AARE awards. AARE awards are the profession’s endorsement of the recipient’s expertise and achievements. For this reason, AARE awards are very prestigious and highly coveted. It gives me great delight to share the news that the Executive has endorsed the introduction of a prestigious new award entitled the AARE Distinguished Fellow Award for Outstanding Service. [Read More]

Included:
- * Prestigious new AARE award
- * Change in membership renewal dates
- * Conference Update

SIG News

Many SIGs are planning events for the AARE conference in Hobart later in the year. These will be detailed in the next newsletter. Those research higher degree candidates working in the area of motivation and learning and presenting at the conference might like to consider having their presentation nominated for the ML-SIG Award for Student Presentations. See AARE website and details below. Congratulations to the early childhood SIG that was awarded the large annual SIG grant. Details of their project are below.

Included:
- * Early Childhood SIG Event
- * Motivation and Learning SIG Student Presentation Award [Read More]

Postgraduate Profiles

Claire Bartlett
Charles Darwin University
The purpose of my study is to understand how program developers, academics and professional development providers constructed and enacted the large-scale implementation of the Accelerated Literacy program in the NT.

Meera Varadharajan
University of Technology Sydney
My doctorate study is on understanding the lived experiences of second career beginning teachers in schools.

Christina Kargillis
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The EdD explores identity development through lifestyle migration and is based upon empirical research of 22 participants who are

AARE Call for Nominations

Executive 2012

Life Member Award 2011

Distinguished Fellow Award for Outstanding Leadership and Service

Conference Update and Review of Papers

Jan Wright

Pre-Conference Workshops

2011 Conference Speakers

Lyn Yates
Miriam Zukas
Peter Goodyear

Award
Early Career Researcher Award
Betty Watts Indigenous Researcher Award
ACDE Poster Award
Award for Doctoral Research In Education (nominated by universities)
Honorary Life Membership Award

Closing Date
30 September
30 September
Judged at Conference
30 June
15 September

[Click Here] for more information

Past AARE Newsletter
Contributing to the AARE Newsletter
Please feel free to contribute items to the AARE Newsletter. Closing date for next newsletter: 1st October 2011
Send to: Lisa.Papatraianou@unisa.edu.au

Working people who fled the cities for a better lifestyle.

[Click Here for Profiles]

Recently Awarded Theses
Jennifer Carter, University of South Australia
Title: Education Policy as Responsibility in the Dawkins and Nelson Eras

Member News
Completed Research

Writing the ordinary: auto-ethnographic tales of an occupational therapist
Dr. Sally Denshire
[Read More]

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Prestigious new AARE award

You’ll notice in this issue the call for nominations for various AARE awards. AARE awards are the profession’s endorsement of the recipient’s expertise and achievements. For this reason, AARE awards are very prestigious and highly coveted.

It gives me great delight to share the news that the Executive has endorsed the introduction of a prestigious new award entitled the AARE Distinguished Fellow Award for Outstanding Service. To be awarded annually to a single recipient, the AARE Distinguished Fellow Award will publicly recognize outstanding leadership that has made a significant, extended contribution to growing, developing and shaping the work of AARE.

Please circulate information about the AARE awards through your institutions and encourage your colleagues to apply or to nominate others.

Change in membership renewal dates

The AARE Executive has decided that AARE should move to fixed membership renewal dates of 30 June to 1 July, in place of the current system of rolling membership renewal times. The prime reason for this move is to place AARE on a clearer footing for the financial planning needed to support proposed expansion of member services, including more research training workshops, greater member discounts on all AARE activities and products. In moving to fixed membership renewal dates, AARE is in step with similar moves by other education research associations around the globe, including BERA and AERA.

Currently financial members will receive TWO MONTHS FREE MEMBERSHIP if they update their membership in July/August to align with the new fixed term renewal dates. This means, for example, that if your expected membership renewal date is September 2011 and you renew now until 30 June 2012, you will receive 10 months membership but only pay 8 months of membership dues.

An emailed broadcast will be circulated shortly with full details.

Conference update

Review of abstracts and refereeing of full papers is well underway for the 2011 AARE Conference to be held in Hobart from Sunday 27 November to 1 December 2011, and some exciting Invited Symposia have been selected as a result of a competitive process from an outstanding field of applicants. For postgraduate students and ECRs, there is a rich smorgasbord of pre-conference workshops led by
nationally renowned senior researchers as well as a range of social activities.

Hobart will be a buzz with conferences at the end of the year with the asclite conference in Hobart shortly before AARE. This is perfect opportunity to access two conferences in the one fabulous location so don’t forget that Early Bird Registration for the 2011 AARE conference closes on 31 August 2011.

Chris Halse
President
Special Interest Group News

SIG News

Many SIGs are planning events for the AARE conference in Hobart later in the year. These will be detailed in the next newsletter.

Those research higher degree candidates working in the area of motivation and learning and presenting at the conference might like to consider having their presentation nominated for the ML-SIG Award for Student Presentations. See AARE website and details below.

Congratulations to the early childhood SIG that was awarded the large annual SIG grant. Details of their project are below.

Early Childhood SIG Event

Symposium: Researching Integrated Children’s Services

Service integration is a rapidly growing feature of early childhood settings both nationally and internationally but research into policy and practice, including the preparation of professionals to work in integrated settings, is limited. The SIG will convene a one-day Symposium in Melbourne in February 2012 to:

- Exchange current Australian and international research informing policy and practice in children’s services
- Engage with policymakers and service providers around educational issues and research needs and opportunities
- Foster debate amongst researchers about the use of theories and methodologies in researching integrated service settings.

The Symposium will open with a keynote by Professor Elizabeth Wood presenting insights from her analyses of early childhood policy frameworks in England and Wales. The day will then be organised as a series of ‘research conversations’ led by SIG members including: Professor Jennifer Sumson and Dr Sandie Wong (CSU); A/Prof Andrea Nolan (VU), Dr Kym Macfarlane; and Dr Jennifer Cartmel (Griffith); A/Prof Joce Nuttall (ACU); and A/Prof Chris Woodrow and Dr Dianne Jackson (UWS), with each presentation/ provocation followed by time for debate and discussion between researchers, policymakers, and representatives from children’s services providers.

The Symposium will address the research needs of education researchers at all career stages primarily through explicit networking. Each of the presenters

Martin Mills
will take responsibility for fostering networks between researchers and other attendees, between more- and less-experienced researchers, and between researchers at the same career stage. This will be supported by varying the configuration of discussion groups across the day. The Symposium will advance high quality educational research in Australia and internationally through engagement with projects that are both national and international, and through the involvement of Professor Wood, who is renowned for her high-quality research, particularly her use of theory in researching policy frameworks and provisions for play. The Symposium will promote understandings of educational issues and inform education policy by deliberately fostering an exchange of ideas between researchers, policymakers and senior staff from key Children’s Services providers. The Symposium will itself provide a research forum for education researchers to debate current problems and issues but is also one part of a larger SIG strategy to connect ongoing debates about research in integrated services. This strategy is being enacted by explicitly connecting papers and symposia at national and international conferences where SIG members are engaging with this research (e.g. EECERA, Strasbourg, 2009; ISCAR, Rome, 2010; AARE, Hobart, 2011).

**Motivation and Learning SIG student presentation award**

AARE ML-SIG is keen 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 each year. Winners will receive a Certificate of Excellence.

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.

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,
- have not previously received an AARE ML-SIG Award for Student Presentations.

To be considered for an award, please email the following to the ML-SIG Convenors Helen.Watt@education.monash.edu.au and k.barker@uws.edu.au by the Early Bird Registration deadline (31
August). Use “ML-SIG Award for Student Presentation” as the message subject, and include the following information:

- cover letter addressing eligibility criteria,
- letter of support from your thesis supervisor,
- evidence of your paper's acceptance for the annual conference including its assigned paper code.

The winners of the awards will be announced at the ML-SIG AGM at the end of the conference.
AARE Annual International Conference, Hobart, Tasmania  
27 November – 1 December 2011

All papers and individual presentations are now in the process of being reviewed and responses on papers should be available before Early Bird registration closes on 29 August. Please remember that to be included in the program all presenters MUST have registered by 29 August. If this is likely to be an issue for institutional reasons (we all know how difficult it can be to get funding lined up) please inform Kayla Clousen at Conference Design (info@cdesign.com.au) and propose a final date for payment of registration.

More information is available on the conference website [Click Here]

Looking forward to another successful conference, see you in Hobart

Professor Jan Wright, on behalf of the AARE Conference Standing Committee
Hi, I’m Claire Bartlett and I am completing my PhD in the field of Education at Charles Darwin University. The purpose of my study is to understand how program developers, academics and professional development providers constructed and enacted the large-scale implementation of the Accelerated Literacy program in the NT. I’m developing an ethnographic case study that is underpinned by a social constructionist perspective. I’m using the conceptual tools of communities of practice theory (Lave & Wenger 1991; Wenger, 1998, 2002) professional practice theory (Kemmis 2010; Schatzki, 2001, 2003, 2005) and organisational theory (Meyer and Scott 1983; Scott 1995) to investigate and elaborate on the research findings. I am planning to complete my PhD at the end of 2012.

In 2010 I was awarded a Northern Territory Government Post Graduate scholarship and in 2011 I was awarded a Charles Darwin University / Australian Federation of University Women Post Graduate scholarship. This financial support has enabled me to attend important courses and workshops such as the AARE Theory Workshops in Newcastle this year. The AARE workshop was a wonderful opportunity to further develop my understanding of the role of theory in qualitative research, and to network with other postgraduate students.

Thank you to AARE for providing such a supportive research and learning community.

Claire Bartlett
claire.bartlett@cdu.edu.au
Phone: 0428 556 545

My doctorate study is on understanding the lived experiences of second career beginning teachers in schools.

Second career teachers are increasing in numbers around schools in Australia and it is essential we understand the experiences of these teachers who have come...
from different backgrounds with different life experiences. They bring certain unique qualities and perceptions to teaching as well as life experience that can only add to and enhance student learning. Furthermore, as my study and previous studies show, the motivation behind changing career is mainly altruistic and to ‘make a difference to these young people’s lives’. Second career beginning teachers are also unique in the sense of being mature age professionals on the one hand while a beginning teacher on the other which may present opportunities as well as challenges.

My research focuses on questions like what kind of school experiences do second career beginning teachers have in their first few years of teaching, how do second career teachers view the school, their students and other staff, how do they see their prior work and life experience play a role in school, teaching and the classroom and how do they see themselves as a teacher after having come from a different career and background?

The focus of the study is on the thick and meaningful descriptions of stories as told by these teachers and how they make meaning of themselves and their school experiences. The research will have implications for teaching in general and teacher recruitment and retention policies in particular. It will also have implications for teacher education and professional development programs.

**Christina Kargillis**  
PhD candidate, University of Technology Sydney

My professional background is in strategic communications and course/workshop development with formal training in journalism and adult education where my qualifications include a Masters in Adult Education and a Graduate Diploma in Communications through the University of Technology Sydney; and a Bachelor of Visual Arts from Sydney College of the Arts. I am currently completing a Doctor of Education (EdD) with the University of Technology Sydney.

The EdD explores identity development through lifestyle migration and is based upon empirical research of 22 participants who are working people who fled the cities for a better lifestyle. The challenges involved in this quest are centred on financial difficulty as the lifestyle destination is rich in nature but ‘lean’ on industry and catalyses a host of changes within the lifestyle migrant. Some of the themes which present in the study are innovation and entrepreneurship, where one needs to be creative in order to survive; passion, where one focuses on personal passions in lieu of career opportunities; status, where next to the sea we are all the same and where the unstable economy creates a cyclic condition where status is fluid; community, where reputation management is crucial in a small scale environment and where word-of-mouth can make or break a sustainable relocation. My motivation for the research was inspired by my own narrative where in this sense, travel is physical and metaphorical.

**What’s your story?**

The AARE community would like to hear your story and share postgraduate student’s 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 carmel.patterson@uts.edu.au
Recently Awarded Theses

Jennifer Carter

Title: Education policy as responsibility in the Dawkins and Nelson eras
Institution: University of South Australia
Supervisors: Professor Marie Brennan and Associate Professor Michele Simons

Abstract
Over the past three decades, Australian schooling and vocational education and training systems have been reformed to focus on human capital formation and furthering a conservative social order. This has occurred through stronger Commonwealth government intervention in areas of governance that are the constitutional responsibility of the States, the ministerialisation of policy control, and installing new understandings of the nature of good education. Adopting Derrida’s view of the relationship between law and justice, and considering policy as a form of law, this study considers the interpretive and performative forces that authorise the emergence of education policy to install dominant policy discourses. The study examines how the policy initiatives of John Dawkins (1987-1991) and Brendan Nelson (2001-2005), particularly those in ‘skills’ and ‘literacy’, were legitimated and secured. The work of ‘sovereign narratives’, and policy reforms as policing tactics, are examined as major authorising forces in legitimating and securing the axiological foundations of ‘Good’ education. The findings of this thesis draw on Derrida’s understandings of tradition, the decision, and ethical and political responsibility to consider education policy as spectral configurations that establish a universal moral order and harbour the violence of the origin and protection of the law.

Recently awarded your thesis? Yes

Recently awarded your thesis?

The AARE community would like postgraduate students and beginning early career researchers to share the details of their recently awarded thesis.

Please email to the ECR Member kgottschall@csu.edu.au the following details:

Your full name
Name of institution
Name of your supervisor(s)
Thesis title

200-word abstract

Awarded date details
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 23 September 2011.

Positions available:
- **President Elect** (to serve as President Elect in 2012, President 2013-14, and Immediate Past President 2015),
- **Honorary Secretary** (three-year term, 2012 – 14)
- **Communications Co-ordinator** (three-year term, 2012 - 14)
- **Ordinary AARE Executive Member** (three positions, including early career researcher) (all two-year terms, 2012-13).

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 02 6285 8328.
4. A ballot will be conducted (if necessary) after 14 October 2011 and will close on 18 November 2011.
5. The outcome of the election process will be confirmed at the AGM to be held during the annual conference (27 Nov – 1 Dec 2011).
6. The term of office begins after the AGM.
7. Positions and terms of office are specified in the Constitution adopted at the 2007 AGM; years for election of certain positions are specified in transitional arrangements set out in the By-Laws.

Additional transitional arrangements were determined at the 2007 AGM.

Position Descriptions

**President Elect**
The role of the President Elect includes assisting the President in fulfilling Presidential duties, chairing the Executive Committee in the absence of the President and acting as proxy for the President as required.

The role of the President includes chairing Executive Meetings and the Annual General Meeting, reporting to the AGM on the activities of the Executive, overseeing the carriage of AARE business between Executive meetings and AGMs, developing AARE policy in conjunction with the Executive, representing AARE publicly in the media and elsewhere, liaising with cognate research and professional associations, representing AARE on the World Education Research Association Council.
(WERA), liaising with Chair of AARE Conferences Standing Committee on conference matters, presenting the Presidential Address at the AARE Annual Conference and submitting the paper to the AER for publication, and writing articles for each AARE News (Association Newsletter, three or four issues per year)

**Honorary Secretary**
The role of the Honorary Secretary includes preparing agendas for meetings of the Executive and for the AGM, keeping minutes of Executive meetings and AGMs, preparing and sending the Notice of AGM and collecting proxies, receiving nominations of candidates for election to the Executive, arranging ballots, if required, for Executive elections and acting as returning officer for votes, receiving and responding to formal correspondence of the Association and helping to ensure the Association operates in accordance with the AARE Constitution and policies.

**Communications Co-ordinator**
The role of Communications Coordinator includes developing and maintaining the AARE Website, editing the AARE News and overseeing quarterly production, liaising with IT providers to ensure value for money and appropriate service, managing the communications budget to provide effective and efficient service to members, developing policies related to Association communication systems (e.g., broadcast messages, website, newsletter, etc.) for recommendation to the AARE Executive, liaising with the AARE office re data management issues as they relate to online management, being a member of the AARE Conferences Standing Committee, working closely with the sub-editors of the website, the newsletter, and conference submission system to ensure quality and accuracy and that the newsletter is produced on time.

**Ordinary member**
There are six elected ordinary members on the AARE Executive Committee, including the Postgraduate student member and the Early Career researcher member. Three of the six positions are elected in any one year.

Ordinary members contribute generally to the running of the Association, may undertake special projects and/or may ‘understudy’ other positions. The Executive also appoints persons from among the Ordinary members to undertake the roles such as Membership and Recruitment Co-ordinator, Co-ordinator of Awards, and Co-ordinator of Special Interest Groups.

The role of the Early Career Researcher member includes representing the interests of Early Career Researchers on the AARE Executive, liaising with ECRs to maintain an awareness of the broad range of interests pertinent to them, working with AARE to support ECRs through the provision of workshops and other activities, promoting AARE within the ECR community with a view to increasing membership numbers, working closely with the Postgraduate Representative, particularly in relation to pre-conference workshops and other Conference related events, and membership of the Conferences Standing Committee.

To be eligible for election as an early career researcher member, a person must have been awarded a doctoral degree within the past 5 years and have an appointment at no higher than Level B (or equivalent) if employed by a university or research agency.

Further information about the Executive and about individual positions can be obtained from the Secretary.

**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 and report to meetings of the Executive
- undertake such activities between meetings as agreed among Executive members (this may include, for example, drafting documents or liaising with other groups)
- attend the annual conference and AGM
- act in pursuit of the goals of the Association

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 (e.g. 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
Call for nominations

CALL FOR NOMINATIONS FOR LIFE MEMBER AWARD 2011

Members of the Association are invited to nominate a member for the award of Honorary Life Membership of the Association. AARE awards an Honorary Life Membership each year at the annual conference. In special cases or circumstances more than one award may be made.

Criteria

To be eligible for nomination, a person must:

be a member of AARE;

have demonstrated a longterm commitment to AARE as evidenced by at least 20 years' continuous membership of, and active participation in, the Association;

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.

Nomination procedure

Members nominating someone should:

Ensure that the candidate fits the criteria stated above.

Provide a profile of the candidate that provides grounds for the nomination.

Pertinent information about the candidate would 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.).

Send a statement indicating how the nominee meets the criteria for the award and providing grounds for the nomination as outlined above, to:

Debra Cunningham
Nominations must be received by **15 September** 2011.

**Selection procedure**

A sub-committee of the Executive, chaired by the Honorary Secretary, will examine the nominations received and make a recommendation to the Executive. In addition to the stated criteria, the sub-committee monitors the gender, regional and disciplinary distribution of Honorary Life Members. Where marked discrepancies in the distribution occur, the sub-committee may implement positive discrimination procedures.

For more information and a list of previous award winners see the entry under Awards on the AARE website [Click here].
Call for nominations

**AARE Distinguished Fellow Award for Outstanding Leadership and Service**

The AARE Distinguished Fellow Award recognises outstanding leadership and service within AARE. Nominees must be a current AARE member and will have played a significant leadership role in the development of AARE as a national association for education research over an extended period (5+ years).

Nominations should be sent electronically to the Selection Committee, AARE Distinguished Fellow Award, c/o aare@aare.edu.au. The deadline for receipt is 30 September. Nominations must include:

- a coversheet detailing the nominee’s address, contact details and current position;
- a letter (max two pages) explaining the significance of the individual’s leadership and contribution to AARE; and
- letters of support from two colleagues in education.

Only one AARE Distinguished Fellow Award for Outstanding Service will be awarded annually, and the Selection Committee reserves the right not to make an award in any particular year. The award consists of registration to attend the annual conference of AARE in the year of the award, and presentation of a plaque at the annual conference.
Writing the ordinary: Auto-ethnographic tales of an occupational therapist

Description
This doctoral project was an auto-ethnographic study of Dr Sally Denshire’s life as an occupational therapist. Auto-ethnographic writing animates the culture of occupational therapy by fictionalising embodied moments of practice in a woman’s life that can contribute to the collective biographical library of the profession in Australia. The purpose of this auto-ethnography was to re-inscribe the everyday world of practice into public accounts, at a time when occupational therapy as a profession was becoming a scholarly discipline.

Every profession has rich oral and practice traditions that are located in the everyday. Occupational therapists have a ‘double dose’ because the work they do explicitly concerns the everyday activities of others. Participation in all the ordinary things that people need and want to do every day is part of the ‘immense remainder’ (de Certeau, 1984, p. 61) of human experience that ‘does not speak’ (Hasselkus, 2006). This auto-ethnographic inquiry into Sally’s professional life restored something of the intimacy, viscerality, and particularity of practice, which, she argued, had been left behind in the search for scholarly and professional legitimacy for occupational therapy.

Research questions
The two research questions that shaped Sally’s writing were: (1) How can auto-ethnography contribute to an understanding of occupational therapy practice? and more particularly; (2) How can auto-ethnography contribute to understanding the published work of experienced practitioners, explored through an auto-ethnographically focused re-reading and re-writing of a body of her own published work?

Methods and findings
The thesis consisted of a portfolio of fictive tales together with layers of historical and theoretical framing. The tales were in direct dialogue with a selection of articles from Sally’s own published work concerned with the practices of a youth-specific occupational therapy project undertaken in the 1980s. A critical commentary connected the new writing with the old, related to the research problematic of everyday life, and to constructions of professionalism in the bigger picture of occupational therapy. In the tales, Sally was ‘writing in’ what was not written about in her articles and in occupational therapy generally. This ‘writing-in’ re-inscribing was the thesis method.

The resulting portfolio of tales of sexuality, food, and death dramatised ‘paradigmatic scenes’ from a remembered world of occupational therapy, recalling embodied moments of practice with young people living and dying at Camperdown Children’s Hospital.

These fictional tales were twice-told, first, by an Anglo-Australian occupational therapist in her 30s, and then by girls of Pacific Islands, Aboriginal, and Turkish heritage. The particular approach of crafting twice-told tales in dialogue with selected publications, was what made this auto-ethnographic project distinctive.

Implications of auto-ethnography for experienced practitioners
Fictive engagements with practice may ‘recover’ subjugated knowledges from lost and repressed places. Such ‘writing the ordinary’ may have ethical implications for experienced practitioners more broadly, beyond occupational therapy, by expanding embodied ways of writing moments of interaction between all the actors in professional practice situations.

References

Contact
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