From the President

The 2011 Conference in Hobart is going to be an exciting event. More than 600 papers have been reviewed; timetabling is underway by the SIG track directors, and the quality of papers is impressive [Read More]

Included:

*Invited Symposia, Pre Conference Workshops,
*New Membership Structure, WERA Focal Meeting

Research Development

Alison Lee, Terri Seddon, Peter Renshaw and I have just completed a piece of work on behalf of AARE and the Australian Council of Deans of Education. All being well, this will be the first phase of a major program of strategic planning for national capacity-building in educational research. [Read More]

Included:

*The identity and definition of educational research in Australia

AARE AGM 2011

The Annual General Meeting of AARE will take place during the forthcoming annual international conference in Hobart. All members are encouraged to attend. Find out more about your Association and have a say in what it does [Read More]

Recently Awarded Theses

Kristina Gottschall, Charles Sturt University

'May You Live Normally Ever After!' - Popular Film as Pedagogy: Youth, Subjectivity & Australian Cinema [Read More]

Update on AER

Since March 2011, the new Editorial Team has been undertaking a number of changes to the journal now that the AER is being published through Springer [Read More]

Moves and New Grooves!

We would like to profile AARE member moves and/or new positions you may be undertaking in your institutions.

This issue features: Barbara Comber, QUT [Read More]
*Collaboration and competition between educational researchers in different universities *ERA 2012 results

Postgraduate Profiles
Lisa Helen Papatraianou
University of South Australia
My doctoral research explores the complex interactions between factors that put early career teachers at risk of leaving the profession as well as factors that support early career teachers to remain in the profession. Underpinning my research is a human resilience theoretical framework.

Abbey Jean MacDonald
University of Tasmania
My PhD research explores transformations the beginning artist teacher undergoes as they negotiate balance between artist and teacher identities.

Dione Louise Parker
University of Tasmania
I am completing a dissertation researching the experiences of primary teachers teaching history to their students.

If you would like to be featured, please contact: Julianne Moss Julianne.Moss@deakin.edu.au for details

Preconference Update
Conference Program
Planning for the upcoming conference is proceeding well. A preliminary conference program will be published on the AARE conference website early November.

Important Notice for Authors
Presenters who are listed first, please ensure that you have registered for the conference so that your presentation remains in the program.

Preconference SIG News
Teacher Education and Research Innovation Workshop
Technology and Learning Meeting & Spring Bulletin

Preconference Workshops
Constructing Measures
Rob Cavanagh
Praxis-Orientated Research
Christine Edwards-Groves, Jane Wilkinson, Laurette Bristol and Stephen Kemmis

Planning the Data Collection: Interview Design
Jeanne Allen
The Critical Power of Place
Margaret Somerville
Participatory Research with Young People
Susan Groundwater-Smith and Nicole Mockler

[Click Here] For more information and registering for workshops

2011 Conference Speakers
Lyn Yates Miriam Zukas Peter Goodyear
Radford Address Keynote Keynote

Contributing to the AARE Newsletter
Please feel free to contribute items to the AARE Newsletter.
Closing date for next newsletter: 24th February 2012
Send to: Lisa.Papatraianou@unisa.edu.au
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From the President

The 2011 Conference in Hobart is going to be an exciting event. More than 600 papers have been reviewed; timetabling is underway by the SIG track directors, and the quality of the papers is impressive.

The 2011 Conference will include eight Invited Symposia. These were selected through a very competitive process and will be presented by some of Australia’s most talented education researchers. In 2012, two of the symposia will be featured AARE presentations at AERA and BERA.

A highlight of AARE’s conferences is always its preconference workshops for Honours, Postgraduate students and ECRs. An outstanding array of scholars will be leading workshops on topics ranging from measurement for beginners, action research, interview design, participatory research, and building an academic career. Encourage your students and others to take advantage of this wonderful research capacity building exercise. Thank you to Kristina Gottschall and Carmel Patterson, the ECR and PG members of the AARE Executive for organising such a wonderful program of events.

Don’t forget to register on-line for the 2011 Conference.

AARE is progressively moving its membership schedule to a fixed term, annual term of 1 July – 30 June. Around half our membership has moved to the new schedule and the remainder will do so in 2012. Thank you for supporting an initiative that will help AARE enable automated membership renewals and the financial clarity for expanding member services.

Against a competitive field, AARE was selected to host the World Education Research Association (WERA) Focal Meeting in 2012. The WERA Meeting will take place during the AARE/APERA Conference in Sydney. As a result, the Presidents or nominees of the education research associations from all continents will be in Sydney for the 2012 conference so be sure to block out your diary for this truly international event.
AARE Executive members, Professors Alison Lee (UTS) and Peter Goodyear (USyd) are leading an exciting initiative with the Australian Council of Deans of Education (ACDE) to build education research capacity in Australia. With Peter Renshaw (UQ) and Terri Seddon (Monash), they have developed a discussion paper for the next meeting of the AARE Research Directors of Education Network (ARDEN) to be held from 15-17 October, prior to the ACDE meeting. Copies have been circulated to ARDEN members and Heads of School/Deans. Please access the paper and forward your feedback to Alison Lee, and thank you to the AARE/ACDE working party for leading this exciting initiative.

Finally, just to let you know that AARE is reworking its website to give it added functionality to improve support for members and particularly SIGs. This work will be happen over the next few months, and my apologies if the work causes any inconvenience. However, please do check out the AARE website regularly for new changes.

Chris Halse
President


Affiliations:
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Post Graduate Profiles

Lisa Papatraianou
PhD candidate, University of South Australia

Email: Lisa.Papatraianou@unisa.edu.au

As the editor and producer of the AARE quarterly newsletter, I thought it was time I formally introduce myself! However, before I do, I would firstly like to thank you all for your ongoing support for the association and your contributions to the newsletter. Not only does this method of communication enable the association to share current news and updates related to our work, but it also provides the opportunity for postgraduate students to introduce themselves and to begin to network with researchers in their areas of interest. In saying that, I would like to encourage supervisors to share AARE’s newsletters with their students and support their students to contribute to the postgraduate network in some way.

I am a full time postgraduate student at University of South Australia. I am currently nearing the end of the third year of my PhD candidacy. I recently returned from a fourth month position as visiting doctoral researcher at the Unit for School and Family Studies at Goldsmiths College, University of London, as the 2010 Maurice de Rohan scholar. During this time, I was extremely fortunate to meet world renowned researchers in my field, whom I have been reading and citing whilst conducting my honours and doctoral research.

Nearing completion, my doctoral research explored the complex interactions between factors that put early career teachers at risk of leaving the profession as well as factors that support early career teachers to remain in the profession. In addition, my research explored the technological implications on early career teacher resilience. Part of the technological implications related to how formal and informal support can be mediated by various modes of communication among early career teachers and their contacts. Furthermore, I sought to understand how online communication increased teacher socialisation and broke down the pervasive culture of isolationism in schools.

Underpinning my research is a human resilience theoretical framework. Within this, I developed a conceptual model of resilience (Papatraianou, Sullivan & Johnson, 2010) which aims to focus on the complex processes underlying resilience in different contexts. Focusing on the protective processes that enable early career teacher resilience is more useful than simply ‘making lists of factors’ that influence resilience (Johnson & Wiechelt, 2004; Rutter, 1990).

Again, thank you for your ongoing support and I look forward to seeing you at the upcoming
AARE conference in Hobart.

Lisa Papatraianou

**Lisa Papatraianou** | PhD Candidate | School of Education
Research Assistant | School of Social Work and Social Policy
University of South Australia | St. Bernard's Rd. Magill  5072
Phone: 08 830 24155 | Email: Lisa.Papatraianou@unisa.edu.au
[Staff Homepage]

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**Abbey Jean MacDonald**
PhD candidate, University of Tasmania

**Thesis Title:** Intertwined: An exploration of artist teacher identity

Email: Abbey.MacDonald@utas.edu.au

I am undertaking a PhD through the University of Tasmania. My PhD research explores transformations the beginning artist teacher undergoes as they negotiate balance between artist and teacher identities. My primary intention is to identify specific factors that may contribute to the emerging art teacher’s ability and desire to successfully maintain an arts practice whilst teaching.

Through the combined lens of auto ethnography and narrative inquiry, the research examines the similarities and differences between artist and teaching practice and in doing so, highlights the specific ways in which artist practice and teaching practice influence each other. The choice and development of the research methodology is reflective of the desire to provide more in-depth, personalised insights into the synergy and/or dissonance evident between artist and teaching practices, and the implications this may have for the beginning artist teacher.

I have had experience teaching visual and media arts in Tasmanian schools across most levels since completing a Bachelor of Fine Art (Hons) in 2004 and a Bachelor of Teaching (Hons) in 2007 through the University of Tasmania. I now work exclusively with first year Bachelor of Education students; supporting them in their own unfolding journeys to becoming teachers who can make sense of their attitudes towards the visual arts, and of their obligation to provide authentic and purposeful art education to their future students.

I am also a practising and exhibiting artist, exploring various aspects of identity through my preferred medium of oil paint.

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**Dione Louise Parker**
Masters of Education candidate, University of Tasmania

**Thesis Title:** Teaching History in Primary Schools – A North West Tasmanian Case study

Email: dione.parker@education.tas.gov.au

I am a primary classroom teacher from North West Tasmania who has worked under a service agreement between the Tasmanian Department of Education and UTAS for the past four years. This has seen me split my teaching duties between Forest Primary School in the Circular Head
Federation of Schools and the Cradle Coast Campus on a 4/1 split. I started my Masters studies in Inclusive Education. I have experience teaching second year Bachelor of Education students Society and Environment curriculum. I am completing a dissertation researching the experiences of primary teachers teaching history to their students. This has relevance in the current transition period which is moving educators towards the Australian Curriculum – History. I am currently analysing my data and will hand my completed dissertation in for review in February 2012.

I have found the challenge of postgraduate study very rewarding. Coupled with my teaching at UTAS it has broadened my focus and renewed my vigour for my classroom teaching. I believe strongly in the ‘teacher as researcher’ and have been fortunate to receive support from the DOE and UTAS in my endeavours.
Recently Awarded Theses

Kristina Gottschall

Title: ‘May You Live Normally Ever After!’ - Popular Film as Pedagogy: Youth, Subjectivity & Australian Cinema

Institution: Charles Sturt University
Supervisors: Professor Bill Green & Professor Jo-Anne Reid

Abstract: This thesis is part of a move to rethink the normalising subjectivating processes that constitute the ‘youth’ subject. Through a conceptualisation of popular film as pedagogy and feminist and post-structuralist theories on subjectivity, popular film culture is considered as being profoundly geared towards the practices of subject-formation and (self)governmentality. As a context where we learn about the self, our culture, and our place within it, popular film is understood as a profoundly pedagogical space and complex set of relationships where subjectivities are made and remade. Far from a simple act of transmission, film’s knowledges and forms of address meet its audience but ‘misfire’ due to the indeterminate and unpredictable encounters between film/makers, audiences and cultural politics.

The study begins by returning to key work on pedagogy and popular culture, by engaging in key debates between cultural studies and education. Drawing attention to pedagogy as modes of production and conditions of learning, this thesis asks: how film as pedagogy might work and how such learning might occur. Reconceptualising Henry Giroux’s notion of film as teaching machine through a ‘post-critical’ sense of pedagogy as relational, contextual and indeterminate (after Elizabeth Ellsworth and others), the dissertation mobilises a more nuanced pedagogy than is usually found in public pedagogies’ scholarship from a critical theory perspective. Further, the work Michel Foucault and Judith Butler are drawn on to argue that popular film is a technology of the self, geared towards subjectification.

Progressing through questions of method, a confessional move occurs which accounts for the researcher’s shifting understanding of method(ology). Through an emergent methodology, methods including discourse analysis (broadly conceived), social semiotic analysis and writing are discussed. Ideas about reflexivity, the nature of research and researcher performativity are considered.

Focusing on the youth subject of Australian film post-1980, a range of Australian films and film culture is analysed to think about the discursive and semiotic formations of age-based, gendered and sexed subjectivities. In a critical exploration of the ‘quintessential’ youth(ful) figure of Australian film, Ben Mendelsohn, a range of his films are considered along with a whole host of public data including interviews, reviews and promotional material. What is argued is that ‘Ben Mendelsohn’ is usefully conceived as a pedagogical text, a ‘spectacular pedagogue’, blurring worlds on and off the screen, inciting us to revisit a kind of young,
masculine, roguish, destructive subject.

Next, a close reading of one of Mendelsohn’s films, *Idiot Box* (1996), is conducted in order to consider pedagogies of youthful masculinities, ‘Generation X’ and complex modes of address in a more focused way. Ideas relating to suburbia, work, girls, love and sexuality, motherhood and mateship are explored.


The study continues by focusing on how audiences might *come to know* the ‘bad girl’ in and through the film *Suburban Mayhem* (2006). How pedagogy might work through an ambiguous and demanding mode of address is examined through the film’s protagonist, Katrina, and the (non)didactic, ironic and outrageous (mock)documentary testimonials of the other characters. A range of filmic designs and practices are analysed as they are linked to potential learning about the young female subject and the costs of forming the self in particular ways.

Lastly, questions of ‘generation’ and how it is constructed as a commonsense battle between ‘young’ and ‘old’ are explored through analyses of *The Rage in Placid Lake* (2003), *Hey Hey It’s Esther Blueburger* (2008), *Crackers* (1998), *Spider & Rose* (1994) and *Blurred* (2002). Various film designs and practices are considered which, as is argued, pedagogically invite spectators to play along with these particular age-based games of subjectification.

The study closes with a reflection on the filmic readings offered here, and on the central thesis of film as pedagogy. Conclusions are drawn on the significance of film as a form of pedagogy and the implications of film in the processes of knowledge production and subject formation. It is argued that the post-critical concept of pedagogy that is mobilised here is generative in terms of rethinking the normalising subjectivating regimes located within and through engagements with popular film and beyond. This is done so with the view of opening up different and diverse ways of thinking, learning and being.

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**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
AARE AGM 2011

The Annual General Meeting of AARE will take place during the forthcoming annual international conference in Hobart.

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-first Annual General Meeting of Members of the Association will be held in Grand Ballroom 1 on the Mezzanine Floor of the Hotel Grand Chancellor in Hobart on Wednesday 30 November 2011 from 5:00 pm to 6:00 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 Honorary Secretary. Proxy appointments must be advised to the Honorary Secretary by Wednesday 23 November 2011.

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 Honorary Secretary. Questions must be submitted by 23 November 2011.

Debra Cunningham
AARE Honorary Secretary
debra.cunningham@qct.edu.au
Saturday 26th November is our inaugural preconference workshop. The day will be organised into three sections:

Section 1.
9am-10.30. Town Meeting on the State of Teacher Education in Australia. This will mainly be a sharing session by participants regarding practical and theoretical issues facing teacher educators.

10.30-10.45 Morning Tea

Section 2

12.30. Travel on the ferry to Mona St Ferry (15 minutes).

12.45-1.30 Lunch at the Brewery

Section 3
1.30-4.30 pm MONA MUSEUM OF ALTERNATIVE ART GALLERY

4.30-6PM Back to the Brewery.

Please contact Garry Hoban for more information

Email: ghoban@uow.edu.au
Technology and Learning SIG Conference Information

Thank you to all those people from our T&L SIG who are presenting papers, posters and symposia at AARE in Hobart - it's a very interesting array of new and continuing research on a range of technology subjects.

We will have a T&L SIG meeting and informal dinner during the conference, please look for the details on Day 1 on the noticeboard near the registration desk. It will be great to meet and talk collectively about your work.

All the best - see you very soon,

Jane Hunter and Joanne Orlando
Spring Bulletin with AARE Special Interest Group (SIG) news for Technology and Learning (T&L)

Items:
1. Books
2. 2012 Journal List for ERA
3. Latest TTF news
4. AARE Conference in Hobart 2011

1. Some forthcoming, newish and paperback books


Increased accessibility to technology has resulted in increased educational use; however despite its positive impact, technology has not facilitated the wholesale educational reform that so many educators have hoped for. Journal of Research on Technology in Education (JRTE) editor Lynne Schrum suggests that this may be remedied by developing a new research agenda - one that connects educators and researchers, and looks not only at the past, but provides direction for the future.

In this soon-to-be published book Schrum brings together many JRTE articles that focus on classroom technology integration, demonstrating how research can be used to connect theory to practice- moving education forward. Topics include digitized primary sources, mobile computing devices, the influence of teachers’ technology use on instructional practices, and implementation and effects of one-to-one computing initiatives.


Many teachers and teacher educators will be interested in this new book, according to the ISTE website it’s an: “excellent introduction to media literacy… regardless of the discipline you teach, students will be the beneficiaries of Baker’s media literacy approach”.


As described on the ISTE website: "From Fear to Facebook is an insider's view of the journey from peril to possibility with digital media in school communities. Matt Levinson gives a clear picture of how communities need to work together to create safe, innovative opportunities for kids to learn with digital media. The book tells the story of the cultural shift happening in schools with technology and provides a road map for how to navigate
this sea change with buy-in from all key stakeholders. The stories [Levinson] shares are grounded in the day-to-day challenges and opportunities that accompany digital media. It should be required reading for schools looking to figure out how to optimize technology to enhance teaching and learning".

4. Available in paperback now – 2011


This book describes how web-based technology has opened up education around the world to the point where anyone can learn anything from anyone else at any time. To help educators and others understand what's possible, Curt Bonk employs his "WE-ALL-LEARN” model to outline ten key technology and learning trends, demonstrating how technology has transformed educational opportunities for learners of every age in every corner of the globe. The book is filled with stories from a range of learners as well as interviews with technology and education leaders that reveal the power of this new way of learning. It captures the global nature of open education from people who are creating and using new learning technologies.

2. **2012 Journal List for ERA**


3. **Teaching Teachers for the Future (TTF) Project.**

In the last bulletin we mentioned the TTF Project, it’s a $7.8m national project aimed at enabling all pre-service teachers at early, middle and senior levels to become proficient in the use of ICT in education.

The final 2 x TTF resource packages for the project have just gone live at [http://www.ttf.edu.au/history/history-listing.html](http://www.ttf.edu.au/history/history-listing.html)

The resources are well worth consideration. If you would like further information about the resources please contact:

Gabrielle England
Senior Manager | Learning Services

T +61 3 9207 9651 | F +61 3 9910 9800 | M 0406 660 451
gabrielle.england@esa.edu.au
http://www.esa.edu.au

AARE Annual International Conference

AARE is on in Hobart from 27 November-1 December, 2011. Thank you to all those people from our T&L SIG who are presenting papers and symposia – a very interesting array of topics – it should be a terrific event.

Please register soon – early bird closed on Sunday 11 September. The final program is currently being compiled.

We will have a T&L SIG meeting and informal dinner during the conference, so it will be great to meet and talk collectively for all those who can make it.

For more information visit:  

After the conference in Hobart this site is well worth a visit:  
http://mona.net.au/

**If you have items of interest you would like to add to our next T&L SIG News please email them to either of us at j.orlando@uws.edu.au or j.hunter@uws.edu.au

All the best,  
Joanne Orlando and Jane Hunter  
AARE T&L SIG Co-convenors

September 2011.
An update on the Australian Educational Researcher

Since March 2011, the new Editorial Team has been undertaking a number of changes to the journal now that the AER is being published through Springer. We offer a belated public thanks to the former editorial team under the leadership of Annette Patterson as they passed on a significant pool of accepted papers. These papers are being edited and made available online throughout the remainder of 2011, and will be available in print form in limited numbers in four issues in 2011-12.

But as this pool is reducing we welcome high quality new submissions. While there were some teething problems with the transition in terms of accessing the Springer website, all submissions are now made online and can be monitored through the review process. So please have a look at the AER website for the statement of purpose of the journal and consider the AER for your next paper. [Click Here]

As stated in our aims and objectives, we welcome papers across theory, policy, and practice, submissions utilizing a range of methodologies and that have a critical edge in terms of their respective fields.

The editorial team are using this transition period to Springer as an opportunity to implement a number of changes which will become obvious over the next year. The editorial structure now has an Editorial team: Jill Blackmore (Managing Editor) Mary Dixon, Shaun Rawolle, Kim Senior and Louise Paatsch at Deakin University [Assistant Editors] and Sue Saltmarsh as Book Review Editor [Australian Catholic University]. George Aranda located at the Centre for Research in Educational Futures and Innovation is also assisting in managing the editing process as is Stephen McLaren who is assisting with copy-editing. Additionally, we have an Editorial Board and an International Advisory Board, both providing general editorial advice and reviewing special issues proposals as well as some reviewing.

The AER is also seeking to update their data-base of reviewers. Finding reviewers is an ongoing issue with the AER as with all journals and so welcome your support. To facilitate this process we are inviting any individuals who wish to review papers to please forward name, institution, email and keywords to jillb@deakin.edu.au and george.aranda@deakin.edu.au

In seeking to renew interest in writing book reviews, and creating publication opportunities for post-graduate students in particular, we are introducing a review essay that will be peer reviewed. The review essay will comprise of reviewing at least three recent books around an
educational issue, theme or debate within the fields of research, policy or practice. Proposals are to be submitted to Sue Saltmarsh. Sue is also scanning the latest books and inviting individuals to write reviews in their specialist. So watch this space.

The AER will publish occasional special issues to a maximum one per annum. It is expected that a potential guest editor(s) of a special issue submit a proposal to the Managing Editor who will then send it out to review to the Editorial Board. The criteria upon which it will be judged are whether the issue addresses contemporary concerns in an innovative way that aligns with the journal’s aims. The proposal should outline the following:
- statement of overall aims and rationale for special issue
- contribution to the field
- rationale for selection of papers
- appropriateness to AER
- possible reviewers

In order to promote the AER as well as build research capacity generally in the field, we have organised at the AARE Conference
- Meet the Editor’s Lunch with Jill Blackmore for the Australian Educational Researcher and a number of editors of journals who are present at the conference including Discourse, Critical Studies in Education, Asia Pacific Journal of Teacher Education
- How to Write a Book Proposal Lunch presented by Anna Clarkson (Routledge Managing Editor of Books) and Professor Pat Thomson (University of Nottingham).

Springer is awarding an annual Best Paper Prize for articles published in the AER amounting to $500. The prize will be judged by the Editorial Panel and will be presented at the Annual Conference.

The AER team welcome any advice, assistance and of course submissions.

Jill Blackmore
Managing Editor
Deakin Centre for Research in Educational Futures and Innovation
Research Development

Alison Lee, Terri Seddon, Peter Renshaw and I have just completed a piece of work on behalf of AARE and the Australian Council of Deans of Education (ACDE). All being well, this will be the first phase of a major program of strategic planning for national capacity-building in educational research. We have prepared an initial position paper for AARE Exec and for a meeting of the deans and the associate deans (research), to be held 17/18th October. In this column, I want to touch on two linked issues that will need careful examination as we move forward.

The first concerns the identity and definition of educational research in Australia. The ERA2010 exercise brought into the open: (a) the poor fit between research carried out by the staff who work in the ACDE schools and faculties and educational research as defined by the Australian Bureau of Statistics (FoR13), (b) the relatively poor performance of FoR13, when compared with most other major fields of research. We knew at an early stage that major tranches of educational research (e.g. in the sociology, psychology, history and philosophy of education) would be assessed as small parts of other areas – ‘parent’ disciplines, if you will. We still do not have definitive data on this, but it seems that up to 40% of the research outputs of many schools/faculties of education were treated in this way, rather than as part of FoR13. Conversely, a very significant proportion of the researchers who were coded by their universities as belonging to FoR13 do not work in the schools/faculties of education. Again, definitive data elude us, but estimates of the numbers of teaching and research staff working in the ACDE schools and faculties have tended to be around the 1800 mark. The ERA2010 Report shows 2886 FTE staff appearing in FoR13. That is, at least 1/3rd of the staff whose research appeared in FoR13 do not work in the ACDE schools and faculties. We know very little about who these people are, what research training and qualifications they have, and what kind of educational research resources they can draw upon. Some of their work is doubtless very good. But we have no way of knowing whether, on the average, it raised or lowered performance outcomes in FoR13 and its subfields.

There are two lines of response to this enigma. One is to adopt a defensive posture, circle the waggons around the ‘real’ educational researchers, and insist that future ERAs should distinguish between the professionals and the amateurs. In our position paper, we’re taking a much bolder line – one that recognises and welcomes an expanding community of people involved in educational research and sees a role for organisations like AARE and ACDE in leading the strategic work needed to improve the quality and use of educational research – broadly defined.

The second major issue relates to the contours of collaboration and competition, between educational researchers in different universities. Many would agree that exercises like ERA,
together with the difficulties of recruiting and retaining good staff and students, competition for scarce research grants, etc., have intensified rivalries between institutions. Collaboration still occurs – especially in research and between individuals with complementary interests. But it’s harder to get backing for more complicated collaborative ventures, especially where the eventual distribution of benefits is hard to predict. Nevertheless, there are problems bedevilling the field as a whole that can’t be solved through the actions of independent institutions fighting with each other in a rough and ready market. Most of the successful research fields in Australia have found ways of collaborating over strategically important investment and capacity-building priorities, while still competing in other areas. We need to be better at this. So part of the work for the coming year is to identify a manageable number of initiatives that can make a substantial difference to the health of educational research: for example, in shared research training, collaboratively developed research infrastructure, and joint work on national research funding mechanisms. ERA2010 made it impossible to ignore the fact that we don’t really know who we are. We need to invest some time in creating better maps of our community, and its needs, talents and ambitions. Without some shared work on this, we won’t know what to make of the ERA2012 results.
Moves and New Grooves!

Barbara Comber

Queensland University of Technology (QUT)

**Position:** Professor

I was appointed to the Faculty of Education as a second Research Capacity Building Professor. Professor Allan Luke was the first such appointment in 2006. My role is to work with colleagues across the faculty, especially early and mid-career academic, to support their research and publication.

**Key Teaching and Research Interests:**

Critical literacy and social justice, place-based pedagogy, teachers’ work, collaborative action research, institutional ethnography

**Start Date of Position:**

Sept 27, 2010

**Contact Details:**

Faculty of Education
Victoria Park Road
Kelvin Grove
Qld, 4059
Room E128
Phone 61-7-3138 5964

Details for Contributions

Name:

Institution:

Position:

Key Teaching and Research Interests:

Start Date of Position:

Contact Details:

Please feel free to attach a profile picture when emailing your details to Julianne Moss

Email: julianne.moss@deakin.edu.au