AARE Annual Report
In the past, portfolio reports from the AARE Executive were distributed at the AGM held during the annual conference. This practice disadvantaged members who, for various reasons, are not able to attend the conference. The AARE Executive has this year decided to publish an Annual Report so that all members report about AARE's activities during the preceding year.

Conference Standing Report
Click Here to read more about the Hobart Evaluation Report. Preparation of the upcoming Sydney AARE-APERA Conference and WERA Focal Meeting, and preparations for the 2013 AARE Conference to be held in Adelaide.

Pre-Conference Workshops
› Globalization and doing education policy analysis
› Going digital, harnessing digital technologies for research
› Making sense of statistical analyses
› Ethical dilemmas conducting research in cross cultural contexts
› Building a track record for early career researchers
› Getting published in academic journals
› Oral and life history methods in education
› Constructing measures
› Teacher research workshops

Recently Awarded Theses
› Lisa Papatraianou, University of South Australia
› Catherine Hartung, University of Wollongong
› Thu Thuy Vu, University of Queensland
› Reem Al-Mahmood, University of Melbourne
› Iris Enriquez Dumenden, La Trobe University

Contributing to the AARE Newsletter
Please feel free to contribute items to the AARE Newsletter. Closing date for next newsletter: 1st March 2013
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Book Launch
Literacy in 3D: An integrative perspective in theory and practice, Edited by Bill Green and Catherine Beavis.
To be launched AARE-APERA 2012 Conference
[Read More]
Postgraduate Profiles

Bronwen Wade-Leeuwen

Thesis Title: First Marks: Fostering Creativity in Pre-service Primary Art Teachers
Institution: Macquarie University
Supervisors: Dr Neil Harrison, Dr Alma Fleet and Dr Alan Rice

My PhD research investigates how to foster ‘creativity’ in pre-service primary art teachers so they can better mentor the children they teach. The purpose of the research was to learn how to model aesthetic creative action in teachers by understanding aspects of the nature of creativity, how to assess it and improve learning and teaching strategies in schools and tertiary environments.

My mixed-method arts-based narrative research inquiry (Eisner, 2006) uses workshops as creative performances with two central themes (Denzin, 2003). The central themes were divided into two case studies (Stake, 2010). The first case study was on ancient Chinese calligraphic principles and aesthetics and the second on Aboriginal drawing and printing processes. The case studies were designed in collaboration with educators and experienced practicing artists from Fujian, Singapore Shanghai, Taipei, and Sydney. The aims of these communities of practice (Wenger, 2000) were to provide imaginative spaces for pre-service teachers to gain new aesthetic experiences (Sternberg, 1999) that integrate Visual Arts with other KLAs such as dance, music and poetry. The methods involved teachers working collaboratively, independently and reflexively within the creative process. Data gathered revealed many pre-service teachers found the workshops to be of value both in their teaching and developing their own self-confidence.

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AARE AGM 2012

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

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-second Annual General Meeting of Members of the Association will be held in the New Law Lecture Theatre 101 at the University of Sydney, Camperdown, on Wednesday 5 December 2012 from 5:30 pm to 6:30 pm. A draft agenda will be available on the AARE website soon. The AGM is open to all members of the Association. Members unable to attend in person may appoint a proxy to vote on their behalf. A Form of Appointment of Proxy is available on the AARE website or from the Honorary Secretary. Proxy appointments must be advised to the Honorary Secretary by Wednesday 21 November 2012.

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 21 November 2012.

Debra Cunningham
AARE Honorary Secretary
debra.cunningham@qct.edu.au
On September 4 this year, AARE members around Australia, and educational researchers around the world, were saddened to hear the news that Professor Alison Lee had passed away after losing her battle with cancer. In her life, and through her work, Alison meant something different to each of us, and each of us has been touched in a different way by her. Various, we will remember her as a colleague, collaborator, supervisor, presenter, wise woman and friend. As Director of the Centre for Research in Learning and Change at the University of Technology, Sydney, Alison’s research focus was on the changing nature of the university and its relation to the world of work, the professions and social participation. Her work highlighted the importance of strong critical educational research and practice in furthering knowledge and development of inter-professional relationships – and her work in supporting doctoral education strongly underpinned this. The expressions of respect and gratitude for who Alison was, as well as what she achieved, and how she operated as a researcher, teacher and academic conveyed to the education research community in the deluge of postings on websites, email lists and social media networks to which Alison was linked, have been simply overpowering.

Through Alison’s work, AARE has benefited from and linked with the range of these networks that she was a part of, and influenced as a scholar, teacher and advocate. Her impact, the esteem in which her work is held, and her educational legacy is indeed remarkable. As AARE members, we have all had the benefit of her energy, her sharp intelligence, her humour, her candour, and her leadership during the long time she has been an active and leading member of our Association, particularly during her years of service on the Executive. Her vision and leadership of the team that created the national Education Research Futures Summit began what has become a strong connection between AARE and all Education Faculties around Australia – the workplaces and the research contexts in which most of our members operate. This continued in her initial work with Peter Goodyear to scope and plan the Strategic Capacity Building for Australian Educational Research plan that AARE is involved in, together with ACDE, HERDSA, AVETRA, ascilite and other research associations. In all these ways, it is clear that her commitment to research capacity-building and research pedagogy extended beyond her work in doctoral education, for which she is justifiably world-renowned. It was this passion that worked for the explicit benefit and strategic goals of AARE, particularly in supporting and foregrounding the talents and energies of new researchers. Among other things, it led to her joining with colleagues to form a new SIG in Higher and Professional Education, which will begin activities with a strong program at this year’s conference.

Alison Lee gave to AARE her precious time, her boundless energy, her brilliant mind, her careful and critical collegiality, and her unwavering commitment to the importance of what educational research does, and can do, for society. We are a stronger and better Association because of her contribution to who we are, and we will miss her.

Jo-Anne Reid
Early Childhood SIG Symposium

Early this year the AARE Early Childhood SIG held a one-day symposium on ‘Researching Integrated Service Provision in Early Childhood’, supported by the AARE large grant for SIGS, Australian Catholic University, and Community Child Care Victoria. Many SIG members were unable to attend, but the good news is that the symposium is to be repeated at this year’s AARE conference. The symposium organisers from the SIG have also successfully submitted a proposal to Early Years for a Special Issue on the topic of Integrated Children’s Services, to be published in 2013.

SIG members who are interested in submitting an abstract by 1 February 2013 can find the call for papers by [Clicking Here]
Technology and Learning SIG

Joanne Orlando and I are looking forward to seeing SIG members at the upcoming conference. Paper reviewing is almost complete and we have been busy allocating papers to the program.

On Tuesday evening in conference week we would like you to join us at Almustafa on Glebe Point Road for dinner - we may have a drink elsewhere first and then move onto to dinner at 7pm. Look for the note about our dinner near the conference registration desk.

A great deal continues to happen in terms of technology in education settings world-wide. We are really looking forward to some exciting paper contributions about your research and new understandings.

See you very soon,

Jane Hunter
Co-convenor Technology and Learning
Pre-Conference Workshops

AARE pre-conference workshops are the preliminary activities for the 2012 Joint AARE/APERA Conference and WERA Focal Meeting in Sydney from Sunday 2 December to Thursday 6 December 2012. There are two programs this year for the AARE Pre-conference Workshops that will be held at University of Sydney, Sunday 2nd December 2012.

The enormously popular Postgraduate Student (PGS) and Early Career Researcher (ECR) pre-conference workshops are presented by academics eminent in their respective fields. There is a wonderful variety in the choice of four sessions for the morning and afternoon, with breakfast and lunch included. The workshop finale is a senior scholar’s discussion forum who will offer insights into their academic careers and enable participants to ask those burning questions!

The inaugural Teacher Research pre-conference workshop for K-12 teachers are presented by Professor Susan Groundwater-Smith and Dr Nicole Mockler (With Teachers of The Coalition of Knowledge Building Schools). The morning and afternoon sessions offer an opportunity for teachers to connect with international colleagues and engage in conversations on practitioner inquiry/teacher research, with breakfast and lunch included.

For full-conference delegates, upon completion of the workshop day there is the Research Speed Dating at the President’s Reception for all PGS, ECR and Teacher Researchers.

Register now through the conference website. Each workshop program is $65 so you’ll need to register soon to ensure that you don’t miss out on your preferred workshop sessions!

For queries please contact the AARE Executive members:

carmel.patterson@uts.edu.au Postgraduate Student member

steven.hodge@deakin.edu.au Early Career Researcher member

Recently Awarded Theses

Lisa Papatraianou

**Thesis Title:** An exploratory investigation of early career teacher resilience

**Institution:** School of Education, University of South Australia

**Supervisors:** Professor Bruce Johnson, Dr Anna Sullivan and Professor Ed Carson

**Award:** PhD awarded 18th October 2012

**Abstract:** Research over the past decade has increasingly investigated teacher stress and burnout in order to address the high attrition rates of early career teachers. Researchers have identified many factors that contribute to teacher attrition including insufficient pre-service education, poor induction processes, difficulty managing student behaviour, professional isolation, and increased pressure from external policy agendas. Underpinning this extensive body of research is a deficit view of graduate teachers who ‘lack’ the skills, knowledge, and dispositions to cope with these stressors, and leave the profession. Furthermore, this research tends to focus on the individual attributes of individuals, which underestimates the importance of social interactions and relationships in fostering early career teacher resilience.

The aim of this qualitative study was to employ a human resilience theoretical framework to identify the complex interplay between the constraining factors that put early career teachers at risk of leaving the profession, and the enabling factors that support teachers to not only remain in the profession, but to thrive. A conceptual model, informed by ecological theory, was created as an organising tool to better understand the various contexts that influence the underlying processes of resilience. This study also explored how early career teachers used personal online social networking sites in ways that promoted their resilience. Data were collected using semi-structured interviews, and online social networking tools including weblogs and forum discussion threads with seventeen early career teachers who were in their first to third year of teaching, and were analysed using thematic analysis.

The findings of this study show that informal processes of support including forming supportive relationships with colleagues and creating opportunities to informally learn from colleagues proved more significant than formal processes of support such as induction programs, appointing mentors, and professional development. In addition, the quality of relationships that the early career teachers developed in their personal lives provided different types of support depending on the support provider’s affiliation with the graduate teacher. The nature of support provided was crucial to understanding why some personal relationships were more supportive than others.

The study also revealed that early career teachers’ use of online social networking sites, such as Facebook, fostered resilience because it increased their connectedness to family and friends during times of high stress. It also provided an additional opportunity to debrief and discuss professional aspects of their work. The personal use of online networking sites meant that the boundaries between work and home became increasingly blurred because the early career teachers could access individuals with whom they worked, as well as personal family and friends, at the same time, in times of need.

The proposed conceptual model of resilience proved useful as an organising framework to explore the relationship between the factors operating within the context of the early career teachers’ school, their lives outside of school, and the broader community.

This study challenges the view that formal support processes in schools are more significant than informal supports in promoting early career teacher resilience. It identifies the characteristics of supportive individuals both within and beyond institutional boundaries, particularly for early career teachers who may not have access to formal processes of support because of casual employment.
Catherine Hartung

**Thesis Title:** Governing the ‘agentic’ child citizen: a poststructural analysis of children’s participation  
**Institution:** Faculty of Education, University of Wollongong  
**Supervisors:** Professor Jan Wright and Professor Karen Malone  
**Award:** PhD awarded in July 2012

**Abstract**  
An examination of the discourses that produce the increasingly popular rhetoric of ‘children’s participation’, the limitations of these discourses and ways we might begin to ‘think otherwise’ based on a range of culturally and institutionally diverse examples from practice.

Thu Thuy Vu

**Thesis Title:** Investigating Authentic Assessment for Student Learning in Higher Education  
**Institution:** The University of Queensland  
**Supervisors:** A/Prof Gloria Dall’Alba and Dr Ann Webster-Wright  
**Award:** Doctor of Philosophy, Awarded 29 April 2012

**Abstract**  
This study investigates authentic assessment practices in higher education contexts. Conventionally, assessment is considered authentic when the task is realistic and/or has real-world value. The study draws on phenomenology and the work of Martin Heidegger to challenge this conceptualisation as too narrow and limited. While authenticity inherently has a real-world dimension, it need not be considered as an attribute of tasks. Rather, authenticity is a quality of educational processes that engage students in becoming more fully human. In the mode of authenticity, we call things into question, challenge public assumptions, and take responsibility for who we are. Within this reconceptualisation, three case studies are conducted to examine the experience of authentic assessment in three university courses.

In this study, I make three main contributions. Theoretically, I critique and extend a conventional conceptualisation of authentic assessment in proposing and elaborating an ontological conceptualisation. Methodologically, I design and demonstrate an alternative way to analyse curriculum and its integrity through highlighting ontological aspects. Empirically, I investigate how teachers and their students used authentic assessment practices. While authentic assessment has previously been demonstrated empirically to be beneficial to preparing students for their future, I identify spaces for more fully integrating ontology into specific courses in order to encourage students to respond to the call to be authentic.

Reem Al-Mahmood

**Thesis Title:** e-Learning and e-Teaching in Higher Education: Choreographies of Identity and Spatiality  
**Institution:** University of Melbourne  
**Supervisors:** Dr Dianne Mulcahy and A/Prof Julianne Moss  
**Award:** PhD awarded 17 March 2012

**Abstract**  
In this digital (r)evolution era, there are unprecedented possibilities and challenges of how to (re)configure, (re)negotiate, and (re)navigate (e-)learning. This study explores the everyday practices of students and lecturers engaged in e-learning and e-teaching in association with spatiality and identity practices. The focus is on the doings of e-learning and e-teaching based on what actually happens in practice to inform curriculum, pedagogy, learning design, policy, and educational philosophy. Most e-learning and e-teaching accounts have tended to focus on humans and their interests — invisible are the silent masses (materials). Consequently, to surface the complex human and material interactions, this qualitative transdisciplinary study draws largely from concepts provided by actor-network theory (e.g. Latour, Law, Mol) and related poststructuralist theory such as rhizomatic and baroque theories (e.g. Deleuze, Lather, MacLure, Stronach) and non-representational theory (e.g. Thrift). The empirical context for the research concerns four fully online postgraduate subjects at an Australian university, enrolling local and international students. The key issues addressed are how identities are (per)(trans)formed and (re)shaped; how learning and teaching spaces, digital and physical, are experienced and used; and how higher educational practices are (re)configured and (re)negotiated in digital academe. Ethnographic methods are used and multiple data sources are collaged, analysed, and arranged through an analytic that focuses up four spatial metaphors: boundaries, moorings, thresholds, and mobilities. Each metaphor advances an understanding of e-learning and e-teaching as practices.
that emerge through human-material arrangements (choreographies). The argument made is that e-learning and e-teaching are best understood as assemblies or choreographies of practice(s) that (trans)form and enact a range of learner and lecturer identities in different locations. In e-environments, these locations are complex, hybrid, and multiple: the notion of spatial imaginaries is put forward to explain this complexity. The implications for higher education are discussed with respect to issues involving knowledge/power, expertise/authority, and the too often invisible work required to sustain e-learning and e-teaching. Conceptual and practical implications are drawn out for the academy by raising normative, political, and ethical questions for university administrators, academics, and learning designers. Informing e-learning and e-teaching theory and practice, these questions provide enriched material, spatial, and affective considerations based on the realities of actual participant practices, and supplement the literature through new spatial imaginaries.

Iris Enriquez Dumenden

**Thesis Title:** The soft bigotry of low expectations: the refugee student and mainstream schooling  
**Institution:** La Trobe University  
**Supervisors:** Dr Keith Simkin  
**Award:** Awarded 16 October 2012

**Abstract**

Current research into the experiences of refugee students in mainstream secondary schools in Australia indicates that for these students, schools are places of social and academic isolation and failure. This study is about one such student, Lian, who came to Australia as a 15-year-old refugee from Burma. It provides an empirically-derived understanding of how mainstream schooling systematically tried to exclude him and how one-on-one tutoring and mentoring enabled him to succeed. For this project, I became Lian’s tutor and mentor during his final year at a mainstream secondary school in Melbourne. Data collected includes audio-recordings of our tutoring sessions, artefacts consisting of Lian’s homework, examination materials, university application forms, and my reflective journals and field notes. I use Pierre Bourdieu’s theory of capital as both an exploratory and explanatory framework, and analyse my data using four forms of capital: cultural, social, emotional and symbolic. In this study, I make several theoretical contributions to the conceptualisation of capital. Firstly, I theorise agency as the active acquisition of cultural capital within a one-on-one tutoring and mentoring relationship. Secondly, I conceptualise a form of social capital, which I call ‘diasporic social capital’, to refer to the capital that circulates within ethnic communities and from which Lian was able to draw to support his quest for success. Thirdly, I draw on feminists’ conceptualisation of emotional capital, I formulate my own definition of this form of capital and apply it in the context of a tutor-tutee relationship. Finally, I use the concept of symbolic capital in an innovative way, by linking it to Bourdieu’s concepts of habitus and field in order to explain Lian’s relentless pursuit of academic capital. These findings have implications at both the micro level of individual students and schools, and at the macro level of educational policy and capacity building within ethnic minority groups.