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SIG News
Thanks to SIG convenors and members for your collegiality and support of AARE so far this year. A number of SIGs have already been very active in hosting activities and events, and in building their profiles in a number of innovative ways. [Read More].

EduResearch Matters
EduResearch Matters is a new AARE initiative aiming to give voice to educational researchers. Contributions are welcome from all members of the educational research community. [Read More]

Recently Awarded Theses
Andrew Skourdoumbis, Deakin University. Positioning Teachers: Unraveling The Teacher Effectiveness Agenda.
Alice Brown, University of Southern Queensland. The new frontier: A social ecological exploration of factors impacting on parental support for the active play of young children within the micro-environment of the family home.
Sherilyn Lennon, University of Southern Queensland. Reconceptualising research using an insider activist approach to seek social transformations around issues of gender. [Read More].

Postgraduate Profile
Martyn Mills-Bayne, University of South Australia: An exploration of Community of Inquiry as a pedagogical tool to foster empathy in the early years of school. [Read More]

Contributing to the AARE Newsletter
Please feel free to contribute items to the AARE Newsletter. Closing date for next newsletter: 1st July 2013
Send to: Lisa.Papatraianou@unisa.edu.au

Editor
Lisa Papatraianou
‘Content, Production & Online Production’
University of South Australia
Lisa.Papatraianou@unisa.edu.au

Sub Editors
Neil Tucker
neiltucker@unimelb.edu.au
Erika Spray
Erika.Spray@newcastle.edu.au

AARE 2013 Important Dates
31st May: Closing date for abstracts for symposia, panel and papers
3rd June: Closing date for full papers for refereeing
1st August: Last day notification of abstract acceptance
16th Sep: Early bird (discount) registration closes
1st Dec: President’s reception
2nd Dec: Conference commences
5th Dec: Conference closes

AARE Awards: Calls for Nominations & Due Dates
- Research Poster Award, 31st May
- Betty Watts Indigenous Researcher Award, 3rd June
- Indigenous Postgraduate Student Research Award, 3rd June
- Postgraduate Research Student Award, 3rd June
- Early Career Researcher Award, 3rd June
- Doctoral Research in Education, 30th June
- Honorary Life Membership Award, 15th September
- Distinguished Fellow Award, 15th September
[Click Here for more information about all awards]

MEMBER NEWS
Vale Dr Wendy Miller
On Saturday 20 April 2013, at age 37, Dr Wendy Miller (nee Elsworth /formerly Amosa) of the School of Education at the University of Newcastle, lost her battle to cancer. Wendy was an inspiring educator, loved and respected by her students and colleagues, an accomplished researcher, and a dear friend to many within the Australian educational research community. [Read More]

Academic Memoir by John Biggs
Veteran researcher John Biggs has just published his academic memoir, Changing Universities: A memoir about academe in different places and times. From student days Biggs wanted to apply psychology to education – a long journey via universities in Australia, the UK, Canada and Hong Kong [Read More]

2013 AERA Fellow
Andrew Martin (Faculty of Education and Social Work, University of Sydney) has received the honour of being named a 2013 Fellow of the American Educational Research Association. Fellows are nominated by their peers, selected and recommended by the Fellows Committee, and approved by the AERA Council, the Association’s elected governing group [Read More]

PAST ISSUES

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Follow us on Twitter!
From the President

In a short few months since I took up the role of AARE President there have been a number of major decisions made by the Executive Committee that are important to the membership of AARE. The first is the decision by the Executive to discontinue our membership with WERA (World Educational Research Association), which we joined in 2009. Prior to the decision to become a member of WERA, wide ranging discussions, canvassing the philosophical, ethical and relational aspects between AARE and a world association were held. At that time AARE President Jo-Anne Reid outlined what were then considered to be the considerable benefits of Australia’s participation in a WERA. Initially there were five areas of action planned for the first three years. These included the value that was to be added to our Association’s activities including access to information and activities such as the:

1. WERA Website.
2. WERA Substantive Research Sessions Aligned with Member Association Conferences.
3. Capacity-Building Research Workshops for Advanced Graduate Students and Emerging Scholars.

At its March 2013 meeting, the Executive reviewed the role and deliverables of our WERA membership. The review was led by Past President Christine Halse and SIG Convenor Sue Saltmarsh, who have both been closely involved with WERA activities. On the basis of the feedback on membership engagement and participation in WERA activities, the Executive concluded that there had not been sufficient progress on the above five matters to warrant our continuing to contribute the substantial membership fee. Instead the Executive believed that the membership fee could be better used to support local activity in the Asia Pacific region. This matter will be furthered discussed at the June Executive Committee meeting.

The incoming Executive Officer of BERA (British Educational Research Association), Nick Johnson, has also been in contact with AARE, with the aim of renewing connections and expanding the spaces for closer relationships between the two organisations. In 2013 BERA members will be eligible for the member rate at the AARE conference, as will AARE members at the BERA conference.

The conference standing committee, led by Julie White and past conference convenor Jan Wright, is also in negotiations with colleagues from the New Zealand Association for Research in Education (NZARE) regarding a joint conference in Brisbane in 2014.

In respect to research capacity building, the report ‘Living in a 2.2 World’ has been circulating amongst the AARE membership through formal and informal meetings. The report is a matter of continuing discussion between the ACDE and AARE. This report is invaluable for researchers and policy makers to read. I would encourage you all to send the link to key research leaders in your institutions as there are significant issues for every member of the research community to be discussed, canvassed and communicated back to the Executive for further action.

We are all very aware of the protracted yet significant community discussions that are being held on the Gonski Review. Local rallies have been held in each state during the month of May. This review has had an immediate impact on higher education policy which probably is not to our liking; but the Gonski Review remains a significant issue for Australian educators and researchers. The life of a researcher has many dimensions. We can write and review, but being present when significant changes are being proposed to education is in my view an important part of our service and public visibility. I hope members have also enjoyed reading EduResearchMatters the blog that has been led and established by our Australian Educational Researcher (AER) Editor, Jill Blackmore and Julianne Moss

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May 2013
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Communications Co-ordinator, Nicole Mockler. This is a further place for our contributions to inform and enliven public debate.

Furthering the impact of the research outputs of AARE members, the Executive committee approved in March 2013 a signed agreement with ERIC (the US Education Resources Information Centre) so that the AARE conference papers collections will be available through the ERIC clearinghouse. ERIC provides unlimited access to a staggering 1.4 million bibliographic records of journal articles and other education-related materials. For Australian researchers this means that AARE conferences papers are in the same repository as, for example, the American Educational Research Association, the American Association of Colleges for Teacher Education and the Council for Exceptional Children.

Finally our Executive Officer, Joan Warhurst, who has been with us since 2009, has advised the Executive Committee that she will retire at the end of June 2013. Joan has developed the Canberra office at Universities Australia as our operational site and has been responsible for the establishment of our profile in Canberra. Joan has given outstanding service to AARE and its members. Her contribution will be formally acknowledged at our June Executive Committee meeting which will be held in Melbourne at the The Victoria Institute for Education, Diversity and Lifelong Learning, where Roger Slee, our ARDEN and Research Development Co-ordinator, is based.

The activity for the 2013 Conference in Adelaide is buzzing. Some new features have been added to the schedule inspired by the collaboration of our Conference Convenor and the Adelaide Conference committee led by our versatile AARE Treasurer, Michele Simons.

In closing, I look forward to meeting up with as many members as possible over the course of the year; be it at the Adelaide conference or elsewhere.

Julianne Moss
30 May 2013
SIG News

Thanks to SIG convenors and members for your collegiality and support of AARE so far this year. A number of SIGs have already been very active in hosting activities and events, and in building their profiles in a number of innovative ways. Below are some of the SIG highlights that are currently under way.

Two New SIGs Gain Provisional Approval
Two newly formed SIGs have now gained provisional approval. Under the AARE policy, provisional status is given until a meeting of the proposed SIG is held at the annual conference. Normally at least 10 AARE members must attend this meeting, at which a convenor and associate convenor must be elected for a term of two years. We look forward to the progress of these new SIGs, and congratulate their members on their successful proposals. No doubt both of these SIGs will make a valuable contribution to the work of AARE, and to the community of scholars working in their respective areas of research focus.

Educational Philosophy and Theory
Provisional status for the newly proposed Educational Philosophy and Theory SIG has been approved. The EPAT SIG has 19 inaugural members, and will be in dialogue with the Philosophy of Education Society of Australasia in order to build connections and support amongst AARE members who share these research interests. AARE members who are interested in joining this new SIG should contact convenors John Quay (Email: jquay@unimelb.edu.au) and Steven Stolz (Email: s.stolz@latrobe.edu.au).

History and Education
Provisional status for the newly proposed History and Education SIG has been approved. The SIG will provide opportunities to advance innovative and robust research in the history of education and history education, foster national and international networks among scholars and the building of cross-institutional research partnerships, and actively mentor early career researchers and doctoral students working in history and education. This SIG encompasses researchers working in two related but distinct areas of scholarship and teaching: history education and curriculum in schools, and historical studies of education, including history of curriculum, and the philosophy and history of ideas in education. AARE members who are interested in joining this new SIG should contact convenors Julie McLeod (Email: j.mcleod@unimelb.edu.au) and Robert Parkes (Email: Robert.Parkes@newcastle.edu.au).

Members Still Needed for Proposed Mathematics and Science Education SIG
The new Mathematics & Science Education SIG that has been proposed by Chris Hurst (Curtin) still requires additional members in order to gain provisional approval. Current AARE members who are willing to join this SIG should contact Chris as soon as possible (Email: C.Hurst@curtin.edu.au). Those with research interests in either mathematics education, science education, or both, are strongly encouraged to support this initiative.

AARE Oral History Project
The newly formed History and Education SIG has generously agreed to be involved in the AARE Oral History Project that aims to document the association’s history from 1995 to the present. Convenors Julie McLeod and Robert Parkes are currently in discussion with the AARE Executive about ways that this important project can be best supported.
Congratulations - Educational Leadership SIG successes
Following on from the Educational Leadership SIG’s successful Invited Symposium at the 2010 AARE Conference in Melbourne, Jane Wilkinson and Scott Eacott converted the collection into a Special Issue with the 'International Journal of Leadership in Education'. Symposium papers from Jane Wilkinson, Scott Eacott and Jill Blackmore were supported by contributions from Richard Niesche, Pat Thomson, Michelle Young, Catherine Marshall and Eugenie Samier.

Issue details are:

Social Justice SIG Launches New Initiative
The Social Justice SIG has launched a new ‘spotlight on research’ initiative this year, which is published fortnightly via group email and on the SIG Facebook site. The convenors would like to thank the Social Justice SIG members who have taken the time to write about their research activities. The brief was to write something around the following focus areas:

- Name and current position
- Research interests
- Theoretical frames that you draw on or useful theories/research/theorists you admire
- Current research studies/projects, people you are working with, interesting insights you are finding, or some key frustrations
- A key piece of work/research/writing that you are most proud of (with a link so people can find it)
- Anything else you might want to include

Thus far they have had wonderful input from the following SIG members:

Dr Richard Niesche  
(The University of Queensland)  

Professor Trevor Gale  
(Deakin University)  

Dr Liesl Fenwick  
(Australian Catholic University)  

Dr Jane Wilkinson  
(Charles Sturt University)  

Associate Professor Deb Hayes  
(University of Sydney)  

Professor Pat Thomson  
(The University of Nottingham)  

These members at various career levels are all involved in really exciting and interesting research initiatives. Anyone who wants to join the Facebook Social Justice SIG site – where the ‘spotlight on research’ information can be accessed, is more than welcome, and should contact either Amanda Keddie (Email: a.keddie@uq.edu.au) or Tim Fish (Email: fishy0409@gmail.com).
Sociology of Education TASA Symposium
The Sociology of Education Symposium will be held on 7 June at the 2013 conference of The Australian Sociological Association (TASA). The symposium theme is: Sociologies in/of/for education: the good, the bad, the durable and the edge, and will be held from 10 am – 4 pm at: Queensland University of Technology, Gibson Room (Z Block, Room 1064), Gardens Point Campus, 2 George St, Brisbane. The following information has been provided regarding what looks to be a very interesting and informative event:

TASA Sociology of Education Symposium, 7 June, at QUT Gardens Point.
Twelve HDR speakers from eight different universities are lined up for our masterclass sessions, as well as Associate Professor James Ladwig (University of Newcastle), Professor Parlo Singh (Griffith University) and Professor Gavin Kendall (QUT) as invited speakers. The combination promises an intriguing palette of sociological resources on display and plenty of room for discussion. Come and be a part of the conversation.

Congratulations to the following postgraduate students who have received bursaries to attend this event.

<table>
<thead>
<tr>
<th>Name</th>
<th>University</th>
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<tr>
<td>Emma Buchanan</td>
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<td>Yvonne Joyce</td>
<td>Swinburne University of Technology</td>
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<td>Emma Rowe</td>
<td>Monash University</td>
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<td>Kristoff Greaves</td>
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Please support it! It is great to see such capacity building work going on in Sociology of Education.

Sociocultural and Activity Theory SIG Activities and Events
The SAT SIG is involved in a number of exciting activities and events that should be of interest to many:

SAT SIGers... looking forward to ISCAR World Congress: Sydney 2014
Members of the Sociocultural and Activity SIG are looking forward to the next World Congress of the International Society for Cultural and Activity Research (ISCAR)—this time being hosted in Sydney, 2014.

Focusing on the societal, cultural and historical dimensions of human practices, the program also includes a specially allocated day for Early Career Researchers and PhD students and will be highly relevant to all educational researchers.

Under the theme of "Inventing the future: Transformative research, imagination and collective action for social change", the conference will bring together the latest research in sociocultural and activity theory, and extends close collaborations between ISCAR and AARE’s SAT SIG.


National SAT Reading Group
This initiative, started by Dr John Cripps Clark (Deakin), is still going strong after many years. "Physically" based in Melbourne, the group has grown into a ‘virtual’ network with members joining the discussion via phone/skype from all over … so it’s a great way to stay in touch with other SAT-based academics from time to time depending on the reading/topic, even if you’re not able to attend every meeting.

Please contact John if you’d like to be added to the reading distribution list: john.crippsclark@deakin.edu.au
**PhD Scholarship Opportunity – Vygotsky/Bourdieu**

Emerging educational researchers with an interest in SAT and social justice/Bourdieu are encouraged to apply for a PhD scholarship associated with the ARC Discovery Project, “Social justice dispositions informing teachers’ pedagogy in advantaged and disadvantaged secondary schools” (Trevor Gale, Russell Cross, Carmen Mills). The study blends Bourdieuan sociology and Vygotskian cultural-historic activity theory to expand understandings of social justice dispositions informing teaching practice in advantaged and disadvantaged secondary schools. The deadline is 21 June 2013, but applications will be also considered before this time and an appointment made when a suitable applicant is found. Don’t miss this great opportunity!

Interested applicants are encouraged to contact Professor Trevor Gale (trevorgale@deakin.edu.au) for more details, but for general background please see: http://deakin.edu.au/arts-ed/efi/scholarships/index.php

**Arts Education Practice & Research (AEPR) SIG**

The Arts Education Practice and Research (AEPR) SIG has been building interest in International Arts Education Week which has been designated by UNESCO as the week of 20 – 26 May, 2013. This has been achieved by encouraging members to advocate for the arts to raise awareness of how the arts engage children in learning. This is essential in the current context of national testing which prioritises areas such as literacy and numeracy. As Elliot Eisner (2004, p. 7) said ‘The limits of our cognition are not defined by the limits of our language’.

To promote International Arts Education Week the AEPR SIG, as representatives of AARE, will be co-hosting an event with the Queensland University of Technology Creative Industries and QUT’s Children and Youth Research Centre on Wednesday 22 May, 2013. The symposium is titled “Transforming Education – 21st century resources to implement the national Arts curriculum”. The discussants include Professor Brad Haseman who is currently leading a team of artists and educators preparing web-based resource materials to support the implementation of the Australian curriculum: The Arts; Dr Linda Knight (an AEPR SIG member) whose work focuses on a/r/tographic research methodologies, philosophies and theories of early childhood education and drawing practices; and Dr Cathy Henkel who is a writer, producer and director of documentaries.

This event has attracted a great deal of interest and QUT will be recording the session so that it will be available online to AARE members. The AEPR SIG convenors are working with participants from this event to build upon this momentum for another event to be held later this year which will combine a number of arts events and institutions.

The success of one of the AEPR SIG symposiums in being selected to represent AARE at BERA in 2013 has contributed to interest amongst members in forming symposia teams for this year’s AARE in Adelaide. The AEPR SIG Convenors have compiled a spread sheet of members’ research and practice areas of expertise which they send out with each newsletter. Members who join the SIG are asked to provide three areas of interest in research and three in practice which is then shared with existing members. Our featured members section in the newsletters also enables further connections to be made with AEPR SIG members. Each newsletter also features exhibitions/performances/events in each state/territory to ensure members are aware of the range of events happening in the country.

Reference

**Motivation and Learning SIG**

The Motivation and Learning SIG will have two renowned international Professors presenting keynotes: Dr Katarina Salmela-Aro from University of Jyväskylä and Helsinki, Finland and Dr Reinhard Pekrun from University of Munich, Germany. Dr Katarina Salmela-Aro will be focusing on
what moves and engages young people during educational transitions and will use findings from her FinEdu 7-wave longitudinal research study to explore this important issue. Dr Reinhard Pekrun's interdisciplinary approach to studying emotion and motivation in achievement settings is a novel research program because achievement emotions have not received much empirical attention. Dr Pekrun will be addressing his control-value theory of achievement emotions.

**Motivation and Learning SIG Networking Page**

To build a strong network and to facilitate connections with Higher Research Degree (HDR) and Early Career Researchers, a Facebook page has been developed by our postgraduate representatives Ann Guns and Zoe Morris. The Facebook page aims to increase communication among members and will be a place for researchers to develop some innovative ideas to implement in subsequent AARE conferences. Ann and Zoe have planned to conduct polls to seek direction as to what the needs are for our HDR and ECR. We also invite researchers to share some valuable contacts and knowledge to build the research capacity of the ML-SIG. The site will advertise conferences and other important information such as awards and scholarships which may appeal to the SIG members. [Click Here]

**Motivation and Learning Student Presentation Award**

The AARE Motivation and Learning SIG is keen to continue to encourage students to present high quality papers in this area at the annual conference. To achieve this aim, we are offering up to 2 student awards for excellent conference presentations. Winners will receive a Certificate of Excellence.

**Award Criteria**

The ML-SIG Convenors will judge the awards, based on
- The content of the presentation
- The ability of the presenter to convey with clarity and interest
- The theoretical and methodological bases and findings of the research
- The quality of discussion points or conclusions drawn from the findings.

**Eligibility Criteria**

Students from all geographic regions are eligible to apply for these awards. To be eligible for an award, candidates must:
- Be currently enrolled (part-time or full-time) in an Honours or postgraduate degree, or must be presenting from their thesis research completed in the current or preceding year;
- Submit a first-authored conference presentation proposal, using the online submission system, by the closing date for conference presentation proposals and have it accepted for presentation within the ML-SIG strand;
- Deliver the presentation as scheduled; and
- Have not previously received an AARE ML-SIG Award for Student Presentations.

**How to Apply**

To be considered for an award, please email the following to the ML-SIG Convenors <k.barker@uws.edu.au> and <jennifer.archer@newcastle.edu.au> by the Early Bird Registration deadline (16th September). Use “ML-SIG Award for Student Presentation” as the message subject, and include the following information:
- A cover letter addressing eligibility criteria;
- A letter of support from your thesis supervisor; and
- Evidence of your paper’s acceptance for the annual conference including its assigned papercode.

The winners of the awards will be announced at the ML-SIG AGM at the end of the conference.
**Reminder – Annual Funding and Competitive Grant Applications Due Soon!**

SIG convenors and members are reminded that applications to AARE for Annual Funding (up to $800 per annum) and Competitive Grants for $3000 (two available per annum) and $5000 (two available per annum) are due on 30 June. Annual funding is available to all SIGs, and can be used for a variety of purposes, with the primary aim of supporting SIG participation. In addition, the competitive grants represent a great opportunity for SIGs to build research capacity amongst their members through events or other academic activities such as workshops, master classes, symposia or small conferences. Please contact the SIG Coordinator, Sue Saltmarsh (Email: sigs@aare.edu.au) if you have queries regarding the competitive grants. Guidelines can be found online at: [http://www.aare.edu.au/pages/page112.asp](http://www.aare.edu.au/pages/page112.asp)

### Important dates

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<td>Applications for SIG Competitive Grants due</td>
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<td>Renewal of AARE annual memberships due (SIG convenors and members, please remember to check that your AARE membership is up to date!)</td>
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Recently Awarded Theses

Andrew Skourdoumbis

Thesis Title: Positioning Teachers: Unravelling The Teacher Effectiveness Agenda
Institution: Deakin University
Supervisors: Professor Trevor Gale and Dr Stephen Parker
Award: PhD awarded January 2013

Abstract: This thesis emanates from an interest in contemporary public education policy that specifically centres on classroom teacher effectiveness and its claimed connection to enhancing the achievement and learning outcomes of disadvantaged secondary school students in the Australian state of Victoria. A hermeneutical exploration of teacher effectiveness is undertaken by focusing on research accounts of effective teaching practice that suggest direct causal correlations between student achievement and classroom instruction. A distinguishing feature of these positivist research accounts is their highly complicated and complex metricated depictions of teaching practice. Their core aim is a mathematical derivation and evaluation of teacher effectiveness and performance with a view to describe and report on the practical efficiencies—success and accomplishment—of the individual classroom teacher in terms of improvements to student learning and achievement.

The conceptual structure for the thesis is developed from the theoretical frameworks of Michel Foucault and Pierre Bourdieu. An important and vital aspect in the interpretive consideration of reified and positivist accounts of teaching practice and student achievement is a critical reflection on the field of classroom teacher effectiveness research. Foucault's theoretical framework highlights existing techniques and expression(s) of power by exclusive systems of authority. Bourdieu exposes the limits and inadequacies of positivist inquiries into practice that often overlook and ignore system imposed constraints. Foucault and Bourdieu offer and make available to the researcher a critical examination that reveals taken-for-granted assumptions of positivist research and procedures of government for the evaluation and control of teaching and learning.

A precise and detailed critical articulation and analysis of positivist classroom teacher effectiveness research is a fundamental aim of this thesis. To this extent, the thesis sought to investigate and examine the parameters that define and validate classroom teacher effectiveness research for the development of public education policy. Furthermore, in the exploration of this matter, the thesis also attempts to reveal dominant economic, social and political influences that frame the classroom teacher effectiveness agenda in the contemporary educational context. Of particular interest is the depth to which positivist depictions of classroom teaching practice and student achievement respect and think about or include broader and contingent influences on teaching and learning and the outcomes of schooling.

Alice Brown

Thesis Title: The new frontier: A social ecological exploration of factors impacting on parental support for the active play of young children within the micro-environment of the family home
Institution: University of Southern Queensland
Supervisors: Professor Patrick Danaher and Dr David Cleaver
Award: PhD awarded April 2013

Abstract: This study investigated parental support of active play within the home environment and the pervasive influence that multiple factors exert on parental practices, understandings and values. A Parental and Micro-Environmental Model inspired by a social ecological framework helped explore the contextual nuances that operate on and are embedded in the lives of individuals and give meaning to their thoughts and actions. Findings expand on current understandings about the idiosyncratic nature of parents and families and highlight the pervasiveness of factors that impact on their efforts to support the active play experiences of young children in this legitimate space.

Call for Contributions
If you have completed you doctoral thesis within the last 12 months or if you know someone who completed their thesis recently, please email the AARE Early Career Researcher representative, Steven Hodge s.hodge@ballarat.edu.au with the following details:

‣ Name of candidate
‣ University of candidate
‣ Supervisors
‣ Award and date of conferral
‣ Thesis title
‣ Thesis abstract
‣ Profile picture
Sherilyn Lennon

**Thesis Title:** Reconceptualising research using an insider activist approach to seek social transformations around issues of gender  
**Institution:** University of Southern Queensland  
**Supervisors:** Associate Professor Robyn Henderson and Associate Professor Dorothy Andrews  
**Award:** PhD awarded April 2013  

**Abstract:** Inspired by a desire to understand and address boys’ schooling underperformances, this study built links between school-based academic performances and community constructions of gender. Through pursuing a transformative agenda, exposing links between dominant discourses of masculinity, the subjugation of females, homophobia, femiphobia, anti-social and high-risk behaviours and school performances, the study reconceptualised the boundaries of qualitative research and the role of the researcher. By disclosing and dislocating ideological hegemony and its associated power imbalances, the research was able to add knowledge to the fields of gender and education, social justice, critical theory and nascent activist pedagogies.
Postgraduate Profiles

Martyn Mills-Bayne

**Thesis Title:** An exploration of Community of Inquiry as a pedagogical tool to foster empathy in the early years of school

**Institution:** University of South Australia

**Research Profile:**
Martyn Mills-Bayne is a PhD candidate studying at the University of South Australia, Magill campus. His doctoral research explores the implementation of an ‘empathic pedagogy’ that combines experiential stimuli with dialogic pedagogy to foster empathic reasoning in the early years of school. Martyn is a full member of the De Lissa Institute of Early Childhood and Family Studies Research Group.

**Research Interests**
Martyn is the coordinator of the MENtor Program for Males in Early Childhood Education. This program supports men completing a degree in Early Childhood Education. Martyn is also the secretary of the South Australian Association of Philosophy in the Classroom (SAAPIC), and the SA representative on the Federation of Australasian Philosophy in Schools Associations (FAPSA).

**What’s your story?**
The AARE community would like to hear your story and share postgraduate students’ research and related experiences through the AARE newsletter and website. Please write your 200 word bio that includes details about yourself, your work and your preferred contact modes. Then email your 200 word bio and a photo of yourself to the Postgraduate Student Member Kim Pappaluca at k.pappaluca@ballarat.edu.au
2013 AERA Fellow: Professor Andrew Martin

The American Educational Research Association (AERA) has announced the selection of 23 scholars as 2013 AERA Fellows [Click Here]. These individuals are being recognised for their exceptional scientific or scholarly contributions to education research or significant contributions to the field through the development of research opportunities and settings. Professor Andrew Martin (Faculty of Education and Social Work, University of Sydney) has received the honour of being named a 2013 Fellow of the American Educational Research Association. Fellows are nominated by their peers, selected and recommended by the Fellows Committee, and approved by the AERA Council, the Association’s elected governing group. Professor Martin is one of only two Fellows from outside North America in 2013.
Vale Wendy Miller
1975-2013

On Saturday 20 April 2013, at age 37, Dr Wendy Miller (nee Elsworth /formerly Amosa) of the School of Education at the University of Newcastle, lost her battle to cancer. Wendy was an inspiring educator, loved and respected by her students and colleagues, an accomplished researcher, and a dear friend to many within the Australian educational research community.

Wendy was first employed fulltime at the University in 2004, working as project manager for the ARC Linkage study “Systemic Implications of Pedagogy and Achievement in NSW Public Schools”. Her PhD was conferred in April 2005, the same month that she moved into an ongoing position as a Lecturer. In 2008 she was one of a handful of staff to receive a Vice-Chancellor’s award for Teaching Excellence and in the same year finished second in a national Lecturer of the Year competition, in which more than 6,400 other lecturers were nominated from across the country. She was promoted to Senior Lecturer in January of 2010 and was one of the stand out teacher educators and researchers of her generation.

A member of AARE for more than a decade, Wendy was involved as a Chief Investigator on projects worth more than $1 million, funded by the ARC, ALTC, NSW DET, and the Stronger Smarter Learning Communities project, focused on equity, teaching quality, pedagogical reform, and outcomes for Aboriginal students and communities. She was a highly regarded member of the US-based National Association for Multicultural Education and a regular at AERA. As a researcher, Wendy was a great organiser, dedicated to excellence. She possessed a rare capacity for clear thinking, for beautifully crafted writing and for getting the job done - whatever it was.

Engaged to her partner, Drew Miller, a month before diagnosis with Stage 4 bowel cancer in September 2010, Wendy’s event planning prowess was demonstrated nowhere more powerfully than in the beautiful wedding arranged just 5 weeks later. Throughout her illness, she inspired many people around the world with her positive energy, her care for others, and her gracious response to all the challenges of living with cancer, including undergoing chemotherapy for the entire period. During this phase of her life, she not only continued to work, attending graduation ceremonies and delivering a lecture less than two weeks before her death, but made the most of every opportunity. She was photographed with George Clooney, went on a family cruise of the Mediterranean, visited friends and colleagues around the world, and documented some of her journey with a series of radio interviews (http://blogs.abc.net.au/nsw/2013/05/dr-wendy-miller-tribute.html) and prolific use of Facebook.

What mattered most to Wendy in her work, was making a difference to the lives of others through education. She worked tirelessly and passionately for greater equity, especially in her work on multicultural education, and for Aboriginal people, for students and teachers in low-SES schools and communities, and for gay, lesbian and transgendered people. She was an accomplished facilitator of professional learning and development, supporting others to deliver high quality teaching, helping to turn around schools and communities that were struggling with her perfectionist tendencies seeing her always committed to doing her absolute best.

The Australian educational research community has lost a young member of extraordinary accomplishment and potential in Wendy. Wendy was a great university and community citizen, and those of us who were privileged to have known and worked with her are better off for having done so. Vale Wendy, you will be terribly missed.

Professor Jenny Gore