



GRADUATE
SCHOOLS

MELBOURNE GRADUATE
SCHOOL OF EDUCATION

Shaping minds, shaping the world

2015 AWARDS EVENING

Thursday 7 May

2015 AWARDS EVENING

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WELCOME

I am delighted to welcome you to the 2015 Melbourne Graduate School of Education (MGSE) Awards Evening.

It is wonderful to be here tonight to celebrate and recognise some of the many achievements of our staff and students. Like our consistent number 1 ranking in Education in Australia, the talent on show reflects the level of expertise of our staff through engagement, research and teaching excellence, and the quality of our graduate students across all of our courses.

Teaching is a complex, challenging, clinical practice profession that requires high-calibre individuals. I firmly believe that we are making great steps in Australia towards recognising teaching as a true profession and that our work here is playing a major role.

As a member of the Federal Government's Teacher Education Ministerial Advisory Group, it has been rewarding to contribute to the national discussion over the past year around how we can best prepare graduate teachers for the classroom. Looking forward, I hope to see more opportunities for graduate, clinical teacher preparation becoming available in other parts of Australia.

It's also my pleasure tonight to award the inaugural Jack Keating Fund Scholarship. The Fund was established via a public appeal in memory of the late Professor Jack Keating, to commemorate his extraordinary contribution to education policy and research. The first recipient of the Scholarship, Justin Brown, is undertaking insightful vocational education and training research that is likely to impact on greater equality of opportunity and educational outcomes.

I extend my sincere congratulations to all of our award winners, thank all donors and sponsors, and thank you for joining us to celebrate these achievements.

Field Rickards

Professor Field Rickards
Dean, Melbourne Graduate School of Education

MASTER OF TEACHING AWARDS

Ada Mary a'Beckett Award

Awarded to the student who has achieved distinction within the Master of Teaching (Early Childhood).

Donor This award was established by friends and colleagues of Ada Mary a'Beckett, to commemorate her contributions to early childhood studies at the Institute of Early Childhood Development (now the MGSE)

Awardee **Michelle Collivas**

Assessment Research Centre Student Assessment Award

Awarded to two students who had the most outstanding performance in assessment, learning and teaching in 2014.

Donor MGSE Assessment Research Centre

Awardees **Zachary Tan (Primary) and Ching Lim (Secondary)**

Australian Council for Health, Physical Education and Recreation (ACHPER) Award - Foundations in Physical Education

Awarded to the graduating student in the Master of Teaching (Foundations in Physical Education) with the most outstanding result.

Donor Australian Council for Health, Physical Education and Recreation (ACHPER)

Awardee **Ashleigh McKenzie**

Australian Council for Health, Physical Education and Recreation (ACHPER) Award - Primary

Awarded to the graduating student in the Master of Teaching (Primary) who achieved the most outstanding result for the subject Health and Physical Education.

Donor Australian Council for Health, Physical Education and Recreation (ACHPER)

Awardees **Nicholas Amato and Elizabeth Langford**

Australian Council for Health, Physical Education and Recreation (ACHPER) Award - Secondary

Awarded to the graduating student in the Master of Teaching (Secondary) who achieved the most outstanding result for the Physical Education learning area.

Donor Australian Council for Health, Physical Education and Recreation (ACHPER)

Awardee **Nicola Daniel**

Australian Education Union (AEU) Excellence in Classroom Teaching Award

Awarded to the top student in the practicum component of the Master of Teaching (Secondary).

Donor Australian Education Union (AEU)

Awardees **Anna Ditchburn, Erin Lancaster and Caterina Pacitti**

Dwight's Prize

Awarded to the student with the highest aggregate score in the Master of Teaching (Secondary).

Donor Henry Tolman Dwight

Awardee **Saul Wakerman**

Frederick John Gladman Prize

Awarded to the student placed first overall in the final year of the Master of Teaching (Primary). This award is presented in honour of the late Frederick John Gladman who was Principal of the Central Training Institute of Victoria (now the MGSE) from 1877 to 1884.

Donor Instituted by public subscription to be awarded to students of the former Melbourne Teacher's College (now the MGSE)
Awardee **Thomas Hardisty**

Harold Cohen Prize

Awarded to the student who received the highest aggregate mark in the Master of Teaching (Secondary).

Donor Brigadier H.E. Cohen
Awardee **Saul Wakerman**

Hugh Childers Memorial Prize

Awarded to the student who received the second highest aggregate mark in the Master of Teaching (Secondary).

Donor Charles E. E. Childers and Mrs Stephen L. Simeon donated funds to form an endowment in memory of the Rt. Hon. H.C.E. Childers, Vice-Chancellor of the University of Melbourne
Awardee **Alyce Cleary**

Ivanhoe Girls' Grammar School Award

Awarded to two students who have demonstrated outstanding ability both academically and in the practicum component of the Master of Teaching and who must be available for a teaching placement at Ivanhoe Girls' Grammar School in their final year of study.

Donor Ivanhoe Girls' Grammar School
Awardees **Nozomi Koyama (Primary) and Olivia Pearce (Secondary)**

Manuel Gelman Award for Teaching Excellence (Languages)

Awarded to a student in the Master of Teaching (Secondary) who excels in languages.

Donor Mrs Sylvia Gelman, in honour of her late husband, Manuel Gelman Chevalier de la Légion d'Honneur* (1992)
Awardee **Sarah Bombonel**

* Note: The National Order of the Legion of Honour is the highest decoration in France

Manuel Gelman Award for Teaching Excellence (Music)

Awarded to a student in the Master of Teaching (Secondary) who excels in music.

Donor Mrs Sylvia Gelman, in honour of her late husband, Manuel Gelman Chevalier de la Légion d'Honneur* (1992)
Awardee **Elizabeth Tunley**

* Note: The National Order of the Legion of Honour is the highest decoration in France

Master of Teaching Research Prize

Awarded to the student who submitted the most meritorious research minor thesis and had the best overall performance in the Master of Teaching research option during the preceding year.

Donor Melbourne Education Research Institute (MERI)
Awardee **Brendan Tuckerman**
Thesis *Understanding student responses to written feedback*

Mathematical Association of Victoria Primary Award

Awarded to the graduating student in a primary teaching course who has achieved the highest aggregate mark in mathematics education subjects.

Donor The Mathematical Association of Victoria
Awardees **Laura Cooper and Clayton Howard**

Mathematical Association of Victoria Secondary Award

Awarded to the graduating student in a primary teaching course who has achieved the highest aggregate mark in mathematics education subjects.

Donor The Mathematical Association of Victoria
Awardees **Tina Ashlin and Rosemary Humberstone**

Olive Battersby Scholarship

Awarded to the student in the Master of Teaching with particularly high academic achievement records.

Donor Joan Kent and John Battersby established a trust to provide scholarships for eligible students in the Master of Teaching program in memory of their sister, Olive. Olive Battersby dedicated nearly forty years of her life (1948-1987) to the Faculty of Education in the University of Melbourne. She started as an Assistant to the Dean, Professor Browne, and then, through her librarianship studies, became the Faculty's Librarian.
Awardee **Belinda O'Farrell**

School of Early Childhood Studies Fund

Awarded to the student in the Master of Teaching (Early Childhood) who has achieved the best overall results for the duration of the course, based on achievement during practicum placements, and performance in a written paper on Early Childhood Philosophy.

Donor The School of Early Childhood Studies Fund
Awardee **Wan Yi Lee**

Suzanne and Geoffrey Dawson Scholarship

Belinda Kendall-White established the scholarship in honour of her parents. The scholarship is awarded to a high-achieving student enrolled in the Master of Teaching and pursuing research in the field of education, the outcome of which is likely to enhance the advancement of social justice in educational settings and provide equality of access to improved facilitation of learning, in identified communities.

Donor Ms Belinda Kendall-White
Awardee **Kate Hardinge**

DEAN'S HONOURS LIST 2014

The Dean's Honours List reflects the top two per cent of students in their year level and has a proud tradition of recognising academic excellence among our students.

Master of Teaching (Early Childhood)

Year 1

Marijke Van Beuge
Cristina Guarrella

Year 2

Michelle Collivas
Rachel Pollitt

Master of Teaching (Primary)

Year 1

Anthony Curnow
Elizabeth Gibney
Katia Mance
Marcelle Prentice
Jessica Mahony

Year 2

Thomas Hardisty
Clayton Howard
Karen Rogers

Master of Teaching (Secondary)

Ching Lim
Rachael Gore
Charles Dyring
Neil Robertson
Geoffrey Drew
Grace Robertson
Anthony Read
Tara Quenault
Rosemary Humberstone
Marianne Hicks
Anna Mendonca

TEACH FOR AUSTRALIA AWARD

Teach for Australia Award

Awarded to the graduating student in the Postgraduate Diploma in Teaching (Teach For Australia), who has achieved the highest aggregate mark in their studies.

Donor

Teach for Australia

Awardee

Celia Fairley

MASTER OF INSTRUCTIONAL LEADERSHIP AWARD

Australian Council for Education Leaders (ACEL) Sponsorship and Tertiary Award for Educational Leadership and Administration

Awarded to the highest achieving student in the Master of Instructional Leadership.

Donor

The Australian Council for Educational Leaders

Awardee

Danielle Toon

EDUCATION PRACTICE AND PLACE SCHOLARSHIPS AND PLACEMENTS

Education, Practice and Place is a select entry subject offered to teacher candidates in the Primary and Secondary Master of Teaching courses. The subject focuses on the planning and delivery of place-based education for students often seen as disadvantaged or outside the mainstream. In 2014, teacher candidates selected for Education, Practice and Place undertook course-based studies which led to a teaching placement in Indigenous settings in central or north-eastern Australia, or in international sites in India, Myanmar or Thailand that cater for children living in poverty. The subject serves as an introduction for teacher candidates to Indigenous and global education, allowing those who participate the opportunity to consider such work as a longer-term option for their graduate teaching.

The following scholarships were awarded to Master of Teaching candidates who undertook a two-week teaching placement in a remote area of Australia. Students selected for this part of Education Practice and Place achieved strong results in their professional practice and demonstrated a commitment to high quality educational outcomes for Indigenous students and teaching in remote Indigenous schools.

Anangu Education Services Teaching Placement

A professional development briefing day in Adelaide and a two-week teaching placement field trip in the Anangu Pitjantjatjara Yankunytjatjara (APY) lands, South Australia, led by Anangu Education Services.

Donor The Government of South Australia (Department for Education and Child Development, Far North and Aboriginal Lands Region and Anangu Education Services)

Awardees **Amy Dyke, Jennifer Nicholls, Niall O'Brien and Kelly Ransom**

Valerie and Lawrence Kennedy Bursaries (Indigenous Placement)

Awarded to students in the Master of Teaching (Primary) to support a teaching placement in a remote or Indigenous area. In 2014 the scholarship supported four students to undertake the Anangu Pitjantjatjara Yankunytjatjara (APY) lands field trip for Education Practice and Place, three students to undertake teaching placements in India, and six students to take a teaching field trip to the Northern Territory for the Australian Indigenous Education subject.

Donor The Valerie and Lawrence Kennedy Scholarship Fund. Lawrence Kennedy, who died on 8 April, 2001, bequeathed his entire estate to the University of Melbourne for the purpose of the establishment of bursaries and scholarships

Awardees Anangu Pitjantjatjara Yankunytjatjara (APY) APY lands field trip: **Amy Dyke, Jennifer Nicholls, Niall O'Brien, Kelly Ransom**
Northern Territory teaching field trip: **Katherine Budge, Charles Cooper, Maria D'Souza, Toby Mestitz, Lesley Richards, Philippa Roso**
India teaching placement: **Alinta Andrews, Chloe Bunting, Liana Brown**

RESEARCH AWARDS

GRADUATE STUDENT RESEARCH AWARDS

Doctoral Research Prize

Awarded to the student who submitted the most meritorious doctoral research thesis during the preceding year.

Donor Melbourne Education Research Institute (MERI) Director
Awardee **Janice Deans**
Thesis *Thinking, feeling, and relating: young children learning through dance*

Dorothy Jean Ineke Scholarship in Education

Established by Julie Sheldrake in memory of her mother, the Dorothy Jean Ineke Scholarship is awarded by the Dean on the basis of excellence.

Donor Ms Julie Sheldrake
Awardee **Lilly Brown**
Thesis *Biopolitical constructions of Aboriginal youth: Countering the persistence of deficit logic*

Freda Cohen Prize

Awarded to the student who submitted the most meritorious thesis for the Master of Education (Research) during the preceding year.

Donor Brigadier H.E. Cohen
Awardee **Kim O'Grady**
Thesis *Supporting children's oral language through play and teacher questioning*

The Jack Keating Fund Scholarship

The Jack Keating Fund was established to provide support for policy influencing research in the field of education where the research is likely to impact on greater equality of opportunity and educational outcomes and the advancement of social justice.

Donor Established via a public appeal in memory of the late Professor Jack Keating, to commemorate his contribution to education policy and research
Awardee **Justin Brown**

John Smyth Award

Awarded to the student who submits the most meritorious research thesis in the Doctor of Education during the preceding year.

Donor Established in 1927, this award commemorates the memory of John Smyth, who passed away in 1927. John spent 25 years as Principal at the Melbourne Teacher Training College from 1902 – 1927, initiated the first masters degree in education in Australia in 1923 and was appointed the first Professor of Education at the University of Melbourne.
Awardee **Rosemary Wallis**
Thesis *Oral Language in the 'everyday life' of young rural children.*

Melbourne Education Research Institute (MERI) Student Research Publication Award

Awarded to the student who produced the most significant research publication in 2014.

Donor Melbourne Education Research Institute (MERI)
Awardee **Katherine O'Connor**
Thesis *MOOCs, institutional policy and change dynamics in higher education*

RESEARCH AWARDS

RESEARCH STAFF AWARDS

MGSE Distinguished Research Career Award

This award recognises outstanding achievement in research including leadership, publications, mentorship and supervision.

Donor Melbourne Education Research Institute (MERI)
Awardee **Professor Richard Teese**

Professor Teese was the Foundation Chair and Professor of Post-Compulsory Education and Training in the University of Melbourne, and established and led the University's Centre for Research on Education Systems (CRES, formally CPELL) from 1994 – 2014. Under his leadership, CRES conducted around 250 funded projects, covering primary and secondary education, vocational training, adult and community education and higher education.

Professor Teese has made major contributions to our knowledge of education systems, public policy and to the wider diffusion of this knowledge. He has worked closely with state governments in Australia on system improvement and equity, including resource allocation and budget models, student achievement differences, destinations monitoring, and curriculum provision and participation in schools. Professor Teese also pioneered the social analysis of curriculum access and achievement in school systems across Australia, as well as designing and implementing the most comprehensive destinations survey of school leavers ever undertaken in Australia. His work on the innovative Student Resource Package for Victorian Government schools helped shift the emphasis of funding from inputs to outputs, giving schools greater flexibility in the use of their resources and focussing attention on student achievement.

Recognised internationally for his research on equity, Richard was rapporteur for the OECD review of equity in Spanish education in 2005 and for the OECD review of Scotland in 2007, and in 2010 led the OECD team investigating equity in Ontario.

Alongside his University of Melbourne roles, he was appointed a Distinguished Visiting Professor, Victoria University in 2012, a Visiting Distinguished Professor, Vice-Chancellor's Office, La Trobe University in 2009 and also as a Member of Council, Victoria University in 2007. In 2003, he received a Centenary Medal for research services to government and in 2010 he received the Minister's Award for Significant Contributions to Victoria Education.

MGSE Research Supervision Excellence Award

This award recognises outstanding achievement in the supervision of research higher degree candidates.

Donor Melbourne Education Research Institute (MERI)
Awardee **Dr Anthony Jones**

During his tenure at the University of Melbourne Dr Anthony Jones has successfully supervised a total of 22 doctoral and masters students to completion. In their research each of these students investigated some aspect of teaching or learning with computer-based information and communications technology (ICT), with several of these students having received an award for submitting an outstanding thesis.

In both his teaching and his research Tony has been concerned with investigating, documenting, and implementing classroom practices that enable students to learn with ICT in ways that make effective use of the potential of the now ubiquitous, but constantly evolving, technologies. An example of how Dr Jones has involved research higher degree students in his research projects is the Australian Research Council funded Linkage Project with the Royal Children's Hospital that explored ways of using ICT to enable hospitalised students, in particular those with a chronic illness, to continue their education through electronic connections to schools and teachers. An excellent doctoral thesis that focused on students studying mathematics at year 11 or 12 resulted from this project.

MGSE Early Career Research Excellence Award

This award recognises outstanding achievement in research by an early career researcher at MGSE.

Donor Melbourne Education Research Institute (MERI)
Awardee **Dr Gosia Klatt**

Since finishing her PhD in 2011, Dr Gosia Klatt has been working as a Research Fellow and Lecturer in the MGSE. Over the past two years, Dr Klatt has successfully completed several research projects funded from external grants, and has built a streamlined research program focusing on international education policies for youth transitions, aligned with MGSE's Education Policy and Leadership Group. This has resulted in several high quality publications, including a number of peer-reviewed journal articles in high ranking journals (*Journal of Youth Studies, Journal of Education Policy and Australian Journal of Education*).

Dr Klatt has produced twenty publications, including two sole-authored books, and one co-authored book, three book chapters, eight journal articles and five commissioned reports. This publication record is significant as Dr Klatt commenced full-time work as an academic in October 2011.

Dr Klatt has a strong research profile in Education Policy with her research interests related to the impact of policies on the disadvantaged and she is generating an expanded research portfolio in the Youth Transitions field. In 2013, she was awarded a University of Melbourne Early Career Researcher Grant to pursue research in Europe investigating vocational education and training systems in Poland and the education and employment strategies of the European Union.

In addition to her strong publication record, she has made outstanding progress in building her international reputation and networks, was awarded an Erasmus Mundus Visiting Scholar grant from the European Commission, and has numerous international collaborations and co-authored publications, as well as a high degree of engagement with Government departments and community partners. The Embassy of the Republic of Poland recently awarded Dr Klatt a grant to publish the first book in English to analyse relations between Australia and Poland, published by Australian Scholarly Publishing in 2014.

MGSE Mentor Excellence Award

This award recognises outstanding contribution in mentoring of MGSE colleagues in academic career development and support.

Donor Melbourne Education Research Institute (MERI)
Awardees **The MGSE Early Career Academics Committee (Team members: Sally Windsor (Chair); Daniela Acquaro; Brad Astbury; Peter Bentley; Kira Clarke; Linda Corrin, Shane Duggan; Gosia Klatt; Ulrike Najar; Glenn Savage; Jen Stevens-Ballenger; Maurice Toscano; Peter Woelert**

The MGSE Early Career Academics Committee was formally instituted in April 2012 in response to several initiatives started by early career academics (ECAs) that aimed to give a stronger voice to ECAs in MGSE, to enhance conditions for collaboration, and to improve communication both between ECAs in MGSE as well as between ECAs and relevant MGSE stakeholders.

Since its inception the Committee has taken on the role of representing ECAs within MGSE decision-making structures; advocating for positive change in MGSE policies and practices for the benefit of ECAs; identifying, enabling and promoting professional development for MGSE ECAs and creating a forum for communication, collaboration and networking between ECAs within MGSE.

In 2013-14 the Committee was proactive in identifying areas of MGSE policy that required refining or development, and established a working group to enable discussions with the Committee, Directors of Research, Staffing and Teaching and Learning particularly in relation to policies surrounding performance and career development of early career academics, which has resulted in the sharing of observations and ideas with MGSE Executive on ways policies could be strengthened not only for the benefit of ECAs but also for the wider benefits of academic within MGSE.

MGSE Mid-Career Research Excellence Award

This award recognises outstanding achievement in research by a mid-career researcher at MGSE.

Donor Melbourne Education Research Institute (MERI)
Awardee **Dr Caroline Bardini**

Dr Caroline Bardini's research has established important findings on the impact of context into students' understanding of symbols in mathematics education. Her research interests revolve around students' mathematical thinking, examining both the impact of technology in mathematics education as well as building bridges between epistemology and mathematics education.

Dr Bardini's background is in pure mathematics (University of São Paulo, Brazil) and she has specialised in Mathematics Education (Paris 7, France). After a post-doctoral experience in Canada and a Marie Curie Outgoing Fellowship in Australia, Caroline worked for six years at the Mathematics Department of the Université Montpellier 2, France. She is a member of the Mathematics Experts Group for PISA and in July 2011 was appointed Senior Lecturer in Mathematics Education at the University of Melbourne.

Dr Bardini's research excellence has been recognised internationally and nationally by multiple awards and grants, including a Marie-Curie Outgoing Fellowship, Prize for Scientific Excellency (PES), Ministère de l'enseignement et de la recherche (France), and highest distinction from PhD Jury, University Paris 7. She has been the Chief Investigator on various European Commission collaborative grants, which have involved multiple research partnerships.

Dr Bardini has been further able to develop her research program by her success in seed funding (University of Melbourne and the Office for Learning and Teaching) and in 2015, as lead Chief Investigator, was awarded an Australian Research Council Discovery Project (with Associate Professor Robyn Pierce and Professor Kaye Stacey) for the project: 'Secondary and university mathematics: do they speak the same language?', funded from 2015 -2017, which will examine symbol use, a key aspect of students' mathematical experience at school and university, and measure its impact on progression rates.

MGSE Research Excellence Award

This award recognises outstanding research by a staff member as evidenced by published research that has made a significant contribution to knowledge.

Donor Melbourne Education Research Institute (MERI)
Awardee **Professor Patrick Griffin**

Professor Griffin has published extensively, including more than 30 books, contributing more than 40 chapters in books, more than 60 refereed journal articles, 45 invited conference presentations and more than 40 government or international reports on education systems and assessment.

Possibly the most influential scholarly book for the Academy was an edited series of papers in 2012 which focused on the assessment and teaching of 21st century skills. The most influential professional publication was produced by the Ministry of Education in Victoria focusing on profiling literacy achievement amongst schoolchildren. The impact of this publication led to the first national curriculum in Australia and was the genesis of developmental curriculum in many countries.

As a Chief Investigator, Professor Griffin has participated in projects that have secured grants in excess of \$30 million. As a lead Chief Investigator he has secured grants in excess of \$5 million. Other research and contract work with agencies such as Department of Foreign Affairs and Trade, World Bank, Asian Development Bank, Hong Kong government and other aid agencies has secured contracts and grants worth in excess of \$22 million.

In recent years the most significant impact of the research of the Assessment Research Centre has been to influence the Program of International Student Assessment (PISA) to adopt the Centre's work in assessing students' collaborative problem-solving skills which will be assessed in up to 65 countries. It has also been influential where governments in a number of countries have decided to include this form of assessment in the national testing programs. Perhaps the most noteworthy

example is the United States and its National Assessment of Educational Progress. The pioneering work of Professor Griffin and the Assessment Research Centre is widely acknowledged in both literature and in personal contacts.

MGSE Research Leadership Excellence Award

This award recognises outstanding contribution in a particular program of internationally significant research.

Donor Melbourne Education Research Institute (MERI)
Awardee **Dr Wesley Imms**

Dr Wesley Imms has led the way in developing significant cross-disciplinary partnerships both within and external to the University, with unique research partnerships with the Melbourne School of Design, and 17 school and industry partners in five Australian states and New Zealand.

MGSE and the Melbourne School of Design are now front-and-centre in collaborative research with key organisations across an impressive array of sectors; from leading architecture firms to industries such as Telstra Australia and Steelcase Australia to the New Zealand Ministry of Education and state education departments, to design industry leaders and schools.

The research developed is ground breaking in that it has enabled research partnerships to be built with specialist groups not previously associated with MGSE, and the suite of activities has Dr Imms as Principal Supervisor on nine PhD projects, with high quality students coming from across Australia, Taiwan, Philippines and New Zealand to study within the projects.

This research also has immense capacity to disseminate knowledge to the wider community. In an 18 month period the projects will have generated six peer reviewed papers, four invited keynotes to industry forums, various conference presentations, two international RHD symposia, two industry symposia and a peer reviewed book due to be released shortly.

MGSE Research Partnership Excellence Award

This award recognises outstanding research partnership by a staff member.

Donor Melbourne Education Research Institute (MERI)
Awardee **Associate Professor Esther Care**

Over the past eight years, Associate Professor Care has led and contributed to international and national partnership projects on education-focussed assessment, teacher development, and curriculum studies, providing advice and recommendations to recognised bodies. She is currently Acting Director of the Assessment Research Centre, conducting large and small-scale research and evaluation projects globally.

Associate Professor Care is the Australia-based Director of the Assessment Curriculum and Technology Research Centre (ACTRC), which is a joint centre between the University of Melbourne and the University of the Philippines, funded by the Australian Government's aid program, to advise and inform the Philippine system of education through curriculum, teaching and assessment research. Up until 2013, she was the International Research Coordinator for the Assessment and Teaching of 21st Century Skills (ATC21S) project that was supported by Cisco, Microsoft and Intel, and by the governments of Australia, Finland, Portugal, Singapore, UK and the USA. Associate Professor Care has also participated in large-scale evaluation of higher education in Vietnam.

Associate Professor Care has had long-term working relationships with Australian Federal and State Government, Catholic, and independent education partners in the areas of student wellbeing and early literacy development, working with teachers to improve skills in data interpretation and use to drive student learning. Major themes within these have been the identification of appropriate measures of early language and literacy for use at large scale for both summative and formative purposes, development of measures of 21st century skills, teacher use of assessment data for effective intervention, comparative assessment and curriculum studies in Asia, and implementation of large scale education research in developing countries.

SPECIAL AWARDS

The William and Kate Herschell Bequest

Awarded to the Melbourne Graduate School of Education applicant demonstrating the highest academic merit.

Donor Miss Gweneth May Herschell
Awardee Trent Newman

Mair Isobell Collier Award

The Award recognises a teacher who generates literacy and numeracy outcomes that enhance teaching practice for the benefit of future students with learning difficulties.

Donor Established via a public appeal by the University of Melbourne and the friends and family of Mair Isobell Collier
Awardee Margaret Lomdahl

STAFF AWARDS

MGSE Teaching Excellence Award

This award recognises outstanding achievement in teaching, skill and imagination in the design and evaluation of teaching programs, as well as vision and scholarly commitment in teaching activities.

Awardees **The Arts & Artistry Teaching Team: Dr David Kelman, Jennifer Stevens-Ballenger and Dr Marnee Watkins**

The teaching team of arts educators—two MGSE academics Dr Marnee Watkins and Jennifer Stevens-Ballenger, and teaching artist Dr David Kelman—have been recognised for their delivery of Arts and Artistry: Studio to Classroom; an elective in the Master of Teaching programs.

This multi-arts, multi-disciplinary subject extends candidates' practical and theoretical understanding of the arts in primary education, and prepares them for a range of contemporary arts practices (from the generalist classroom, to specialist arts teaching in schools and other cultural sites). The team models best practice as highly experienced, skilled educators, extending the reach of their teaching beyond the arts disciplines that provide the pedagogical frame: introducing students to the principles of engagement and student-centred learning, while fostering independence, agency and creative problem-solving amongst the cohort.

Through a structured program of workshops, seminars, and problem-solving tasks, this subject provides an introduction to a range of innovative and active pedagogies highly relevant to a 21st century primary curriculum. Arts and Artistry foregrounds an immersive arts event with real world implications. The teaching staff guide and scaffold teacher candidates in planning for, resourcing, delivering and reflecting on this culminating experience. Arts and Artistry models an approach to teaching and learning where all participants are co-learners and co-creators in an arts-rich community of practice.

This subject reflects a commitment to teaching at the cutting edge of innovative arts practice and pedagogy, producing a program which challenges, enriches and inspires teacher candidates while also providing them with the skills and confidence to be educational innovators and pioneers. Arts and Artistry has generated powerful and positive responses from students.

MGSE Engagement Excellence Award

This award recognises excellence in forming partnerships that have been influential on research and teaching.

Awardee

Bernadette Murphy

The MGSE and Indigenous Schools Partnerships Program offers a rich experience for pre-service teachers to not only gain an understanding of education in a remote context but to be confronted by many perspectives that challenge and add to their knowledge of Australian history and educational thinking. This program is delivered through the Indigenous Education Practice and Place elective within the Masters of Teaching.

As coordinator of this subject, Bernadette Murphy oversees the placement of teacher candidates for a two week experience to remote Indigenous Schools in northern Australia. Working with schools in remote areas she has developed relationships which support the evolution and growth of MGSE's engagement with indigenous communities. The experience of visiting and working with the various teaching teams in this unique context adds enormous value to future educators and establishes important links with MGSE. Aside from the immediate benefit of the energy and enthusiasm that teacher candidates bring to schools, they also gain skills and experiences that not only equip them for this remote setting but also as significantly better informed teachers and lecturers for other Australian settings. Of the 35 students who have participated in the Education Practice and Place project over the past four years, ten graduates have worked or are currently working in remote schools.

In support of this nomination, Leon White, Principal of the Yirrkala Homelands School writes that *"the participants' first-hand experience of Yolngu communities, their learning about the Yolngu history, Yolngu language and Yolngu culture, equips them for whatever context they choose to teach in. That many choose to return to the Northern Territory as teachers is also a significant gain and benefit for our Northern Territory schools. This is crucial to the long term provision of quality educational programs in the very small and remote communities including those that Yirrkala Homelands School serves. The ability to observe and work with the participants allows the school to recruit participants with informed knowledge of their capacity to contribute and continue to develop as educators"*

THANK YOU

We would like to thank our valued sponsors for their support of the 2015 Melbourne Graduate School of Education Awards Evening:





THE UNIVERSITY OF
MELBOURNE

Further information

Website: www.education.unimelb.edu.au

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