2019

Awards Evening

Melbourne Graduate School of Education
2019 AWARDS EVENING

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WELCOME

It is my pleasure to welcome you to the 2019 Melbourne Graduate School of Education Awards Evening.

This Awards Evening highlights and celebrates the success of our graduate students across our courses, and the many achievements of our staff through their transformative teaching, research leadership and community engagement.

The Melbourne Graduate School of Education is dedicated to our vision of equipping people to address the major educational challenges of our time. The quality of the work of our students and staff, acknowledged here tonight, certainly demonstrates this impressive contribution to our vision for society.

Tonight, we will present an impressive 83 awards and scholarships to 122 recipients and I would like to thank our donors and sponsors whose generosity has made this possible.

My sincere congratulations to all our award winners, and I hope you take the time to enjoy the recognition of your hard work and success with your family and friends.

Dr Jim Watterston
Dean, Melbourne Graduate School of Education
Enterprise Professor, Education Systems
Ada Mary a’Beckett Award
Awarded to the student who has achieved distinction within the Master of Teaching (Early Childhood).

Donor
Friends and colleagues of Ada Mary a’Beckett, to commemorate her contributions to early childhood studies.

Awardee
Melanie Gunn

Alice Taylor Scholarship
Awarded to the graduating student in the Master of Teaching who achieved the most outstanding result.

Donor
The Scholarship was established in 1995 by Miss Claire Taylor in memory of her mother Alice Taylor (DipEd 1914).

Awardee
Merjam Music

Argyle Scholarship
Awarded to a high-achieving student from a rural or regional background who commenced the Master of Teaching in 2019.

Donor
The Laidlaw Family, to support a rural or regional teacher candidate.

Awardee
Alexandra Said

Association of Graduates in Early Childhood Studies Award – Early Childhood
Awarded to a student who has demonstrated excellence in the Master of Teaching (Early Childhood).

Sponsor
The Association of Graduates in Early Childhood Studies.

Awardee
Catherine Hronakis

Association of Graduates in Early Childhood Studies Award – Early Childhood and Primary
Awarded to a student who has demonstrated excellence in the Master of Teaching (Early Childhood and Primary).

Sponsor
The Association of Graduates in Early Childhood Studies.

Awardee
Meredith Anderson

Australian Council for Health, Physical Education and Recreation 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.

Sponsor
Australian Council for Health, Physical Education and Recreation.

Awardee
Susannah Woolley

Australian Council for Health, Physical Education and Recreation Award – Secondary (Health Education)
Awarded to the graduating student in the Master of Teaching (Secondary) who achieved the most outstanding result for the Health Education learning area.

Donor
Australian Council for Health, Physical Education and Recreation.

Awardee
Sarah Ridout

Australian Council for Health, Physical Education and Recreation Award – Secondary (Physical Education)
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.

Awardees
Hayley Gossow and Edin Selimovic
Australian Education Union Excellence in Classroom Teaching Award
Awarded to the student with the highest mark in the professional practice component during the first year of the Master of Teaching (Secondary).

**Sponsor**
Australian Education Union.

**Awardees**
Seamus Kavanagh and Patrick Lyons

Dorothy Jean Ineke Scholarship in Education
Awarded by the Dean on the basis of excellence to a student transitioning from the Master of Teaching to their PhD or to a Master of Teaching student undertaking the research stream.

**Sponsor**
The late Professor Emeritus Collette Tayler.

**Awardee**
Cristina Guarrella

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

**Sponsor**
Henry Tolman Dwight for the encouragement of learning in ancient history, constitutional and legal history, and natural philosophy and other branches of University education.

**Awardee**
Merjam Music

Collette Tayler Indigenous Education Scholarship
Awarded to a high-achieving Indigenous student in the first-year of the Master of Teaching (Early Childhood) and (Early Childhood and Primary) or to an indigenous or non-indigenous student undertaking research involving Indigenous young children and families in the field of early childhood education.

**Sponsor**
The late Professor Emeritus Collette Tayler.

**Awardee**
Kieran Ebert and Mara Rosenkrantz

Drama Victoria Primary Award
Awarded to the student in the Master of Teaching (Primary) who has displayed an exceptionally high level of pedagogical knowledge and skill in Drama.

**Sponsor**
Drama Victoria.

**Awardee**
Stefanie White

Drama Victoria Secondary Award
Awarded to the student in the Master of Teaching (Secondary) who has displayed an exceptionally high level of pedagogical knowledge and skill in the Drama learning area.

**Sponsor**
Drama Victoria.

**Awardee**
Phoebe Witts

Frederick John Gladman Prize
Awarded to the student placed first overall in the final year of the Master of Teaching (Primary).

**Sponsor**
Instituted by public subscription to be awarded to students of the former Melbourne Teacher’s College (now MGSE). This award is presented in honour of the late Frederick John Gladman who was Principal of the Central Training Institute of Victoria (now MGSE) from 1877 to 1884.

**Awardee**
Sonya Geraets
Graham Corr Award
Awarded to a second-year student in the Master of Teaching (Primary) who demonstrates outstanding teaching practice.
Donor
Dr Graham P Corr and Mrs Robyn M Corr.
Awardee
Arl Gurr

Harold Cohen Prize
Awarded to the student who receives the highest aggregate mark in the final 100 points of the course for the degree of Master of Teaching (Secondary).
Donor
The Harold Cohen Prize was established in 1946 by Brigadier Harold Edward Cohen, CMG CBE DSO VD.
Awardee
Merjam Music

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 in memory of the Rt. Hon. H.C.E. Childers, first Vice-Chancellor of the University of Melbourne.
Awardees
Benjamin Karwan and Chloe Steele

Ian Hansen – Victorian Association for the Teaching of English Award
Awarded to the graduating student in the Master of Teaching (Secondary) who achieved the most outstanding result for the English learning area.
Sponsor
Victorian Association for the Teaching of English.
Awardee
Emily Delahunty

Ivanhoe Girls’ Grammar School Award
Awarded to the student who has demonstrated outstanding ability both academically and in the practical component of the Master of Teaching and who will be available for a teaching placement at Ivanhoe Girls’ Grammar School.
Donor
Ivanhoe Girls’ Grammar School.
Awardee
Candice Naude

Lochrie Indigenous Leadership Education Scholarship
Awarded to a high-achieving Indigenous Australian student who enrols in the Master of Teaching or may support research in the field of Indigenous education at the University of Melbourne.
Donor
Anonymous.
Awardee
Joshua Cubillo

Manuel Gelman Award for Teaching Excellence (Languages)
Awarded to a student in the Master of Teaching (Secondary) who excels in languages.
Donor
The late Mrs Sylvia Gelman AM MBE, in honour of her late husband, Manuel Gelman Chevalier de la Légion d’Honneur* (1992).
Awardee
Meredith Wrigley

Manuel Gelman Award for Teaching Excellence (Music)
Awarded to a student in the Master of Teaching (Secondary) who excels in music.
Donor
The late Mrs Sylvia Gelman AM MBE, in honour of her late husband, Manuel Gelman Chevalier de la Légion d’Honneur* (1992).
Awardee
Elliott Westbury

* 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.
Sponsor
Melbourne Graduate School of Education.

Awardee
Wais Yaqubi

Mathematical Association of Victoria Award (Primary)
Awarded to the graduating student in the Master of Teaching (Primary) who has achieved the highest aggregate mark in mathematics education subjects.
Sponsor
The Mathematical Association of Victoria.

Awardee
Benjamin Howes

Mathematical Association of Victoria Award (Secondary)
Awarded to the graduating student in the Master of Teaching (Secondary) who has achieved the highest aggregate mark in mathematics education subjects.
Sponsor
The Mathematical Association of Victoria.

Awardee
Rebecca Renda

Norman Curry Award
Awarded to a student in the Master of Teaching (Secondary) who demonstrates outstanding teaching practice.
Donor
Dr Norman Curry.

Awardees
Seamus Kavanagh and Patrick Lyons

Olive Battersby Scholarship
Awarded to a commencing student in the Master of Teaching who demonstrates outstanding teaching practice.
Donor
Dr Norman Curry.

Awardees
Seamus Kavanagh and Patrick Lyons

School of Early Childhood Studies Fund – Professional Practice Award
Awarded to a student in the Master of Teaching (Early Childhood) or (Early Childhood and Primary) who demonstrates outstanding teaching practice.
Donor
The School of Early Childhood Studies Fund was established in 2001 following the wind up of the Institute of Early Childhood Studies Trust after the amalgamation of the Melbourne College of Advanced Education with the University in 1989.

Awardee
Thi Hiep Pham

School of Early Childhood Studies Fund – Research Award
Awarded to a student in the Master of Teaching (Early Childhood) who undertook the research option and has achieved the best overall results for the duration of the course.
Donor
The School of Early Childhood Studies Fund was established in 2001 following the wind up of the Institute of Early Childhood Studies Trust after the amalgamation of the Melbourne College of Advanced Education with the University in 1989.

Awardee
Catherine Hronakis

Suzanne and Geoffrey Dawson Scholarship
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 in honour of her parents Suzanne and Geoffrey.

Awardee
Jian Liang
MGSE Engagement Excellence Award

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

Awardee
Dr Carmel Sandiford and team (Associate Professor Patricia Eadie, Ms Linda Gawne, Dr Nathaniel Swain)

The Literacy Teaching Toolkit (LTT), commissioned by The Victorian Department of Education and Training provides online guidance and resources to teachers and early childhood educators on effective literacy instruction from birth to Level 6. It is a large-scale project developed by experts in Language and Literacy Education and Early Childhood Education and Care and led by Dr Sandiford and Associate Professor Eadie.

The LTT further builds the capacity of early childhood educators and primary teachers to understand the importance of language, communication and early literacy in the lives of young children and students. The primary component of the toolkit is a core element of the Victorian Government’s Literacy and Numeracy Strategy aimed at providing detailed guidance to teachers in literacy instruction, across reading, writing, speaking and listening.

Development of the LTT involved written advice, detailed learning experiences and lesson plans, and the production of 55 expert and pedagogical videos filmed in MGSE’s Partnership early childhood education centres and primary schools to illustrate the importance of explicit language and literacy teaching. The team worked with challenging timelines while remaining collaborative and professional. The project was produced in 2018 with a high-quality, research-based resource for schools and educators. Since its launch, the LTT has had over 1.47 million-page views and currently is the most viewed resource on the Department of Education’s Website.

MGSE Professional Staff Excellence Awards

These awards recognise outstanding contribution by professional staff to the MGSE.

Professional Award
Awardee
Helen Ferguson

In 2018, Helen demonstrated enormous dedication to MGSE by securing almost 1200 placements for teacher candidates in the Master of Teaching (Secondary) as well as starting up the 2019 process. This was particularly significant as 2018 was the first year with three secondary placements for teacher candidates.

Securing placements requires the ability to create positive connections with secondary schools, and in this case, Helen was liaising with 185 separate school sites to secure placements for each of our Master of Teaching (Secondary) candidates. This involved balancing the needs of candidates to have reasonable access to a school by public transport or car, matching a candidate’s learning areas to learning areas available in a school, and a range of other considerations. Master of Teaching candidates consistently report that their experience on placement is one of the most important parts of their course, and critical to their success in the course and future employment. Helen has excelled in her contribution to building positive connections and engagement with schools and teacher candidates.
**Professional Award:**

**Outstanding service and client focus/Creating connections and contributing to engagement**

▲

**Awardee**

**Dr Stanley Koh**

Dr Stanley Koh has made an outstanding contribution to MGSE’s Executive Education programs in 2018 by providing exceptional service to participants, program organisers and academic staff. He has provided a strong client focus on the needs of major clients such as the Saudi Arabian Cultural Mission and the many and varied needs of the teachers participating in programs. Since 2017, Dr Koh has been leading service delivery and supporting client engagement in several Executive Education programs including: Building Leadership through School Immersion for Saudi Arabian teachers, Jiangsu Provincial Department of Education in China, and the Hong Kong Education Bureau, among others.

Dr Koh’s excellent client service skills, adaptability, flexibility, positive attitude, problem-solving skills, and high level communication skills strongly contributed to creating new opportunities. These included policy consultation on vocational education and training with the Ministry of Education in Saudi Arabia; the proposal for two symposia in 2018 to promote cooperation and dialogue between Australia and Saudi Arabia on issues of vocational education; current negotiations with the United Arab Emirates Ministry of Education on Executive Education programs; successful 2019 tender to deliver Building Leadership through School Immersion for Saudi Arabian teachers; and the successful 2019 tender to deliver three programs for Jiangsu Provincial Department of Education in China.

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**Professional Award:**

**Outstanding service and client focus/Excellence in process improvement and innovation**

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**Awardee**

**Hilary Slater**

The complex position of Projects Manager at the Assessment Research Centre (ARC) requires attention to approximately 30 projects at any given time, with clients or partners on every continent except Africa, and projects ranging in size from tens of thousands of dollars to many millions. Our client and partnership base is diverse, including individual schools, education agencies, professional associations and governments. Hilary is responsible for managing bids and for the smooth project operation for all these projects.

Hilary’s outstanding contribution exemplifies the qualities required by the ARC to ensure the Centre contributes to MGSE’s objectives. ARC staff can give their best because they can rely on Hilary’s professionalism and teamwork, feel supported by the effective project management processes she has introduced, and recognise her strong commitment to quality and transparency. They take strength from her can-do attitude. The ARC has grown rapidly in recent years, increasing in the size and complexity of its projects. Consistency in quality has been maintained through improved project management systems and processes implemented. She has better defined project roles, and instituted project planning, implementation, reporting and risk management procedures. She oversees projects, working with Centre management and project leads to identify opportunities, flag issues, and develop strong relationships with clients and stakeholders.
Professional Award: Outstanding service and client focus/ Excellence in process improvement and innovation/ Exceptional team work

Awardee
Myron Yovannidis

Myron has a clear service focus to both students and staff and whenever the team has referred students to him he has been courteous and helpful. Myron is the go to person for admission matters; his care and help has been appreciated as has his patience. His regular information updates concerning enrolments have been extremely useful in planning for classes. With his assistance MGSE has been able to anticipate, with reasonable accuracy, class enrolments and therefore plan for staffing needs with some certainty. Myron is a good organisational citizen, displaying teamwork, concern for others, and quality performance.

During the peak admissions and selection period, Myron has managed a large volume of assessments and trained many other staff in the system and processes. Myron has devoted extra time to provide an exceptional service to applicants while maintaining high standards, attention to detail and support for other team members. His excellent work is greatly appreciated by internal clients including the academic and professional staff, as well as external stakeholders.

Master of Teaching video
The Dean’s Honours List reflects the top two per cent of students in their year level for the Master of Teaching and the top two per cent of completing students in other MGSE masters level courses. This list has a proud tradition of recognising the academic excellence of our students.

Master of Teaching (Early Childhood and Primary)
Year 1
Meredith Anderson
Year 2
Gurpreet Kaur

Master of Teaching (Early Childhood)
Year 1
Lucy Howard-Robbins
Catherine Hronakis
Year 2
Marianne Frances Corral
Melanie Gunn

Master of Teaching (Primary)
Year 1
Arl Gurr
Sheree Schmaal
Year 2
Courtney Alexander
Sonya Geraets

Master of Teaching (Secondary)
Year 1
Tess Anderson
Olivia Boland
Catriona Mach
Emi McRae
Felicity Perry
Selma Porcic
Lara Porczak
Robert Sayer
Year 2
Sarah Hart
Benjamin Karwan
Rebecca Kennedy
Merjam Music
Francesca Ohlert
Rebecca Perkin
Chloe Steele
Benjamin Symon

Master of Teaching (Secondary) Internship
Stephen Anderson

Professional Programs (Master of Applied Positive Psychology)
Kristen Cottone

Professional Programs (Master of Clinical Teaching)
Jodie Vickery-Howe

Professional Programs (Master of Education – International Baccalaureate)
Michael Pearce

Professional Programs (Master of Education)
Rebecca Zolotareva

Professional Programs (Master of Educational Psychology)
Emily Harbard

Professional Programs (Master of Evaluation)
Michelle Naimi

Professional Programs (Master of Instructional Leadership)
Grace Broadbent

Professional Programs (Master of Learning Intervention)
Tara Roberts

Professional Programs (Master of TESOL)
Marilyn Gonsalves
Awardee
Dr Shiralee Poed

Since her appointment in 2011, Dr Shiralee Poed has worked tirelessly to support teachers and school leaders to create safe, effective and positive learning environments. As one of the leading Australian academics in Positive Behaviour Interventions and Supports (PBIS), Dr Poed has adopted a sustained and purposeful approach to working collaboratively with Australian education jurisdictions to use PBIS to improve school culture. It is through Dr Poed’s teaching, research and engagement that the University of Melbourne has become recognised as a leading institution in PBIS. Her design and delivery of customised education programs, contracted consultancy, her deep industry engagement through a period of seconded employment with the Victorian Department of Education and Training, and her national leadership as the Co-Chair of PBIS Australia leading to multiple national/international conference presentations, evaluation projects and research grants, all point to the importance she places on community engagement as a way of addressing one of the great challenges facing today’s teachers.

Awardees
Dr Gavin Slemp and team (Rachel Colla, Alexandra Johnston)

Dr Gavin Slemp and his team developed and implemented the subject Wellbeing Motivation and Performance (WMP) which has grown rapidly, with its most recent yearly intake showing more than 700 per cent growth since 2013 – with enrolment numbers growing each year by about 25-50 per cent. At the same time, the subject has recorded consistently excellent subject experience ratings despite the continued rapid growth trajectory of the subject. In 2015, WMP appeared in the list of notable subjects at the University of Melbourne by an independent assessment done by the University’s Student Union (UMSU) and was recommended in the UMSU counter-course handbook. The vote is completed “by students for students” and only a handful of hundreds of available subjects at the University are selected by students for inclusion in the counter-course handbook. A thematic analysis of student feedback about WMP in 2018 suggested that what makes WMP excel is its real-life applicability in terms of building real-life practical skills, engaging content, teaching staff, focus on experiential learning, and provision of a safe and supportive work environment that supports student well-being. These all align with the graduate attributes the University is hoping to cultivate in students: academic distinction, integrity and self-awareness, and active citizenship.
These awards recognise 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

Dr. Mahtab Janfada and team (Professor Joseph Lo Bianco, Professor Lesley Farrell and Associate Professor Larissa McLean Davies)

Local Literacies in Global Contexts’ was developed in 2017 as one of the core subjects within the Master of Education program. Grounded in critical theories and a dialogic approach to teaching and learning, the interplay between local and global perceptions of literacy as well as historical and contemporary perspectives are explored. The holistic perspective to literacy unfolds in the assessment design of the subject where multi-modality and multi-literacy are indispensable; it includes scaffolded processes of students’ reflections on a local literacy issue, explored within a global lens. These individual stories emerge from a collective narrative which is constructed dialogically with peers throughout the course. The impact of this research-informed teaching initiative is evident in a dramatic increase of enrolment in the subject, from 7 to 107 across 2017-2019. This is while SES scores related to the design, content and coordination of the subject remained very high throughout, and students have reported on their ontological and epistemological transformations as a result of this subject. Importantly, this subject was influential in encouraging students to enrol in other subjects within the Master of TESOL which relate to similar philosophical grounds.

Awardee

Dr Jane Bird

Dr Jane Bird is an outstanding educator with a consistently innovative and creative approach to her research-informed practice. She has developed student-led approaches to deliver engaging and stimulating content across a range of MGSE programs including breadth, the Master of Teaching (Early Childhood, Early Childhood and Primary, Primary, Secondary), and the Master of Education where she always receives excellent student feedback. Her publishing of key texts for VCE Drama and Theatre Studies and research papers adds to her credibility as a practitioner/researcher which has supported and enriched her teaching. Dr Bird collaborated to develop a Capstone; Embodied Pedagogies, which introduces teacher education students to the uses of an embodied, aesthetic pedagogy serving teachers of history, literature, business and the social sciences. It has been life changing for some students. Her practice was at the heart of funded research with Christine Sinclair researching embodied pedagogy and collaborative learning practices for arts-rich classrooms. There is a direct nexus between Dr Bird’s Capstone teaching and her research and she has presented and published in the international arena. Many students note her teaching is inspiring, challenging and supports their ongoing learning as teachers.
Awardees  
Dr Melody Anderson and team (Bronwyn Jones and Gavin Healy)

This award recognises the contribution of innovative design linking the subject and assessment that supports Teacher Candidates’ knowledge and application of assessment, pedagogy and instructional approaches related to clinical practice.

Students gave consistently high ratings to the quality of teaching in the subject Integrating Clinical Practice (Primary). The subject focused on inclusive pedagogical approaches and use of strategies designed to meet the needs of diverse learners.

Awardees  
Peter Woelert and team (Kira Clarke and Michelle Walter)

This award recognises the contribution of innovative approaches to teaching educational research and linking this research with practice.

Students gave consistently high ratings to the quality of teaching in this subject, Researching Education Practice (Secondary). This subject has developed Teacher Candidates’ understanding of research principles and methods and enhanced their capacity to use research to inform and improve education practice.

Awardees  
Nathaniel Swain and team (Edith Nicolas and Rachel Pollitt)

This award recognises the contribution of support provided to Early Childhood and Primary Teacher Candidates in the key areas of Language and Literacy Learning in Children.

Students gave consistently high ratings to the quality of teaching in the subject Language and Literacy Learning in Children. This subject has enhanced Teacher Candidates’ knowledge of developmental progression in language and literacy and the evidence-based strategies used to build rich language and literacy programs in early childhood settings.
Doctoral Research Prize
Awarded to the student who submitted the most meritorious doctoral research thesis during the preceding year.

Sponsor
Melbourne Education Research Institute

Awardee
Kate O’Connor

Thesis
Remaking the university curriculum: what counts as knowledge in new forms of online learning.

Presentation
Kate O’Connor

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 in memory of his wife Freda Cohen

Awardee
Brianna Slattery

Thesis
In the groove: a case study into drumming and student engagement.

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

Awardees
Cristina Guarrella and Rose Iser

John and Elizabeth Robertson Prize
Awarded to the student who submits the most meritorious research essay in the Master of Education during the preceding year.

Donor
Established in 1974 by Mrs Harriet Hall McIndoe in memory of John Robertson, former inspector of schools with the Victorian Education Department and rural school teacher.

Awardee
Jesseca Barr

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 in memory of John Smyth, the first Professor of Education at the University of Melbourne.

Awardee
Joanne Blannin

Thesis
Accounting for Teachers’ Choices to Use, or Not to Use, Web 2.0 Technologies in Upper Primary School Classrooms.
Australian Council for Education Leaders Excellence in Instructional Leadership Award
Awarded to the highest achieving student in the Master of Instructional Leadership.

Sponsor
Australian Council for Education Leaders.

Awardee
Grace Broadbent

Beth MacLaren Smallwood Foundation Scholarship (Master of Instructional Leadership)
Awarded to a Master of Instructional Leadership student who works in the field of deaf education.

Donor
The Beth MacLaren Smallwood Foundation in memory of Beth MacLaren Smallwood in honour of her work in deafness studies.

Awardee
Rachel Wilson

Fay Thomas Scholarship
Awarded to a student who is a staff member at a Victorian state school undertaking the Master of Instructional Leadership.

Donor
Fay Thomas

Future Generations Scholarship
Awarded to a commencing Master degree student who has demonstrated outstanding academic merit in prior study.

Donor
Established via a public appeal by the University.

Awardee
Madeleine Thiele

Gerry Higgins Studentship in Positive Psychology
Awarded to an outstanding student who has completed one or more of the Melbourne Graduate School of Education’s breadth track undergraduate subjects in positive psychology and contributed to the life of the Centre for Positive Psychology.

Donor
John Higgins in honour of his father Gerry Higgins.

Awardee
Rodney Lawn
Ken Rowe Scholarship
Awarded to an outstanding student commencing or enrolled in the Master of Education (Literacy Education) at the Melbourne Graduate School of Education in 2019.

Sponsor
The scholarship was created by the Rowe Family to honour the memory of Dr Ken Rowe, whose long career in education research highlighted the importance of effective, evidence-based teaching practices for the teaching of literacy and numeracy in the classroom. The funds for the first four years of the scholarship have been generously donated by Maurice Blackburn.

Awardee
Karen Rogers

Mair Isobell Coller Award
This 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 and the Coller family.

Awardee
Catherine Brandon

Melbourne Indigenous Merit Scholarship
Awarded to a talented student of Australian Indigenous descent.

Donor
Established via a public appeal by the University.

Awardee
Samuel Wright

The William and Kate Herschell Bequest
Awarded to the Melbourne Graduate School of Education research applicant demonstrating the highest academic merit.

Donor
Gweneth May Herschell to commemorate her parents William and Kate Herschell.

Awardee
Jiadi Cai
Dr Marian Mahat has a clear, long-term, and focused research agenda on student learning and outcomes that prompts new thinking and practice, evidenced by her high quality research outputs.

Since the completion of her PhD in 2016, Dr Mahat has had a total of 55 publications including an edited book, seven book chapters, five peer-reviewed journal articles and 32 conference presentations. In the last three years, she has received over $270,000 of grants and contracts. Additionally, she contributes to research training through co-supervision responsibilities of PhD and master students.

Dr Mahat has been an active member in the research community, both locally and internationally. She has advanced collaboration and engagement through professional service and activities in various fora including Honorary Treasurer and Membership Secretary of the Australasian Association for Institutional Research (2006-2008), Melbourne Graduate School of Education Ethics Committee (2014) and membership of national and international professional networks such as the Consortium for Higher Education Researchers and Early Career Higher Education Researchers. Furthermore, Dr Mahat was offered a book series contract on Surviving and Thriving in Academia by Emerald Publishing. The series provides short, accessible books for navigating the many challenges, responsibilities and opportunities of academic careers. Achieving Academic Promotion was published in January 2019, with five books, ranging from the doctorate experience to academic well-being, in the pipeline for 2019-2021.

In early 2019, she was awarded the Academic Women in Leadership Program. The overall influence of her academic contributions, as well as impact, adoption, and benefits are evidenced within and beyond the academy, and are commensurate at a senior role. Her achievements provide convincing evidence of sustained commitment to advancing the discipline through significant research outputs, and advanced collaboration and engagement through leadership and service. Her substantial program of research is evident in the multi-disciplinary nature of her career trajectory, and strongly aligns and integrates with her engagement and service activities.
MGSE Early-Career Research Excellence Award – Special Commendation

Awardee
Dr Rebekah Luo

Dr Rebekah Luo’s research focuses on the assessment of complex competencies. The introduction of ‘complex competencies’ to education systems requires a shift in how teachers teach and how students learn. Educators around the world are grappling with the challenge of supporting students in developing 21st century skills as they are now expected to teach and assess skills that have previously not been measured. The significance of Dr Luo’s research is evidenced by the impact on policy and teacher practice, high-level exposure and use, and its unique contribution to the growing field of research on 21st century skills.

In 2016, Dr Luo co-authored a regional report for UNESCO Bangkok on policies and practices related to the assessment of transversal competencies in the Asia-Pacific region. This publication is the first of its kind to report on policy and assessment practices of 21st century skills in the region. Overall, her outstanding performance as an early career researcher is evidenced by a strong track record in obtaining competitive public and industry research income, high-impact publications and reports, and excellent leadership and research skills. Her research has had significant policy and practice implications not only within Australia, but also internationally.

MGSE Mid-Career Research Excellence Award

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

Awardee
Dr Caroline Cohrssen

Dr Caroline Cohrssen’s work has sought to investigate the dynamic interplay between child and early childhood educator in the context of early numeracy skills, as well as the foundational influence of the home learning environment as the context in which first learning occurs. She has argued that mathematical thinking and children’s reasoning skills are supported by educators and parents who facilitate concept acquisition through play and who model the mathematical language – ‘maths talk’ – that is associated with this.

Dr Cohrssen’s work has made a significant contribution to early childhood education in particular to mathematics teaching and learning in Australia. This is evidenced by the influence that she has had at the State/Territory and national level in this field. In 2016, Dr Cohrssen and Associate Professor Wee Tiong Seah represented the Victorian Government in visits to preschools in Beijing, China, to advance cooperation between China and Australia, investigating curriculum and pedagogy approaches to promote STEM learning in early childhood. Dr Cohrssen has led a significant body of work to develop a suite of four STEM curriculum resources commissioned by the Northern Territory Department of Education, namely the Northern Territory Preschool Maths, Science and Engineering Games. Dr Cohrssen was an invited panel member at the Early Learning STEM Australia Symposium hosted in Canberra in October 2018, at which the Northern Territory STEM curriculum resources project was favourably considered alongside big budget, national initiatives such as Little Scientists, Early Learning STEM Australia (ELSA), and Let’s Count. She has worked closely with the Victorian Curriculum and Assessment Authority to lead the development of planning resource materials available online to support the enactment of the Early Years Planning Cycle.
MGSE Research Mentor Excellence Award

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

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Awardee
Associate Professor Suzanne Rice

Associate Professor Suzanne Rice has made an exceptional and significant contribution to the work of the Melbourne Graduate School of Education through her mentorship of staff and students. She undertakes extensive mentoring through her current role as the Deputy Director of the Assessment Research Centre (ARC) and has mentored staff in other centres and clusters of the MGSE. She has also been an outstanding mentor of many staff in MGSE teaching programs, including through her leadership of staff in the development and establishment of the Master of Clinical Teaching, the Postgraduate Diploma of Teaching (TFA) and the Postgraduate Certificate in Mentoring (TFA).

Her mentoring skills have been recognised at the University level in invitations to contribute to many University of Melbourne initiatives.

Associate Professor Rice has been an invited speaker at MCHSE workshops for new supervisors and Graduate Student Association workshops on careers in academia. She was invited to apply, and applied successfully, for the recently established Melbourne College of Reviewers, which will seek to support University staff to build their teaching skills. She was also an invited MGSE contributor to the University’s Mentoring for Research forum looking at mentoring best practice to inform University policy. She has mentored two of her three completed doctoral students to publication in highly-ranked journals (Journal of Education Policy, British Journal of Educational Research) and she has also provided extensive research support and mentoring through her chairing of 14 Advisory Committees since 2013.

MGSE Research Mentor Excellence Award – Special Commendation

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

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Awardee
Associate Professor Hernan Cuervo and Dr Jenny Chesters

Associate Professor Hernan Cuervo and Dr Chesters worked in partnership to provide mentoring to a publication support program for staff and RHD students in the Youth Research Centre (YRC) and for other colleagues. They initiated this program, which operated across 2018, and provided the key mentoring inputs and outputs including 23 publications. Their research publications in 2018 included 12 research publications which included direct outputs commissioned from the mentoring workshops; conjoint staff/student publications sustained by the mentoring efforts; and early career researcher publications sustained by the mentoring environment. Further items are ready for publication in 2019.

Additional outcomes have included the subsequent employment of two PhD students and two early career researchers as casual research staff in the YRC, following the additional technical training provided in entry and analysis of survey data, control of sample population attrition, engagement with research participants, and compilation of literature reviews. This mentoring continues, while they continue to assist in building the Curriculum Vitae and track records of the early career researchers. A further positive outcome is evident in their positive influence on staff and student morale and connectedness in the YRC, with evident increase in peer support and help-seeking sustained by the practice of working together. This is also manifest in the number of conjoint publications in 2018.
MGSE Research Supervision Excellence Award
This award recognises outstanding achievement in the supervision of research higher degree candidates.

Awardee
Professor Dianne Vella-Brodrick

Professor Dianne Vella-Brodrick has had an outstanding track record of supervising RHD students. She has devoted a large part of her career to building a reputable graduate research program in the area of well-being science, positive psychology and positive education. Her students have developed and/or evaluated online, workplace, school and community-based interventions on strengths, life meaning, mindfulness, job crafting, positive education and youth mental health. More recently Professor Vella-Brodrick’s program has been streamlined into developing and evaluating health promotion/well-being programs for young people using the latest technological and health science innovations for example biofeedback and gamification. This research program has attracted international attention, with many high-quality students from around the globe requesting to be supervised by Professor Vella-Brodrick.

From the outset, Professor Vella-Brodrick sought to offer students intellectual stimulation and networking opportunities in the field of positive psychology. To do this, she set up some key groups, including the Positive Psychology Interest Group, the Journal Club and she founded and co-directed the first Australian Positive Psychology and Well-Being conference (and two subsequent conferences). This provided students with ample opportunities to learn from others and to contribute their own ideas and works for discussion.

Dianne is genuinely committed not only to her own research students but also to graduate students more broadly within the Centre for Positive Psychology and MGSE. This is evident from the learning and career development opportunities she has set up for graduate students, such as the Harnessing Ideas and Intellect Together (HIIT) sessions which have focused on conducting systematic literature reviews, PRISMA-P and running focus groups.
MGSE Research Partnership Excellence Award – Special Commendation

This award recognises outstanding research partnership by staff at the MGSE.

Awardees
Dr Lisa McKay-Brown and team (Professor Lorraine Graham, Dr Ric Haslam, Ms Judy Ring, Ms Rebecca McGrath, Ms Chrystie Mitchell)

The In2School project focuses on young people who have not been attending school due to their mental health needs and re-engaging them with education. This project links research, teaching and engagement with communities, offering the potential to significantly affect the learning outcomes of young Australians. School is a protective factor for health and well-being with the impacts of school disengagement having long term adverse outcomes such as contact with adult psychiatric services, social and relationship problems, and underemployment in adulthood. The research also includes a partnership with MGSE, RCH and Travancore School and aligns with the MGSE research priority of initiating interdisciplinary research which addresses the social problems holding disadvantage in place.

Families of the young people are also affected due to the loss of employment and impacts on family functioning. These are social problems that reinforce disadvantage in communities. The project has attracted international interest. In 2018 the team was invited to present at two international symposia: one in Germany (University of Duisberg-Essen) and the other in the Netherlands (Leiden University). Outcomes of the symposia were translated into a report prepared by Netherlands’ Youth Institute highlighting the work of ln2School, alongside school attendance projects being implemented in the Netherlands. And the collaboration with the German and Dutch researchers to present a symposium at the inaugural International Network of School Attendance (INSA) conference in Oslo, Norway in October 2019. The international organising committee for INSA has asked Dr Lisa McKay-Brown to co-host Australian content on the international INSA website with Associate Professor Glenn Melvin (Deakin University) and co-lead the organising committee for the 2020 conference being held in Melbourne.
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.

Awardee
Dr Jon Quach

Dr Jon Quach has continued to develop his academic career in line with expectations of a leading school and a leading university. This has included continued engagement with teaching responsibilities, excellence in research with sustained and growing yearly averages in a number of publications, citations, and success in funding applications across several categories.

He has maintained an upwards trajectory in the number and quality of research publications on an average of seven peer-reviewed and two governments report per year, as well as hundreds of citations since completing his doctorate. He has extensively contributed to the wider academic community, through partnerships with state and national policy and professional bodies, as well as increasing his expertise in the international level, participating in workshops for OECD and international research collaborations.

Dr Quach’s current research grants involve collaborations with different groups at MGSE, as well as external collaborations (such as Murdoch Children’s Research Institute and La Trobe University). At a policy level, Dr Quach has developed partnerships with the Victorian Department of Education and NSW Department of Education, leading research projects to examine the potential benefits of a systematic and synthetic phonics-based intervention for Grade 1 students who are struggling with reading. His interdisciplinary research agenda enables him to lead active collaborations across different disciplines and research institutions, holding senior leadership roles within those teams.

Dr Quach displays strong engagement with policy, practice, community, and the research community. Collectively, these engagements have spanned local, national, and international audiences and stakeholders, demonstrating his growing commitment in the area of children’s health and education outcomes.

Presentation
Dr Lisa McKay-Brown
MGSE Research Leadership Excellence Award

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

Awardee
Associate Professor Russell Cross

Policy initiatives such as the Department of Education’s (DET) ‘Expanding your World’ identify that learning languages is an essential aspect of a holistic educational experience, including its contribution to literacy, creativity, interpersonal/cultural competence, and criticality. Yet finding solutions to problems that have stymied quality languages provision has been a longstanding challenge for education systems.

Professor Russell Cross’ research on alternative ways to re-position Languages in schools—not as a separate domain but integrated into the core curriculum through ‘content and language integrated learning’ (CLIL)—has enabled education systems to identify concrete ways to re-frame the value and role of languages within the Victorian curriculum.

Since 2012, in collaboration with DET via the Bastow Institute and subsequently Catholic Education Melbourne, the team led by Professor Cross, has built on MGSE’s CLIL scholarship to develop a long-term, customised program of engagement focused on teacher capacity building to integrate languages into other curriculum areas, including mathematics, history, religion, and the arts. The success of these partnerships has also led to the development of Leading Languages programs for both systems, enabling teachers to effect ‘bottom up’ reform through innovations in languages, including CLIL, and the new Early Years Bilingual Education initiative, commencing with 280 language and early childhood educators in 2019 and early 2020.
MGSE Distinguished Research Award

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

Awardee

Professor David Clarke

Professor Clarke established the International Centre for Classroom Research (ICCR) in early 2003 as a facility to support the generation, storage and collaborative analysis of classroom data (particularly video data) related to the study of learning and teaching in classrooms on an international scale. The ICCR is unique in the complexity and breadth of the classroom data it accommodates and provides the focus for an extensive program of international collaborative research activity. In 2014, Professor Clarke was co-awarded the ARC Special Research Initiatives grant which funded the establishment of the Science of Learning Research Classroom within the Melbourne Graduate School of Education. This facility has greatly enhanced the capacity of the ICCR to engage in controlled experimental classroom research and significantly expanded its data management capacities.

Professor Clarke has attracted funds from a range of national and international funding agencies, with continuous Australian Research Council (ARC) funding since 1996. To date he has published 11 books (including one edition in Spanish translation), 52 book chapters, 70 refereed journal articles, 88 refereed conference proceeding, totalling over 200 research publications.

Besides promoting theoretical, methodological, and technological advances, the research programme led by Professor Clarke has also created and sustains an active and vibrant international research community, an achievement of which he is most proud. The list of active collaborators associated with his research program is large, numbering 55 research academics plus associated research students and research assistants in Chile, China, the Czech Republic, Denmark, Finland, France, Germany, Hong Kong, Israel, Japan, Korea, New Zealand, Norway, the Philippines, Portugal, Singapore, South Africa, Sweden, the UK and the USA. Since 1994, Professor Clarke has supervised 20 doctoral and 16 masters students to successful completion and received the MGSE Supervision Excellence Award in 2014.
CONGRATULATIONS TO OUR OUTSTANDING STUDENTS, ALUMNI AND STAFF
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