The Youth Research Centre’s (YRC) research, teaching and engagement projects are informed by a holistic approach to young people’s lives in a context of social, economic and environmental change. It includes a focus on research in formal and informal settings and investigates a broad range of interconnected issues relating to learning, health, gender, sexualities, employment, justice, home, participation, inequality work and leisure. It seeks to position young people as active contributors within research endeavours, using strengths-based approaches to engage with young people’s views and experiences. The Centre uses innovative research methodologies and where possible incorporates both qualitative and quantitative methods to explore and understand young people’s lives.

Research and development activities encompass four interrelated programs: Transition, Pathways and Mobilities; Participation and Citizenship; Wellbeing and Identities.

The programs are underpinned by an interest in methodologies for change, and principles and theories for social justice. Projects focus on childhood through to young adulthood and on the institutions and organisations that serve their needs, spanning a number of educational phases, disciplines and policy areas. These programs are well connected to international research collaborations and the Centre undertakes research in a range of international as well as local settings.

Educational sociology provides a basis for inter-disciplinary approaches to research, professional development and teaching, drawing from a range of disciplines including the arts, health sciences, psychology, education and history. This work is implemented through partnerships within the Melbourne Graduate School of Education (MGSE) as well as with other faculties and schools at the University of Melbourne and with researchers in other universities in Australia and internationally.

For more information about the Youth Research Centre, visit our website (education.unimelb.edu.au/yrc) or follow us on Twitter (@YRCunimelb).
The Youth Research Centre commitment to high impact research in the areas of Gender, Equity, Wellbeing, Participation and Transitions was accomplished in 2019 through one internal research development award and 17 externally funded projects commissioned variously by the Australian Research Council, Departments of Education, United Nations agencies, National NGO’s and agencies supporting youth participation and wellbeing. Substantial contribution to knowledge was also made through 3 Australian Research Council funded projects. The Life Patterns ARC Discovery team contributed an impressive collection of publications, reports, seminars, and press interviews, while the Resilience Rights and Respectful Relationships ARC Linkage team involved 40 schools in researching implementation barriers and drivers affecting provision of social and emotional learning and violence prevention education. The Multicultural Youth ARC Discovery team led innovative work to develop new economic, social and cultural indicators to support government and community organisations to better improve outcomes for multicultural youth. Further, social contribution was made by the evaluation work conducted for Berry Street, and the Centre for Multicultural Youth informing those serving the needs of rural youth and marginalised youth from diverse cultural communities. The international work in social and emotional learning and prevention of gender-based violence was delivered in Timor Leste, Vietnam and Papua New Guinea. Active youth participation was fostered via the Doctors in Disadvantaged Secondary Schools program which involved school students in the training of doctors and nurses joining the 100 high schools participating in the Victorian Government program.

The 2019 Youth Research Centre strategic review set clear directions for a focus on high publication impact. The 81 publications and 52 presentations were outstanding in their quantity, quality, and diversity. The 2019 publications included 2 books, 31 peer reviewed journal articles, 20 book chapters, and 28 research reports and media articles. The team also contributed 52 seminar and conference presentations, and 6 invited keynotes.

Key issues explored in the publications included equity and education outcomes; youth inequalities and social change; the impact of unemployment and precarious work on young people; embodiment and gender; transitions from school to further study; the wellbeing and social participation of multicultural youth, the mental health of young people, digital practices in the social worlds of young people; the contribution of evidence-based approaches to prevention of gender-based violence and promotion of social and emotional learning; young people’s perceptions of the factors that influence their wellbeing and their cross-gender relationships; the impacts of trauma on the development and participation of young people; boundary management in public policy; pedagogical methods for social change; and care and belonging as key constructs in understanding the lives of young people.

A robust contribution was made to teaching and guest lectures in the MGSE via teaching of a total of 21 different subjects by Youth Research Centre staff and RHD students, and provision of a further 6 guest lectures. The team delivered into a range of programs including Breadth, Master of Teaching (Primary, Secondary, Early Childhood and Internship), Graduate Certificate of Education Research, and a range of Master of Education professional degrees.
Significant contributions were made to executive leadership in the MGSE by Associate professor Helen Stokes in the role of Associate Dean Staffing, and by Professor Helen Cahill as Deputy Dean. The well-attended seminar series and staff development workshops led by Dr Jenny Chesters and Associate professor Hernan Cuervo made a further contribution to faculty life, and to staff and student development.

The Youth Research Centre continued to provide a supportive space for research training. There were 4 PhD completions by students under the supervision of YRC staff in 2019, and a further 13 RHD students still within their candidature.

Congratulations are due to Dr Ron. Baird: Reframing graffiti writing as a community practice: sites of youth learning and social engagement (Supervisor: Johanna Wyn); Dr Tamara Borovica: Creative investigation of the embodiment of womanhood through dance: bodies, gender and becoming (Supervisors: Helen Cahill and Johanna Wyn); Dr Tom Brunzell: Meaningful work for teachers within a trauma-informed positive education model (Supervisors: Helen Stokes and Lea Waters); and Dr Julie Lucille Haber del Valle-Lopez: Bridging Binaries: Exploring learner-centred and teacher-centred practices in an urban and a rural public school in the Philippines (Supervisors: Helen Cahill and Daniela Acquaro).

Whilst a time of great productivity and camaraderie, the 2019 year was also a time of change, with Associate Professor Helen Stokes leaving the Centre in August 2019 to focus on other priorities within her teaching and research portfolio with the Melbourne Graduate School of Education. Her contributions to the Youth Research Centre stretch across two decades, and will be sorely missed.

Professor Helen Cahill
Professor Helen Cahill
Professor
Director of Youth Research Centre
Deputy Dean MGSE

Helen Cahill leads a body of research addressing youth wellbeing. She works with post-structural theory to inform the approaches to transformative education in wellbeing. She specialises in the use of embodied drama-based participatory research methods to foster the contribution of child and youth voice. She is a leading innovator of Australian wellbeing interventions addressing prevention of gender-based violence, mental health, social and emotional learning, sexualities, resilience, respectful relationships and drug education. She leads a body of research investigating interdisciplinary approaches to addressing the prevention of gender-based violence and promotion of resilience in the Australian context and in developing countries within the regions of Asia-Pacific and East and Southern Africa. She has authored over 100 publications, including over 40 wellbeing prevention education programs for schools and communities.

Associate Professor Hernán Cuervo
Associate Professor
Deputy Director of Youth Research Centre

Hernán Cuervo is an Associate Professor and Deputy Director of the YRC. His research interests are located in the fields of sociology of youth, education studies, rural education and theory of justice. Hernán’s research program addresses equity and social justice for young people, with a particular focus on rural education. In over a hundred publications and presentations, he has contributed to academic debates on youth transitions, particularly around the intersection of ideas and practices of aspirations and belonging for rural youth, and on the application of theories of justice to the experiences of rural students, teachers and schools. Hernán contributes to teaching across the MGSE. He has conducted several research and policy projects for national and international government agencies. In 2019, Hernán took on the role of Editor-in-Chief of the Journal of Applied Youth Studies (Springer).
Dr Jenny Chesters
Lecturer and Research Fellow

Jenny Chesters is a Lecturer in the MGSE and a Research Fellow in the YRC. Her research interests focus on transitions between education and employment throughout the life course; inequality in educational attainment; and social stratification. She has extensive experience in quantitative data and qualitative research. She has conducted secondary analysis of national and international data sets such as the Household Income and Labour Dynamics in Australia (HILDA), Longitudinal Surveys of Australian Youth (LSAY) and the German National Education Panel Study (NEPS); administrative data supplied by universities; and NAPLAN data.

Michelle Tonissen
Senior Administrator

Michelle Tonissen is a Senior Administrator at the YRC with over 20 years’ experience in administration, project management and research with non-government and university organisations with a focus on gender, community and development. Her role involves supporting staff members in the YRC in areas such as finance, human resources, publications, event and project management.

Dave Camilleri
Lecturer

Dave Camilleri is a lecturer and PhD student. He has worked as a secondary school teacher, university educator, and has 15 years of experience working with adolescents in a variety of contexts. Dave’s research and teaching interests include student engagement and wellbeing, philosophy, critical and creative thinking, developmental psychology, and gifted and talented education. Dave teaches in a range of subjects within MGSE relating to student wellbeing, philosophy, sociology as well as a clinical teaching specialist.
Dr Babak Dadvand  
Research Fellow and Lecturer  
Babak is a research fellow in the YRC. Babak’s research and teaching is in the areas of diversity, social-justice and inclusive education, civics and citizenship education, and teaching and teacher education. Babak works across a suite of Australian Research Council (ARC) Linkage projects involving the Victorian Department of Education and Training (DET), Victorian Health Promotion Foundation (VicHealth), Centre for Multicultural Youth (CMY) and other government and community organisations.

Anne Farrelly  
Research Fellow  
Anne Farrelly is a Research Fellow at the YRC. Her research interests include children’s rights, legal responses to child witnesses, conceptualisations of childhood, wellbeing and gender. Her work includes the ARC Linkage project, examining implementation drivers in Social and Emotional Learning (SEL) and respectful relationships education, evaluation of three Centre for Multicultural Youth (CMY) programs and evaluation of the implementation of the Berry Street Trauma Informed Education Model (BSEM) in mainstream schools. She is a PhD candidate investigating factors that impact the judgment and decision-making of police officers when interviewing children in relation to allegations of sexual abuse.

Dr Jun (Eric) Fu  
Research Fellow and Lecturer  
Dr Jun Fu is a Research Fellow at the YRC. His research interests include digital media, citizenship practices of young people, and media and digital literacy education. He has published in journals and edited book collections in the field of youth studies and citizenship education. In 2018 Dr Fu joined the longitudinal research project Life Patterns and was a co-researcher in the Lifelong learners: Re-engagement with education throughout young adulthood. Dr Fu is a coordinator and teaching associate of the subjects ‘Learning and the Digital Generations’, ‘Youth Leading Change’, ‘Education Research Methodology’ and ‘Education Capstone Research Project’.
**Dr Annie Gowing**
Lecturer
Dr Annie Gowing teaches and coordinates subjects in the Master of Education and the Master of Teaching. She leads the Student Wellbeing specialisation within the Master of Education. Her PhD researched school connectedness which continues to be her research focus but also is an umbrella for a range of research interests including school climate, school engagement and belonging, whole school approaches to student wellbeing, resilience, and school transitions.

**Dr Mark Mallman**
Postdoctoral Research Fellow
Mark’s research involves qualitative, sociological studies of youth, social class (including class cultures, classed valuations, and social mobility), higher education, rurality, intercultural relations, migration, and multiculturalism. These intersect in recent projects conducted in collaboration with sociologist colleagues and the Victorian Multicultural Commission and the Department of Education and Training. The most recent example is research on refugee background university student experiences of intercultural relations in regional Australian university campuses. Mark currently works with the Life Patterns research team, focusing on young people’s trajectories and experiences of inter-generational social mobility.

**Dr Andres Molina**
Research Fellow
Andres is a Research Fellow at the YRC. He joined the Life Patterns longitudinal research project in June 2019. His research interests include social segregation and inequality in educational settings, social stratification and reproduction, social cohesion and youth transitions. Andres has worked in several countries and international organisations and has participated in major longitudinal and international comparative research projects such as the International Study of City Youth (ISCY). Andres has extensive experience collecting and analysing quantitative and qualitative data and has presented papers at national and international conferences.
Keren Shlezinger
Research Fellow
Keren Shlezinger is a Research Fellow at the YRC. Her research interests include comprehensive sexuality education, the prevention of violence against women and girls, and gender transformative practice in schools. She is working on the Australian Research Council Linkage Project – Resilience, Rights and Respectful Relationships and the pilot of Connect with Respect in Timor Leste and Vietnam (UN Women). She has developed a Master of Teaching and has research and industry experience in the areas of gender education and prevention of gender-based violence. Keren also teaches the subjects in the Master of Education at the MGSE.

Catherine Smith
Lecturer
Catherine is a lecturer at the YRC. She researches in education, policy and community development, with international experience in Canada, UK, Guinea-Bissau and Australia. In addition to her focus on policy, philosophy and sociology, she has specialised in teaching science, health and well-being, information technologies, learning interventions, EAL support, trauma informed classrooms and assessment. Catherine’s research and teaching explores the changing role of ‘care’ in policy and practice in state-society relationships and the implications for social justice globally and locally. Her professional experience has informed executive education projects in public policy and management with public service participants and NGOs from Thailand and Indonesia.

Katherine Romei
Research Assistant and Teacher
Katherine Romei is a Research Assistant in the YRC. Katherine is working across a number of projects including: the Australian Research Council Linkage Project – Resilience, Rights and Respectful Relationships and the pilot of Connect with Respect in Timor Leste and Vietnam (UN Women). She holds a Master of Teaching and has research and industry experience in the areas of gender education and prevention of gender-based violence. Katherine also teaches the subjects in the Master of Education at the MGSE.
Associate Professor Helen Stokes

Dr Helen Stokes’ research interests include marginalised young people and access to education, identity formation and school leadership. She continues to work with Berry Street on Trauma Informed Positive Education in mainstream schools. She is Academic Coordinator for Master of Instructional Leadership (MIL) and teaches the capstone project in this program.

Professor Johanna Wyn

Emeritus Professor

Johanna Wyn is a Redmond Barry Distinguished Professor in the Youth Research Centre, the University of Melbourne and a Fellow of the Academy of Social Sciences Australia and the Academy of Social Sciences, UK. She is engaged in multidisciplinary and multi-method research on the ways in which young people navigate their lives in a changing world, with a focus on the areas of transition, gender, wellbeing and inequality. She leads the ARC funded Life Patterns longitudinal research program and has a track record of competitive research grants and consultancies from a range of stakeholders, including government departments and the private sector.

Casual Research Assistants

The YRC was supported by contributions from the following casual Research Assistants in 2019:

- Ronald Baird
- Tamara Borovica
- Ruth Forster

Honorary Research Fellows

- Bronwyn Davies
- Roger Holdsworth
- Carmen Leccardi
- Soo-Lin Quek
- Johanna Wyn

Visiting Scholars

The YRC hosted the following visitors in 2019:

- Prof. Carmen Leccardi - University of Milano Bicocca, Italy (9 February to 17 February 2019)
- PhD candidate Charlotte McPherson - University of Stirling, UK (20 November 2018 to 30 March 2019)
- Assoc. Prof. Jian Zhu - Zhejiang Normal University, China (4 June 2018 to 30 May 2019)
Defining the Status of Culturally and Linguistically Diverse Young People

**Funding Body:** Australian Research Council (Discovery)  
**Duration:** 2016-2019  
**Researchers:** Chief Investigators: Prof Johanna Wyn, A/Prof Gavan McCarthy (eScholarship); Partner Investigators: Carmel Guerra, Hakan Akyol, Nadine Liddy, Etienne Roux, Andrew Cummings; Researchers: Dr Rimi Khan & Dr Babak Dadvand

Young people from culturally and linguistically diverse (CALD) backgrounds represent 25% of all Australian 12-24 year olds. Their specific needs are rarely addressed by policy or government, and this severely limits their access to opportunities. In collaboration with nine Australian organisations, this project aims to improve the social cohesion of Australian society and the living standards of a significant group of young people by critically defining the status of CALD youth; developing its first national status reporting framework, generating new social, economic and cultural indicators; and building a knowledge hub to store and curate CALD youth data. It aims to generate new economic, social and cultural indicators to support government and community organisations to better target policies and improve integration outcomes. The project will produce the prototype of an annual report on the status of CALD youth in Australia.

Determining Implementation Drivers in Resilience Education

**Funding Body:** Australian Research Council (Linkage Project)  
**Duration:** 2016-2019  
**Researchers:** Prof Helen Cahill, Prof Lindsay Oades, A/Prof Margaret Kern, Dr Babak Dadvand, Keren Shlezinger, Anne Farrelly, Dr Andres Molina, Ruth Forster & Katherine Romei

This research project, funded by the Australian Research Council Linkage (ARC), investigates the factors that influence school implementation and impact of a social and emotional learning and gender-based violence prevention program called Resilience Rights and Respectful Relationships (RRRR). The RRRR resource is designed to support primary and secondary students to develop skills and behaviours associated with positive wellbeing, including emotional regulation, critical and creative thinking, resilience, help-seeking and problem solving. The program also supports students to build positive, cross-gender relationships. In order to investigate implementation driver and barriers, this study involved the collection of data across 20 primary and 20 secondary schools in Victoria. Data was collected using a mixed-methods design. Quantitative measures included school profiling and audits, surveys with school leaders, teachers and students. Qualitative data was also collected as part of the study and included interviews with leaders and teachers and student focus groups. The findings of this research will help schools and education systems to better understand the factors that support uptake and implementation of prevention education in schools.
Doctors in Disadvantaged Secondary Schools

Funding Body: Department of Education, Victoria
Duration: 2017-2019

Researchers: Prof Helen Cahill & Prof Lena Sanci (University of Melbourne Department of General Practice)

The Victorian Government Doctors in Secondary Schools initiative funds the placement of General Practitioners and Practice Nurses in 100 Victorian government secondary schools. The initiative aims to reduce unmet physical, mental and preventive health care needs in students in disadvantaged schools. The GP’s and Practice Nurses are provided with special training focusing on adolescent health issues, provided by the Department of General practice and the Youth Research Centre University of Melbourne. The Youth Research Centre provides the youth voice component of the training, with classes of adolescents working as simulated patients and coaches in workshops which focus on training doctors and nurses to communicate effectively with young people about sensitive social health issues.

Evaluation of the Berry Street Education Model (BSEM)

Funding Body: Berry Street
Funding Body: 2015-2019

Researchers: A/Prof Helen Stokes, Dr Malcolm Turnbull, Anne Farrelly & Ruth Forster

An educational framework, developed by the YRC for Berry Street in 2009, provides the foundation for further development, refinement and application of an Educational Model that takes a Positive Education approach to trauma-informed teaching. Based on their previous relationship, Berry Street invited the YRC to evaluate the effectiveness of the Berry Street Education Model (BSEM) when trialled in mainstream schools. An initial pilot, partnering Berry Street with two State settings (a) informed delivery of a major YRC report in 2016, and (b) provided impetus for continuing evaluation of the impact of the BSEM in additional schools.

Evaluation of the Berry Street Education Model (BSEM): Darebin Schools Program: Learning for All

Funding Body: Berry Street
Duration: 2019

Researchers: Anne Farrelly, Ruth Forster & A/Prof Helen Stokes

Building on the three-year evaluation of the delivery of the Berry Street Educational Model (BSEM) in mainstream schools, this evaluation examines the roll-out of BSEM in two Darebin primary schools, with particular reference to its impacts on teaching and learning in the schools. The findings will inform ongoing delivery of the BSEM at the two schools and future implementation of the BSEM across Darebin schools.

Evaluation of the Pasifika Youth and Communities Project Strengthening Communities: The La Manna project

Funding Body: Centre for Multicultural Youth
Duration: 2016-2019

Researchers: Dr Malcolm Turnbull, Anne Farrelly & Ruth Forster

The Le Mana Project is an initiative of the Centre for Multicultural Youth (CMY) delivered in partnership with the United Pasifika Council of Victoria (UPCOV), a number of State primary and secondary schools, and the City of Wyndham and City of Casey Councils. The project aims to improve educational outcomes and aspirations for ‘at-risk’ and vulnerable Pasifika young people, aged 12-19 years, and to improve the capacity of the local service sector to support these young people in the two districts. Using qualitative and quantitative tools, the YRC evaluation investigates the impact of culture-based learning and leadership activities at the participating schools in each local government area; the efficacy of advice provided to teachers and wellbeing staff supporting Pasifika students; the effectiveness of liaising and working with parents in order to better support ‘at-risk’ young people; and initiatives to increase young people’s community networks.

Examining How Australians Experience the Changing Employment Landscape of the 21st Century

Funding Body: MGSE Research Development Award
Duration: 2019-2020

Researchers: A/Prof Hernán Cuervo & Dr Jenny Chesters

Historically, technological advances have always been disruptive and produced social divides; creating opportunities and wealth for some, while generating challenges and disadvantages for others. The latest parliamentary inquiry (2018) into the future of work and workers provided 24 recommendations, ranging from the creation of a national body to coordinate labour policy to better tailoring the type of education and knowledge children and young people need to acquire to adapt to the labour automation era. Very little research, however, focuses on the future of experienced workers, in their forties, who have already undergone profound changes in the workplace, and society, since leaving school in the early 1990s. This pilot study focuses on members of the cohort 1 of the Life Patterns project (N=256) who are currently 45-46 years old to examine: (a) what strategies, skills, dispositions and knowledge they have employed to negotiate changes in the labour market in the last two decades; and, (b) what strategies, skills, dispositions and knowledge they believe are necessary to survive and thrive in the future of work scenario.
Housing Matters: Understanding the Housing Experiences of Undergraduate Regional and Remote Students Living Outside the Family Home

Funding Body: National Centre on Student Equity in Higher Education
Duration: 2019-2020
Researchers: A/Prof Hernán Cuervo (University of Melbourne) & Dr Julia Cook, Prof Penny Burke & Dr Matt Bunn (University of Newcastle)

The aim of this research is to identify how housing impacts the educational participation (e.g., attendance at classes, successful completion of subjects) of regional and remote students who have relocated to pursue tertiary study. Despite strong government focus on regional and remote students’ participation in higher education, no research has yet addressed the role that housing plays, leaving a significant knowledge gap in an area of great interest for policy-makers. This study aims to fill this gap by collecting survey and interview data from regional and remote undergraduate students who have relocated to attend the Universities of Newcastle and Melbourne.

Learning to make it work education, work and wellbeing in young adulthood

Funding Body: Australian Research Council (Discovery)
Duration: 2016-2020
Researchers: Lead Chief Investigator: Prof Johanna Wyn; Chief Investigators: Prof Helen Cahill & A/Prof Dan Woodman (School of Social and Political Sciences, University of Melbourne); Partner Investigators: Prof Carmen Leccardi (University of Milan Bicocca, Italy); with A/ Prof Hernán Cuervo, Senior Research Fellow and Lecturer, Dr Jenny Chesters, Research Fellow Dr Mark Mallman and Research Assistants Dr Andres Molina & Dr Eric Fu.

This grant extends the Life Patterns longitudinal study of two cohorts of Australians for a further five years. It analyses young adults’ transitions from education to work from ages 27 to 31 (from 2016-2020), a crucial time for economic and social integration at a time when rates of unemployment and insecure work have an intensified impact on young people’s lives. The longitudinal design includes a cross-generational analysis with a cohort of young Australians who were 27 in 2001 and 31 in 2005, to analyse changes in economic and social integration since the Global Financial Crisis. It extends current policy frameworks of youth transitions to explore the relationship between education, work and wellbeing, and contributes new knowledge about changing forms of vulnerability and the factors that support integration and resilience for young adults.

Knowledge Dissemination of the ARC linkage Research on Implementation Drivers

Funding Body: Victorian Health Promotion Foundation (VicHealth)
Duration: 2019-2020
Researchers: Prof Helen Cahill, Dr Babak Dadvand, Keren Shlezinger, Anne Farrelly, Dr Andres Molina, Katherine Romei

In 2019 the Victorian Health Promotion Foundation (VicHealth) commissioned the University of Melbourne to create a series of infographics to highlight some of the key findings of the Australian Research Council Linkage project ‘Determining Implementation Drivers in Resilience Education’ funded by VicHealth, the Department of Education and the University of Melbourne. This project involved the development of a series of infographics, each of which contained a key finding or health message which was informed by data collected as part of the ARC linkage study. These infographics were designed to disseminate findings of the linkage study in order to benefit school communities, pre-service teachers and the general public on topics like help-seeking, resilience, and positive gender relationships.

New Youth Mobility from Italy to Australia: How Do Young Italians Construct a Sense of Belonging?

Funding Body: Universita di Roma Tre
Duration: 2017-2019
Researchers: A/Prof Hernán Cuervo, Dr Babak Dadvand (University of Melbourne) & Prof Mauro Giardiello, Prof Rosa Capobianco (Universita di Roma Tre)

This project aims to examine the motivations for young Italians, aged 18 to 35 years old, to migrate to Australia, and to explore how new forms of belonging are constructed in Australia. The project analyses the structural and personal resources needed by recently arrived Italians to succeed in generating relationships and spaces of belonging and social cohesion. This includes investigating their relationship with other recent Italian migrants, with the Italian community in Australia, and with the Australian people and culture. The overall objective is to understand what facilitates and hinders the integration of recently arrived Italians into Australia and how forms of belonging can be constructed in the new community.
Resilience, Rights and Respectful Relationships: Training of Trainers program

Funding Body: Victorian Department of Education
Duration: 2019
Researchers: Prof Helen Cahill, Dr Babak Dadvand, Keren Shlezinger, Anne Farrelly & Katherine Romei

In 2019 the Youth Research Centre was commissioned to deliver a train the trainer workshop on the Resilience, Rights and Respectful Relationships (RRRR) learning materials. This training program was originally developed in 2017 for Department of Education staff, helping them to support teachers and school staff to implement the Resilience, Rights and Respectful Relationships program. The 2019 training program was an extension of this. The training provided participants with an in-depth understanding of the program design and evidence-base. It also allowed them to sample learning activities from the program and provided guidance on how to deal with challenging questions in training.

Regional Presence Program

Funding Body: Centre for Multicultural Youth
Duration: 2017-2019
Researchers: Dr Malcolm Turnbull, Anne Farrelly & Ruth Forster

The Regional Presence Program is a three-phase initiative that extends the work and outreach of the Centre for Multicultural Youth (CMY) into regional Victoria. The project is currently in its third phase (2017-19). The overarching aim of the project is to develop a greater sense of connection for migrant and refugee young people with their communities. Using a two-tier approach, the project combines direct delivery of activities to young people in both the Gippsland and Ballarat districts (and surrounds); and capacity building of the local service sectors, in order to enhance understanding of the particular needs and potentialities of migrant and refugee young people (and their families). The evaluation uses quantitative and qualitative data methods to examine the impact of the program with a view to informing its sustainability and possible replication.

Supporting Secondary Schools to implement the Resilience, Rights and Respectful Relationships

Duration: 2019
Researchers: Prof Helen Cahill, Keren Shlezinger

Helen Cahill and Keren Shlezinger provided school support and two-day in-school professional learning workshops for secondary school teachers seeking to implement the Resilience, Rights and Respectful Relationships program. This two-day training program involved the intensive sampling of learning activities to familiarise teachers with the content and the delivery method of the program.

Supporting a Pilot of the Connect with Respect Program in Timor Leste

Funding Body: UN Women, Child Fund
Duration: 2019
Researchers: Prof Helen Cahill, Dr Jenny Chesters, Keren Shlezinger & Katherine Romei

In 2019, UN Women commissioned the University of Melbourne to support a pilot of the Connect with Respect (CWR) program in Timor Leste. The Connect with Respect program was designed by Professor Helen Cahill and colleagues at the University of Melbourne in 2016 and aims to support schools to address and prevent gender-based violence. The Youth Research Centre developed and delivered a training for teachers and education staff on use of the CWR program in Timor Leste. This training involved supporting training participants to deliver the CWR classroom program, make positive modifications to the learning activities within the program to enhance the cultural and context fit, and provided educators with guidance on program monitoring and evaluation.
Supporting the Monitoring and Evaluation of the Connect with Respect Program in Vietnam

**Funding Body:** UN Women  
**Duration:** 2019  
**Researchers:** Prof Helen Cahill, Dr Jenny Chesters, Keren Shlezinger & Katherine Romei

This project was commissioned to support the monitoring and evaluation of the Connect with Respect (CWR) program in Vietnam. In 2018, the University of Melbourne designed and delivered a regional training for teachers and education staff on use of the CWR program in Vietnam which led to a regional pilot of the CWR program. In 2019, UN Women commissioned the Youth Research Centre to provide technical assistance and support the collection of data on the CWR pilot. This involved training staff on best-practice qualitative and quantitative research, and in how to use the CWR monitoring and evaluation tools to collect data on the impact of the classroom program.

Welcome Football (CMY)

**Funding Body:** Centre for Multicultural Youth  
**Duration:** 2017-2019  
**Researchers:** Dr Malcolm Turnbull, Anne Farrelly & Ruth Forster

The ‘Welcome Football’ program is an initiative of the Centre for Multicultural Youth (CMY), that seeks to connect newly arrived Iraqi and Syrian young people and their families in Melbourne’s northern suburbs to the broader Australian community through the medium or ‘language’ of football. A two-stage evaluation seeks to examine the success of the program in achieving key objectives, which include providing opportunities for children, young people and new parents to access local services and participate in their local community; providing newly arrived young people with capacity-building and employability development opportunities; and increasing community awareness of the newly arrived Syrian and Iraqi communities in Hume.

Young People’s voices, young people’s lives: A Berry Street Education Model (BSEM) Project

**Funding Body:** Berry Street  
**Duration:** 2018-2019  
**Researchers:** A/Prof Helen Stokes, Dr Malcolm Turnbull, Anne Farrelly & Ruth Forster

Building on the three-year evaluation of the delivery of the Berry Street Educational Model (BSEM) in mainstream schools, the project takes a student-centred approach. It examines the impact of the BSEM on four cohorts of young people in four Victorian schools with the aim to gaining further insight into students’ experiences of the Model and the ways in which they utilise it in their school and everyday lives. The findings will inform future delivery of the Model to ensure it remains relevant to young people’s lives.
**TEACHING**

**Breadth**
- Ethics, Gender and the Family (EDUC30065)
  Michelle Walter – Lecturer (intensive)
- Learning and the Digital Generation (EDUC10056)
  Eric Fu – Subject Coordinator, Lecturer & Tutor
- Youth Leading Change (EDUC20075)
  Hernán Cuervo – Subject Coordinator & Lecturer
  Michelle Walter – Tutor
- Youth and Popular Culture (EDUC30067)
  Hernán Cuervo – Subject Coordinator & Lecturer
  Ronald Baird – Co-Lecturer & Tutor
  Tamara Borovica – Tutor
  Michelle Walter – Tutor

**Graduate Certificate of Education Research**
- Education Research Methodology (EDUC90419 February & July)
  Hernán Cuervo – Subject Coordinator & Lecturer
  Jenny Chesters – Tutor
  Eric Fu - Tutor

**Post-Graduate Certificate in Instructional Leadership (PCIL)**
- Evidence for Learning and Teaching (EDUC90855)
  Helen Stokes – Subject Coordinator

**Master of Education (Student Wellbeing)**
- Current Approaches to Student Wellbeing (EDUC90258)
  Annie Gowing – Subject Coordinator & Lecturer
  Vivienne Archdall - Lecture
- Education Capstone Research Project (EDUC90057)
  Jenny Chesters – Subject Coordinator
- Interpersonal and Group Processes (EDUC90579)
  Annie Gowing – Subject Coordinator & Lecturer
- Leading Change for Student Well-Being (EDUC90629)
  Annie Gowing – Lecturer & Tutor
  Vivienne Archdall - Lecturer
- Relationship Skills for Educators 1 (EDUC90628)
  Annie Gowing – Subject Coordinator & Lecturer
- Student Wellbeing: Current Approaches (EDUC90258)
  Catherine Smith – Lecturer

**Master of Teaching**
- Capstone Professional Project (EDUC90989)
  Jenny Chesters – Subject Coordinator, Lecturer & Tutor
  Eric Fu - Tutor
- Clinical Teaching Practice 1 & 2 (EDUC90908)
  Dave Camilleri – Specialist
- Contemporary Education Debates (Secondary) (EDUC90903)
  Catherine Smith – Tutor
- Diverse and Inclusive Classrooms (EDUC90902)
  Catherine Smith – Tutor
- Education Foundations Secondary (EDUC90901)
  Dave Camilleri – Tutor
- Integrating Clinical Practice (Primary) (EDUC90884)
  Anne Farrelly -Instruction Specialist
- Promoting Student Wellbeing (EDUC90428)
  Annie Gowing – Subject Coordinator & Lecturer
  Dave Camilleri – Subject Coordinator, Lecturer & Tutor
- Researching Education Practice (EDUC90758)
  Michelle Walter - Tutor
  Ron Baird – Tutor
- Mastering of Teaching (Internship)
- Developing Clinical Practice 1 (Secondary) (EDUC90593)
  Anne Farrelly – Clinical Specialist
- Diversity, Inclusion & Transitions (EDUC90640)
  Babak Dadvand – Subject Coordinator, Lecturer & Tutor
- Education, Knowledge & Power (EDUC90638)
  Catherine Smith – Lecturer
Education Research Design (EDUC90558)
Catherine Smith - Supervisor

Learning from Evidence (CON0115413) &
MEd Evidence-Based Teaching
Brigitte Rogan – Tutor

Personalising Learning with Technology (EDUC90913)
& MClinical Teaching
Catherine Smith – Lecturer

Resilience and Relationships (EDUC90900) &
MEd Evidence-Based Teaching
Dave Camilleri – Subject Coordinator, Lecturer & Tutor
Katherine Romei - Tutor
Catherine Smith – Subject Coordinator, Lecturer & Tutor

Resilience and Relationships (EDUC90999) &
MEd Evidence-Based Teaching
Dave Camilleri – Subject Coordinator, Lecturer & Tutor
Brigitte Rogan – Tutor

Understanding Education in Context (EDUC90929)
Catherine Smith – Tutor

Master of Instructional Leadership (MIL)
Leading Educational Research (EDUC90786)
Helen Stokes – Subject Coordinator

Guest lectures
Master of Teaching Secondary
Helen Cahill – Guest lecturer

Master of Teaching Secondary Internship
Helen Cahill – Guest lecturer

Master of Teaching Primary
Helen Cahill – Guest lecturer

Master of Teaching Early Childhood
Helen Cahill – Guest lecturer

Research & Criminal Justice Governance
(Master of Criminology)
Helen Cahill – Guest lecturer

Same-sex Desire and Transsexuality (UNIB20016),
Undergraduate Arts, The University of Melbourne
Catherine Smith – Guest Lecturer
An active community of graduate students is supervised by Centre staff. For more information on YRC graduate student research supervision please visit our website.

Graduate Research Students who completed in 2019:

**DOCTOR OF PHILOSOPHY**

**Dr Ron C. Baird**
Title: Reframing graffiti writing as a community practice: sites of youth learning and social engagement
Supervisors: Johanna Wyn

This study investigates how graffiti writing is learnt and how graffiti writers experience this learning. Drawing on the concept of communities of practice, it frames graffiti as a skillful and aesthetic practice that is learned in a communally situated context. This shifts the focus from graffiti as a stigmatised practice to a demonstration of the expert knowledge that young men develop over time through their engagement with a learning community. The research consisted of semi-structured interviews and observations of graffiti practice with eleven male graffiti writers. The thesis argues that graffiti writing involves a wide range of cognitive, social, emotional and bodily skills. These skills coalesce at the site of practice where they in turn inform the learning of novice graffiti writers. This thesis shows that the way writers experience the learning of graffiti occurs within a highly masculine space that can serve to exclude women’s participation. By developing an understanding of the lived experiences of male graffiti writers, this research contributes new knowledge about youth cultural practice as a site of learning and production.

**Dr Tamara Borovica**
Title: Creative investigation of the embodiment of womanhood through dance: bodies, gender and becoming
Supervisors: Johanna Wyn and Helen Cahill

This thesis uses dance as a method to explore and problematise young women’s embodiment from a feminist perspective. Drawing on a rich history of feminist research on the body (Grosz 1994, 2017, Birke 1999, Bordo 1993, Bray & Colebrook 1998, Braidotti 2002, 2011, 2013), I seek to contribute to advancing a more inclusive perspective on the embodiment of womanhood by emphasising the potentiality of what young women sense, feel, think, imagine and do. In doing so, I develop a rhizomatic, diffractive and aesthetic exploration of the embodiment of womanhood that evolved through collaborative performance ethnography with a group of tertiary students interested in creative methods and feminist issues.
Dr Tom Brunzell
Title: Meaningful work for teachers within a trauma-informed positive education model
Supervisors: Helen Stokes and Lea Waters

This PhD explored the paradigm of meaningful work with teachers educating trauma-affected students. Findings suggested that after working within the intervention model, trauma-affected positive education, teachers positively shifted beliefs of meaningful work by first increasing personal wellbeing, and then bolstering their practise to meet complex needs of their students. Finding meaning in work has been shown to be an effective buffer when facing workplace adversity; and those who believe that their work is meaningful are more motivated, satisfied, and report increases in their personal and professional wellbeing. However, prior investigation has neither explored nor increased meaningful work (MW) with teachers who educate trauma-affected students. Situated within positive organisational behaviour (POB) and positive education paradigms, this study is the first to explore the effect of MW in trauma-affected teachers. The participants (N = 18) were primary and secondary school teachers self-selected for teaching cohorts of trauma-affected students. They participated in an 11-month qualitative study using appreciative inquiry participatory action research design to learn, implement, and reflect on workplace wellbeing and classroom interventions. Results yielded the creation of a new practice pedagogy model, Trauma-Informed Positive Education (TIPE).

Overall, the thesis offers unique contributions to wellbeing, traumatology, and education studies by providing a new model of practice pedagogy; and a new conceptual model to describe the pathway of MW.

Dr Julie Lucille Haber del Valle-Lopez
Title: Bridging Binaries: Exploring learner-centred and teacher-centred practices in an urban and a rural public school in the Philippines
Supervisors: Helen Cahill and Daniela Acquaro

To improve its public school education, the Philippines launched the K-to-12 program, overhauling its curriculum system and mandating a shift to learner-centred education. Such mandate however placed learner-centred instruction against teacher-centred, creating a simplistic dichotomy between ‘good and bad teaching’. It is in this dichotomy that this study seeks to explore using ethnographic methods in understanding what constitutes ‘good teaching’ across a range of learner-centred and teacher-centred practices in disadvantaged schools. Findings show that ‘good teaching’ could not be limited to practices which are either learner-centred or teacher-centred. However, students perceived teacher-centred practices as ‘good teaching’ when teachers demonstrate academic caring. Anchored on a Filipino concept of ‘malasakit’ (compassion), this academic caring is fostered through student-teacher relationships. Students also find learner-centred practices as ‘good teaching’. However, when there is no effort to understand students’ disadvantaged backgrounds and establish relationships, or if there is, but the attempt is not perceived as care, these learner-centred practices are not regarded as ‘good teaching’. ‘Good teaching’ therefore is not confined to one end of a spectrum or the other but lies within a range of teacher practices, moving back and forth in a continuum in response to what is valued within a local place.
Currently enrolled graduate research students:

**DOCTOR OF PHILOSOPHY**

**Fiona Belcher**  
Title: Whose Futures? Reconceptualising sustainability on Kulin Country.  
**Supervisors:** Elizabeth McKinley and Johanna Wyn

The significance of this project is located in the specific opportunity presented by the recently mandated Australian national curriculum and its cross-curriculum priorities (CCPs), ‘Sustainability’ and ‘Aboriginal and Torres Strait Islander Histories and Cultures’ (Indigenous Histories). Since the inception of the National Curriculum, educators and researchers have noted the lack of place-based curriculum content tagged against the Indigenous Histories CCP, despite Country/Place being identified as a core – though ambiguous – aspect of the priority (Lowe & Yunkaporta, 2013; Queensland Studies Authority, 2011). In this project, I aim to consider the implications of this absence of Country as a concept within curriculum, and the relationship of this to the emphasis of place in the Sustainability CCP. The research focus on the tensions and possibilities found at the nexus of Sustainability and Indigenous CCPs in the urban context of Kulin Country, considering:

1. What types of relationships between people and place does the Sustainability CCP currently produce in the context of education, on Kulin Country?  
2. What possibilities does the Sustainability CCP offer for the presence and futures of Kulin people and Country to be acknowledged and centralized in school practices?  
3. How does the presence of Kulin communities and Country shape notions of sustainability in Melbourne schools?

**Lilly Brown**  
Title: Re-imagining conceptions of Indigenous youth  
**Supervisors:** Elizabeth McKinley and Johanna Wyn

This study arises in response to a profound interdisciplinary absence regarding both the conceptual and theoretical emergence of Indigenous youth as a social category, despite decades of concerted research and practical intervention into the life worlds of these young people. Indigenous young people are still too often framed in terms of risk, disorder and disadvantage, underpinned by a seemingly self-evident assumption: that Torres Strait Islander and Aboriginal young people are a problem in need of fixing. Drawing on a Foucauldian genealogical analysis, I firstly seek to make apparent these a priori assumptions by tracing the way Indigenous young people have come to be understood as a problem. Secondly, I engage with a renascent movement in cultural production such as film, television, literature and digital media that may be read as responding to, but also opening up possibilities for, moving beyond the historical and present problematization of Indigenous young people. In doing so, I consider the saliency of the juncture between educational theory, youth studies and cultural studies for thinking about a reconceptualisation of Indigenous youth through what I term ‘acts of regeneration’.
Kerry Elliott
Title: Teachers perceptions of performance and development processes as a mechanism for guiding and developing their teaching practice
Supervisors: Helen Stokes and Christine Redman
Providing a quality educational experience for all students is an essential outcome for schools. With a strong correlation between student achievement and the quality of the teacher (Hattie, 2009; Barber & Mourshead, 2007; OECD, 2005), performance and development processes have increasingly been seen as a way to enhance teaching practice (OECD, 2013; Darling-Hammond 2011, 2012; Isore, 2009). Reforms nationally and internationally have included efforts to raise teacher quality and support teacher development. In 2012, the Australian Institute for Teaching and School Leadership’s (AITSL) introduced the Australian Performance and Development Framework, to be used alongside national teaching standards, to support the development of teachers in all schools across Australia. As a process for identifying, measuring, and developing an individual’s performance, the performance and development cycle outlines expectations of performance and areas where growth, development and support may be required. This cyclical process includes a range of phases for feedback, goal setting, performance planning, reflection, professional learning and review. This mixed methods study examined the experiences and perceptions of teachers from three elementary schools in Victoria, Australia as they underwent a newly mandated performance and development cycle at their school. This study investigated the factors that may facilitate an effective teacher performance and development process and argues that the conditions of effective teacher learning can be examined through a lens of effective student learning.

Anneleis Humphries
Title: Individual and Community Development: The Vision, Perceptions and Role of Young People
Supervisors: Helen Cahill and Hernán Cuervo
Young people are often motivated to engage in their communities for either personal development or to contribute to the betterment of society. In this research I examine what kind of society young people would like, and how capable they feel to contribute to its creation. By drawing on Sen’s capabilities approach, Fukuyama’s work on social development, and Freire’s critical pedagogy, I explore the relationship between individual and social development in the context of early adolescents.

Leone Keaney
Title: Asia Literacy and the purpose of study tours for secondary students
Supervisors: Fazal Rizvi and Hernán Cuervo
This research study seeks to explore an aspect of secondary school education in Australia: the purpose, impact and success of the stated educational goals of Asia Literacy by examination and analysis of study tours to Asian destinations for secondary students. Programs such as these are now a significant part of the offerings of secondary schools of all kinds. Many schools use the range and nature of overseas excursions as a key feature of their marketing. Large amounts of money are invested by families, the students themselves and their communities – many involve fundraising activities - and by schools and systems. The research study will investigate the impact on the understandings of Asia young Australians carry into adulthood as a result of participating in a study tour in adolescence. Is there an impact on what is widely understood to be Asia Literacy? Given the continuing profile of Asia Literacy in political, economic and education discourses and its contested nature, this qualitative research study seeks to explore the enduring effects on young people who take part by exploring the memories and understandings of participants in three programs conducted three to five years previously.

Doreen Kumar
Title: Teacher Identity, Teaching Quality, and the Australian Professional Standards for Teachers: How Education Policy Reform A Narrative Inquiry into how Education Policy Reform Shapes Teachers’ Practice and Development
Supervisors: Helen Stokes, Janet Clinton and Larissa McLean-Davies
The Australian Professional Standards for Teachers (APST) were implemented in 2011, to promote professionalism, consistent with the global spotlight on teaching quality. Large-scale education policy reform has complex and complicated implications for multiple stakeholders yet, there is little research into how policy is interpreted, enacted and its impact on key stakeholders. Further, teacher identity research utilising narrative inquiry is extensive but most focus on small participant samples. This secondary data analysis research engages a large number of participants in multiple school contexts for in-depth analysis of narratives garnered during a period of great and rapid policy reform in Australia. This narrative inquiry research aims to understand how standards-based policy shapes teachers’ perceptions, agency, practice and identity. Teachers’ professional reflections reveal how they negotiated and constructed their professional identity, as well as the agentic actions they planned and undertook. This research also explores how contextual factors interplay with policy enactment and aims to represent the collective tale of Australian teachers. This research contributes to the discourse on teacher identity, the interplay between agency and structures (teachers, and school administrations and policy respectively), and the impact of neo-liberal governmentality on keys actors in this policy space.
Bernadette Murphy  
**Working Title:** How pre-service teachers learn about Indigenous perspectives in the curriculum: an ethnographic study  
**Supervisors:** Johanna Wyn, Kylie Smith and Shaun Ewen  

The cross curriculum priorities of the Australian National Curriculum and the Professional Standards for Graduate teachers prescribes that all teachers should have an understanding of Indigenous peoples and cultures and this should be reflected in their teaching. This concept comes under the umbrella term of ‘Indigenous perspectives’ in the curriculum. The focus of this research is not about the specific role of Indigenous Studies within initial teacher education but rather how in the course of the experience of learning to be a teacher do pre-service teachers learn to respond to the National imperatives. Using an ethnographic, case study methodology the research explores the question how pre-service teachers learn to embed Indigenous perspectives. Ten final year primary teacher candidates in Master of Teaching Course at the Melbourne Graduate School of Education and three lecturers are the key informants. The research will contribute to teachers’ understanding of Indigenous perspectives in education in order to reimagine teacher education that responds to the relevant imperatives. Despite the significant literature, policy frameworks and curriculum directives outlining the need for teachers to embed Indigenous perspectives in curriculum, there is little analysis that relates theory or perception to practice. This study attempts to fill this void.

Anthony Ross Phillips  
**Title:** Curriculum Leadership and Senior Secondary Subject Choice  
**Supervisors:** John Quay and Hernán Cuervo  

This research project examines how school curriculum structures and processes shape student subject choices in the senior secondary years and how this shaping might contribute to — or reproduce— disadvantage among groups already experiencing marginalisation and disadvantages in society. To explore this problem, qualitative data will be gathered from key curriculum decision makers on the staff of six schools through interviews, focus group discussions and school documentation using a theoretical framework guided by the conceptual tools of Pierre Bourdieu and the positioning theory of Rom Harré and Luk van Langenhove.

Pheaktra Pich  
**Title:** Negotiating spaces for Young Students as Active and Informed Citizenry: Discourses on Schooling and Individuals’ Aspirations in Contemporary Cambodia  
**Supervisors:** Hernán Cuervo and Johanna Wyn  

Young people in Cambodia are faced with multiple uncertainties including how to exercise their rights as active citizens. They are living in a challenging socio-political context for civic participation (e.g., active participation negatively connotes politics synonymously as personal risks and death) as well as a discouraging cultural backdrop (e.g., ‘age and knowledge hierarchy’). Drawing on the Active Citizenship Composite Indicators (ACCI) framework and on Bourdieu’s thinking tools (e.g., habitus, capital, field) the thesis aims to understand youth practices in relation to citizenship. It examines the concepts of citizenship in Cambodian schools through students’ everyday practices, an analysis of the curriculum, and of education and school policies. Ultimately, it aims to provide a model of citizenship education that can be used to advocate for spaces for active citizenry for young Cambodians through civics education in Cambodian schools.

Brigitte Rogan  
**Title:** Over the wall - An exploration of teacher agency and socially just pedagogical work in Victorian Youth Justice Centres  
**Supervisors:** Helen Cahill and Russell Cross  

Teaching in specialised settings, which aim to serve the educational needs of marginalised young people, is an evolving field. Schools in youth justice centres are one example of such settings, with unique constraints and enablers. Gale, Mills & Cross’ (2017) conceptualisation of pedagogical work emphasises the need to consider the interplay between belief, design and action in understanding teachers work. The notion of agency, as defined by Pantic (2017), encompasses purpose, competence, autonomy and reflexivity of individuals in relation to their context. Both of these concepts have been used to understand enactment of social justice in teaching. The term social justice remains contested, particularly in considering what constitutes a socially just education for incarcerated young people. The translation of this field of study into pedagogy is not always straightforward. This ethnographic study will use Critical Communicative Methodology to explore teacher agency, and their understandings and development of socially just pedagogical work, in youth justice centres in Victoria.
Michelle Walter  
**Title:** Help-seeking for mental health problems: an autoethnographic inquiry into tertiary students’ experiences of mental health distress  
**Supervisors:** Helen Cahill and Annie Gowing  
My research examines the mental health help-seeking practices of students at the university of Melbourne. Drawing on a lived experience perspective, I use autoethnography combined with in-depth semi structured interviews to explore how my participants have sought out support, coped with and negotiated their mental health while completing their studies. My research is informed by a post-structuralist, feminist lens that examines how every day discourses around mental health both enable and impede help-seeking for mental health within the tertiary setting. It aims to highlight ways in which universities can work to improve access and better support those experiencing mental health distress while at university.

Rosie Yasmin  
**Title:** When catch-up education outperforms the mainstream: a Bangladeshi case study  
**Supervisors:** Helen Cahill and Hernán Cuervo  
Bangladesh Rural Advancement Committee (BRAC) is a Bangladeshi Non-Government Organisation (NGO) which provides catch-up education for very poor and disadvantaged children who have never enrolled or dropped out of primary schools. BRAC primary schools in Bangladesh have been found to be the best performing schools in relation to learning achievements and cost-effectiveness. These NGO schools provide second chance or catch up education to the most disadvantaged children who never commenced or dropped out from primary schools. This participatory ethnographic case study investigates what children, parents, teacher in an urban BRAC school and other program personnel perceive and understand to be effective quality education that has impact on children’s learning and well-being. This study uses the Capability Approach developed by Amartya Sen as the conceptual framework within which to discuss and evaluate effectiveness in education. It is expected that the findings will have implications for those aiming to provide effective education for the most disadvantaged children, particularly in developing country contexts.

Doctor of Education

Vivienne Archdall  
**Title:** Social and emotional learning and student voice: exploring adolescents’ experiences of social and emotional curriculum in a diverse secondary school  
**Supervisors:** Helen Cahill and Nicky Dulfer  
The aim of this project is to investigate the extent to which students value the social and emotional learning curriculum provided by the school. The research will also explore the effects of the community context on students’ understandings and perception of the factors that influence their wellbeing. Whilst substantial research exists which identifies the positive impact of social and emotional learning on academic and wellbeing outcomes, little is known about how young people in disadvantaged settings interpret the value of such programs.

Susan Ferguson-Brown  
**Title:** Beyond teacher effectiveness: In Search of the excellent teacher  
**Supervisors:** Helen Stokes  
As Australia slides down the rankings in the Program for International Student Assessment (PISA) it may be time to rethink the conceptualization of the excellent teacher. High quality student learning is strongly linked to the skill and excellence of the teacher (Hattie, 2003). However, government and academia’s efforts to cultivate high quality teaching is narrowly focused on improving a teacher’s pedagogic, curricula and content skills. While these skills are a necessary condition for excellent teaching to arise, are these professional skills a sufficient condition? Collinson (1999) found that excellent teachers demonstrate professional, interpersonal and intrapersonal knowledge. This definition is used as a framework to explore a range of subjective viewpoints about teacher excellence that exists amongst teachers, students and parents. In this study it is likely that the subjective viewpoints of teachers, parents and students will identify attributes and behaviours in their conceptualisation of teacher excellence. If excellent teachers are identified by parents and students to be more than excellent pedagogues and curriculum developers then improving teacher quality to enhance Australia’s PISA ranking will require more than a focus on improving a teacher’s “high-level skills in assessment and the analysis of data …’” (Thomson, 2013, P.1)
The Youth Research Centre publishes a series of Research Reports. Staff also contribute to a range of academic journals of interest to the field. During 2019, the Centre produced the following publications:

**Books**


**Book chapters**


Journal articles


**Research reports, media articles, policy submissions and other publications**


Keynote and invited addresses


Conference papers, seminars and workshops


Fu, J. (2019) From angry youth to realistic idealist: political subjectivity of Chinese young people in online participation. Emerging Scholars’ Forum on Australian and Chinese Arts and Culture, Western Sydney University, Sydney, 22-23 June.


Media interviews


SEMINAR SERIES

The Youth Research Centre Seminar Series aims to promote debate and innovation in the field of youth and child studies. The seminars were held at the Melbourne Graduate School of Education and attracted widespread interest from academic staff, students and the public.

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<tr>
<th>No.</th>
<th>Date</th>
<th>Title</th>
<th>Facilitator</th>
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<tbody>
<tr>
<td>Seminar 1</td>
<td>28 March</td>
<td>“As a young person, you do feel shafted”: Perspectives on, and experiences of, social (in) justice amongst working-class young people in urban and rural Scotland</td>
<td>Charlotte McPherson (University of Stirling, Scotland)</td>
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<tr>
<td>Seminar 2</td>
<td>16 April</td>
<td>International Directions and Networking in Student Voice, Agency, Leadership and Participation</td>
<td>Roger Holdsworth (University of Melbourne), Dr Eve Mayes (Deakin University) &amp; Hayley Dureau (Mount Waverley Secondary College)</td>
</tr>
<tr>
<td>Seminar 3</td>
<td>30 April</td>
<td>China’s Higher Ed Special Admission Programme for High School Graduates in Rural and Poor Areas: Does it Work?</td>
<td>Assoc. Prof. Jian Zhu (Zhejiang Normal University, China)</td>
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<tr>
<td>Seminar 4</td>
<td>12 June</td>
<td>Dank Distinction and Reflexive Reproduction: Towards the Theory of the Affective Practice</td>
<td>Dr Steven Threadgold (University of Newcastle, Australia)</td>
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Seminar Series Presentation by Assoc. Professor Jian Zhu (Zhejiang Normal University, China) April 2019
Helen Cahill
Deputy Dean MGSE
Helen Cahill continued as Deputy Dean of the Melbourne Graduate School of Education

Jenny Chesters
Promotion to Level C
Research Mentor Excellence Award by the Melbourne Graduate School of Education (MGSE)

Hernán Cuervo
Research Mentor Excellence Award by the Melbourne Graduate School of Education (MGSE)
Hernán was appointed Editor-in-Chief of the Journal of Applied Youth Studies by Springer

Michelle Walter
Teaching Award for Excellence in Student Experience, jointly awarded, MGSE, University of Melbourne

Johanna Wyn
Emeritus Professorship
Professor Wyn is an Emeritus Professor to the University of Melbourne
NETWORKS & PARTNERSHIPS

**Australian Networks & Partnerships**

**Allanah and Madeline Foundation**
Catherine Smith is an Advisor on Technology in Education, Media in Education

**Australian Association for Research in Education (AARE)**
Babak Dadvand became the co-convenor of the Sociology of Education SIG of AARE

**Catholic Education Melbourne (CEM)**
Roger Holdsworth continues to be member of the CEM Student voice Reference Group

**Department of Paediatrics**
Helen Cahill continued to lead the Learning Partnerships program with the Department of Paediatrics in which adolescents contribute as simulated patients and coaches within communication skills development exercises with students of medicine

**Vice Chancellors nominee of Parkville College School Council**
Helen Stokes is the Vice Chancellors nominee of Parkville College School Council

**Victorian Student Representative Council (VicSRC)**
Roger Holdsworth continued to provide advice and critical friend relationship to their student-led body of students in Victoria – and to their staff

**Victorian Department of Education and Training Reference Group on Respectful Relationships**
Helen Cahill continues to be member of the Respectful Relationships Reference Group

**Department of Premier and Cabinet Reference Group on Social Cohesion**
Helen Cahill continues to be member of the Social Cohesion Reference Group

**International Networks & Partnerships**

**Comunidades Rurales Argentinas**
Hernán Cuervo is an Education Policy Advisor of the Comunidades Rurales Argentinas

**Journal of Applied Youth Studies (Springer)**
Hernán Cuervo was appointed Editor-in-Chief of the Journal of Applied Youth Studies by Springer

**Perspectives on Children and Young People (Springer)**
Johanna Wyn, Helen Cahill and Hernán Cuervo are the editors of the book series Perspectives on Children and Young People, published by Springer (Singapore)

**UNESCO Global Working Group on the Prevention of School-related Gender-based Violence**
Helen Cahill continues to be member of the working group on prevention of gender-based violence in school settings

**UNESCO Global Working Party on the Provision of Comprehensive Sexuality Education**
Helen Cahill continues to be member of the global working party addressing comprehensive sexuality education