The Youth Research Centre’s (YRC) research and development is informed by a holistic approach to children and young people’s lives in a context of social and economic change. It includes a focus on research in formal and informal settings and investigates a broad range of interconnected issues relating to learning, health, employment, justice, home, participation, inequality and leisure. It seeks to position children and 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 methodologies and where possible incorporates both qualitative and quantitative methods to explore and understand young people’s lives.

Research and development is organised into four interrelated programs:

■ Transition, Pathways and Mobilities
■ Participation and Citizenship
■ Wellbeing
■ 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/ycr) or follow us on Twitter (@YRCunimelb).
In a hallmark year for the Youth Research Centre, Professor Helen Cahill was appointed director of the Centre in June. Professor Johanna Wyn, who has been director of the YRC since 1992 stood down from that position in preparation for her planned retirement from the University in June 2018. Associate Professor Hernán Cuervo assumed the role of Deputy-Director, previously filled by Helen Cahill.

A number of significant career accomplishments marked the impact of the Youth Research Centre in 2017. Professor Johanna Wyn’s contribution to scholarship and leadership in the University was recognised through the award of the Redmond Barry Distinguished Professorship. This award recognises pre-eminence in research or creative activity, or pre-eminence in research and teaching. Her esteemed contributions to the discipline of Sociology was recognised in the form of a Distinguished Service Award from The Australian Sociological Association in their 2017 conference in Perth.

The high impact and uptake of applied research outputs from the Youth Research Centre was evident across 2017 in the collection of national and international projects addressing the prevention of gender-based violence. Helen Cahill and team led an ARC linkage study with 40 Victorian Schools focussing on the Resilience Rights and Respectful Relationships project. The team was also commissioned to provide further training for the 100 ‘Lead’ schools within the Department of Education Respective Relationships initiative. An online learning program was released to support the initiative. It was commissioned by VicHealth and developed by Cahill and team, and provided extensive video exemplars of teachers in action with responding student comments on the value towards their learning. The research team collected data in 40 schools with great promise of contributions to new research into promotion of social wellbeing and prevention of gender-based violence. The Department of Education Victoria also commissioned the development of the ‘ChildSafe’ program to assist teachers to educate for the prevention child abuse and neglect. The focus on promotion of positive gender relations was also seen in the work led by Kylie Smith for the City of Melbourne around respectful gender relationships within a long day care setting. Further international impact in prevention of gender-based violence was seen in the UNESCO-commissioned work for the regions of Asia-Pacific and East and Southern Africa. This saw commission of the research tools and cultural consultations to inform upcoming pilot studies in six countries in the Asia-Pacific and in East and Southern Africa of the Connect with Respect: prevention of gender-based violence program developed by Helen Cahill and team.

The positive impact of applied research with marginalised young people was evident across the body of YRC work with agencies such as three projects with the Centre for Multicultural Youth led variously by Johanna Wyn, Malcolm Turnbull and Helen Stokes, and two with Berry Street led variously by Helen Stokes, Malcolm Turnbull and Jessica Crofts.

The Life Patterns research team continued to make an impressive contribution to scholarship in the sociology of youth with the data informing numerous journal articles, research reports and international conference presentations contributed by Johanna Wyn, Jenny Chesters, Hernán Cuervo, Julia Cook and Helen Cahill.

The Centre continued to produce in 2017 a high impact output in publications and academic and professional presentations. Staff and postgraduate students published a total of 40 peer-reviewed publications (e.g. books, book chapters, journal articles) and delivered 35 academic and professional keynotes and presentations. Since the online publication on 30 January 2015 of the Handbook of Children and Youth Studies (edited by Johanna Wyn and Helen Cahill) there has been a total of 92,632 chapter downloads, which means the book was one of the top 25% most downloaded Springer eBooks in the relevant eBook Collection in 2017. This output demonstrates the high research-intensive nature of the Centre and positions it as a national and international hub of research in childhood and youth studies.

Substantial formal leadership contributions were made to the MGSE by Youth Research Centre staff across 2017. This includes contributions from Professor Helen Cahill as Associate Dean Learning and Teaching, Associate Professor Helen Stokes as Aschich Dean Staffing, Associate Professor Kylie Smith as Associate Dean Research Training, and Associate Professor Hernán Cuervo as Associate Dean Diversity and Inclusion. This substantial leadership contribution is a credit to the commitment of key staff in the Youth Research Centre that they contribute generously to the school through service leadership, and a marker of their high capability that they simultaneously maintain a strong research leadership profile. Congratulations are due to Hernán Cuervo who was promoted to Associate Professor effective from 1 January 2018. The Centre farewelled Jessica Crofts, who has been connected with the YRC since 2009 (as an honours student), and as a Research Assistant and tutor since 2010. Jessica also drew on the Life Patterns project for her PhD, completed in 2015. During 2017 Dr. Jenny Chesters joined the YRC, as did Catherine Smith, Dr Babak Dadvaran, Josie Readie, Katherine Romey, Dr. Julia Cook, and Dr Annie Gowing.

The outcomes of the 2015 Centre Review were made available in 2017. Some of the key findings from the review include that:

- The Panel is left in no doubt that the YRC is highly regarded for its work by their fellow academics, graduate students, and partners and stakeholders inside and outside the Melbourne Graduate School of Education (MGSE) and UOM.
- The Panel was impressed with the value partners and stakeholders place on the relationship they have with YRC. The YRC staff were described as professional, respectful, committed and highly responsive to the needs of each institution they work with, and their work was described as incredibly thorough and high quality. They were also praised for translating research outcomes for different audiences (e.g. policy, general public).
- The Panel was impressed with the collegial environment that the Centre offers to its staff and students alike. The students expressed they were very appreciative of the environment on a Centre and individual staff basis. Most attributed the culture of collegiality and sharing to the leadership of the Director and Deputy Director.
- The Panel found the YRC makes a significant contribution to the MGSE and the University as a whole. The Centre continues to maintain a high level of performance in relation to its aims and objectives over the past 5 years. The Centre has gained a very good level of funding, a very high level of publications, and there is major evidence of impact and influence.

The Centre pays its respects to Professor Andy Furlong who passed away in January 2017. He was a partner in the Life Patterns longitudinal study and an Honorary Professor in the YRC. Professor Furlong held an international Partner Award within the current Life Patterns Discovery grant: Learning to make it work: education, work and wellbeing in young adulthood. His influence on the Life Patterns research program is significant and he is sorely missed. The Centre was fortunate to attain the collaboration of Professor Carmen Leccardi from the University of Milano-Bicocca as the new International Partner Award within this project. This has enabled the research program to have the continuing benefit of an international perspective on the issues of youth transitions.

Under Professor Cahill’s leadership the YRC continues to build on its strong position to focus on creating greater sustainability of staffing and funding, expanding projects that have high engagement and contributing to the University and MGSE’s strategic goals in relation to research impact.

Professor Johanna Wyn
Professor Helen Cahill
In recognition of the contribution of Professor Johanna Wyn across her Directorship of the Youth Research Centre from 1992–2017, a brief summary of career accomplishments is presented here. A hallmark of her legacy is the Youth Research Centre, renowned for its high quality, innovative research and programs that have for 27 years led developments in the field of youth studies. Researchers at the YRC have contributed significantly to the visibility of Australian youth research internationally and to the interrelationship between policy, programs and practice.

Amongst the many achievements for which Professor Wyn is respected is her strong record of mentoring for research excellence and leadership. Over her career she has supervised 35 students to completion. She can claim as her legacy the emergence of a new generation of youth researchers who are making their mark in the academy. Youth researchers supervised by Wyn include the current President of The Australian Sociological Association, recipients of four ARC DECRA fellowships in 2015, 2016 and 2017 and academics employed by Deakin University, RMIT, Newcastle University and the University of Melbourne.

Johanna’s service to the University of Melbourne was recognised in 2017 by the award of a Redmond Barry Distinguished Professorship. This award acknowledged that as Director of the Youth Research Centre from 1992-2017, Head of a large department for five years (Education Policy and Management) and as Deputy Dean of the Faculty of Education (for three years) Johanna provided sustained leadership and distinguished service in the University and in research development.

Professor Wyn’s leadership of the Life Patterns project has made significant contributions to research investigating the nature of young people’s transitions through education and into work, young people’s health and wellbeing, gender and inequality. Insights from her research have informed educational and youth policies in Australia and internationally. Her work is recognised for its original conceptual contributions; pioneering empirical work; and methodological innovations. The Life Patterns research program that she leads is known for the insights it has produced about young Australian’s lives, insights that have international resonance. This program is a longitudinal cohort study of Australian youth that follows two cohorts of Australians from their late teens through to adulthood, corresponding with Generations X and Y.

Professor Wyn’s work challenges conceptual orthodoxies in the intersecting fields of education, youth studies and health, and she works across these fields to ask and work on important questions, such as: What are the distinctive features of childhood, youth and adulthood today? Do social, economic and political conditions impact on the experience of childhood, youth and young adulthood, and if so, how? What knowledge, skills and resources equip young people to live well in the 21st Century? Her work has initiated international debates about how these questions can be answered, how they can be rigorously investigated and what youth studies scholars can contribute to the disciplines of education and health and to related fields of practice and policy. The international impact of Wyn’s work is recognised by her Fellowship of the Academy of Social Sciences of Britain, the Academy describing her as ‘a leading sociologist who has pioneered new approaches to the study of youth and young adulthood which have had a major influence on researchers in Australia, Europe and North America’.

Along with her outstanding record of competitive grants, Johanna’s contribution to research leadership and academic mentoring is recognised by her Fellowships of the Australian and British Academies of social sciences; awards and fellowships from Universities in the UK, the Netherlands, Sweden, New Zealand and Canada; many invitations to give keynote addresses to professional associations, international academic meetings and practitioner conferences in many countries; appointments to the editorial boards of the most prestigious journals in the field, and to international research grant bodies.
**Staff Profiles**

**Professor Johanna Wyn**
Professor Johanna Wyn is a Redmond Barry Distinguished Professor in the Youth Research Centre 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. Her work recognises that young people are active citizens, cultural creators and active agents in learning and wellbeing. She leads the ARC funded Life Patterns longitudinal research program and has a strong research track record of competitive research grants and consultancies and tenders from a range of stakeholders, including government departments, foundations and the private sector.

**Professor Helen Cahill**
Professor Helen Cahill leads a body of research addressing child and 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, resilience, respectful relationships and drug education. She has developed a number of violence-reduction, gender rights, sexuality and HIV education programs for women and marginalised young people in developing countries for United Nations agencies supporting initiatives within the Asia-Pacific region and the region of East and Southern Africa. She has authored over 100 publications, including over 40 wellbeing prevention education programs for schools and communities. She currently leads a large ARC Linkage research project investigating the implementation drivers influencing the uptake and impact of the Resilience, Rights and Respectful Relationships program in 40 schools. She is also the lead investigator with UNESCO and UNICEF investigating the uptake and impact of the Connect with Respect program addressing prevention of gender-based violence in secondary schools in countries in Asia and Southern Africa.

**Kate Alexander**
Senior Administrator
Kate Alexander is a Senior Administrator within the University of Melbourne’s Graduate School of Education and has worked in an administration role since 2008. Her role involves supporting staff members in the YRC in areas such as finance, human resources, publications, event and project support and website maintenance.

**Dr Jenny Chesters**
Lecturer/Research Fellow
Dr Jenny Chesters joined the Life Patterns Project team as a Research Fellow in December 2016. 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 collecting and analysing quantitative data and qualitative data. She has also 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. Jenny has presented papers at national and international conferences and published in the fields of inequality in educational attainment, transitions between education and employment education and social stratification.

**Dr Julia Cook**
Research Fellow
Dr Julia Cook is a Research Fellow working on the Life Patterns project at the YRC. Her research interests include the sociology of youth, risk and uncertainty, and temporality, and her PhD project (completed in 2016) considered how young adults in Melbourne, Australia perceived and related to the long-term, societal future, and how they coped with related feeling of uncertainty in the context of their everyday lives. Her current work on the Life Patterns project is focused on the collection, analysis and dissemination of qualitative data.
Dr Jessica Crofts
Research Fellow
Dr Jessica Crofts has been working as a Research Fellow across a range of projects at the YRC since 2010. Jessica was involved in a number of projects including the Rights, Resilience and Respectful Relationships curriculum and Defining the Status of Culturally and Linguistically Diverse Young People - an ARC linkage project. Jessica’s research interests include education, work, feminism and gender inequalities. In 2016, Jessica taught in the subject ‘Youth and Popular Culture’.

Associate Professor
Hernán Cuervo
Associate Professor and Deputy Director of YRC
Hernán Cuervo is an Associate Professor in the Melbourne Graduate School of Education (MGSE) and Deputy Director of the Youth Research Centre, at the University of Melbourne. His research interests are sociology of youth, rural education and theory of justice. Hernán coordinates the Graduate Certificate of Education Research and lectures at a postgraduate and undergraduate level in the MGSE. Between 2016-2017 he was the Associate Dean, Diversity and Inclusion, at MGSE. He serves on the board of different youth (Australian Youth Affairs Coalition) and rural (Red de Comunidades Rurales, Argentina) organisations, and is an editorial member of different journals (Journal of Research in Rural Education, USA; Revista Latinoamericana de la Juventud, Colombia).

Dr Babak Dadvand
Lecturer and Research Associate
Babak Dadvand is a lecturer and researcher at the Melbourne Graduate School of Education, the University of Melbourne. Babak has an interest in issues relating to democracy and social justice in education. Among others, his research addresses questions of equity, inclusion and participation in schools, especially for socially marginalized young people.

Anne Farrelly
Research Fellow and Lecturer
Anne Farrelly is a part-time Research Fellow and Tutor at the Youth Research Centre. Her research interests include children’s rights, conceptualisations of childhood, wellbeing and legal responses to child witnesses. Currently she is working as part of the ARC Linkage project, Determining Implementation Drivers in Resilience Education. She is also developing Child Abuse Awareness and Prevention learning materials (F-Year 12) for the Department of Education (Vic). Anne coordinates and teaches into a range of subjects including, the Graduate Diploma subject, Resilience and Relationships, the M. Teach (Primary) subject, Diverse and Inclusive Classrooms and the breadth subject, Youth Leading Change. She is completing a PhD examining factors that impact the judgment and decision-making of police officers when interviewing children in relation to allegations of sexual abuse.

Dr Annie Gowing
Lecturer
Dr Annie Gowing teaches and coordinates subjects in the Master of Education and the Master of Teaching. She also coordinates 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. She is also involved in the Resilience, Rights and Respectful Relationships Project.

Dr Cassandra Kotsanas
Research Assistant
Cassie is an early childhood educator and researcher. Her PhD focused on supporting early childhood educators to engage with and (re) theorise the enactment of children’s participation rights in the everyday in early childhood settings. Cassie works on projects that support children’s participation and citizenship, consult with children and working with local governments and educators, support educator professional development, and develop and trial pedagogies that support social justice. She has also recently contributed to a number of projects about the engagement of people of asylum-seeking and refugee backgrounds in higher education.
Bern Murphy
Lecturer/Research Fellow and PhD Candidate
Bern has a background in teaching and lectures in the Master of Teaching Program in Social Policy and Australian Indigenous Education. She teaches in both Primary and Secondary courses and works with teacher candidates in schools. Her research focuses on how pre-service teachers learn about Indigenous education issues and ways to support and prepare pre-service teachers interested in working in schools with Indigenous students, including remote locations. Bern works on a program that offers a two week placement in schools in the Northern Territory and rural Victoria. She is undertaking her PhD in the area of Indigenous Education and how pre-service teachers understand the concept of embedding Indigenous perspectives in the curriculum. This research will contribute to pedagogy in pre-service teacher education.

Katherine Romei
Research Assistant
Katherine Romei is a Research Assistant in the Youth Research Centre. Katherine is working across a number of projects including: the Australian Research Council Linkage Project – Resilience, Rights and Respectful Relationships; the modification and regional pilot of Connect with Respect in Africa and Asia (UNESCO); and as a member of the Life Patterns research team. She holds a Masters of Teaching (Secondary). Katherine holds research and industry experience in the areas of education, gender, gender-based violence, English and literature and has experience in the research, construction and delivery of positive gender education programs.

Catherine Smith
Lecturer and Research Fellow
Catherine Smith is an experienced educator and researcher in education, policy and community development, with international experience working in Canada, UK, Guinea-Bissau and Australia. In schools, she has specialised in teaching science, health and well-being, information technologies, learning interventions including EAL support, trauma recovery and assessment. Catherine's research and teaching explores the changing role of 'care' in policy and practice in state-society relationships through a focus on the use of evidence in preventative health and wellbeing practices, and social emotional learning in different health promoting settings, particularly in schools. This work has also informed consultancy, course development and facilitation of executive education projects in public policy and management with public service participants and NGOs from Thailand and Indonesia. She is currently the project manager and research fellow on an ARC Linkage Researching Implementation Factors in Social Emotional Learning and a CI on Researching Policy Implications for the Use of Robots in Care Settings.

Associate Professor Kylie Smith
Associate Professor and Associate Dean, Research Training
Kylie Smith is an Associate Professor in the Melbourne Graduate School of Education at the University of Melbourne. Since 2016 she has been leading the area of Research Training in the MGSE, focusing on supporting academic staff and postgraduate students in research higher degrees. Kylie’s research explores how children, families and educators understand gender identities and bias. She endeavours to research with communities to support the translation of research into practice in the everyday classroom.

Associate Professor Helen Stokes
Associate Professor
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. She also coordinates Leadership in Schools for the Master of Teaching Program, and was Associate Dean (Equity and Diversity). She is currently Associate Dean (Staffing) in the MGSE and gained promotion to Associate Professor in 2016.

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Dr Malcolm Turnbull
Research Fellow
Dr Malcolm Turnbull is a Research Fellow at the YRC. He has contributed to Centre projects since 1997 (including evaluation of the JOY FM Training program and the Young Visions project), and since 2008 has partnered Associate Professor Helen Stokes in multiple research and evaluation projects for (among others) Berry Street, the Tomorrow Today Foundation (Benalla), the Foundation for Young Australians, the Centre for Multicultural Youth, the Whitlam Institute, Greater Shepparton Lighthouse, Office for Disability & DEECD, YSAS, Mission Australia, the Festival for Healthy Living and Victoria Police. Research outputs in 2017 have included a longitudinal study of the impact of the Berry Street Education Model (for Berry Street); and evaluations of the My Mentoring initiative (for CMY), the Collingwood College BSEM Pilot (for the City of Yarra) and the Mooroopna Agricultural Science Experience (for Greater Shepparton Lighthouse). A former teacher and administrator within the Special Education and Further Ed sectors, Malcolm combines activity at the Centre with work as a freelance historian, and has published widely in the areas of Australian Jewish history, Classic Crime fiction and the Folk-music revival.
### Research & Consultancies

**Building Children’s Resilience through Respectful and Equitable Relationships Pilot Project Phase 1 and 2**

*Funding Body:* City of Melbourne  
*Duration:* 2017-2018  
*Researchers:* Kylie Smith, Bruce Hurst and Kate Alexander

The City of Melbourne contracted the Youth Research Centre in the University of Melbourne’s Graduate School of Education to co-design and implement a whole of service early childhood gender-based violence prevention program. Associate Professor Kylie Smith with Dr Bruce Hurst and Ms Kate Alexander made up the research team. The research team worked with educators, children and families at a long day care service run by the City of Melbourne over a six-month period during 2017.

**Child Safety Awareness and Prevention Education Program**

*Funding Body:* Department of Education, Victoria  
*Duration:* 2017-2018  
*Researchers:* Helen Cahill, Anne Farrelly, Ruth Forster, Babak Dadvand, and Emlyn Walter Cruickshank

This project entails the development of a literature review reporting on effective education responses to teaching for prevention of child sexual abuse; an inter-faith consultation about school responses; consultations with the health, education and justice services concerned with the prevention of neglect and child sexual abuse; and development of a prevention education program for each level of the primary and secondary school curriculum.

**Defining the Status of Culturally and Linguistically Diverse Young People**

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

Young people from culturally and linguistically diverse (CALD) backgrounds represent 25% of all Australian 12-24 year olds. Their specific needs are not 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 our young people by: critically defining the status of CALD youth; developing its first national status reporting framework that will generate new social, economic and cultural indicators; and building a knowledge hub to store and curate CALD youth data. It evaluates the status of CALD young people by developing Australia’s first national status reporting framework and building a CALD knowledge hub. It aims to generate new economic, social and cultural indicators to support government and community organisations to better target policies and improve integration outcomes. Understanding the contributions and challenges of CALD young people will improve social cohesion by building stronger communities. The project will produce the prototype of an annual report on the status of CALD youth in Australia.

**Desk review of Gender-based Violence in the East and Southern Africa context**

*Funding Body:* UNESCO East and Southern Africa  
*Duration:* 2017-2018  
*Researchers:* Helen Cahill and Katherine Romei

In line with United Nations commitment to the prevention of gender-based violence, UNESCO commissioned a desk review of the situation of gender-based violence in East and Southern Africa. The purpose of the literature review was to inform a trial of the Connect with Respect program providing an education approach focussing on the prevention of school-related gender-based violence. The desk review was designed to inform modifications of the Connect with Respect program for use in the African context.

**The development of teacher professional learning resources to support the delivery of Respectful Relationships Education**

*Funding Body:* Department of Education, Victoria  
*Duration:* 2017  
*Researchers:* Helen Cahill, Catherine Smith, Anne Farrelly and Katherine Romei

This project entailed the development of resources and a train the trainer workshop to support the Department of Education in providing professional learning to inform school uptake of the Resilience, Rights and Respectful Relationships program developed by the Youth Research Centre for primary and secondary schools.
Discussion Paper – Social Emotional Learning Support for Students in Transition

Funding Body: Department of Education, Northern Territory
Duration: 2017

Researchers: Helen Cahill and Catherine Smith

With a commitment to meeting the needs of the high proportion of students in school transition in the Northern Territory, this literature review was commissioned to provide evidence of effective approaches to building engagement and providing psychosocial support for students who may experience vulnerability when moving between schools. The literature review provided a set of evidence-informed recommendations for systems, schools, teachers and parents.

Doctors in Secondary Schools

Funding Body: Department of Education, Victoria
Duration: 2017-2018

Researchers: Helen Cahill, Catherine Smith, with Lena Sanci (University of Melbourne Department of General Practice)

Following the Victorian Department of Education initiative to provide General Practitioners and Nurses for 100 disadvantaged secondary schools, Professor Helen Cahill, Professor Lena Sanci and team in the Department of General Practice were commissioned to provide professional learning in youth friendly approaches to health care for the incoming doctors and nurses. Catherine Smith contributed a workshop on working with diverse young people. Helen Cahill contributed a youth-led approach, working with students from Hume Secondary College to contribute as simulated patients and coaches in a learning exercise which had the doctors practising the use of a psychosocial screening tool. Participants highly rated the use of the drama-based method in combination with the inputs from young people and following a successful pilot with the first two tranches to be brought into the program across 2018.

Enhancing Desirability: Supporting Teacher Candidates in their placements to succeed in rural schools

Funding Body: Seed Funding - Melbourne Graduate School of Education
Duration: 2016-2017

Researchers: Hernán Cuervo and Daniela Acquaro

This project investigates the motivations and barriers for pre-service teachers to undertake teaching placement in rural schools in Victoria, Australia. In this qualitative research project, pre-service teachers were interviewed before, during and after their placements to inquire the reasons and challenges they believe exist towards working in a rural school. Pre-service teachers views of rural schooling reveal that intrinsic factors, such as a rural subjectivity, are more important than extrinsic factors, such as salary income and government material incentives, are more important at the time of deciding to take, or not, a post in a rural school.

Evaluation of the Berry Street Education Model (BSEM)

Funding Body: Berry Street
Duration: 2015-2019

Researchers: Helen Stokes and Malcolm Turnbull

An educational framework, developed by the YRC for Berry Street in 2009, has provided 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 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 Collingwood College BSEM Pilot

Funding Body: City of Yarra
Duration: 2017-2018

Researcher: Malcolm Turnbull

This project examines the roll-out and initial 12 month delivery of the Berry Street Education Model (BSEM) at Collingwood College with particular reference to its impacts on teaching and learning in the school’s Middle Years classes (i.e. Years 5-8). It is anticipated that report findings will inform ongoing delivery of the BSEM at Collingwood College and possible expansion of the program to other schools, under the Yarra Communities That Care umbrella. Fundamental to whole-school roll-out of the BSEM, has been recognition of (a) the need for deeper teacher insight/understanding of the reality of many students’ lives; and (b) the need for an enhanced consistency across the school in the way students are disciplined, engaged and monitored. Evaluation has drawn on a mix of qualitative and quantitative tools and techniques in addressing four key research questions: Has the BSEM been implemented with high fidelity (as intended) at Collingwood College; Has BSEM impacted on teacher practice? Has BSEM impacted on student’s wellbeing, engagement and achievement? Has BSEM impacted on school-wide practice?

Evaluation of the Mooroopna Agricultural Science Experience

Funding Body: University of Melbourne Seed Funding
Duration: 2016-2017

Researcher: Malcolm Turnbull

‘The Mooroopna Agricultural Science Experience’, aka Camp Dookie, was a residential educational initiative designed to provide regional Victorian Year 9 secondary students with a variety of hands-on learning and careers-related activities at the University of Melbourne’s rural Dookie campus. A partnership between the Greater Shepparton Lighthouse Project, the Shepparton Better Together Schools Alliance and the University of Melbourne, the three day program responded to concerns that many of Shepparton’s young people are both unfamiliar with the local agri-business sector and unaware of the diversity of career paths accessible within that sector. The ‘Experience’ has acknowledged the value in broadening school students’ education and training aspirations by exposure to a university setting. The initial delivery of the Experience to 31 young participants from Mooroopna SC, in March 2017, was intended as the first of its kind.

Evaluation of the MY Mentoring Project

Funding Body: Centre for Multicultural Youth
Duration: 2016-2017

Researcher: Malcolm Turnbull

The MY (Multicultural Youth) Mentoring project is a recent initiative of CMY that addresses a “gap in common understanding” as to which mentoring components work best with young people from Pasifika and African backgrounds. Developed and delivered over the 2016-17 financial year, it has comprised three specifically tailored Mentoring models. The first model, ‘Walk It Out’ has targeted young people within the Pasifika community. Two other models, one a school-based peer-to-peer initiative, and the other linked to two existing out-of-school Homework Clubs, have primarily targeted African young people. It is anticipated that Learnings and insights drawn from the overall MY Mentoring project will inform future CMY programming; and enable the organisation to document its expertise and promote its findings within the education sector.

A framework for student wellbeing

Funding Body: Catholic Education Melbourne, Victoria
Duration: 2017

Researchers: Helen Cahill and Catherine Smith

This project entailed development of a literature review of key research informing understandings of the role schools can play in promoting student wellbeing. Following consultations with key wellbeing and engagement leaders in Catholic Education Melbourne, the review of the literature informed a framework for student wellbeing and set of supporting documents to guide school responses in line with the framework.
Implementation Drivers in Resilience Education

Funding Body: ARC Linkage with VичHealth and Department of Education, Victoria
Duration: 2017-2019
Researchers: Helen Cahill, Peggy Kern, Lindsay Gades, Richard Moford, Anne Farrellly, Catherine Smith, Katherine Romei, Annie Gowling, Babak Dadvand, Ruth Forster and Emlyn Walter Cruickshank
This ARC Linkage project investigates the factors influencing school uptake and impact of the Resilience Rights and Respectful Relationships classroom education resources and teacher development program developed by the Youth Research Centre for use in Victorian primary and secondary schools. The study includes student perspectives on factors influencing their wellbeing and gender relationships; staff and leader perspectives on the conditions that enable uptake and sustainability of social and emotional learning and respectful relationships education; psychometric measures of student and staff wellbeing; training impact data; and monitoring of school change and program impact on student wellbeing. The study includes 20 primary and 20 secondary schools. It provided a two-day training for over 400 teachers in 2017.

Intersections between Comprehensive Sexuality Education, Gender Education, and Social and Emotional Learning

Funding Body: UNFPA Asia Pacific
Duration: 2017
Researchers: Helen Cahill, Babak Dadvand and Emlyn-Walter Cruickshank
In the context of the focus on gender equity and prevention of gender-based violence identified within the United Nations Sustainable Development Goals, the United Nations Family Planning Association commissioned a literature review exploring the intersections between comprehensive sexuality education, gender education and social and emotional learning. The intent of the literature review was to guide education systems in their efforts to provide effective integrated approaches to the provision of wellbeing education. Outputs include a literature review, a framework identifying key commonalities in values, skills and teaching methods, an advocacy tool to enlist the interest of Ministries of Education in the Asia Pacific region; and a set of tools for use in professional learning.

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

Funding Body: Australian Research Council (Discovery)
Duration: 2016-2020
Researchers: Chief Investigators: Johanna Wyn, Helen Cahill and Dan Woodman (School of Social and Political Sciences, University of Melbourne); Partner Investigators: Andy Furlang (University of Glasgow) and Carmen Leccardi (University of Milan Bicocca, Italy); with Associate Professor Hernán Cuervo, Babak Dadvand and Mauro Giardiello (Università Tre di Roma).
The study aims to generate findings that can guide care services and governments to effectively steward technological innovation to implement robots in care services. We are particularly interested in what roles robots should and should not play in care settings; what role different levels of government should play in stewarding robots and what might be some of the implications of the implementation of robots in care settings.

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

Funding Body: Universita Tre di Roma
Duration: 2017-2018
Researchers: Hernán Cuervo, Babak Dadvand and Mauro Giardiello (Università Tre di Roma).
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 on 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 new forms of belonging can be constructed in the new community.

Policy implications for the use of Robots in Care Settings

Funding Body: ANZOG
Duration: 2017-2018
Researchers: Helen Dickinson, Nicole Carey, Catherine Smith and Gemma Carey
This project was commissioned to guide countries in the Asia Pacific wishing to commit to a pilot study of the Connect with Respect education program addressing prevention of school-related gender-based violence. The outputs included an advocacy tool in the form of a rollout brief providing an overview of the evidence base about effective approaches to promoting social and emotional learning and preventing gender-based violence in schools, and a strategic planning tool providing a logical framework for a pilot study, and accompanying guidance on management of school recruitment, human resourcing, training, monitoring and evaluation.

Strategic approach to pilot of Connect with Respect: Preventing School-related Gender-based Violence

Funding Body: UNESCO Asia Pacific
Duration: 2017-2018
Researchers: Helen Cahill and Katherine Romei
This project was commissioned to guide countries in the Asia Pacific wishing to commit to a pilot study of the Connect with Respect education program addressing prevention of school-related gender-based violence. The outputs included an advocacy tool in the form of a rollout brief providing an overview of the evidence base about effective approaches to promoting social and emotional learning and preventing gender-based violence in schools, and a strategic planning tool providing a logical framework for a pilot study, and accompanying guidance on management of school recruitment, human resourcing, training, monitoring and evaluation.

Supporting a Wellbeing, Engagement and Behaviour approach for NT schools

Funding Body: Northern Territory Department of Education
Duration: 2016-2017
Researchers: Helen Cahill
This project entailed provision of professional learning and mentoring for staff in the Northern Territory Department of Education as they developed teaching resources and professional learning support the provision of a culturally informed approach to social and emotional learning in primary and secondary schools.
Teaching

Breadth
Ethics, Gender and the Family (EDUC30065)
Kylie Smith – Subject coordinator & Lecturer
Learning and the Digital Generation (EDUC10056)
Hernán Cuervo – Subject Coordinator & Lecturer
Babak Dadvand – Tutor
Youth Leading Change (EDUC20075)
Hernán Cuervo – Subject Coordinator & Lecturer
Anne Farrelly – Tutor
Babak Dadvand – Tutor
Michelle Walter – Tutor
Josie Reade – Tutor
Youth and Popular Culture (EDUC30067)
Hernán Cuervo – Subject Coordinator & Lecturer
Jessica Crofts – Tutor
Graduate Certificate of Education Research
Education Research Methodology (EDUC90419)
Hernán Cuervo – Subject Coordinator & Lecturer
Graduate Diploma in Education Studies
Resilience and Relationships (EDUC90900)
Anne Farrelly – Subject coordinator, Lecturer & Tutor
Master of Education (Student Wellbeing)
Current Approaches to Student Wellbeing (EDUC90258)
Annie Gowing – Lecturer
Interpersonal and Group Processes (EDUC90579)
Annie Gowing – Subject coordinator & Lecturer
Negotiated Project in Student Wellbeing (EDUC90254)
Annie Gowing – Subject coordinator & Lecturer
Relationship Skills for Educators 1 (EDUC90628)
Annie Gowing – Subject coordinator & Lecturer
Relationship Skills for Educators 2 (EDUC90630)
Annie Gowing – Subject coordinator & Lecturer
Master of Teaching
Promoting Student Wellbeing (EDUC90428)
Helen Cahill – Subject coordinator & lecturer
Annie Gowing – Subject coordinator
Diversity, Inclusion & Transitions (EDUC90640)
Hernán Cuervo – Subject coordinator & Lecturer
Mastering of Teaching (Internship)
Learning and Teaching Contexts 2 (EDUC90584)
Babak Dadvand – Subject coordinator, Lecturer & Tutor
Master of Teaching (Primary)
Diverse and Inclusive Classrooms (EDUC90881)
Anne Farrelly – Tutor
Education Foundations (EDUC90882)
Babak Dadvand – Tutor
Master of Teaching (Secondary)
Contemporary Education Debates (EDUC90903)
Babak Dadvand – Tutor
Education Foundations (EDUC90901)
Catherine Smith – Tutor
Inclusive and Diverse Classrooms (EDUC90902)
Catherine Smith – Subject coordinator, Lecturer & Tutor
Doctor of Education
Advanced Methodology (EDUC90868)
Kylie Smith – Subject coordinator, Lecturer & Tutor
Thesis Proposal (EDUC90869)
Kylie Smith – Subject coordinator, Lecturer & Tutor
Teaching outside of MGSE
Living in a Risk Society (SOCI30009)
Julia Cook – Tutor
Understanding Society (SOCI10001)
Julia Cook – Tutor
Administrative Challenges in Practice (PADM90001)
Catherine Smith – Subject coordinator

Resilience, Rights and Respectful Relationships program
part of young people’s everyday school practices to: a) offer a
situated account of how those who face various sources of
inequality in schools, as well as teacher perspectives regarding
the role of the teacher in improving equality. Furthermore,
this study investigated whether teachers could change their
beliefs and behaviours regarding sexual diversity, as well as
the supports required to assist and facilitate change. The
study was conducted utilising an emancipatory action research cycle
of planning for action, action, observation and reflection.
Following a one-off semi-structured interview, six secondary
school teachers engaged in six group sessions over six months.
The research group, consisting of myself and the teachers,
participated in group discussions, reflective writing, guided
observation and analysed passages of their transcripts, in order
to express perspectives concerning a range of issues regarding
LGBTIQ inequality and equality in schools. The teachers also
engaged in change strategies, demonstrating changes to
their beliefs, behaviours and the practice of sexuality and
equality. The study generated several significant findings
relating to teachers and advocacy. The perspectives of teachers
regarding diversity, their role in change, the role of the school
and policy demonstrated the importance of awareness, and
when awareness was lacking, the importance of exposure
to alternative types of sexual identity. Regarding change,
throughout the process, the teachers exhibited changes in their
beliefs, in their emotional engagement, in their language and in
the way they perceived the school and their own part in making
the school more fair and equal place for LGBTQI students.
Whilst awareness, fear and anger presented as prominent
barriers in both engaging and committing to advocacy, the
teachers were able to overcome these obstacles with empathy,
collaboration and an orientation to their values.

Matthew Holt
Teacher advocacy for LGBTIQ equality: teacher perspectives,
changes and support
Supervisors: Helen Stokes and Kylie Smith
This thesis has interrogated the relationship between
teachers, advocacy and the inequality of LGBTIQ students
in Australian schools. Despite improvements in Australian
schools, educational environments remain profoundly unequal
for LGBTIQ students, who continue to face victimisation and
exclusion through policy, the curriculum, teacher practice and
their day-to-day interactions with peers. At the core of sexual
orientation inequality is the ongoing conflict between neo-
liberal and social justice ideals, manifesting most prominently
through competing agendas regarding the role of the teacher
in society. Because of the significance of this conflict, this
study sought to explore teacher perspectives regarding LGBTIQ
insecurity in schools, as well as teacher perspectives regarding
the role of the teacher in improving equality. Furthermore,
this study investigated whether teachers could change their
beliefs and behaviours regarding sexual diversity, as well as
the supports required to assist and facilitate change. The
study was conducted utilising an emancipatory action research cycle
of planning for action, action, observation and reflection.
Following a one-off semi-structured interview, six secondary
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observation and analysed passages of their transcripts, in order
to express perspectives concerning a range of issues regarding
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their beliefs, behaviours and the practice of sexuality and
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and policy demonstrated the importance of awareness, and
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throughout the process, the teachers exhibited changes in their
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the way they perceived the school and their own part in making
the school more fair and equal place for LGBTQI students.
Whilst awareness, fear and anger presented as prominent
barriers in both engaging and committing to advocacy, the
teachers were able to overcome these obstacles with empathy,
collaboration and an orientation to their values.

Bruce Hurst
“Eat, play, go, repeat!” Researching with older primary-age children to theorise School Age Care
Supervisors: Kylie Smith and Helen Cahill
School Age Care (SAC) is a setting that is little researched and the research that has been conducted has not often sought the
perspectives of older children. This research used a combination of participatory methods and ethnography to gain a deeper insight into older children’s experiences of SAC, seeking their views about how to successfully program for this age group. Older children in SAC are commonly spoken of as rebellious, bored, disruptive and unsuited to SAC. The poststructural and feminist poststructural theorisations of Foucault (1977, 1980) and Butler (1990, 1993) are used to challenge the normative developmental discourses that circulate SAC. The data shows that older children have access to these developmental and maturational discourses and actively engage with them to perform themselves as more mature and separate from younger children. Their multiple performances of age interact with gender and time as they both resist and work within the care practices that are experienced as a form of power over children’s bodies. Whilst the Australian Framework for School Age Care conceptualises SAC as a site of play, leisure and education, this research invites a re-theorisation of SAC for older children. It demonstrates that older children’s engagement with SAC includes ongoing acts of identity work, waiting and emotional labour that make play and leisure less free and more work-like. The findings suggest that practitioners should be aware of how developmental discourses are both enacted by the child and reinforced through programming design, and consider the impacts of segregating routines and practices on children’s play and leisure. Implications for programming in SAC and other settings include addressing the reality that waiting is unavoidable in SAC, and should be programmed for in the same way that play and leisure activities are planned. Whilst this research does not ‘solve’ the question of older children in SAC, it unsettles dominant understandings, therefore inviting practitioners to imagine new programming
approaches that might improve SAC for older children.
Finding meaning in work has been shown to be an effective positive education model including poetic analysis of the participants’ dance encounters. This study is the first to explore the effect of MW in trauma-affected students. The participants (N = 18) were primary and secondary school students who were selected as a result of their experiences in MW. They participated in an 11-month qualitative study using appreciative inquiry participatory action research design to learn, implement, and reflect on these new classroom interventions. Results yielded the creation of a new practice pedagogy model, Trauma-Informed Positive Education (TIPED). Overall, the research offers understanding of the extent and impact of community representation is unclear. Using Dryzek’s (2010) model of deliberative democracy as a proxy for representation, this research draws on policy stakeholder interviews and government documents to examine the extent to which federal Australian language policy consultations offer representation for language communities. Findings suggest that while representation varies, it is ultimately most vulnerable to barriers external to the nominated policy process. Despite this, the research identified actions that can be taken by both governments and community stakeholders to improve community representation in current policy processes.

Julie Lucille H. del Valle-Lopez

Title: Bridging Binaries: Exploring learner-centered and teacher-centered practices in an urban and a rural public schools 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-centered education. Such mandate however placed learner-centered instruction against teacher-centered, 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-centered and teacher-centered practices in disadvantaged schools. Findings show that ‘good teaching’ could not be limited to practices which are either learner- centered or teacher-centered. However, students perceived teacher-centered 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-centered 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-centered 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 in a local place.

Jun Fu

Title: A study of online citizenship practices of Chinese young people

Supervisors: Johann Wy and Hernán Cuevo

This thesis investigates how citizenship is practiced in young Chinese internet users’ everyday online practices and the meaning they derive from these activities as citizens. Thirty-one young people from urban China participated in the study. Online observation and internet-mediated audio interview were conducted to collect data about their online activities and their accounts for these activities. The results show that participants’ citizenship practice was practiced online in youth and gendered, learning, identity formation, and initiatives for social change.

Rebecca Hetherington

Title: History, Culture and Community representation in Australian language policy consultations

Supervisors: Joseph Lo Bianco, Lesley Farrell and Hernán Cuevo

Governments often conduct community consultations during policy development, employing a number of strategies to assess and reflect these views. The extent these views are heard and the meaning behind the consultation is only a problem for a small group of people. This research explores the decline in unionism than young people. This thesis explores the decline in unionism amongst young people in Australia has experienced a period of sustained and severe decline. Recently, this decline has occurred concurrently with rapid changes to the labour market, employment relations and the broader industrial landscape of the post-crisis political economy, which has left many young people locked into insecure working arrangements for much longer periods than previous generations. Despite this, there is a dearth of research on young people and trade unionism, with the research in this area tending to focus on trade unions, rather than young people. This thesis explores the decline in unionism amongst young people, within a political economy of work that is only a problem for a small group of people. This research will investigate how early childhood educators of colour experience race and gender and their experiences of race and gender and their experiences of representation varies, it is ultimately most vulnerable to barriers external to the nominated policy process. Despite this, the research identified actions that can be taken by both governments and community stakeholders to improve community representation in current policy processes.

Shirley Jackson

Title: A Generation Apart: Young people, trade unionism and the everyday struggles of work

Supervisors: Johanna Wy, Hernán Cuevo and Jenny Cheeseman

Since the end of the 1970s, trade unionism amongst young people in Australia has experienced a period of sustained and severe decline. Recently, this decline has occurred concurrently with rapid changes to the labour market, employment relations and the broader industrial landscape of the post-crisis political economy, which has left many young people locked into insecure working arrangements for much longer periods than previous generations. Despite this, there is a dearth of research on young people and trade unionism, with research in this area tending to focus on trade unions, rather than young people. This thesis explores the decline in unionism amongst young people, within a political economy of work that is only a problem for a small group of people. This research identifies actions that can be taken by both governments and community stakeholders to improve community representation in current policy processes.

Doreen Kumar

Title: Behaviour Identity, Teaching Quality, and the Australian Professional Standards for Teachers: A Narrative Inquiry into how Education Policy Reform Shapes Teachers’ Practice and Development

Supervisors: Janet Clinton and Helen Stokes

In 2011 the Australian Professional Standards for Teachers (APST) were implemented to ensure teaching quality and student achievement, consistent with the global spotlight on teacher quality. Policy reform, and its implications for multiple stakeholders however, there is little empirical research into teachers’ use of standards, the interaction with teacher identity, or identity development during large-scale reform. Teacher identity research utilising narrative inquiry is extensive but most focus on small participant groups. This narrative inquiry research aims to understand how standards shape teachers’ practice and identity towards their development as quality practitioners. This research utilises secondary data analysis and engages a large number of participants in multiple contexts for in-depth analysis of narratives garnered during a period of great and rapid policy reform. Teachers’ professional reflections will reveal the extent to which identity is constructed, and may have implications for policy on initial teacher education and formal teacher professional development.

Claudine Lam

Title: Counter narratives from the field: the lived experiences of early childhood education and care teachers

Supervisors: Kylie Smith and Nikki Moodie

Across the Australian early childhood education landscape, educators routinely resist naming and acknowledging race as a significant identity marker that impacts on belonging, wellbeing and agency. This research, which is informed through lenses of multiculturalism and cultural diversity that mitigate differences through constructions of sameness and a belief that beneath the skin, we are all human beings. This belief is informed by discourses of colour-blindness and denial that reinscription ‘us’ and ‘them’ and assert that racism was worse in the past, is worse in other countries or is only a problem for a small group of people. This research will investigate how early childhood educators of colour experience race and gender and their experiences of race and gender and their experiences of representation varies, it is ultimately most vulnerable to barriers external to the nominated policy process. Despite this, the research identified actions that can be taken by both governments and community stakeholders to improve community representation in current policy processes.

This research will explore how personal stories might re-centre racialised lived experiences and histories and make possible, counter narratives that offer hope for challenging racism and racial inequities.
Dan Leach McGill
Title: The Impact of Policy on Early Childhood Education and Care Professionals Working in Integrated Service Settings
Supervisors: Helen Cahill and Kylie Smith
This project investigates the influence of policy reform on the professional identities of Early Childhood Education and Care professionals operating in an integrated service setting. Policy documents, interviews and activity-based focus groups are used to examine ways that ECEC professionals describe and value their work and how their priorities and practices shape their professional identities. This research identifies that both policy descriptions of quality service delivery and practitioner priorities are increasingly influenced by neoliberal ideology in ways that work to obscure the emotional labour that is integral to the work of those in early childhood services.

Bern Murphy
Working Title: Shifting the gaze from binary to relational thinking in Indigenous perspectives in education: a case study
Supervisors: Johanna Wyn, Kylie Smith and Shaun Ewen
This research arises in responses to the current policy directive for teachers to embed Indigenous perspectives in their teaching curriculum. It responds to deficit centered education frameworks in Indigenous education and considers issues of self-determination and sovereignty as the more appropriate concepts. The premise for inclusion has long been based on the notion of addressing Indigenous educational disadvantage through ‘knowing the other’. The research will explore how pre-service teachers learn how to embed Indigenous perspectives in their teaching and the role of teacher education in this process. It will examine whether using the ‘both-ways’ teaching and learning philosophy, conceived in North East Arnhem Land of Australia, provides a useful platform for shifting from binary to relational thinking in understanding Indigenous perspectives in education.

Anthony Ross Phillips
Title: School Level Curriculum Leadership and Choices in Senior Secondary Students Learning – a Critical Analysis
Supervisors: John Quay and Hernán Cuervo
The purpose of this study is to improve understanding of how schools shape student pathways through subject selection, a process which plays a role in the shaping of student futures. Students in senior secondary education in Victoria are presented with a huge range of subject and course options; however, this does not mean the students have an open choice from the list of offerings. The choices students make are in part the result of school based factors such as timetable constraints, subject offerings, prior subject experience and course counselling. This study interrogates the role of the school’s curriculum leadership in student subject selection within a Bourdieusian framework. The processes used by schools determine which subjects to offer, the values that are expressed through the offerings, the beliefs of curriculum leaders in their impact on student courses will all be examined through engagement with the curriculum leadership in a range of Victorian schools using semi-structured interviews and analysis of enrolments and school documentation. The study is important as pathways have a significant impact on life opportunities in a context where schools and society tend to be focussed on performance against curriculum standards and student and school comparisons.

Josie Reade
Title: Assembling fitspirational bodies: Social media and gender identity work
Supervisors: Helen Cahill and Dianne Mulcahy
This research explores the relations between women’s bodies and social media, with a particular focus on the digitally mediated ‘fitspo’ phenomenon. ‘Fitspo’ typically refers to images, videos and motivational mantras that people post to social media with the purpose of inspiring themselves and others to live a ‘fit’ and ‘healthy’ life. Through drawing upon ethnographic observations of Instagram posts made by 20 Australian women aged 20–35 over three-months and individual semi-structured interviews, this research project aims to provide a more nuanced understanding of how fitspirational bodies manifest in the everyday, relate to consumer culture and neoliberalism, and mediate gender identities. Researching what social media may afford young people’s bodies and gender identities is timely given the increasing entanglement of the digital with the everyday and necessary given the continued ranking of ‘body-image’ in the top three highest causes of personal concern for young Australians (Mission Australia, 2017). The results of this research could accordingly inform educational efforts addressing issues concerning social media, ‘body-image’, gender, fitness and wellbeing.

Phaktra 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 political activities (ACT) framework and 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.

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
Currently research shows that there is a rise in mental health distress and problems amongst young people, specifically those aged between 18 to 26 years. Research also indicates that young people are the least likely to seek help for mental health problems, and those suffering the greatest distress are the least likely to seek help. This places them at greater risk of developing chronic disorders. University students show high rates of vulnerability. This can lead to students dropping out of education and suffering other negative life consequences. There has been relatively little qualitative research done into mental health distress and help-seeking from an insider perspective. My study will investigate how tertiary students conceptualise and experience help-seeking for mental health problems within the university setting and seek their views about how access to treatment pathways can be improved. I will use autoethography and narrative inquiry to interrogate my own experiences with mental illness and help-seeking as well as that of my participants. The study will also draw on the experiences of my participants through a workshop and individual interviews. I will base my data analysis extensively on the theoretical work of Judith Butler and Bronwyn Davies to examine the way in which social and cultural narratives around mental health influence identity and help-seeking in relation to mental health.

Pheaktra Pich
Title: Senior Secondary Students Learning – a Critical Analysis of Education and Suffering other Negative Life Consequences
Supervisors: John Quay and Hernán Cuervo
This research explores the relations between women’s bodies and social media, with a particular focus on the digitally mediated ‘fitspo’ phenomenon. ‘Fitspo’ typically refers to images, videos and motivational mantras that people post to social media with the purpose of inspiring themselves and others to live a ‘fit’ and ‘healthy’ life. Through drawing upon ethnographic observations of Instagram posts made by 20 Australian women aged 20–35 over three-months and individual semi-structured interviews, this research project aims to provide a more nuanced understanding of how fitspirational bodies manifest in the everyday, relate to consumer culture and neoliberalism, and mediate gender identities. Researching what social media may afford young people’s bodies and gender identities is timely given the increasing entanglement of the digital with the everyday and necessary given the continued ranking of ‘body-image’ in the top three highest causes of personal concern for young Australians (Mission Australia, 2017). The results of this research could accordingly inform educational efforts addressing issues concerning social media, ‘body-image’, gender, fitness and wellbeing.

Dan Leach McGill
Title: The Impact of Policy on Early Childhood Education and Care Professionals Working in Integrated Service Settings
Supervisors: Helen Cahill and Kylie Smith
This project investigates the influence of policy reform on the professional identities of Early Childhood Education and Care professionals operating in an integrated service setting. Policy documents, interviews and activity-based focus groups are used to examine ways that ECEC professionals describe and value their work and how their priorities and practices shape their professional identities. This research identifies that both policy descriptions of quality service delivery and practitioner priorities are increasingly influenced by neoliberal ideology in ways that work to obscure the emotional labour that is integral to the work of those in early childhood services.
Rosie Yasmin  
**Title:** When catch-up education outperforms the mainstream: a Bangladeshi case study  
**Supervisors:** Helen Cahill & Kylie Smith  
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. Their single teacher primary schools have been found to outperform regular government primary schools in relation to participation, learning achievements and cost-effectiveness. This participatory, narrative ethnographic case study use the Capability Approach developed by Amartya Sen as the conceptual framework within which to investigate how children, parents, teacher and program leaders in an urban BRAC school appraise the contributions that the school makes to children’s learning and well-being. 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.

**Master of Education (Research)**  
Kerren Diamond  
**Title:** Professional Learning Communities and Peer Observation: A Teacher Narrative  
**Supervisors:** Nerryl Jeanneret and Kylie Smith  
This project explores the use of professional learning communities and peer observation. It asks, what impact could the observation and analysis of classroom instruction have on teacher practice? It also seeks to explore what barriers teachers and leaders face when implementing peer observation in their settings. This qualitative study uses ethnographic research methods to explore the teacher narrative around one schools experimentation with professional learning communities and peer observation.

**Susan Ferguson-Brown**  
**Title:** Excellent teachers as authentic leaders  
**Supervisors:** Helen Stokes and Stephen Dinham  
In his research of more than 800 meta analyses relating to student achievement, Hattie (2009) synthesized a body of research that consistently indicated that teacher quality and positive student teacher relationships are a significant predictor of positive learning outcomes for students. Hattie’s (2003) goal was to “ascertain the attributes of excellence” (Hattie, 2003, p. 2) evident in excellent teachers with a view to influencing teacher professional development and pre-service teacher training. While Hattie’s (2009) research identifies the professional attributes underpinning teacher excellence, there is little reference to the personal attributes of excellent teachers. In reviewing the growing body of research into authentic leadership it is possible that the identified personal attributes of authentic leaders such as purpose, passion, values, heart, self discipline and connected relationships (George & Sims, 2007) may correlate positively with the personal attributes of the excellent teacher. This suggests that there may be more to teacher excellence than the professional attributes (Hattie, 2009) identified in the current research.

**María Haggett**  
**Title:** The influence of Deputy Principals on teacher practice  
**Supervisors:** David Gurr and Helen Stokes  
The establishment of the role of Deputy Principal for Teaching and Learning is part of a wider movement in education which places learners at the centre, with teachers as effective agents of learning and leaders as facilitators (as opposed to administrators). The intent is to improve outcomes. Alma Harris alludes to this when she says of leadership restructuring: “we do it because we believe it will improve the learning and life chances of all our students” (2008, p. 6). The questions for all those involved in educational leadership is whether the way in which we structure school leadership and the practices we value have an impact on teachers and students which is both meaningful and sustainable. This study will focus on the role of Deputy Principals for Teaching and Learning in Catholic Secondary schools in the Archdiocese of Melbourne.

**Master of Education (Research)**  
Kelly Boucher  
**Title:** Materialising Learning in Early Childhood  
**Supervisors:** Dianne Mulcahy and Kylie Smith  
This Masters research project investigates the use of materials in Early Childhood Education (ECE) and how materials can be identified as doing significant educational work with children. The project aims to provide insight into the significance of materials in ECE and how children engage in learning when working closely with them. In line with the ‘material turn’ which is coming to be influential in the field of childhood studies (Lenz & Taguchi, 2014), it assumes that materials play an agentic role in children’s learning, that is, help bring this learning about. For example, when young children engage in the material practice of sandbox play, the qualities and capacities of the material involved affect the play outcome. Materials act on children and become productive of their play and their learning. Reconceptualising materials in this way opens up to different ways of attending to ethical and political questions posed by materials as more-than-human others inhabiting Preschool classrooms. Altogether, the project aims to rethink materials and their uses to offer new ways to support children’s learning experiences and educators’ pedagogical understanding.
Publications

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 2017, the Centre produced the following publications:

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**Books**


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**Book chapters**


Journal articles


Conference Proceedings

Reports & other publications
Keynote and invited addresses


Gowing, A. (2017, 28-30 June). “Tell me more”: A focus on listening within the medical profession. Medical Student Conference, Melbourne, Australia.


Hurst, B. (2017, 17-18 May). Development isn’t just something that happens. It is also something that you do. Together We Grew – The Child in Focus Conference, Melbourne, Australia.


Conference papers, presentations and seminars


Gowing, A. (2017, 28-30 June). “Tell me more”: A focus on listening within the medical profession. Medical Student Conference, Melbourne, Australia.


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.

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Title</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 May</td>
<td>Multicultural Youth in Australia: a national status reporting framework and knowledge hub</td>
<td>Johanna Wyn and Rimi Khan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Facilitator: Hernán Cuervo</td>
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<td>2</td>
<td>23 May</td>
<td>The problematic concept of adversity capital as a basis for preparing young people for uncertainty</td>
<td>Lucas Walsh</td>
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<td>Facilitator: Hernán Cuervo</td>
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<td>3</td>
<td>25 July</td>
<td>Revisiting qualitative studies of young people and social values: archives for educational and youth studies scholarship</td>
<td>Julie McLeod</td>
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<td>Facilitator: Helen Cahill</td>
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<td>4</td>
<td>29 August</td>
<td>Living with precarious employment: How long term job insecurity impacts on the lives of young Australians</td>
<td>Hernán Cuervo and Jenny Chesters</td>
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<td>Facilitator: Gosia Klatt</td>
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<td>5</td>
<td>21 September</td>
<td>Young people’s constitutional submissions in Fiji: Opportunities and challenges for youth political participation</td>
<td>Patrick Vakaoti</td>
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<td>Facilitator: Hernán Cuervo</td>
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<td>6</td>
<td>31 October</td>
<td>Border pedagogy - using feminist theory to inform the design of learning activities within gender-based violence prevention education</td>
<td>Hernán Cuervo</td>
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<td>7</td>
<td>13 November</td>
<td>Three Notes on a Political Economy of Youth: Challenges and Opportunities for Youth Research</td>
<td>Peter Kelly</td>
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<td>Facilitator: Dan Woodman</td>
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Awards & Appointments

Helen Cahill
Director Youth Research Centre

Following the departure of Professor Johanna Wyn from the role of Centre Director, Helen Cahill was appointed Director of the Youth Research Centre, assuming the role in July 2017.

Director of Learning and Teaching
Helen Cahill fulfilled the leadership role of Director of Learning and Teaching for MGSE from January to August 2017. In this role she was responsible for the quality and delivery of all teaching programs in the school.

Review of University Breadth subjects
Helen Cahill contributed as a member of the University of Melbourne committee reviewing Breadth programs in the University.

Johanna Wyn
Redmond Barry Distinguished Professorship

Professor Wyn was awarded the title of Redmond Barry Distinguished Professor in recognition of her distinguished service to the University of Melbourne.

Distinguished Service Award, The Australian Sociological Association
Johanna Wyn received a Distinguished Service Award from The Australian Sociological Association in recognition of her leadership and service in the field of youth studies.

Hernán Cuervo
Promotion to Associate Professor
Networks & Partnerships

Australian Networks & Partnerships

Hume precinct schools foster social and emotional learning

Helen Cahill provided eight professional learning workshops for the four schools in the Hume precinct working on the provision of social and emotional learning in disadvantaged schools. Participating schools included Hume Central Secondary College, Coolaroo South Primary school, Broadmeadows Primary school, and Broadmeadows Valley Primary school. She also led a twilight forum for teachers, parents and students in the precinct, employing a youth participation model to include student input throughout the forum. Colleagues Catherine Meakin, Catherine Smith, and Anne Farrelly also contributed to the twilight forum.

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. This program contributed 16 workshops with middle high school students enabling all medical students studying adolescent health to benefit from the experience.