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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, gender, sexualities, employment, justice, home, participation, inequality work 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/yrc) or follow us on Twitter (@YRCunimelb).
This annual report documents the Youth Research Centre’s research programs, publications, research supervisions and teaching activities. The Youth Research Centre commitment to high impact research in the areas of Equity, Wellbeing, Participation and Transitions was enacted in 2018 through 17 externally funded projects commissioned variously by Departments of Education, United Nations agencies, and National NGO’s. Substantial contribution to knowledge was also made through 3 Australian Research Council funded projects. For example, 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. Initiatives in the Prevention of Child Sexual Abuse produced a literature review to guide policy makers and a new program to assist primary and secondary schools to provide prevention education; while work in gender-awareness was also conducted with families and staff serving the needs of children in long day care services. The international work in prevention of gender-based violence was delivered for 7 countries in East and Southern Africa and 2 countries in Asia. Active youth participation was fostered via the Doctors in Disadvantaged Secondary Schools program which involved 150 school students in the training of medical staff who will join the 100 high schools entering the Victorian Government program. Finally, research into the emerging role of robots in care relationships featured a focus on the need for ethics-informed policies.

The 2018 year has been one in which the Youth Research Centre staff, students and honoraries have produced a robust collection of scholarly research publications. The 65 collective works included 2 books, 14 book chapters, 32 journal articles, and 17 research reports and policy and media outputs. The publications ranged widely across issues of significant social interest, indicating the relevance and likely impact of the works. Key issues explored included equity and education outcomes, young people’s access to employment, transitions from school to further study, prevention of gender-based violence, 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 drug education and social and emotional learning, youth participation in the civic sphere, social justice in rural schools, and alternative education settings and pathways. In addition, YRC staff and students have conducted 69 academic and professional conference presentations in more than a dozen countries, including delivering 10 keynote academic presentations.
The Youth Research Centre continues its role as a hub for research training. There were 28 RHD students under the supervision of YRC staff in 2018. Congratulations are due to three PhD completions by Jun Fu: *A study of online citizenship practices of Chinese young people*; Rebecca Hetherington: *Having a say: Community representation in Australian language policy consultations*; and Dan Leach McGill: *The Impact of Policy on Early Childhood Education and Care Professionals Working in Integrated Service Settings*. The YRC study circle continued to provide a setting for exchange and intellectual growth. Thanks are due to student Michelle Walter for services in coordinating this group.

A robust contribution was made to teaching in the MGSE via the provision of a total of 33 different subjects by Youth Research Centre staff and RHD students. 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.

A further significant contribution was made to leadership in the MGSE in 3 critical positions. Firstly, by Helen Stokes as Associate Dean Staffing. Secondly, by Kylie Smith as Associate Dean Research Training. Thirdly, by Helen Cahill as Deputy Dean. The well-attended seminar series and staff development workshops led by Jenny Chesters and Hernan Cuervo made a further contribution to faculty life, and to staff and student development.

Whilst a time of great productivity and camaraderie, the 2018 year was also a time of loss and change. We experienced the significant loss of our beloved Dr Malcolm Turnbull. He had contributed richly for over a decade to the body of work led by Associate Professor Helen Stokes which chiefly involved projects supporting young people from marginalised communities. Most importantly, through his humour, camaraderie and life outlook, Malcolm was central to the social fabric of our research community. He is sorely missed by colleagues and by partners in the agencies he worked with over many years.
Malcolm and I worked together for 24 years, first in Adult disability where he came to be ‘my shoulder’ to do the lifting after I had an accident. Malcolm joined the YRC briefly in 1997 and returned in 2007 to work on the suite of projects I was leading with the Education Foundation: World of Work, Learning to Lead, Opportunity Scholarships and Reimaging Education. Over the 10 years he worked on reports about NAPLAN, Youth Partnerships and Young people and disability for NGOs and Government departments. His work was recommended to the Tomorrow Today Foundation in Benalla and we worked on the Evaluation of their Education Benalla Program for five years. Further recommendations lead to work on the Berry Street Model of Education and Centre for Multicultural Youth Evaluations of their many programs (Young African Men, Regional Presence, Pasifika and Welcome football to name a few). Malcolm also contributed to the evaluation of the Berry Street Education Model (BESM) based on Trauma Informed Positive Education and the CMY evaluations until he passed away suddenly in October 2018.

We were lucky to have Malcolm working with us at the Centre for all the time that we did. He was the keeper and teller of all our stories through the songs that he wrote about us all. He would help us see the funny and satirical side to much of our work and give us a laugh about current social and political events.

While Malcolm was the writer, singer and recorder of many, many CDs on folk music, the writer of many biographies and folk music histories, what mattered to Malcolm most was the relationships he had with the people he cared for. He was partner to John for 37 years and loved to say: “At the end of it people will remember you for the person you were and how you made them feel”.

Farewell Malcolm, we all miss you very much.

Associate Professor Helen Stokes
Staff Profiles

Professor Helen Cahill
Professor
Director of Youth Research Centre
Deputy Dean MGSE
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, 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 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. He contributes to the fields of youth studies and rural education as an editorial board member of different journals and collaborates in a range of research projects within the YRC.
Michelle Tonissen
Senior Administrator (from October 2018)
Michelle Tonissen is a Senior Administrator with the Melbourne’s Graduate School of Education with over 20 years experience in administration, project management and research working 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.

Kate Alexander
Senior Administrator (until June 2018)
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.

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.
Dr Babak Dadvand
Research Fellow and Lecturer
Babak Dadvand is a Research Fellow at the Youth Research Centre. Babak’s research is in areas of social-justice and inclusive education, youth participation and civics and citizenship 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. Babak also teaches a number of subjects at the Master of Teaching program at the MGSE.

Dr Julia Cook
Postdoctoral Research Fellow
Dr Julia Cook is a Postdoctoral Research Fellow in the Youth Research Centre at the University of Melbourne. Her research interests include the sociology of youth and time as well as mobility and housing studies. Her current research addresses the housing pathways of Australian young adults living in capital cities, and particularly considers the mechanisms through which housing tenure choices are reproduced within families. She recently published her first book: Imagined Futures: Hope, Risk and Uncertainty (Palgrave, 2018).

Anne Farrelly
Research Fellow and Lecturer
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. She is working on the ARC Linkage project, Determining Implementation Drivers in Resilience Education; and in developing Child Abuse Awareness and Prevention learning materials (F-Year 12) for the Department of Education. 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 Jun (Eric) Fu
Research Fellow
Dr Fu is a Research Fellow and teaching associate in the Youth Research Centre and the Melbourne Graduate School of Education, at the University of Melbourne. 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 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.

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 and has research and industry experience in the areas of gender education and prevention of gender-based violence.
Keren Shlezinger
Research Fellow
Keren Shlezinger joined the Youth Research Centre in 2018 as a Research Fellow - Youth Wellbeing and Engagement. Her prior experience includes working as a primary and secondary teacher, SEL curriculum development and implementation in the Northern Territory, and academic research and teaching in philosophy. She works 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).

Catherine Smith
Lecturer and Research Fellow
Catherine Smith is an experienced educator and researcher in education, policy and community development. Through her focus on policy, philosophy and sociology, she has specialised in teaching science, health and well-being, information technologies, learning interventions and assessment. Catherine’s research explores the changing role of ‘care’ in policy and practice in state-society relationships. She has extensive experience in working with marginalised communities and in consultancies in public policy and management in Thailand and Indonesia.

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. In 2018 Helen continued in her role of Associate Dean for Staffing at the MGSE.

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**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 the following casual research assistants in 2017:

| ■  | Vivienne Archdall  |
| ■  | Tamara Borovica    |
| ■  | Sheralyn Campbell  |
| ■  | Emlyn Walter Cruickshank |
| ■  | Ruth Forster      |
| ■  | Eric Fu           |
| ■  | Natasha Griffith  |
| ■  | Bruce Hurst       |
| ■  | Catherine Meakin  |
| ■  | Josie Reade       |

### Honorary Research Fellows

| ■  | Sheralyn Campbell  |
| ■  | Margaret Coady     |
| ■  | Tim Corney         |
| ■  | Bronwyn Davies     |
| ■  | Roger Holdsworth   |
| ■  | May Leckey         |
| ■  | Sue Atkinson Lopez |
| ■  | Kay Margetts       |
| ■  | Soo-Lin Quek       |

### Visiting Scholars
The YRC hosted the following visitors in 2018:

| ■  | Dr Hans Dietrich, Institute for Employment (IAB) in Nuremburg, Germany (29 April to 30 May 2018) |
| ■  | Prof. Nick Fox, University of Sheffield, UK (28 January to 9 May 2018) |
| ■  | Prof. Victor Wong, Hong Kong Baptist University, China (7 to 11 July) |
| ■  | Prof. Mauro Giardiello - Universita Tre di Roma, Italy (1 August to 29 August 2018) |
| ■  | Prof. Carmen Leccardi - University of Milano Bicocca, Italy (9 February to 17 February 2018) |
| ■  | PhD candidate Charlotte McPherson - University of Stirling, UK (20 November 2018 to 30 March 2019) |
| ■  | Dr. Lotem Perry-Hazan - University of Haifa, Israel (24 July to 22 September) |
| ■  | Prof. Christian Suter - University of Neuchâtel, Switzerland (15 November to 20 December 2018) |
| ■  | Assoc. Prof. Jian Zhu - Zhejiang Normal University, China (4 June 2018 to 30 May 2019) |
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 6-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 multi-phased project was commissioned to assist DET in their approach to providing school resources that contribute to the prevention of child abuse and family violence. It entailed the development of a literature review reporting on effective education responses to teaching for prevention of child sexual abuse; an interfaith consultation about school responses with each of the faith-based schooling sectors; consultations with experts in the health, education and justice services concerned with the prevention of neglect and child sexual abuse; development of a Child Safe prevention education program for each level of the Victorian primary and secondary school curriculum; and a consultation workshop with teachers around the material developed for the prevention education program.

Cultural adaption of the Connect with Respect program for East and Southern Africa

Funding Body: UNESCO
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 regional consultation, adaption and refinement of the Connect with Respect Asia-Pacific classroom programme to the education sector in East and Southern Africa (ESA). This resource was initially developed by Cahill and team at the YRC (2016) for use in the Asia Pacific. The outputs included a desk review of the situation of gender-based violence in East and Southern Africa; facilitation of a seven-country cultural consultation meeting to inform cultural tuning of the Connect with Respect program for use in the ESA region (Zimbabwe, eSwatini, Zambia, Namibia, South Sudan, South Africa and Tanzania); facilitation of a training workshop to support educators from four countries participating in a pilot of the revised Connect with Respect program (Zimbabwe, eSwatini, Zambia and Tanzania); and production of a modified version of the Connect with Respect resource.

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. The project will produce the prototype of an annual report on the status of CALD youth in Australia.
The development of teacher professional learning resources to support the delivery of Respectful Relationships Education

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

Determining Implementation Drivers in Resilience Education

**Funding Body:** Australian Research Council (Linkage Project)  
**Duration:** 2016-2019  
**Researchers:** Helen Cahill, Lindsay Oades, Richard Midford and Margaret Kern

Implementation research is the missing link between Education sector provision of high-quality classroom education programs that aim to engender social and emotional learning and respectful relationships, and the universal school uptake and provision to ensure access for all. This project uses models from implementation science to investigate and address individual, school and system-level factors that influence primary and secondary school uptake of a social and emotional learning and gender-based violence prevention curriculum called ‘Resilience, Rights and Respectful Relationships’ (RRRR). The RRRR program developed by Cahill and team is designed for all levels of primary and secondary schools in Victoria. It provides age-appropriate learning activities to promote student connectedness, collaborative engagement, critical thinking and the development of positive relationships and is designed to enhance resilience and engender respectful relationships among students. In order to investigate implementation drivers and barriers to implementation across 40 Victorian schools (20 primary and 20 secondary), a mixed methods design is used which relies on school audit and profiling measures, staff and student wellbeing and resilience surveys, staff interviews, and student focus groups discussions. This research also examines the outcomes of the RRRR program on a range of wellbeing measures among students and school staff. The findings of this project assist the Victorian Education Department (DET) and health promotion agency (VicHealth) to achieve optimal implementation.

Doctors in Disadvantaged Secondary Schools

**Funding Body:** Department of Education, Victoria  
**Duration:** 2017-2019  
**Researchers:** Helen Cahill and 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 specialised 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 communicating effectively with young people about sensitive social health issues.
Evaluation of the Berry Street Education Model (BSEM)

**Funding Body:** Berry Street  
**Duration:** 2015-2019  
**Researchers:** Helen Stokes, Malcolm Turnbull and Ruth Forster

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 Berry Street Education Model Pilot

**Funding Body:** City of Yarra  
**Duration:** 2017-2019  
**Researcher:** Malcolm Turnbull

This project examines the roll-out and initial 12-month delivery of the Berry Street Education Model (BSEM) at an inner city 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 the participating school, 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 enlightened 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 research questions about fidelity of implementation, impact on teacher practice, and impact on student wellbeing.

Evaluation of the Pasifika Youth and Communities Project Strengthening Communities: The Le Mana project

**Funding Body:** Centre for Multicultural Youth  
**Duration:** 2016-2019  
**Researcher:** Malcolm Turnbull

The Le Mana Project is an initiative of the Centre for Multicultural Youth (CMY) being 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 is aimed at improving educational outcomes and aspirations for ‘at-risk’ and vulnerable Pasifika young people, aged 12-19 years, and improving the capacity of the local service sector to support these young people in the two districts. Using qualitative and quantitative tools, the YRC evaluation will investigate the impact of the delivery of culture-based and leadership activities at the participating schools in each LGA; the efficacy of advice provided to teachers and wellbeing staff on 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.

Interconnections between Social and Emotional Learning and Comprehensive Sexuality Education: A Review of the Literature

**Funding Body:** This review of literature was commissioned by UNFPA APRO in partnership with UNICEF, EAPRO and UNESCO Bangkok

**Duration:** 2016-2018  
**Researcher:** Helen Cahill, Emlyn Walter Cruickshank and Babak Dadvand

This literature review commissioned by United Nations Family Planning Association examines the linkages between the fields of Social and Emotional Learning (SEL), Comprehensive Sexuality Education (CSE), and Gender Education related to the revised Global International Technical Guidance on Sexuality Education. The review focuses on the SEL evidence.
base in relation to positive outcomes in the areas of school performance, health and employment, with a particular focus on outcomes related to mental health, and the prevention of gender-based violence and bullying. It provides a framework to guide system level approaches to provision of effective education in these areas. This literature review identifies ways in which schools can play a role in advancing the UN Sustainable Development Goals including Goal 5 (Gender Equality) which emphasizes, among other things, ending all forms of discrimination and violence against women and girls in public and private spheres and ensuring universal access to sexual and reproductive health and reproductive rights, and Goal 10 (Reduced Inequality) which highlights the need to empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

**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 Furlong (University of Glasgow) and Carmen Leccardi (University of Milan Bicocca, Italy); with Associate Professor Hernán Cuervo, Senior Research Fellow and Lecturer, Dr Jenny Chesters, Research Fellow Jessica Crofts and Research Assistants Josie Reade and Dr Julia Cook. PhD student: Shirley Jackson

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.

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

**Funding Body:** Universita Tre di Roma

**Duration:** 2017-2019

**Researchers:** Hernán Cuervo, Babak Dadvand and Mauro Giardiello (Universita 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.

**Regional Presence Program**

**Funding Body:** Centre for Multicultural Youth

**Duration:** 2017-2019

**Researchers:** Malcolm Turnbull

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.

**Robots and the Delivery of Care Services**

**Funding Body:** ANZOG

**Duration:** 2017-2018

**Researchers:** Helen Dickinson, Catherine Smith, Nicole Carey and Gemma Carey

In the last two decades there has been significant reform in terms of what governments do, and how they work, as a result of the digital revolution. In some areas, governments have embraced these technologies and worked to enhance their effectiveness and efficiency. However, there have also been many cautionary tales of what can go wrong when technologies are inappropriately adopted or unintended consequences have emerged as a result of introducing disruptive innovations. This report focuses on one particular area of technological development – robots - and their governance. It explores the roles that robots should and, even more critically, should not play in care delivery, and the role that government has as a steward in shaping these roles.
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, a strategic planning tool providing a logical framework for a pilot study, and an accompanying manual to inform a robust approach to monitoring and evaluation.

Supporting a pilot of the Connect with Respect program in Vietnam and Thailand

Funding Body: UNESCO
Duration: 2017-2018
Researchers: Helen Cahill and Katherine Romei

In 2017, UNESCO commissioned the University of Melbourne to provide research tools to assist countries wishing to pilot use of the Connect with Respect program. Deliverables included a rollout brief to guide education systems seeking to pilot the program; a literature review of evidence-based approaches to social and emotional learning and prevention of gender-based violence; a set of research tools to capture impact on staff and students, and a manual to guide teams involved in collecting research data. Training events were provided in Vietnam and Thailand, supporting their intentions to pilot the Connect with Respect classroom program.

Welcome Football (CMY)

Funding Body: Centre for Multicultural Youth
Duration: 2017-2019
Researchers: Malcolm Turnbull

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.
Teaching

Breadth

**Applied Research Methodology (EDUC90848)**
Adam Seet – Tutor

**Concepts of Childhood (EDUC20064)**
Bruce Hurst – Subject Coordinator & Lecturer

**Ethics, Gender and the Family (EDUC30065)**
Bruce Hurst – Subject Coordinator & Lecturer
Michelle Walter – Lecturer (intensive)

**Learning and the Digital Generation (EDUC10056)**
Hernán Cuervo – Subject Coordinator & Lecturer
Eric Fu – Tutor
Michelle Walter – Tutor

**Youth Leading Change (EDUC20075)**
Hernán Cuervo – Subject Coordinator & Lecturer
Eric Fu – Tutor
Michelle Walter – Tutor

**Youth and Popular Culture (EDUC30067)**
Hernán Cuervo – Subject Coordinator & Lecturer
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

**Education Research Study (EDUC90058)**
Jenny Chesters – Lecturer

**Post-Graduate Certificate in Instructional Leadership (PCIL)**
Helen Stokes – Subject Coordinator

**Master of Education (Student Wellbeing)**

**Current Approaches to Student Wellbeing (EDUC90258)**
Annie Gowing – Lecturer
Vivienne Archdall – Lecture

**Education Capstone Research Project (EDUC90057)**
Jenny Chesters – Subject Coordinator, Lecturer & Tutor
Eric Fu – Tutor

**Interpersonal and Group Processes (EDUC90579)**
Annie Gowing – Subject Coordinator & Lecturer

**Leading Change for Student Well-Being (EDUC90629)**
Vivienne Archdall – Coordination

**Negotiated Project in Student Wellbeing (EDUC90254)**
Annie Gowing – Subject Coordinator & Lecturer
Vivienne Archdall - Tutor

**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**

**Education Research Project (EDUC90795)**
Julia Cook – Subject Coordinator & Lecturer

**Contemporary Education Debates (Secondary) (EDUC90903)**
Babak Dadvand – Tutor

**Diverse and Inclusive Classrooms (EDUC90902)**
Catherine Smith – Tutor
Emlyn Cruickshank - Tutor

**Diverse and Inclusive Classrooms (Primary) (EDUC90977)**
Claudine Lam – Tutor

**Education Foundations (Primary) (EDUC90882)**
Babak Dadvand – Tutor

**Education Research Project - Social Justice in the Classroom (EDUC90759)**
Babak Dadvand – Subject Coordinator, Lecturer & Tutor

**Education Foundations Secondary (EDUC90901)**
Catherine Smith – Lecturer

**Promoting Student Wellbeing (EDUC90428)**
Annie Gowing – Subject Coordinator
Catherine Smith – Tutor

**Researching Educational Practice (EDUC90926)**
Catherine Smith – Lecturer
Doreen Kumar – Clinical Specialist
Michelle Walter – Lecturer (intensive)

**Researching Education Practice (Early Childhood) (EDUC90748)**
Kylie Smith – Subject Coordinator, Lecturer & Tutor

**Master of Teaching (Internship)**

**Learning and Teaching Contexts 2 (EDUC90584)**
Babak Dadvand – Subject Coordinator, Lecturer & Tutor

**Master of Education**

**Diversity, Inclusion & Transitions (EDUC90640)**
Hernán Cuervo – Subject Coordinator & Lecturer
Education, Knowledge & Power (EDUC90638)
Catherine Smith – Lecturer

Linking School and Education (EDUC90578)
Annie Gowing – Subject Coordinator

Resilience and Relationships (EDUC90900)
Catherine Smith - Tutor

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

Teaching outside of MGSE
Anthropology of Gender and Sexuality (ANTH20008), School of Social & Political Science, The University of Melbourne
Tamara Borovica – Tutor

Becoming a Social Scientist: Interdisciplinary Competencies (HAS220) University of Wollongong
Anneleis Humphries – Guest Lecturer & Tutor

From Graffiti to Terrorism (CRIM10001), Criminology, School of Social & Political Studies, The University of Melbourne
Ron Baird – Lecturer

Individual and Cultural Diversity (PYSC9009), Murrup Barak, Melbourne Institute for Indigenous Development, The University of Melbourne
Adam Seet – Tutor

Introduction to Social Play (HAS202) University of Wollongong
Anneleis Humphries - Tutor

Issues in Criminal Justice (ACR201), Criminology, Deakin University
Ron Baird – Lecturer

Keeping the Body in Mind (ANTH20001), School of Social & Political Science, The University of Melbourne
Tamara Borovica – Tutor

Master in Philosophy Research, (COMP90037), Murrup Barak, Melbourne Institute for Indigenous Development, The University of Melbourne
Adam Seet – Tutor

Media and Society (MECM10003) The University of Melbourne
Eric Fu – Tutor

Qualitative Research in Public Health (POPH90231), School of Population & Global Health, The University of Melbourne
Michelle Walter – Lecturer

Rethinking Human Rights and Global Development (GEND90007), School of Social & Political Science, The University of Melbourne
Rosie Yasmin – Tutor

Sociology of Youth (SOCI20014) The University of Melbourne
Eric Fu – Tutor

Young People Crime and Justice (CRIM30010), Criminology, School of Social & Political Studies, The University of Melbourne
Ron Baird – Lecturer

Dr Fu delivering a lecture on pre-figurative politics.

Prof. Helen Cahill delivering a workshop.
Graduate Student Research

An active community of graduate students is supervised by Centre staff. For more information on YRC graduate student research supervision please visit our website.

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**Graduate Research Students who completed in 2018:**

**DOCTOR OF PHILOSOPHY**

**Jun Fu**
Title: A study of online citizenship practices of Chinese young people  
Supervisors: Johanna Wyn and Hernán Cuervo  
This thesis investigates how citizenship is practiced in young Chinese internet users’ everyday online activities, and the meaning they derive from these activities as citizen. 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 was practiced online in three dimensions: citizenship learning, identity formation, and initiatives for social change.

**Rebecca Hetherington**
Title: Having a say: Community representation in Australian language policy consultations  
Supervisors: Joseph Lo Bianco, Lesley Farrell and Hernán Cuervo  
Governments often conduct community consultations during policy development, but the extent to which these allow 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 government and community stakeholders to improve community representation in current policy processes.

**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 research investigated the influence of policy-reforms on professional identities and practices of staff in an integrated Education and Care setting. It revealed that relational practices are obscured in economically-framed policy descriptions of their work. The research recommended renewed policy emphasis on the affective and relational nature of early childhood work.

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**Currently enrolled graduate research students:**

**DOCTOR OF PHILOSOPHY**

**Ron Baird**
Title: Reframing graffiti writing as a community practice: sites of youth learning and social engagement  
Supervisors: Johanna Wyn and Julie McLeod  
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 the expert knowledge that young people 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 by novice graffiti writers. Furthermore, this thesis shows that the way writers experience the learning of graffiti is within a highly masculine community that can serve to exclude women’s participation. By developing an understanding of the lived experiences of graffiti writers, this research contributes new knowledge about youth cultural practice as a site of learning and production.

**Fi 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?

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, 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. Much has been said about embodiment, young womanhood and gender. Across the wide range of perspectives and debates, a common presumption is that women’s bodies are a problem. They are objectified, sexualised, controlled, abused, gazed at, misrepresented, to name just a few most prevalent descriptors. To explore ways in which young women create their embodied beings, I draw from relational materialist ontologies to inform dance as a way of knowing and as a method in this research, with creative writing as a means of sense-making. In this research, I borrow from Braidotti (2011) to consider women’s bodies as complex assemblages that cut across natural and cultural domains and that can be seen as flows of becoming. To explore this complex entanglement of the natural and cultural in young women’s becomings, a group of non-dancers danced together to produce and explore feelings, thoughts, ideas, sensations and/or creative artefacts about embodied womanhood. Thus, this thesis presents an exploration of the embodiment of womanhood as a series of multidirectional processes of connecting to, and disconnecting from, different material and virtual bodies, the effects of which were sometimes complimentary and sometimes conflicting. I suggest that young womanhood is actively produced (and provoked) through events of becoming, in a range of ways, often simultaneously contradicting its own production. This conception of womanhood as a movement towards and away from social avoids seeing gender only in segmented, striated spaces; instead it invites conceptualisation of gendering as a purposeful but also free-flowing process. To this end, by moving away from simplistic notions of passive, gendered bodies, this thesis offers a look at how bodies, things, concepts, and energies continuously make and remake possibilities for embodiment and gendering.

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’.
Tom Brunzell
**Title:** Meaningful work for teachers within a trauma-informed positive education model  
**Supervisors:** Helen Stokes and Lea Waters

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.

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 & Mourshed, 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.

Anne Farrelly
**Title:** What supports and influences Victoria Police Sexual Offences and Child Abuse Investigation Team (SOCIT) members in the questioning of children who allege child sexual abuse (CSA)?  
**Supervisors:** Kylie Smith and Dave MacDonald

This thesis investigates how police officers who work in sexual offences understand the work they do in supporting children to make allegations of sexual abuse. Positioning their lived experience as central, the study uses a phenomenological lens to explore the ways in which officers formulate judgment and make decisions on how to proceed in all stages of engagement with the child witnesses. Particularly, it will investigate those things that influence judgment making including perceptions and understandings of children and childhood, of the role of policing and the intersection between the two.

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.

Anneleis Humphries
**Title:** Individual and Community Development: The Vision, Perceptions and Role of Young People  
**Supervisors:** Helen Cahill and Hernán Cuervo

When young people engage in community initiatives, motivations often include either individual development or contributing to the capabilities of their society. In this research, I attempt to unite conceptual frameworks relevant to the development of individual and social capabilities, and use them to examine what young people perceive to be the real and the optimal involvement of young people in the community building process. I will examine what motivates young people to get involved in their communities and what sustains their engagement. This research will engage with Sen’s capabilities approach, Fukuyama’s work on social development, and Freire’s critical pedagogy.
Shirley Jackson
Title: A Generation Apart: Young people, trade unionism and the everyday struggles of work
Supervisors: Johanna Wyn, Hernán Cuervo and Jenny Chesters
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 increasingly precarious and individualised. By employing a mixed-methods approach, this research aims to contribute to existing scholarship on the political economy of youth, young people and trade unionism, the youth and generation, and the sociology of work. It aims to provide insight into the experience of work as reported by young people and to explore the strategies available to young people as they encounter challenges within a post-crisis political economy, including trade unionism.

Leonie Keaney
Title: Asia Literacy and the purpose of study tours for secondary students
Supervisors: Fazal Rizvi and Hernan 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 governmental on keys actors in this policy space.

Claudine Lam
Title: Counter narratives from the field: the lived experiences of early childhood educators of colour
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. Instead, discussions about race are veiled through lenses of multiculturalism and cultural diversity that mitigate differences through celebrations of sameness and contend that beneath the skin, we are all human beings. This belief is informed by discourses of colour-blindness and denial that reinscribe an ‘us’ and ‘them’ binary 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 how they take these experiences into account in their teaching. This research seeks to problematize power relationships that privilege Eurocentric discourses which marginalise those positioned as ‘other’ or ‘colonized’. The 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.

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
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...
**Supervisors: 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 analysis of enrolments and school documentation. The study of Victorian schools using semi-structured interviews and through engagement with the curriculum leadership in student subject selection are expressed through the offerings, the beliefs of curriculum, there is little analysis that relates theory or perception to practice. This study attempts to fill this void.

**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.

**Josie Reade**  
*Title: Assembling fitspirational bodies: Social media and gender identity work*  
*Supervisors: Helen Cahill and Dianne Mulcahy*

This research explores how young women experience their bodies and gender through practices of posting and engaging with fitness-related content on the highly visual social media application Instagram. Emerging research in this field has predominantly involved content analyses of fitness imagery shared on social media (Tiggemann & Zaccardo, 2016; Reade, 2016) and experimental studies which measure the ‘effect’ of viewing such imagery on women’s ‘body image’ (Tiggemann & Zaccardo, 2015). While these research methods provide a useful background for ethnographic work, they are less suitable for research projects which seek to explore lived experiences and embodied practices. As such, my research employs principles of digital ethnography (Pink et al., 2016) to engage in regular observation of Instagram posts made by 21 Australian women aged 20-35, with the additional use of interviews to discuss their experiences and practices in-depth. Here, I take up a feminist new materialist approach (Coole & Frost, 2010; Renold & Ringrose, 2016; Warfield, 2017) to bring sensitivity to the material, discursive and affective dimensions of young women’s engagements with fitness-related content on Instagram. Interrogating the complex and shifting relations young people have with social media is timely given the digital is increasingly part of the everyday, and necessary given the continued ranking of body image in the top three highest causes of personal concern for young Australians (Bullot, Cave, Fildes, Hall & Ringrose, 2016; Warfield, 2017). The results of this research could accordingly inform educational efforts addressing issues concerning social media, ‘body-image’, gender, fitness and wellbeing.

**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 Helen Stokes*

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.
Mark Vodéll
Teacher – School Alignment, Job Satisfaction and Organisational Commitment: their nature and relationships in faith-based schools
Supervisors: John Quay and Helen Stokes

Over the past two decades, organisations of all types have faced increasingly complex challenges. Globalisation, technological change, the internationalisation of ideas and the relentless drive for a share in the market has brought both individuals and organisations to an understanding that the source of a sustainable competitive advantage lies embedded in the human capital. This study explored the extent that alignment between teachers and their organisation influences job satisfaction and organisational commitment when working in a faith-based educational environment. Alignment was operationalised as P-O fit which is defined as a multi-faceted concept consisting of values congruence, needs-supply fit, and demands-abilities fit.

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 explores the help-seeking practices for mental health of university 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 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 Duller

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.

Kerren Diamond
Working Title: exploring the characteristics, structural conditions and human and social resources of a professional learning community
Supervisors: Nerryl Jeanneret and Kylie Smith

In an age of accountability and continuous improvement schools are grappling with ways to demonstrate improved student outcomes. Many schools are looking for evidenced informed approaches to professional learning and are introducing professional learning communities (PLCs). This project explores the characteristics, structural conditions and human and social resources of professional learning communities in a Victorian government secondary school. It seeks to communicate teacher experiences of PLCs so that we can understand the levers and barriers of implementation.
**Susan Ferguson-Brown**  
**Title:** Excellent teachers as authentic leaders  
**Supervisors:** Helen Stokes  
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. 1) 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.

**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 agentive 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 2018, the Centre produced the following publications:

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**Books**


**Book chapters**


**Journal articles**


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


Chesters, J., Cook, J., Cuervo, H. & Wyn, J. (2018). Examining the most important issues in Australia: similarities and differences across two generations. Melbourne, Australia: Youth Research Centre, Melbourne Graduate School of Education, University of Melbourne.


Seminars & Presentations

Keynote and invited addresses


Cuervo, H. (2018). The Role of Families and Family Policy in Supporting Youth Transitions. Invited address at Doha International Family Institute (DIFI), in collaboration with the United Nations Department of Economic and Social Affairs (UNDESA) and the International Federation for Family Development (IFFD), Doha, Qatar, 12 December.


Conference papers, seminars and workshops


Dadvand, B. (2018). Doing the First Multicultural Youth Census in Australia. Paper presented at the Interdisciplinary seminar: Migration and Immigration, The Economic and Social Participation Research Initiative (ESPRIt) seminar series, Faculty of Arts, the University of Melbourne, 22 August.

Dadvand, B. (2018). Challenges and Promises of Data Sharing: The Case of Multicultural Youth Australia Census. Paper presented at the Open Access, Data Sharing and Qualitative Archiving Workshop, Melbourne Graduate School of Education, the University of Melbourne, 18-19 September.


Professional Development Workshops

The Youth Research Centre Professional Development Workshops aim to promote the development of research skills for all members of the Youth Research Centre. The workshops were held at the Youth Research Centre.

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<tr>
<th>No.</th>
<th>Date</th>
<th>Title</th>
<th>Facilitator</th>
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<tbody>
<tr>
<td>Workshop 1</td>
<td>18 April</td>
<td>Preparing quantitative data for analysis</td>
<td>Jenny Chesters</td>
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<tr>
<td>Workshop 2</td>
<td>9 May</td>
<td>Conducting and presenting descriptive analysis</td>
<td>Jenny Chesters</td>
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<td>Workshop 3</td>
<td>13 June</td>
<td>Writing a research report</td>
<td>Hernán Cuervo</td>
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<td>Workshop 4</td>
<td>15 August</td>
<td>Contributions for Researching Young Lives Research Report Series Volume 1</td>
<td>Jenny Chesters &amp; Hernán Cuervo</td>
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<tr>
<td>Workshop 6</td>
<td>16 October</td>
<td>Contributions for Researching Young Lives Research Report Series Volume 3</td>
<td>Jenny Chesters &amp; Hernán Cuervo</td>
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<td>Workshop 7</td>
<td>27 November</td>
<td>Developing social indicators</td>
<td>Jenny Chesters</td>
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Prof. Christian Suter, University of Neuchâtel, presenting on social indicators
# 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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<th>No.</th>
<th>Date</th>
<th>Title</th>
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<tbody>
<tr>
<td>1</td>
<td>13 February</td>
<td>The recession, young people and their relationship with the future</td>
<td>Professor Carmen Leccardi (Universita di Milano-Biccoca, Italy)</td>
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<td>Facilitator: Johanna Wyn</td>
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<td>2</td>
<td>12 March</td>
<td>Assembling citizenship: teenage pregnancy, sexualities education and the becoming-citizen</td>
<td>Professor Nick Fox (University of Sheffield, UK)</td>
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<td>Facilitator: Jenny Chesters</td>
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<td>3</td>
<td>28 March</td>
<td>Historical &amp; Contemporary Issues in European Youth Policy</td>
<td>Professor Howard Williamson (University of South Wales, UK)</td>
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<td>Facilitator: Hernán Cuervo</td>
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<td>4</td>
<td>2 May</td>
<td>Multicultural Youth in Australia: a national status reporting framework and knowledge hub</td>
<td>Prof. Johanna Wyn, Dr Rimi Khan &amp; Dr Babak Dadvand (University of Melbourne)</td>
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<td>Facilitator: Hernán Cuervo</td>
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<td>5</td>
<td>17 May</td>
<td>Recovery from the great recession: A lost generation or an enforced selection process?</td>
<td>Dr Hans Dietrich (Institute for Employment (IAB), Germany)</td>
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<td>6</td>
<td>22 May</td>
<td>Youth, Youthfulness and Value in the Immaterial Economy</td>
<td>Dr David Farrugia (University of Newcastle)</td>
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<td>Facilitator: Hernán Cuervo</td>
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<td>7</td>
<td>9 July</td>
<td>Expanding the notion of work for working with youth for their life-career development</td>
<td>Prof. Victor Wong (Hong Kong Baptist University)</td>
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<td>Facilitator: Johanna Wyn</td>
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<td>8</td>
<td>31 July</td>
<td>The Scope of Children’s Participation Rights: A Critical Analysis</td>
<td>Dr Lotem Perry-Hazan (University of Haifa, Israel)</td>
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<td>Facilitator: Hernán Cuervo</td>
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<td>9</td>
<td>21 August</td>
<td>Re-engagement with education throughout the life course: Changing careers, changing lives or changing minds?</td>
<td>Dr Jenny Chesters, A/Prof Hernán Cuervo &amp; Dr Eric Fu (University of Melbourne)</td>
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<td>Facilitator: Johanna Wyn</td>
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<td>10</td>
<td>16 October</td>
<td>Young Working-Class Men in Transition</td>
<td>A/Prof Steven Roberts (Monash University)</td>
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<td>Facilitator: Hernán Cuervo</td>
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Awards & Appointments

Helen Cahill
Deputy Dean MGSE
Helen Cahill was appointed Deputy Dean of the Melbourne Graduate School of Education.

Johanna Wyn
Emeritus Professorship
Professor Wyn retired this year and was appointed Emeritus Professor to the University of Melbourne.

Babak Dadvand
Promotion to Level B
Networks & Partnerships

Australian Networks & Partnerships

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.

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

Victorian Police Human Ethics Research Committee (VPHERC)
Margaret Coady is a member of the VPHERC to discuss ethical issues related to research undertaken by police in Victoria.

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.

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

The Australian Sociological Association
Julia Cook became the co-convenor of the Youth SIG of TASA.

International Networks & Partnerships

Uheiro Centre for Practical Ethics, Oxford University, UK
Margaret Coady provides consultation advice about ethics issues connected with genetic research, especially in relation to parents’ rights and children’s rights.