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CENTRE PROFILE

The Centre’s research and development is informed by a holistic approach to young people’s lives in a context of social and economic change, including formal and informal learning settings, work, home and leisure. It seeks to understand the interrelationships between these dimensions of life and young people's learning, participation, health and wellbeing and takes a strengths-based approach.

Research and development is organised into four programs:

- Youth Transitions
- Youth Participation and Citizenship
- Youth Health and Wellbeing
- Equity and Childhood

Projects focus on young people in early childhood through to young adulthood and on the institutions and organisations that serve their needs, spanning a number of educational phases and working across policy areas. These programs are well-connected to international research collaborations and the Centre undertakes research in international as well as local settings.

Educational sociology provides a basis for inter-disciplinary approaches to research, professional development and teaching, including disciplines such as the arts, health sciences, psychology, education and history. This work is implemented through partnerships within the Melbourne Graduate School of Education as well as with other faculties and schools at The University of Melbourne and with researchers in other universities in Australia and internationally. The Centre uses innovative methodologies and where possible takes a mixed (quantitative and qualitative) methods approach.

For more information about the Youth Research Centre, visit our website:

http://web.education.unimelb.edu.au/ycr/

or follow us on Twitter:

http://twitter.com/YRCunimelb

FROM THE DIRECTOR

The 25th anniversary of the inauguration of the Youth Research Centre, 2014, was a landmark year for the Centre. It was timely that in 2014 YRC staff and others collaborated to produce the Springer Handbook of Children and Youth Studies, edited by Wyn and Cahill (which has a publication date of 2015). This major reference work, and the 2014 YRC seminar series based on the handbook reflects the Youth Research Centre’s emphasis on critical themes and strength-based approaches to children and young people, challenging common conceptions of childhood and youth and reflecting on the conceptual and methodological tools that researchers use to understand their lives.

This report documents the Centre’s research programs, research supervisions and teaching activities. Of the many achievements across these areas, I would especially like to draw attention to the focus of projects on health and wellbeing and the work being undertaken in the wider region where Helen Cahill and Sally Beadle have been working with UNICEF on building capacity to address gender-based violence, gender-based rights and young people’s health and wellbeing. The Centre’s focus on building capacity with local organisations was also visible with a suite of research projects such as the Young African Men’s Program, the Refugee Youth Support Program, the Building Futures for Young Australians (ARC Linkage) program and the experiences of refugee-background children in Australia; projects that are led by a range of YRC staff. Under Helen Cahill’s leadership a significant project undertaken for the Department of Education and Early Child Development was brought to fruition. Building Resilience: A model for schools to support children and young people is social and emotional learning curriculum for primary and secondary schools, used across the state system to implement a school-wide approach to building resilience amongst children and young people.

Finally, in the Centre’s longitudinal research program (Life Patterns), Cohort two participants were aged 25 – 26 in 2014, and the research is revealing their struggles to gain employment after years of study.

This report also recognises the work of the 23 PhD students who are supervised by YRC staff, as well as the three Doctor of Education students and Master of Education students. Our research students are an important part of the life of the Centre, as are our visiting scholars. In 2014 six visitors from Germany, Spain, Japan and India contributed to the Centre’s work.

Lastly, congratulations to staff award winners. Helen Cahill received the Vice-Chancellor’s Engagement Excellence Award 2014 for partnership with Youth LEAD and UNESCO in New Gen Leadership Short Course for Young People in the Key Populations for HIV in the Asia-Pacific Region. Helen Cahill, Sally Beadle and Julia Coffey received the Melbourne Graduate School of Education Staff Engagement Award 2014: New Gen Leadership Short Course for Young People in the Key Populations for HIV in the Asia-Pacific Region. Helen Stokes and Malcolm Turnbull were given an award by the Centre for Multicultural Youth in recognition of the YRC’s support and contribution to the Young African Men’s Program 2009-2014 and I received the Melbourne Graduate School of Education Distinguished Researcher Award.

Johanna Wyn
STAFF PROFILES

Johanna Wyn
Director and Professor

Professor Johanna Wyn is director of the YRC and a member of the Academy of Social Sciences Australia. She has a strong research track record of competitive research grants and with consultancies and tenders from a range of stakeholders, including government departments, foundations and the private sector. Johanna is engaged in multi-disciplinary and multi-method research on young people's lives, exploring the ways in which young people navigate their lives in a changing world, with a focus on the areas of gender, wellbeing and inequality. Her work is directed at contributing to the formation of policies that recognise young people as practicing citizens, cultural creators and active agents in learning and wellbeing. She leads the ARC funded Life Patterns longitudinal research program and Building Futures for Young Australians project.

Helen Cahill
Deputy Director and Associate Professor

Associate Professor Helen Cahill is Deputy Director of the YRC. She teaches in the Master of Education and the Master of Teaching, coordinating subjects which address youth wellbeing. She has a special interest in the use of drama as a tool in participatory research and transformative education and in projects which position young people as active agents. Helen leads a number of youth participation, HIV prevention, anti-violence and gender rights projects in Australian and the Asia-Pacific region, specialising in the use of participatory methods in research, education and community development projects.

Kate Alexander
Senior Administrator

Kate Alexander is a Senior Administrator in the Melbourne Graduate School of Education's Youth Research Centre and has worked in an administration role since 2008. Her work involves supporting academic staff members in the YRC in the areas of research, teaching and engagement as well as providing administrative support in areas such as finance, human resources, project support, publications, event support and website development.

Sally Beadle
Research Fellow

Sally works on a range of research projects and consultancies in the area of adolescent health and wellbeing including curriculum design for Australian school settings and international development settings; and using qualitative and quantitative methods in research with children, young people and adults in a range of Australian and international settings. Sally continues to work on a range of projects in partnership with UNICEF in the Asia-Pacific Region. In 2014, major projects included the development and implementation of a sexual and reproductive health education program for men and boys in Bangladesh and a Life Skills module for adolescents in the Philippines. Sally was also part of the team who developed of the DEECD Building Resilience Framework and Social and Emotional Learning materials for Victorian Schools. She is currently in the final stages of a Masters of International Public Health.

Julia Coffey
Research Fellow

Dr Julia Coffey is a Research Fellow working on a range of projects relating to youth health and wellbeing. Julia was awarded a University Early Career Researcher Grant for 2014 to work on a project titled “Youth, transitions and bodies”. Julia is a researcher on the NewGen Asia course and assists in constructing surveys and interview tools. Julia also tutors in Masters of Education courses ‘Reading Educational Research’ and ‘Leading Educational Ideas’, alongside the Breadth subject ‘Ethics, Gender and the Family’. In 2012 Julia completed her PhD on body work, gender and identity.
Jessica Crofts
Lecturer and Research Fellow

Jessica Crofts began working in her role as a Research Assistant on the Life Patterns project in 2010 and continued this role throughout 2014. Within the Life Patterns project Jessica’s research interest includes education, work, feminism and gender inequalities. Jessica is also a full-time PhD student. Her PhD is based on data from the Life Patterns project and explores the discourses surrounding ‘new femininities’ particularly in relation to education and work. In 2014, Jessica coordinated the subject ‘Sociology of Youth’ and tutored in the Breadth subject ‘Ethics, Gender and the Family’.

Hernán Cuervo
Lecturer and Research Fellow

Dr Hernán Cuervo is a Research Fellow at the YRC and a Lecturer at the Melbourne Graduate School of Education. His research interests focus on inequality, youth studies, and theories of justice, rural education and education policy. Hernán coordinates and teaches the subjects, ‘Diversity, Inclusion and Transitions’ and ‘Life and learning: Voices of children and young people’ in the Master of Education and Master of Teaching programs. He is a regular lecturer in different courses in the Master of Teaching at the Melbourne Graduate School of Education, in the Sociology program in the Faculty of Arts and in the Master of Adolescent Health in the Faculty of Medicine. Hernán works on the Life Patterns project. In 2013, he started to work on two further research projects: Indigenous youth transitions in East Arnhem Land, and traditions and transitions in farming careers for sustainable farming in the context of water and climate challenges. Hernán has also been teaching in the subject, ‘Estudios y politicas de juventud en America Latina’, in the postgraduate course Diploma de Estudios Superiores at Facultad Lationamericana de Ciencias Sociales, Buenos Aires campus. He is also currently a member of the Council Advisory Policy for the Australian Youth Affairs Coalition (AYAC) and the Red de Comunidades Rurales, Argentina.

Anne Farrelly
Research Fellow

Anne Farrelly is a Research Fellow working on a range of projects across the Youth Research Centre. She worked with staff from the Centre on the DEECD Resilience Project developing a Social and Emotional Learning framework and curriculum resources for students in Kindergarten to Year 12. She is also part of a team that developed a Prevention of School-based Gender Violence curriculum for year 7 and 8 students in the Asia-Pacific. She teaches in the Breadth subject, Concepts of Childhood. In 2014 she commenced a Masters of Philosophy that will examine what understandings of childhood are operating among professionals in the investigation and prosecution of Child Sexual Abuse cases.

Ruth Forster
Research Assistant

Ruth Forster, a former secondary teacher and Assistant Principal, worked with Helen Cahill and the YRC on the DEVs project in 2012. She worked with staff from the YRC on the development of Social and Emotional Learning curriculum resources for use in DEECD schools. Between 2006 and 2013 Ruth taught in the Master of Teaching program in SPC and the Health and Wellbeing elective.

Cassie Kotsanas
Research Assistant

Cassie Kotsanas has been working as a Research Assistant across a range of Equity and Childhood projects since 2009. Cassie’s main roles are data collection and analysis and managing ethics and data processes. She also contributes to reporting and writing for publication. Cassie has a background as a preschool teacher and a particular interest in children’s rights in early childhood. She recently completed a PhD exploring how early childhood educators can be supported to theorise and practice in ways that support young children’s participatory rights in the everyday.
Bern Murphy
Lecturer and Research Fellow

Bern Murphy has a background in teaching and lectures in the Master of Teaching program in Social Policy, Australian Indigenous Education, and Health Issues for Young People. She teaches in both Primary and Secondary courses and works with Teacher Candidates in schools. Her research interests focus on marginalised young people whose access to education is limited. Her recent work focuses in particular on how pre-service teachers learn about Indigenous education issues and ways to support and prepare pre-service teachers who are interested in working in Indigenous education both remotely and locally. Bern works on a program that offers a two week placement in remote schools in the Arnhem Land, Central Australia and rural Victoria. Having this brief experience in remote communities often helps in making informed decisions when choosing to live and work in remote places.

Graeme Smith
Statistical Analyst

Dr Graeme Smith has continued to work part-time at the Centre in 2014 as Statistical Analyst. His main area is the data analysis in the Life Patterns project, and the data and cohort management of this project. Additionally he contributes analysis and advice to many other centre projects. Graeme is also an honorary research fellow in Ethnomusicology and Popular Music Studies at Monash University.

Kylie Smith
Senior Lecturer and Research Fellow

Dr Kylie Smith is a Research Fellow and Senior Lecturer at the YRC. She has been active in early years education and policy development for the last 21 years, and for the past 16 years has focused on researching how theory and practice can challenge the operation of equity for young children in classrooms, community spaces and government policy. Kylie coordinates and teaches two breadth subjects ‘Concepts of Childhood’ and ‘Ethics Gender and the Family’. She also teaches in the Masters of Education subjects ‘Leading Educational Ideas’ and ‘Student Wellbeing negotiated project’.

Helen Stokes
Senior Lecturer and Research Fellow

Dr Helen Stokes is a Senior Lecturer and Research Fellow at the YRC. Her research interests include marginalised young people and access to education, identity formation and school leadership. In 2014, she took on the role of Associate Dean (Equity and Diversity) and has worked on the Education Benalla Program. 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.

Malcolm Turnbull
Research Fellow

Dr Malcolm Turnbull is a Research Fellow at the YRC. Malcolm’s research activities in 2014 have included longitudinal evaluations of the whole-of-community Education Benalla Program (for the Tomorrow Today Foundation) and the Young African Men’s Project (for the Centre for Multicultural Youth); the final component of a three phase evaluation of the Refugee Youth Support project (for CMY); the Experience of Education project (for the Whitlam Institute); and participation in the ‘Identifying Opportunities and barriers for Indigenous Youth transitions’ project. Malcolm combines his activity at the YRC with work as a freelance historian, and has published widely in the areas of Australian Jewish history, Classic English Detective Fiction and the Folk-song revival.

Ani Wierenga
Senior Research Fellow

As a youth worker and then sociologist, Ani has been professionally active in the youth sector for over 25 years. During the past decade Ani’s focus has been on research, postgraduate supervision and teaching which supports effective policy and practice with young people, in their wellbeing, learning and active social participation. Her research engages with young people, communities, departments, governments, and local and international non-government organizations. Ani leads the Centre’s research program on Participation and Citizenship.
RESEARCH AND CONSULTANCIES

ARTICLE 29 ON THE CONVENTION ON THE RIGHTS OF THE CHILD: THE AIMS OF EDUCATION FROM A CHILD’S PERSPECTIVE
Self-funded pilot

BUILDING FUTURES FOR YOUNG AUSTRALIANS AT RISK: A COORDINATED MEASUREMENT FRAMEWORK AND DATA ARCHIVE
Australian Research Council Linkage Grant, with Partner Organisations: The Foundation for Young Australians, Social Ventures Australia Limited, Dusseldorp Skills Forum, Hands On Learning Australia, Beacon Foundation

BUILDING RESILIENCE: A MODEL FOR SCHOOLS TO SUPPORT CHILDREN AND YOUNG PEOPLE AND DEVELOPMENT OF SOCIAL AND EMOTIONAL LEARNING CURRICULUM FOR PRIMARY AND SECONDARY SCHOOLS
Department of Education and Early Child Development (DEECD)

CONNECTIONS SEXUALITY AND GENDER RIGHTS EDUCATION IN BANGLADESH – DEVELOPMENT OF A BOYS AND FATHERS PROGRAM
UNICEF, Bangladesh

CONNECTIONS SEXUALITY AND GENDER RIGHTS EDUCATION IN CHINA
China Family Planning and UNESCO, China

EDUCATION BENALLA PROGRAM
Tomorrow Today Foundation

ETHICAL METHODOLOGIES AND PROTOCOLS FOR RESEARCHING WITH CHILDREN UNDER THE AGE OF 5 YEARS
Ethics and Integrity Development Grant Scheme, University of Melbourne

EVALUATION OF THE BERRY STREET EDUCATION MODEL (BSEM)
Berry Street

GENERATION NEXT? TRADITIONS AND TRANSITIONS IN FARMING CAREERS FOR SUSTAINABLE FARMING IN THE CONTEXT OF WATER AND CLIMATE CHALLENGES
Carlton Connect Initiative Grant

IDENTIFYING THE OPPORTUNITIES AND BARRIERS FOR INDIGENOUS YOUTH TRANSITIONS
University of Melbourne (ECRG)

IMPROVING THE PARTICIPATION OF YOUNG PEOPLE WITH CHRONIC ILLNESS IN TRIADIC MEDICAL DISCUSSIONS ABOUT THEIR HEALTH
Australian Research Council (Discovery)

SCHOOL AND COMMUNITY VIOLENCE PREVENTION EDUCATION IN PAPUA PROVINCE, INDONESIA
UNICEF, Indonesia

THE EXPERIENCE OF EDUCATION PROJECT: THE IMPACT OF HIGH STAKES TESTING ON SCHOOL STUDENTS AND FAMILIES
Whitlam Institute, Sydney

THE LIVED EXPERIENCE OF REFUGEE-BACKGROUND CHILDREN IN AUSTRALIA
University of Melbourne Interdisciplinary Seed Grant

THE REFUGEE YOUTH SUPPORT PROJECT
Centre for Multicultural Youth

THE YOUNG AFRICAN MEN’S PROGRAM
Centre for Multicultural Youth

UNDERSTANDING AND ADVANCING ADOLESCENT HEALTH, DEVELOPMENT AND PARTICIPATION: WITH A FOCUS ON INDONESIA
UNICEF, Indonesia

UNESCO GENDER AND VIOLENCE CURRICULUM
UNESCO, Bangkok

YOUNG PEOPLE NEGOTIATING RISK AND OPPORTUNITY: A REASSESSMENT OF TRANSITION PATHWAYS
Australian Research Council (Discovery)
ARTICLE 29 ON THE CONVENTION ON THE RIGHTS OF THE CHILD: THE AIMS OF EDUCATION FROM A CHILD’S PERSPECTIVE

Duration: 2012-continuing
Self-funded pilot project
Researchers: Dr Kylie Smith, Professor Laura Lundy, Dr Dympna Devine and Dr Elizabeth Welty, School of Education, Queen’s University, Belfast; Professor Elizabeth Swadener, Arizona State University; Dr Natasha Blanchet-Cohen, Concordia University, Canada; and Dr Lacey Peters, Hunter College, City University of New York

This project engages with children aged 8-10 years from a number of countries across the world, including Australia. The project aims to explore children’s understandings of the United Nations Convention on the Rights of the Child in particular in relation to Article 29 which sets out the goals of education. Children were asked during focus groups what they thought the purposes of education should be. The responses to this question will be used to create a child authored version of Article 29.

BUILDING FUTURES FOR YOUNG AUSTRALIANS AT RISK: A COORDINATED MEASUREMENT FRAMEWORK AND DATA ARCHIVE

Duration: 2012-2015
Funded by: Australian Research Council Linkage Grant, with Partner Organisations: The Foundation for Young Australians, Social Ventures Australia Limited, Dusseldorp Skills Forum, Hands On Learning Australia, Beacon Foundation
Researchers: Johanna Wyn and Ani Wierenga (with Gavan McCarthy, Mike Jones and Antonina Lewis from the eScholarship Research Centre)

This project is developing the tools required to create a persistent national evidence base on programs assisting young Australians at risk. It will lay a new foundation for policy formation and help identify, and analyse, the processes that lead to successful outcomes for marginalised and disadvantaged youth, including school completion, personal wellbeing, employment, and the capacity to engage with civic life. In 2014 the research team tested and consolidated three frameworks (context, concepts and evidence) within an Open Heritage Resource Management system or OHRM, called Enabling Spaces. These frameworks enable the capture and display of knowledge and information about the context of programs, about the concepts informing programs and about the evidence used to inform practice. The resource can be accessed on enablingspaces.org.au

BUILDING RESILIENCE: A MODEL FOR SCHOOLS TO SUPPORT CHILDREN AND YOUNG PEOPLE AND DEVELOPMENT OF SOCIAL AND EMOTIONAL LEARNING CURRICULUM FOR PRIMARY AND SECONDARY SCHOOLS

Duration: 2013-14
Funded by: Department of Education and Early Child Development (DEECD)
Researchers: Helen Cahill, Sally Beadle, Anne Farrelly, Ruth Forster and Kylie Smith

In 2014, the YRC worked with the Department of Education and Early Child Development (DEECD) to design the Building Resilience Framework. The project involved auditing the Department’s current resources in the area of student wellbeing and resilience; carrying out a detailed review of the research literature in the area of school-based resilience promotion initiatives; and constructing a new evidence-based framework to help schools support children and young people. The framework highlights the importance of taking a multi-dimensional school-wide approach to building resilience, assisting schools to:

- Partner with the school community, including families and local and community services;
- Lead activity across the school, including teaching approaches and support;
- Teach social and emotional learning to all students across all year levels;
- Support young people identified as needing additional assistance;
- Refer to appropriate services when required.

A major component of this work was to develop a suite of social and emotional learning activities for use with students across all years of schooling, Prep-12. Seven activity manuals contain a range of activities to develop social skills, engaging explicitly with six key areas: emotional literacy; personal strengths; positive coping; problem-solving; stress management and help-seeking. The resources are mapped against the learning outcomes of the Australian curriculum. The framework, literature review and classroom learning materials are now available on the Department’s website. In 2015 the YRC will working with the Department and VicHealth to develop online and face-to-face teacher training modules to support delivery of the program.
CONNECTIONS SEXUALITY AND GENDER RIGHTS EDUCATION IN BANGLADESH – DEVELOPMENT OF A BOYS AND FATHERS PROGRAM

**Duration:** 2014  
**Funded by:** UNICEF, Bangladesh  
**Researchers:** Helen Cahill and Sally Beadle

Following development and implementation of a Life Skills program for girls and mothers in Bangladesh in 2013, UNICEF Bangladesh commissioned the YRC to develop a boys and fathers variation of the program. Connections is an adaptation of the Creating Connections program, which was initially designed for Viet Nam and has now been adapted for several countries in the Asia region.

The twelve session curriculums, designed for adolescent boys and mothers of adolescent boys provide information and life-skills around issues including puberty, growing up, relationships, dating, sexuality, sexual health, contraception, gender rights and parent-to-adolescent communication. The program is conducted in a highly participatory format in order to build social support between the participants and to enable them to engage together with the social and cultural challenges they face in their local worlds. A training of trainer was carried out in Dhaka in August 2014, attended by 32 participants from Government, NGOs and UN agencies. UNICEF Bangladesh is now working with Ministry of Women and Children’s Affairs to roll-out the program in a number of villages.

Participants at the Training of Trainer Bangladesh workshop

CONNECTIONS SEXUALITY AND GENDER RIGHTS EDUCATION IN CHINA

**Duration:** 2014  
**Funded by:** China Family Planning and UNESCO, China  
**Researchers:** Helen Cahill and Sally Beadle

In 2014, UNESCO China contracted the YRC to adapt and implement the Connections program for parents of adolescents. The Connections program is based on Creating Connections, developed by Helen Cahill, for the Vietnamese Women’s Union (2006-2009), which has since been modified and rolled out in several countries in the Asia Pacific Region.

The six session train the trainer curriculum, designed for delivery of workshops to parents of adolescents, provides information and life-skills around issues including puberty, growing up, relationships, dating, sexuality, sexual health, contraception, gender rights and parent-to-adolescent communication.

EDUCATION BENALLA PROGRAM

**Duration:** 2011-2015  
**Funded by:** Tomorrow Today Foundation  
**Researchers:** Helen Stokes and Malcolm Turnbull

The Education Benalla Program is a whole-of-community initiative that seeks to reduce disadvantage in the Benalla district of Victoria. A two phase intervention, the project seeks to tackle high rates of early school leaving and educational disengagement, focusing on the key areas of school readiness, student well-being and transition to tertiary education. The YRC has been contracted to evaluate Phase 1 of the project, develop a four year evaluation framework and then examine and analyse the sub-program roll-out and evolution over the period 2011 – 2015.

ETHICAL METHODOLOGIES AND PROTOCOLS FOR RESEARCHING WITH CHILDREN UNDER THE AGE OF 5 YEARS

**Duration:** 2013-2014  
**Funded by:** Ethics and Integrity Development Grant Scheme, University of Melbourne  
**Researchers:** Kylie Smith and Margaret Coady

This research project aims to explore what research methodologies and protocols are being used by researchers from interdisciplinary fields within Australia and internationally to support ethical engagement with children under 5 years of age in research. The three research questions that will be investigated are:

1. Under what conditions is it appropriate to involve, as active participants, children under 5 years of age in research and evaluation?
2. What tools for data collection are most appropriate for ethically involving children under 5 years of age in research?
3. What protocols ensure ethical engagement with young children in research?

Using data collected via survey and interview the project will develop a set of research based protocols that would support and guide members of Human Ethics Committees, researchers and Research Higher Degree students to ensure young children’s right to participate in research is enacted in an ethical manner.
EVALUATION OF THE BERRY STREET EDUCATION MODEL (BSEM)

Funded by: Berry Street
Researchers: Helen Stokes and Malcolm Turnbull

In 2009 Berry Street, the largest child welfare organisation in Victoria, commissioned the YRC to identify, construct and articulate a framework of education that would, (a) provide clarity and consistency of approach across its school campuses, (b) locate Berry Street practice within context or key research findings, and (c) provide a foundation for curriculum development and future teacher practice in the area. The resultant framework, which comprised nine broad domains that were seen as vital to effective trauma-informed teaching, has since provided the foundation for further development, refinement and application of an Educational Model that takes a Positive Education approach. Based on their previous relationship, Berry Street has invited the YRC to evaluate the effectiveness for students of the current Model as it is being piloted in two mainstream schools.

GENERATION NEXT? TRADITIONS AND TRANSITIONS IN FARMING CAREERS FOR SUSTAINABLE FARMING IN THE CONTEXT OF WATER AND CLIMATE CHALLENGES

Duration: 2013-2014
Funded by: Carlton Connect Initiative Grant
Researchers: Jennifer Moffatt, Johanna Wyn, Hernán Cuervo, Angela Paladino, Ruth Nettle and Margaret Ayre

This research brings together multiple disciplines in order to contribute new understanding to the issue of sustainable farming careers in the context of on-going structural, economic and social changes. The focus is on understanding how new water policy impacts on the attraction and retention of tomorrow’s irrigators, especially young farmers. There is a need for current and future farmers to meet not only the well-known challenges of farming, but also to meet the challenges of food and fibre production in an environment where water supply is increasingly unreliable and more expensive, a shared commodity for natural resource management which in Australia, is underpinned by a constantly changing water policy domain.

IDENTIFYING THE OPPORTUNITIES AND BARRIERS FOR INDIGENOUS YOUTH TRANSITIONS

Duration: 2013-2014
Funded by: University of Melbourne Early Career Researcher Grant
Researchers: Hernán Cuervo and Malcom Turnbull

Despite the expectation of increased participation in further and higher education, young people from Indigenous backgrounds in remote communities have been identified as being the most at risk of any population group of failing to make a successful transition to post-compulsory education and employment. Young Indigenous people continue to be under-represented in further and higher education and the workforce, resulting in insecure employment, unemployment and poor health and wellbeing outcomes as well as reducing their capacity to actively participate in society. This research aims to identify the personal and structural resources, the barriers and the motivations that facilitate or hinder successful transitions by Australian Indigenous youth in remote communities into further and higher education and employment.

IMPROVING THE PARTICIPATION OF YOUNG PEOPLE WITH CHRONIC ILLNESS IN TRIADIC MEDICAL DISCUSSIONS ABOUT ABOUT THEIR HEALTH

Duration: 2011-2013
Funded by: Australian Research Council (Discovery)
Researchers: Sarah Drew, Johanna Wyn, Helen Cahill, Vicki Anderson, Jenny Hynson, Maria McCarthy and Rory Duncan

Developments in medical technologies mean that more and more children/adolescents now grow up with serious chronic illnesses requiring lifelong participation in health care. Inclusive and open doctor-parent-child medical communication is crucial yet current doctor-parent dominated communication often excludes young people. This longitudinal, qualitative project using youth-oriented research methodologies seeks to generate new knowledge about promoting youth participation in triadic medical discussions about their health to support young people and parents in the self-management of the young person’s illness and health care practitioners to improve clinical practice.
SCHOOL AND COMMUNITY VIOLENCE PREVENTION EDUCATION IN PAPUA PROVINCE, INDONESIA

Duration: 2012 – 2014  
Funded by: UNICEF, Indonesia  
Researcher: Helen Cahill and Sally Beadle

Across 2012-2014, the YRC worked with UNICEF’s Papua Field Office to develop school and community violence prevention education programs. Based on consultation with a number of stakeholders, two curriculum and training packages were developed:

- Safe and Strong Schools: Teacher Training and Classroom Curriculum Program – includes training materials in positive discipline approaches for teachers and an engaging curriculum for students focusing on social and emotional learning
- Community Connections: Violence Prevention, Gender Rights and Sexual and Reproductive Health Education Community Clubs Program

The materials were introduced in a number of trainings in late 2012. Following piloting of both programs in 2013, staff from the YRC worked with UNICEF to conduct monitoring and evaluation, deliver booster training to teachers and facilitators of the community program and consider next steps for the program. The 2014 phase saw the delivery of a booster training for the Safe and Strong Schools program and work with curriculum officers to map the resource onto the regional curriculum. This work is part of the Joint UN Program on Combatting Violence Against Women and Children (2011-13). The project is funded by the UN Trust Fund to End Violence Against Women, partners include UNFPA, UN Women, UNICEF, and the Papua Bureau of Women’s Empowerment.

THE EXPERIENCE OF EDUCATION PROJECT: THE IMPACT OF HIGH STAKES TESTING ON SCHOOL STUDENTS AND FAMILIES

Duration: 2013-2014  
Funded by: Whitlam Institute, Sydney  
Researchers: Johanna Wyn, Malcolm Turnbull and Lyndall Grimshaw

The Experience of Education project is a multi-tiered initiative of the Whitlam Institute that has the broad aim of enabling “better-informed policy making around the Australian regime of high stakes testing [i.e. NAPLAN]”. Previous phases of the project have included a literature review, analysis of an online teacher survey and a NEWSPOOLL survey of parents. The current sub-project reports on findings from qualitative research across a sample of school communities in Victoria and NSW. The report addresses the key research question: What are the impacts of high stakes testing on school students and their families?

THE LIVED EXPERIENCE OF REFUGEE-BACKGROUND CHILDREN IN AUSTRALIA

Duration: 2013-2014  
Funded by: University of Melbourne Interdisciplinary Seed Grant  
Researchers: Professor Elizabeth Waters, Dr Lisa Gibbs, Dr Kylie Smith, Dr Sara Wills, Professor Pookong Kee and Dr Karen Block

This project will explore the perspectives of refugee-background children and parents concerning their lives following resettlement. It will develop and test innovative, ethical and appropriate participatory methodologies for working with refugee children and families, increase understanding of the complex processes contributing to social inclusion for these groups, and inform the provision of appropriate supports for these children and families by services and policy-makers.

THE REFUGEE YOUTH SUPPORT PROJECT

Duration: 2012-2014  
Funded by: Centre for Multicultural Youth  
Researcher: Malcolm Turnbull

The Refugee Youth Support Program (RYSP) was an initiative of the Department of Immigration and Citizenship (DIAC) that responded to the needs of Unaccompanied Humanitarian Minors in Australia, and sought to assist 16-17 year olds with permanent protection visas to settle in the community. The project provided housing and living support for approximately 120 young people in three states. While the overall pilot was evaluated by ARTD Consultants, CMY believed that a more focused study of the strengths and challenges of RYSP in Metropolitan Melbourne would provide useful and specific learnings at a more local level. With this in mind, the YRC undertook a two-stage evaluation of the Victorian delivery and a follow-up (or Faring) study. The Victorian evaluation was guided by the key research question: Has the RYSP, through the provision of housing and case managed connections, strengthened settlement outcomes for unaccompanied young people?
THE YOUNG AFRICAN MEN’S PROJECT

Duration: 2009-2014
Funded by: Centre for Multicultural Youth
Researchers: Malcolm Turnbull and Helen Stokes

Originally the Brimbank Young Men’s Project, the YAMP has been an outreach initiative targeting young African men who were disengaged from education, employment and training, had had contact with the police, and/or were experiencing other difficulties with settlement in Melbourne’s western suburbs. The YRC provided evaluation partnership for the program throughout its evolution from a Pilot program with a pre-pathways focus to an emphasis on connecting participants to training and employment and to facilitating re-engagement with family and community. In anticipation of replication of the program model within other newly arrived communities, particular attention was paid to identifying those elements of the program that constituted ‘Best Practice’.

UNDERSTANDING AND ADVANCING ADOLESCENT HEALTH, DEVELOPMENT AND PARTICIPATION: WITH A FOCUS ON INDONESIA

Duration: 2014
Funded by: UNICEF, Indonesia
Researchers: Helen Cahill and Sally Beadle

The YRC worked with UNICEF Indonesia to adapt and deliver a 5-day short course Understanding and Advancing Adolescent Health, Development and Participation to the Indonesia context. Two courses were developed – one for delivery at a National level for youth organisations and one for delivery to NGO and government staff in Papua and West Papua provinces. The course provided up-to-date data on adolescents, looks at using data to inform programs, presents the latest evidence-based interventions, advocates for meaningful participation of adolescents and shares promising practice from around the Asia Pacific region. Training of trainers for the two courses was delivered by Helen Cahill in February 2014. The Jakarta delivery was attended by youth leaders from a range of different youth organisations, and the Papua delivery was attended by a range of participants from Government, NGOs and UN Agencies.

UNESCO GENDER AND VIOLENCE CURRICULUM

Duration: 2014-15
Funded by: UNESCO, Bangkok
Researchers: Helen Cahill, Sally Beadle, Anne Farrelly and Michelle Davies

The YRC worked alongside UNESCO and other members of the East Asia and Pacific United Nations Girls Education Initiative (UNGEI) to develop a comprehensive school-based violence-prevention curriculum. The curriculum has a specific focus on preventing school-related gender-based violence.

Aimed at teachers delivering education programs in early secondary school across the Asia-Pacific region, the curriculum provides age-appropriate learning activities on important themes and concepts relating to the prevention of gender-based violence and promotion of respectful relationships. A comprehensive teacher manual has been developed to orient teachers to the common issues faced in countries in the region, provide coaching on the methodologies in the curriculum, and outline complementary system and school-wide activities that make up a comprehensive response to preventing and responding to gender-based violence.

UNESCO plans to pilot the school program in three countries in 2015 before publishing and making it more widely available to other countries.

YOUNG PEOPLE NEGOTIATING RISK AND OPPORTUNITY: A REASSESSMENT OF TRANSITION PATHWAYS

Duration: 2010-2014
Funded by: Australian Research Council Discovery Grant
Researchers: Johanna Wyn, Hernán Cuervo, Jessica Crofts and Graeme Smith with Dan Woodman, Faculty of Arts, and Lesley Andres, the University of British Columbia

The third phase of the Life Patterns longitudinal research program, this five-year grant supports the ongoing collection of data from two cohorts; Cohort 1 left secondary school in 1991 and in 2013 was aged around 39 and Cohort 2 who left secondary school in 2006 and was aged around 26 in 2014. In 2014 the research focused on surveys of Cohorts 1 and 2. The survey of Cohort 2 has enabled a comparison with Cohort 1 when they were aged 26 (in 2000). The team was invited to a consultation with the OECD who are preparing a report on youth transitions in Australia, and to a consultation with the Hon. Jenny Macklin, to discuss youth policy. The research also featured in a segment on generations on ABC Radio 774 (Dan Woodman and Johanna Wyn).
2014 TEACHING

Masters Levels Programs

Master of Education Subjects

Diversity, Inclusion & Transitions
Hernán Cuervo - Coordinator and Lecturer

Leading Educational Ideas
Kylie Smith - Tutor

Negotiated Project in Student Wellbeing
Helen Cahill - Coordinator and Lecturer

Promoting Student Wellbeing
Helen Cahill - Coordinator and lecturer

Young People and Culture
Johanna Wyn - Contributing lecturer

Master of School Leadership

Master of Instructional Leadership
Helen Stokes - Academic Coordinator

Leading Educational Research
Helen Stokes - Coordinator

Researching Leadership Practice
Helen Stokes - Coordinator

Master of Teaching

Capstone Project: Life and Learning: The Voices of Children and Young People
Hernán Cuervo - Coordinator and Lecturer

Leadership in Schools
Helen Stokes - Coordinator

Social and Professional Contexts (Primary)
Bernadette Murphy - Coordinator and Lecturer

Australian Indigenous Education
Bernadette Murphy - Coordinator

Education Practice and Place EPP NE Arnhem
Land, Maningrida, Hermannsburg
Bernadette Murphy - Coordinator

Undergraduate and Breadth Programs

Breadth

Concepts of Childhood
Kylie Smith - Coordinator and Lecturer
Anne Farrelly - Tutor

Ethics Gender and the Family
Kylie Smith - Coordinator and lecturer
Julia Coffey - Tutor
Jessica Crofts - Tutor

Youth and Popular Culture
Johanna Wyn - Coordinator and lecturer

Youth and Citizenship
Ani Wierenga - Coordinator and lecturer

Undergraduate

Sociology of Youth
Jessica Crofts - Coordinator and lecturer

2014 Student Research

An active community of PhD, Doctoral and Masters students are supervised by Centre staff. For more information on YRC student research supervision please visit our website: http://web.education.unimelb.edu.au/ycggradation/

PhD Students

RON BAIRD
Working title: Style and Purpose: Youth, Subjective Experience and Learning in the Graffiti Subculture
Supervisors: Professor Johanna Wyn and Professor Julie McLeod

The aim of this research is to develop new knowledge about youth subculture in Australia by developing an understanding of the subjective experience of young graffiti writers in Melbourne (what is it they do, what are their experiences, what do they feel when they write and how does this shape them) and to ascertain how a technically criminalized (and arguable stigmatized) art practice is learnt and passed on. Thus, the problem I am addressing is threefold and entails developing an understanding of how young graffiti writers learn the practice of graffiti, that is the technical skills, the rules/guidelines and gain the subcultural knowledge or capital to authentically participate in the subculture. Secondly, to ascertain what the practice means to graffiti writers and thirdly how is the practice experienced by the young writers involved in the graffiti subculture. I will draw upon the theories communities of practice and situated learning in order to explain how they learn to be graffiti writers from their involvement in graffiti crews, city council aerosol art programs and the online graffiti community that includes a variety of Graffiti websites, YouTube and Instagram.

The methodology being employed is an in-depth qualitative field study of a cohort of young people who participate in graffiti writing by conducting interviews with active participants in the subculture using a grounded theory approach. I have also undertaken observation of the teaching and learning of graffiti writing skills and techniques via a local council aerosol arts program.

TOM BRUNZELL
Working Title: Meaningful Work for Educators within a Trauma-Informed Positive Education Model
Supervisors: Dr Helen Stokes and Professor Lea Waters

Situated within positive organisational behaviour (POB) and positive education paradigms, this PhD research will explore the ways in which using a Trauma-Informed
Positive Education (TPE) teaching intervention influences and increases meaningfull work (MW) for teachers. TPE classroom practice integrates trauma-informed learning with positive psychology interventions to best support the learning needs of students struggling with dysregulation and maladaptive attachment styles as a result of their experiences with trauma from abuse or neglect. It is proposed that teaching using a TPE approach will increase a teacher’s sense of MW by transforming their pedagogy, and increasing their own regulatory capabilities, relational attachments, and psychological resources. This qualitative methodology will include idiographic survey data and appreciative inquiry action-research cycles of teacher exploration, enactment, and evaluation. The findings of this PhD will suggest directions for future research and for teacher training in mainstream and specialised trauma-affected classrooms.

**JESSICA CROFTS**

**Title:** New Femininities: Young Women, employment and education  
**Supervisors:** Professor Johanna Wyn and Dr Hernán Cuervo

It is commonly argued that young women in Australia today have reached equal status with their male peers, particularly in the education realm. Representations of women’s equality in the mainstream media is summarised in images of ‘can-do’ and ‘top girls’ with high levels of education and successful careers. However, despite the apparent educational success of young women, the labour market and workplace remain remarkably impervious to change along gender lines. The aim of this research is to explore young women’s experiences of the education and labour systems in terms of how social conditions affect young women’s identities and understandings of gender inequality within a post-feminist framework. This thesis addresses these developments through a feminist analysis of the structural and subjective contradictions in young women’s discourse and everyday practices. The thesis borrows conceptually from the field of sociology of youth, particularly the ideas of individualisation and social generations to understand young women’s lives. This is a mixed-methods research project using surveys and semi-structured interviews with young women in their early and mid-twenties. The data presented in this thesis demonstrates how gender is experienced, enacted and embodied in the lives of young women, frequently in ways that are competing and contradictory. It explores the complications of subject formation and what it means to be a ‘young woman’ in neoliberal, post-feminist, late modern times.

**BABAK DADVAND**

**Working Title:** Youth Civics: Engagement through Education  
**Supervisors:** Professor Johanna Wyn and Dr Hernán Cuervo

This thesis sits at the intersection of the debates on youth civics, social exclusion and education; it investigates citizenship in the background of the school programs that aim to increase youth engagement and thus tackle social exclusion. Conceptualizing civics and citizenship as participation in everyday activities that are concerned with shaping the society (Vromen, 2003), the present study also tries to situate its findings in the ‘lived experiences’ of young people faced with structural possibilities and constraints in the context of their households, schools and neighbourhoods. Using a qualitative and respondent-led research design, I examine the core dimensions of youth civics in the study site. The findings will also help identify how educational initiatives that aim to tackle youth disengagement can contribute to young people civics and citizenship.

**MONIQUE DALGLEISH**

**Working Title:** Art, Schizophrenia and Becoming  
**Supervisors:** Associate Professor Helen Cahill and Dr Richard Chenhall

This thesis investigates the experience of people who practice art and live with the label of schizophrenia. In engaging with each artist’s narratives about their experience as art makers and how art impacts life after a diagnosis of schizophrenia, the work will add to a fledgling body of research in a neglected area of study. My interest emerged from my family connection to an artist diagnosed with schizophrenia. This thesis will investigate participant’s narratives on the role of arts practice in their wellbeing through a Deleuzian lens to enable clinicians and the community to become aware of what is possible.

**CRAIG DYASON**

**Working Title:** Contemporary Youth Transitions in New Zealand: The Importance and Development of Student Networks in a Digital World  
**Supervisors:** Professor Johanna Wyn and Dr Hernan Cuervo

Research has shown an increase awareness of entry requirements to further study and potential pathways by secondary school students and an abundance of multiple sources of online and offline information to their future trajectories. This thesis explores how students’ social online and offline networks influence post-secondary school career decisions, and what are the implications for 21st century school careers advice. To answer this question, I will examine how ‘traditional’ social and educational concepts such as student mobility, sense of belonging (to home and institutionally), and the development of cultural and social capital can be used to understand such changes in student network development.

**ERIC FU**

**Working title:** A Study of Online Citizenship Practice in China  
**Supervisors:** Professor Johanna Wyn and Dr Hernán Cuervo

Citizenship is a useful framework to examine individuals’ understandings and practices of rights, duties, and identities in relation to the changing national and global context. This study intends to explore the nature of the citizenship practice of young people in China through an analysis of internet users’ citizenship practices in Chinese cyberspace, which is the most extensively participated-in form of citizenship practice in the country today. My aim is to find out: 1. How is citizenship understood and practiced by Chinese internet users? 2. How are these understandings and practices shaped in their national and global contexts?

**SIOBHAN HANNAN**

**Working title:** Italian at Kinder: Italian-English Bilingual Kindergarten Program  
**Supervisors:** Professor Joe Lo Bianco and Professor Johanna Wyn

While early natural second language acquisition (SLA) often produces high levels of bilingual competence, second language learning in institutional settings is far less successful. One response has been to lower the starting age for second language instruction, however there has been limited research to date into pedagogy for second language learning that is tailored to early childhood education (ECE) settings. This study takes an analytic autoethnographic approach to the investigation of second language teaching in a play-based bilingual kindergarten program. Situated in an Italian-English preschool program in Melbourne, the study is an investigation into microprocesses of second language teaching. The field of inquiry is at the intersection of SLA, early childhood
education (ECE) and practitioner research. The bi/multilingual turn has changed the nature of questions about language choice, depicting strict separation of languages as a form of monolingualism and advocating instead for translanguaging as a way to conceptualise bilingual behaviour. In this context, the focus of examination of teacher input moves away from the quest to exclude English, and instead aims to shed light on the pedagogical roles of bilingual language use. Analysis of the data reveals that ritualised routines are a feature of this teaching practice. Rituals are associated with formulaic language and are relatively successful in eliciting output from children. The study explores whether SLA pedagogical concepts such as Focus on Form and the Motivational L2 Self, developed in school and tertiary contexts, can be applied to teaching bilingual behaviour. In this context, the focus of questions about language choice, and written submissions, but it is unclear for an ethics through which educators may encounter and interact with each child as other, rather than normalising children and their participation.

REBECCA HETHERINGTON

Working Title: Who has a Voice in Language Policy? Consultations and Australian Language Policy, Indigenous and Immigrant Perspectives Supervisors: Professor Lesley Farrell and Dr Hernán Cuervo

This research aims to discover to what extent current formal methods of community consultation enable the representation of minorities’ perspectives in Australian language policy. The current formal methods of community engagement are public hearings and written submissions, but it is unclear whether this process results in accurate representation of communities in policy, particularly for typically underrepresented groups such as immigrant and indigenous Australians. Through a combination of document analysis and interviews with policy and community stakeholders, it is hoped that this research will illuminate flaws and strengths in current models of community engagement, and be able to suggest alternative methods of community engagement that will improve community representation.

MATTHEW HOLT

Working Title: Sexual Orientation and School: The Beliefs, Behaviours and Practices of Secondary School Teachers Supervisors: Dr Helen Stokes and Dr Kylie Smith

This thesis is a critical study of heteronormativity in secondary schools and how it is expressed in the beliefs, behaviours and practices of secondary school teachers. Despite significant policy changes designed to combat homophobia in schools, the ideology of heteronormativity continues to pervade both policy and classroom practice. This study aims to examine whether an action research process of knowledge, observation and reflection can change the existing beliefs of a group of teachers and whether these changes influence behaviour and classroom practice with regards to sexual orientation.

BRUCE HURST

Working Title: What Does Good School Age Care Look Like? Seeking the Perspectives of Children Aged 9 to 12 Years. Supervisors: Dr Kylie Smith and Associate Professor Helen Cahill

This thesis will investigate the opinions of older children (9 to 12 years) about what makes a good Outside School Hours Care (OSHC) program. Practitioners often regard older children, a minority in OSHC, as more difficult to work with than other age groups. The study will take a critical view of whether the older child is inherently problematic, or whether there are structural and cultural factors that influence the suitability of OSHC for older children. This research will adopt a participatory research methodology, positioning children as co-researchers and allowing them the space to form a view about what constitutes good OSHC for older children. It will be informed by poststructural ideas of power, knowledge and identity construction. These theories will be used to question and disrupt the commonly accepted position that adults are most expert in the lives of children, and best able to judge how OSHC should look for older children.

SANGAY JAMTSCHO

Title: Implementing a Whole-School Approach to Student Wellbeing: A Study Examining the Challenges Experienced by Bhutanese and Australian Teachers in Wellbeing Leadership Roles Supervisors: Professor Johanna Wyn and Associate Professor Helen Cahill

Despite growing recognition that the promotion of student wellbeing is an important dimension of education in its own right, its implementation in schools remains challenging. This study investigated the challenges of implementing whole-school approach to student wellbeing promotion in secondary schools in Bhutan and Australia; by looking at how key implementers in these schools perceive their roles, and what they see as the key drivers, barriers, and facilitators. Findings suggest challenges along three inter-related themes of meaning, context, and time.

CASSANDRA KOTSANAS

Title: Children’s Participation in Theory and Practice: (Re)theorising the Everyday Enactment of Children’s Participatory Rights with Early Childhood Educators

Supervisor: Dr Kylie Smith and Ms Margaret Coady

This participatory action research project sought to generate and promote critical and ethical early childhood theories and practices to support the enactment of children’s participation rights. Eight early childhood educators engaged in interviews, group meetings, their own action research projects and collaborative analysis processes to explore and create new possibilities for children’s participation in the every day in early childhood settings. Using a poststructural conceptual framework for analysis with an emphasis on Derridean deconstruction and an ethic of hospitality this research explores possibilities for an ethics through which educators may encounter and interact with each child as other, rather than normalising children and their participation.
In response to the Education Departments’ directive requiring the adoption of learner-centered teaching practices as a strategy to improve learning outcomes in the Philippines, this study will investigate the understandings and practices of Learner-Centered Instruction and Teacher-Centered Instruction of public school teachers in disadvantaged communities, and the perceptions of students about their teachers’ instruction. To achieve this aim, this study will use ethnographic methods to study the teaching practices and student responses within one junior high school class from a disadvantaged rural school and another junior high school class within a disadvantaged urban school. The intensive immersive study of these two classes and each of their teachers will include classroom observations, teacher interviews, and student focus groups. This study will deepen understandings of both teacher and student perspectives about what constitute effective teaching across a range of learner-centered and teacher-centered instructional practices.

**PAT JEWELL**

**Working Title:** Understandings and support of the UN Convention on the Rights of the Children Rights

Supervisors: Dr Kylie Smith and Dr Jane Page

This research will focus on Article 12 of the 1989 UNCRC the right of children under 8 to participate in decisions that affect their lives within the family. I will be considering the barriers to children accessing these rights including the competing thinking about “parents’ rights” and “children’s rights”, the role of developmental frameworks and children and their evolving capabilities. I will be working to define “participation” and the identity and role of the parent in this context.

**SUE MENTHA**

**Working title:** Negotiating conditions of possibilities: Interrogating the concept of agency as a discursive knot in early childhood education

Supervisors: Dr Jane Page and Professor Johanna Wyn

The idea of children’s agency is increasingly visible in rights, curriculum and pedagogy literature and more recently early childhood education frameworks, yet the concept is rarely the focus of deconstruction or sustained critical analysis in the sector. Conversely, philosophical questions of autonomous agency tend to elide the ethical considerations of child-adult distinctions and status. The core questions of the thesis ask in what ways a conceptual space can assist in rethinking the agency of children in the current profusion of regulation. A conceptual exploration of agency highlights a complex textual assemblage within a shifting matrix of early childhood ideology. Humanist, post-humanist and decolonising perspectives assist in analysis of current reform and frameworks in the Australian context, identifying patterns of technologies of normalisation. Instances of lived experience contribute insights into contradictions and difference, identifying hybrid practices disrupting accounts of dominant methodologies of education. The thesis holds open a space in which disparate discourses challenge ‘agency’ and the relationship to childhood, being and becoming. The study suggests that such an assemblage can be thought of as a discursive knot where self, subjectivity and freedom-thinking collide; that technologies for normalisation place obstacles against conditions for potential; and that multiple knowledge systems can be applied to the task of theorising difference in education.

**BERNADETTE MURPHY**

**Working title:** Cultural Competence for Pre-Service Teachers - How Effective are Cultural Competence Frameworks in Achieving their Aims?

Supervisors: Professor Johanna Wyn, Dr Kylie Smith and Associate Professor Shaun Ewen

This research will explore how Cultural Competence is defined within the literature in relation to pre-service teacher education. Cultural competence has become a widespread and often unquestioned aspect of professional development for teachers. The Australian Professional Standards for teachers now includes two standards specific to Indigenous Education and the National Curriculum also mandates Indigenous content. The aim of a culturally competent workforce is to provide teachers who will produce better educational outcomes for students and in particular Indigenous students. This research will question whether the current frameworks are adequate to support this. It will be a case study of teacher education at The Melbourne Graduate School of Education (MGSE). The research will engage with Critical Pedagogy and Critical Race Theory.

**SAMANTHA RATMAN**

**Title:** Young People and Global Citizenship: Identity, Belonging, Participation and the New Possibilities for Civic Practice

Supervisors: Dr Ani Wierenga, Professor Johanna Wyn and Professor Julie McLeod

This research project seeks to understand the changing nature of civic life for young people in Australia. It examines three central questions about how young people understand
citizenship, how they practice it, and how citizenship curriculum can support new forms of civic practice. The findings of this research are intended to inform conceptual understandings of civic education processes and support the development of global education programs.

KELLY ROBERTS

Working title: Renewing the Purpose(s) of Australian Education in the Twenty-First Century Supervisors: Professor Simon Marginson and Professor Johanna Wyn

What ought the purposes of education be? This is a complex and perpetual question. Purpose has great import for all stakeholders, and for the processes of innovation, policy reform and educational change. Nonetheless, it is impossible to define educational purposes in absolute terms - in large part due to ingrained notions of educational purposes, prevailing debates across scholastic cultures and ideological traditions, and the rapidly changing contextual conditions shaping life in the 21st century. A more coherent framework is needed to contribute to the ongoing understanding of what educational purposes ought to be.

I have conducted an extensive exploratory synthesis, applying the lens of complexity theory in an attempt to develop a useful conceptual framework. The inherently indeterminate nature of purpose is acknowledged, as is the interconnectivity of purpose in education (a) with ultimate human values and ideals of excellence, and (b) with context. The exploratory synthesis attempts to navigate the complexity of existing notions of purpose, and identify the key social, economic, political, environmental, cultural and technological conditions from which the future purposes of education and reform in Australia will emerge.

SARAH ROSENFELD

Working Title: A Needs Assessment Regarding Programs for Russian Adolescents in Orthodox Jewish Day Schools: A Comparative Case Study Supervisors: Professor Johanna Wyn and Dr Helen Stokes

Ultra-Orthodox Jewish Day Schools devote considerable time to advanced Jewish studies. When students join at the secondary level with limited or no previous Jewish education, the schools face an enormous challenge of providing appropriate programming to facilitate integration into the mainstream classroom and the broader school community. This qualitative study, focussing on parent and student voices, examines how two orthodox Jewish schools educated first and second generation Russian students who entered the schools at various levels and the impact this educational experience had on the students’ Jewish identities and observances. The aim is to inform best practice in educational programming.

CECILIA HOK-MAN WONG

Working Title: Career Switchboard: The Early Career Transitions of Women Supervisors: Professor Johanna Wyn and Dr Helen Stokes

Recognising the social change in the pursuit of career, this study aims to examine how career identity and social relationships affect the decision making of young working women during their career transitions. It draws on the concept of career as protean and boundaryless, as individuals manoeuvre their development based on their values, and are no longer limited by the organisational or occupational boundaries. In this context, career identity and social relationships, play a vital role in shaping and making sense of the career decisions. I propose to use both survey and individual interviews to collect data from Australia and Hong Kong. The significance of this study is fourfold. First, it acknowledges the paradigm shift of career, and responds to the call for further exploration of protean and boundaryless career categories. Second, it recognises the role of women in workplace, and pioneers to study their early work transitions. Third, it reduces the knowledge gap in career development in Eastern societies, and contributes to multiculturalism. Fourth, it devises valuable insights for career counselling.

DOCTOR OF EDUCATION

CHALUKULU BILINZOZI

Working title: Sport and Youth Development: The Practice of Sport – Oriented Youth Development Programs in Tanzania Supervisors: Professor Johanna Wyn and Dr Hernán Cuervo

Globally, sport is one of the most popular organised physical activities and an avenue that provides youth with opportunities to experience positive youth development. Irrespective of gender, ethnicity, social background or other differentiating factors, sport provides multiple benefits for children and youth; promotes greater academic performance, self-esteem, responsible social behaviour, strong social connections with peers and organisations and an appreciation of personal health and fitness. However, despite its popularity and the positive values that sport can render, there is a dearth of research that can provide systematic evidence about the quality of practice of sport-oriented youth development programs in Tanzania. Therefore, this study is set out to address this gap within youth development framework. In particular, the study aims to provide research evidence through examining the quality of practice of youth sport programs which integrate sporting activities with life skills education in Tanzania. The study is guided by the Generic Youth Development Framework (GYDF), which articulates standards that can be applied in any generic world-class youth development program.

KIRSTEN COURTNEY

Working Title: Young Children’s Perceptions of Bullying Supervisors: Professor Julie McLeod and Dr Kylie Smith

The aim of this research is to gain knowledge about how children in the early primary school years understand bullying, in the forms of both physical and non-physical behaviours. Specifically, I wish to perform an in-depth analysis of children’s responses to a series of bullying vignettes (hypothetical scenarios) to examine how children’s perceptions of bullying might vary according to both their own gender and the gender of the characters in the vignettes. Findings from this study are informed by concepts drawn from feminist accounts of identity, such as Judith Butler’s theory of gender performativity and intersectional theories of identity. This research is situated in relation to findings from existing research (which is mostly quantitative and focused on older children) and considered in light of implications for educational programs and practices in this area, notably in terms of strategies on how to better manage or minimise the negative effects of bullying among young children.

VAOIVA PONTON

Working Title: An Investigation of Samoan Student Experiences in Homework Study Groups in Melbourne, Australia Supervisors: Professor Johanna Wyn

This research examines Samoan student experiences in two Homework Study Groups in Melbourne using a researcher-practitioner approach. The study highlights the need for teachers to acknowledge students’ preferred learning methods, especially those of minority
backgrounds like the Samoan participants in this study. Samoan symbolic meanings from traditional tattoos and decorative ornaments are used as metaphors to describe the positive responses provided by participants in this study. Similar to the way in which the tatau (tattoo) symbols used in ritual tattooing for Samoan men and women represented readiness to serve one’s family and extended community, educational aspirations and employment pathways are explored from a participant perspective as a way of serving and supporting their migrant families in Melbourne. Through a detailed investigation of the experiences of students in two homework study groups in Melbourne, this study finds that students and their families place a high priority on learning, but their cultural practices mitigate against standard Western learning approaches. The homework study group provided a social space in which students could ask the teacher questions without fear of appearing foolish and could apply themselves to study. It provided a physical space away from the demands that Samoan families place on their young people so that they could study and it provided a cultural space in which the students could learn according to fa’aSamoa (traditional values and beliefs).

This study makes a contribution to knowledge of what motivates Samoan students to learn, what concerns them and the impediments this group of young people experience whilst living in Melbourne, filling a significant gap in the literature. It also offers insight into the strengths that setting up a specific space for students provides, with the specific intent of influencing the merging of traditional Samoan and Western ideas to further learning and understanding. Participants of this study indicated the Homework Study Groups established, provided structure and learning strategies that improved academic outcomes. It was not only a space participants felt they could seek assistance and support from a teacher/researcher who understood the importance of understanding their cultural values and beliefs, it was also a space where participants felt safe to express their high and lows regarding their educational experiences.

**MASTER OF EDUCATION**

**LEANNE HIGHAM**

Working Title: *Bodywork and Boys in Single Sex Schools*  
Supervisors: Professor Johanna Wyn and Dr Dianne Mulcahy

**CHRISTINE MARCINIAK-STUECKLE**

Working Title: *Teachers Catering to the Wellbeing Needs of Unaccompanied Minor Asylum Seeking Students: A Case Study of Teachers at an ELS in Melbourne, Australia*  
Supervisor: Associate Professor Helen Cahill

**REBECCA SIMPSON-DAL SANTO**

Working Title: *Thinking about Identity in the Early Years Learning Framework*  
Supervisor: Dr Kylie Smith

**MASTER OF PHILOSOPHY**

**ANNE FARRELLY**

Working Title: *Understandings of Childhood in the Investigation and Prosecution of Child Sexual Abuse Cases*  
Supervisor: Dr Kylie Smith

**CELEBRATING 25 YEARS OF THE YOUTH RESEARCH CENTRE**
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 2014, the Centre produced the following publications:

BOOK CHAPTERS


JOURNAL ARTICLES


RESEARCH REPORTS


PRODUCTS, RESOURCES, KITS


OTHER


Film: As part of the celebration and promotion of the Young African Men’s Program, Malcolm Turnbull took part in an interview for a short film, ‘The Young African Men’s Project’, produced by David Hakizimata, Augustine Daw and Nuredin Hassan for Centre for Multicultural Youth.

KEYNOTE ADDRESS

**Kylie Smith**

Challenging beliefs, culture and values for inclusion. Rekindle the Passion Conference, 8 March 2014, Peregian Springs, Queensland.

**Johanna Wyn**

Rethinking youth in the Asian century. Youthful Futures International Conference, 5-7 May 2014, National University of Singapore, Singapore.


What we know and what we don't know about young people: A 25-year retrospective. Centre for Multicultural Youth 25 Year Celebration, 9 September 2014, The Wheeler Centre, Melbourne.

Mobilities and rural youth. Academy of Social Sciences Australia Symposium: Mobilities and Belonging across the Life Course, Perth, 3-4 November 2014, University of Western Australia.


INVITED ADDRESS

**Kylie Smith**


Rhizanalysis of understandings of women as leaders in early childhood. The Early Childhood Seminar Series, 1 September 2014, The University of Auckland, New Zealand.

**Helen Stokes**


**Johanna Wyn**

Researching rural youth. Youth Outside the Northern Metropole Conference, 29 August 2014, Crowne Plaza, Newcastle.

**CONFERENCE PAPER, PRESENTATIONS & SEMINARS**

**Cuervo, H.**

Rural students talking about social justice: Towards a better understanding of a contested term. American Educational Research Association, 8-12 April 2014, Philadelphia, USA.

Teachers and administrators speak! Examining the concept of social justice in education in a neoliberal age. XVIII ISA World Congress of Sociology, 13-19 July 2014, Yokohama, Japan.

**Farrelly, A.**


**Stokes, H.**

Young people struggling at the margins to engage with education. Australian Association for Research in Education, University of Melbourne, Australia.

**Cuervo, H., Crofts, J., & Wyn, J.**


**Cuervo, H., Crofts, J., & Wyn, J.**

A more tenuous pathway? Examining the nexus between education - work for two generations of Australians. The Australian Association for Research in Education, 30 November-4 December 2014, Brisbane, Australia.

**Cuervo, H., Crofts, J., & Wyn, J.**

A more tenuous pathway? Examining the nexus between education - work for two generations of Australians. The Australian Association for Research in Education, 30 November-4 December 2014, Brisbane, Australia.

**Kumar, D., & Stokes, H.**


**Cuervo, H., Crofts, J., & Wyn, J.**


**Cuervo, H., Crofts, J., & Wyn, J.**

A more tenuous pathway? Examining the nexus between education - work for two generations of Australians. The Australian Association for Research in Education, 30 November-4 December 2014, Brisbane, Australia.

**Cuervo, H., Crofts, J., & Wyn, J.**


**Kumar, D., & Stokes, H.**


**Cuervo, H., Crofts, J., & Wyn, J.**

A more tenuous pathway? Examining the nexus between education - work for two generations of Australians. The Australian Association for Research in Education, 30 November-4 December 2014, Brisbane, Australia.

**Kumar, D., & Stokes, H.**


**Rice, S., Polesel, J., Klatt, G., & Stokes, H.**


**Smith, K., & Alexander, K.**


**Smith, K., & Alexander, K.**


**Kumar, D., & Stokes, H.**


**Rice, S., Polesel, J., Klatt, G., & Stokes, H.**


**Smith, K., & Alexander, K.**


**Stokes, H., & Aaltosen, S.**

Young people, identity, class and family. Youth Research Centre Seminar, 16 December 2014, Melbourne Graduate School of Education, University of Melbourne, Australia.
## AUSTRALIAN PARTNERSHIPS

**Asia Pacific Interagency Task Force for Young People and HIV**

Sally Beadle continues to be a member of this taskforce which brings together a number of organisations in the region working with and for young key populations at higher risk of HIV exposure.

**The Australian Sociological Association’s Youth Thematic Group**

Julia Coffey is the Co-convener of The Australian Sociological Association’s Youth Thematic Group. The Sociology of Youth Thematic Group aims to facilitate all sociological based research relating to young people. The group provides a collegial forum for collaboration and supportive engagement between youth researchers at all points in their careers. The group advocates for sociological perspectives in multi-disciplinary projects and public debates around young people. It also supports publicly engaged youth sociology aimed at improving conditions for young people in Australia and elsewhere through sociologically informed policies and programs.

**Australian Youth Affairs Coalition (AYAC)**

Hernán Cuervo represents the YRC on the Policy Advisory Council of AYAC. This committee includes state peak bodies for youth, national youth organisations, youth led organisations and young people.

**The Rural Education Special Interest Group, for the Australian Association for Research in Education (AARE)**

Hernán Cuervo is the Co-convener of The Rural Education Special Interest Group, for the Australian Association for Research in Education (AARE).

**School Council of the Parkville Detention Centre School: Parkville College**

Helen Cahill sits as the Vice-Chancellor’s nominated representative in the University of Melbourne position on the school council of Parkville College, in lieu of the place normally held by parents in a conventional school council.

**Youth Studies Network, Coordinated by Associate Professor Anita Harris, Monash University**

Johanna Wyn is a member of this network.

**Murrup Barak Associates Forum and Racial Literacy Forum**

Bernadette Murphy sits as a member of Murrup Barak Associates Forum and Racial Literacy Forum.

## INTERNATIONAL PARTNERSHIPS

**Red de Comunidades Rurales, Argentina.**

In 2014, Hernán Cuervo continued to provide advice to the Red de Comunidades Rurales as an ongoing member of the Foundation’s Board Advisory Council.

**Institute of Work and Psychology– Bremen University, Germany**

Helen Stokes over the last 4 years has worked with Masters Students at Institute of Work and Psychology – Bremen University at the Work Identity and Globalisation Conference. In 2014 she was invited to teach undergraduate students at Bremen University in Intercultural Psychology. Three students from Bremen University have visited for three months to work on their Masters theses.

## Events

**Honoring the Child, Honoring Equity 14 Conference: Embracing diverse identities**

Melbourne, Australia 21-22 November 2014

Youth Research Centre Seminar Series

A monthly seminar series presented by section editors of YRC Springer Handbook of Children and Youth Studies building on the themes presented within each section. University of Melbourne, Australia.

## Honorary Staff

**Margaret Coady,** Honorary Research Fellow

**Professor Bronwyn Davies,** Honorary Research Fellow

**Dr Audrey D’Souza Juma,** Honorary Research Fellow

**Roger Holdsworth,** Senior Research Associate

**Dr Sue Lopez,** Honorary Research Fellow

**Professor Glenda MacNaughton,** Honorary Professorial Fellow

## Visiting Scholars

**Sandra Schulz,** University of Bremen, Germany (17 February-16 May 2014)

**Tanja Strecker,** University of Lleida, Spain (17 June-26 September 2014)

**Professor Iriana Sanchez Alvarex,** University of Oviedo, Spain (7 July-2 September 2014)

**Professor Mitsuhiko Yonetani,** Seinan Gakuin University Japan (1 September 2014-31 March 2015)

**Pia Jorling,** University of Bremen, Germany (11 September 2014-28 February 2015)

**Professor Binod Khadria,** Zakir Husain Centre for Educational Studies, School of Social Sciences, Jawarharlal Nehru University India (22 September-17 October 2014)

## Interns

**Samuel Brand,** Swinburne University of Technology (4 August-31 October 2014)

**Briar Mikus,** University of Melbourne (18 August-31 October 2014)
Awards

Helen Cahill, Sally Beadle and Julia Coffey

MGSE Staff Engagement Award 2014: New Gen Leadership Short Course for Young People in the Key Populations for HIV in the Asia-Pacific Region.

Helen Cahill

Vice-Chancellor’s Engagement Excellence Award 2104 for partnership with Youth LEAD and UNESCO in New Gen Leadership Short Course for Young People in the Key Populations for HIV in the Asia-Pacific Region.

Bruce Hurst

Awarded the Freda Cohen Prize for his Masters Thesis.

Helen Stokes and Malcolm Turnbull

An award by the Centre for Multicultural Youth in recognition of the YRC’s support and contribution to the Young African Men’s Program 2009-2014.

Johanna Wyn

MGSE Distinguished Researcher Award.

Malcolm Turnbull & Helen Stokes receiving their award from the Centre for Multicultural Youth

PhD student Jessica Crofts presenting at the International Sociological Association’s World Congress of Sociology Conference in Yokohama

Students from Hume Central Secondary College involved in the Building Resilience Social and Emotional Learning Project

Postgraduate students at the Youth Research Centre’s Postgraduate Study Circle