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Centre Profile

The Youth Research Centre is located within the Melbourne Graduate School of Education at The University of Melbourne. It was established in 1988 in response to a recognised need by the youth affairs sector for relevant and up to date research on the issues facing young people today. The centre has expertise in research, program development, evaluation, teaching, training and research supervision. Staff offer a range of skills for projects and consultancies in both Australian and international settings.

The Centre:

• Has twenty years’ experience of research, evaluation and program development in areas of education, health, employment, human rights, youth affairs, youth development and participation, community development and capacity building, regional and rural issues, disadvantage and policy analysis for a diverse range of groups.

• Has expertise in research on youth health issues, social justice, gender, equity, justice, training and employment issues, geographic mobility, compulsory and post-compulsory education, drug education, sexuality education, youth participation and post-school pathways.

• Is committed to encouraging young people’s participation and advocating for young people in the development of policy and in research.

• Has a proven record of major project support, evaluation and research undertakings on a range of policies and programs, and a substantial current program of research, program development and evaluation.

• Places an emphasis on the importance of holistic, interdisciplinary and integrated approaches by those who are in training to work with young people.

• Coordinates the Master of Youth Health and Education Management and contributes to the Master of Student Wellbeing. These post-graduate programs equip professionals from across the youth, health and education sectors to deal more effectively with the problems that face young people. In addition the Centre plays a central role in pre-service teacher education through the Master of Teaching with an emphasis on subjects that address the promotion of student wellbeing. The Centre contributes to teaching of adolescent health in the medical faculty via the Hands on HEADSS initiative and in the Nossal Centre for Global Health course in International Adolescent Health.

• Has a publication series of Research Reports (on-line and text) that ensure timely dissemination of research findings.

• Has ongoing links and partnerships with a range of research agencies in Government, schools, universities and private business throughout Australia and internationally.

• Provides a base for many local and international PhD students to complete their research on a diverse range of issues relating to youth.
In 2008 the Centre maintained a strong profile in research and development across its three research programs: Youth Transitions; Youth Health and Wellbeing; and Youth Engagement and Participation in Education. In summarising the year’s activities, I highlight the following. Across the three research areas the Centre managed 17 projects, including two ARC projects. Its publications included five monographs in the Centre’s Research Report series and two books. Ani Wierenga’s book titled Young People Making a Life was published by Palgrave in 2008 and the second edition of Johanna Wyn and Rob White’s Youth and Society was published by Oxford University Press. Two PhDs were awarded during the year - congratulations to Dr. Helen Cahill for her thesis Learning Partnerships: the use of poststructuralist drama techniques to improve communication between teachers, doctors and adolescents and to Dr. Julie Green for her thesis Bringing Literacy to Life: investigating literacy in health promotion.

In addition to being a very productive year, 2008 was one of significant change for the Centre. Helen Cahill was appointed to a lectureship within the Melbourne Graduate School of Education, formalising her profile as a contributor to the Master of teaching and the Master of Education (Student Wellbeing). Helen has continued to build a suite of research projects, expanding the Centre’s international profile for research and development in Vietnam and Hong Kong. This development enabled the Centre to employ Michelle Pose who joined the Centre to work with Helen on these projects. Ani Wierenga took up her Future Generation Fellowship developing a research program on the social and structural conditions that support young people’s wellbeing. The three-year ARC Linkage project, called Youth-Led Learning with Ani as the leading Chief Investigator, was implemented in 2008, involving the appointment of Sally Beadle and Sam Ratnam to the project team. During 2008 Debra Tyler took the decision to focus on her teaching responsibilities, coordinating the final cohort of Diploma of Education students and two subjects in the Master of Teaching. These developments provide the Centre with a balance of research and teaching functions and the strengthening of the Centre’s teaching provides an important mechanism for delivering research-led teaching in the Melbourne Graduate School of Education. In another development, Helen Stokes was awarded a University Fellowship to complete her PhD during late 2008 and into the first months of 2009. We also welcomed Malcolm Turnbull back to the Centre to assist Helen Stokes across several projects. There has also been loss. Rhonda Christopher’s husband, Nick Christopher died suddenly in November 2008. We extend our condolences to Rhonda and her family and offer our support as she faces one of life's most difficult transitions.

In addition to the research and development projects, the Centre’s international links were fostered in a variety of ways including a one-year visit by Dr Koichi Komikawa from Hosei University, Tokyo; Ani and Johanna’s involvement in the School’s annual international workshop with staff from the London Institute of Education and the Faculty of Education, University of Wisconsin; attendance and keynote presentations at international symposia.

I would like to thank the entire Youth Research Centre team for an outstanding effort in 2008. On behalf of the Centre I acknowledge the support by Research Associate Roger Holdworth for Centre projects and programs and by Professor Bronwyn Davies who holds an honorary professorship in the Graduate School of Education, for being available to give advice to staff and students of the Centre about their work. I would also like to extend thanks to Helen Cahill for her contributions throughout the year as Deputy Director of the Centre.
2008

RESEARCH & CONSULTANCIES

Creating Connections
Sexuality Education
Project
Ford Foundation

Education Foundation/
Foundation for Young
Australians Project Suite
Evaluation
• Worlds of Work
  (WOW) Pilot Project
• 2007 Step Up Program
• City Centre Program
• ruMAD?
• Opportunity
  Scholarships Program
• Back to School
  Program
• Reimagining Learning

Evaluation of The Koori
Youth Alcohol and Drug
Spiritual Healing Service
The Youth Substance
Abuse Service

Future Builders Program
Social Ventures Australia

Inter-agency
approaches to
promoting adolescent
health in the Asia-Pacific
region
UNICEF

Life Education Activity
Program, Hong Kong
LEAP HongKong

Learning Partnerships
Project
University of Melbourne
Vice Chancellor’s
Innovation in Learning
and Teaching Grant

Making a Rural Village:
the dynamics of
transformation, hope
and sustainability
University of Melbourne
Early Career Researcher
Grant

PARTY project
Australian Health
Ministers Advisory
Council (AHMAC)

Pathways then and now:
New student transitions
to adulthood in a
comparative context
ARC (Discovery)

Research on the
occupational health
and safety knowledge,
skills and behaviours in
compulsory and post-
compulsory education
WorkSafe Victoria

School Drug Education
Efficacy Trial
Department of Education
and Early Childhood
Development, Victoria

Taking Risks and Taking
Care: Young people,
preventative health
discourses and self care
ARC (Discovery)

Training needs analysis
for Youth Union: HIV/
AIDS Prevention among
Youth Project
Vietnam Ministry
of Health, Office of
Population and Planning

Youth Advisory Group
Training Workshops for
Youth Union: HIV/AIDS
Prevention among Youth
Project
Vietnam Ministry
of Health, Office of
Population & Planning

Youth-led learning: local
connections and global
citizenship
ARC (Linkage)

Youth Services Trends
and Needs
Monash Youth and Family
Services
Project Descriptions

Creating Connections Sexuality Education Project – Booster Training. Women’s HIV/AIDS and Reproductive Health Centre (WARC). Women’s Union Vietnam

Duration: 2007 - 2008

Funded by: Ford Foundation

Staff contact: Helen Cahill

The curriculum of the 12-session interactive gender and sexuality program Creating Connections project was developed for use in women’s and girls’ clubs in Vietnam. Trainers leading the year-long program commenced in 2007 with an initial 5-day training program. In 2008 they received a 4-day booster training following the collection of formative feedback and site visits to observe the program in action.

Education Foundation/Foundation for Young Australians Evaluation Suite Project

Duration: 2008

Commissioned by: Foundation for Young Australians (FYA) / Education Foundation Australia (EFA)

Staff contacts: Helen Stokes, Malcolm Turnbull

In its commitment to ensuring educational equity and excellence within the public school system, Education Foundation Australia (since June 2008, part of the Foundation for Young Australians) has sought to address the complex learning needs of secondary students defined as “disadvantaged” through implementation of a range of educational initiatives and community partnerships. Beginning in 2008, FYA has commissioned the YRC to undertake formal evaluation of a suite of programs that seek to promote school/community partnerships and to offer Middle Year Secondary students authentic exposure to the corporate diversity of the Melbourne CBD. The individual projects are explained briefly below.

1. Worlds of Work (WOW) Pilot Project

As one component of the evaluation process, the YRC examined the impact and delivery of the Worlds of Work (WOW) Pilot program. A five day sequence of activities and workshops, based at FYA’s City Centre premises, WOW aims to enhance students’ connectedness to Melbourne, provide opportunities for them to develop personal strengths and skills and to explore definitions of success in work and life.

Findings from this evaluation have been published online as ‘Succeeding in the Global Worlds of Life and Work: Evaluation of the Worlds of Work Pilot Project’, www.educationfoundation.org.au/downloads/WOW%20Final%20Evaluation%20(9-5-08).pdf

2. 2007 Step Up Program

For this evaluation, researchers examined the impact and delivery of the STEP UP Program, a leadership initiative, designed for Year 9 secondary students and based at FYA’s Melbourne Central premises. The residential program comprises a five day sequence of activities and workshops aimed (a) at engaging participants through access to, and interaction with, role models and mentors, and (b) at providing opportunities skill development. In addressing and amplifying the central theme ‘What is Leadership? What does it mean to you?’, the program focuses on the Key learning areas of Independent Learning, Trust and Responsibility, Awareness of Self and Personal Strengths, Empathy, Teamwork and Leadership, and Connections to Melbourne.

The YRC’s findings are contained in the report ‘Learning to Lead: Evaluation of the 2007 Step Up Program’.

3. City Centre Program

City Centre (now Cityscape) has been EFA’s flagship City Learning program since 2003, catering annually for more than 3500 Middle Years students across more than 50 Victorian Secondary schools. Over 70% of participating settings are defined as ‘Disadvantaged’ or ‘Highly Disadvantaged’ according to Like School Group (LSG) classifications. The program offers participants a rigorous five day sequence of educational and motivational workshops and action research activities that actively embrace ‘classroom without walls’ and ‘city as classroom’ concepts.

The YRC’s findings are contained in the report ‘Reach, Research & Reflect: an Evaluation of the City Centre Program’.
4. ruMAD?

Evaluation of the 2008 Delivery of the ruMAD? (Are You Making a Difference) Program was a component of the AYRC’s partnership with FYA/EFA (see above). The program aims to encourage, educate and empower young people to “make a difference” and facilitate social change within their schools and local communities. Over 1000 schools have participated in ruMAD? since its inception in 2001, either by organising an ruMAD? day, by initiating an ruMAD? (Social change) project, by supporting the ruMAD? Student Foundation, or by becoming an ruMAD? Student Ambassador. 237 schools in five Australian states took part in ruMAD? in 2008.

Findings from this evaluation are contained in the report ‘Real Engagement with Real Issues: an Evaluation of the ruMAD? Program’

5. Opportunity Scholarships Program

For this evaluation the YRC examined the delivery and impact (in July-December 2007) of the Opportunity Scholarships Program. Opportunity Scholarships and Opportunity Grants are awarded as a means of assisting public school students to “pursue their talents and aspirations”, and articulate EFA/FYA’s central vision of a public education system that inspires and enables all young Australians “to achieve their best”. 243 students successfully applied for Opportunity Scholarships, and four schools were awarded Opportunity Grants, during 2007.

The YRC’s findings are contained in the report ‘Targeting and Engaging Talent: an Evaluation of the Opportunity Scholarships Program’

6. Back to School Program

Back to School seeks to celebrate the achievements of the Australian public school system by reconnecting schools and alumni, thereby providing young people with access to potential role models. 110 high profile Australians took part in Back to School events across 368 schools in 2008.

The findings are contained in the report ‘Celebrating and Modelling Achievement: an Evaluation of the Back to School Program’.

7. Reimagining Learning

Further to the sequence of evaluations of individual educational programs (see above) the YRC’s partnership with FYA included preparation of a major report aimed at gauging the overall success of the programs in addressing issues of disadvantage and disengagement in schools through provision of student-centred learning activities, both at school and offsite. In context of a growing trend by schools to adopt EFA/FYA programs on an increasingly committed basis, Reimagining Learning aimed to address issues of delivery and impact including integration of programs into curricula, access to multiple programs, the value of programs as Teacher PD and in terms of Innovative or Next Practice in schools. In examining the impact of programs on Student Engagement and in addressing factors related to socio-economic disadvantage, the report drew primarily the experiences of three case study schools. Supporting data was drawn from individual Program evaluations.

EVALUATION OF THE KOORI YOUTH ALCOHOL AND DRUG SPIRITUAL HEALING SERVICE

Duration: 2007 - 2010

Commissioned by: The Youth Substance Abuse Service

Staff contact: Bern Murphy

The Koori Alcohol and Drug Healing Service is a partnership between Ngwala Willumbong Co-operative and the Youth Substance Abuse Service (YSAS). It is a residential rehabilitation service for Koori people 15 – 20 years of age with alcohol and other drug-related problems. The interim site is located in Bittern on the Mornington Peninsula 120 kilometres north east of Melbourne. The first group of young people started in the program in July 2007.

The YRC has been commissioned to work alongside YSAS to support the development of an evaluation framework using an action research approach. The first report provided a program update and outlined the research approach in the implementation phase of the project. During the second phase of the project a DVD was made by the researcher that documented both the development of the service and learnings from the workers. The data gathered will be used to inform other services in relation to their program and document the Healing Track as part
of the rehabilitation process for young people. The DVD also outlines the cultural components of the Service. At this stage the evaluation is formative as outcome evaluation will occur as the Service develops.

**Future Builders Program**

Duration: 2007-2008

Commissioned by: Social Ventures Australia (Research Partnership)

Staff contacts: Johanna Wyn, Ani Wierenga

The Future Builders Program is a program of Social Ventures Australia, (SVA). SVA is an independent non-profit organisation which aligns the interests of philanthropists with social entrepreneurs in order to combat some of Australia’s most pressing community challenges.

Within the Future Builders Program, 11 participating youth organizations (NGOs) from across Australia have been supported in their work with young people. The programs work in the areas of young people’s learning and work, transitions and wellbeing. The objective of the Program is to articulate what works, and why, within the participating programs in order to inform ongoing program development, delivery and evaluation. This learning is significant both for participating programs and for the youth sector more generally.

In October 2007 the Youth Research Centre commenced its role as Research Partner to the Future Builders Program. In this role the Centre is supporting the development of an Evaluation Toolkit for the program, and providing input into the design of the Evaluation Framework, ensuring rigour and the best possible fit for the purpose of identifying “what works and why”. A key focus of the Youth Research Centre has been supporting organizational learning for all involved.

The evaluation framework has been designed and implemented by Regina Hill of Effective Consulting, in partnership with research and evaluation staff within each organization.

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**Inter-agency Approaches to Promoting Adolescent Health in the Asia-Pacific Region**

Duration: December 2008

Commissioned by: UNICEF

Staff contact: Helen Cahill

In December 2008 the regional leaders of Asia-Pacific adolescent health for World Health Organisation held their first shared strategic meeting to develop priorities for addressing adolescent health in the region. Key consultants and technical advisors contributed to the discussion, along with representatives from 8 countries in the region. Dr Helen Cahill participated as a technical adviser to UNICEF and additionally took the role of drafting the report of the meeting.

**Life Education Activity Program. Hong Kong: a collection of curricula for secondary students addressing anti-smoking education, Internet Addiction, and Body Image**

Duration: 2008 - 2009

Commissioned by: LEAP Hong Kong

Staff contacts: Helen Cahill, Michelle Pose

Each of these projects entailed a needs analysis involving the use of focus groups and drama workshops to explore students’ perspectives on issues related to drug use, body image and internet use and misuse. Curriculum and training manuals were then developed along with video scenarios and animations to use as discussion triggers in the classroom. A participatory process was used to develop the videos whereby young people were consulted via drama workshops, and then ultimately worked as the actors in the scripted scenarios with film shoot to capture the final products to professional standards.
Learning Partnerships Project

Duration: 2003 - 2008

Funded by: University of Melbourne Vice Chancellor’s Innovation in Learning and Teaching Grant

Staff contacts: Helen Cahill, Bern Murphy

The Learning Partnerships project involved school students participating in workshops with classes of pre-service teachers and doctors in order to assist them to gain skills and insights which would assist them to communicate more effectively with young people about social health issues which impact their wellbeing and learning. The schools involved included Princes Hill Secondary College, University High School, Eltham College City Campus, and St Margaret Mary’s Primary school.

Making a Rural Village: The Dynamics of Transformation, Hope and Sustainability

Duration: 2008

Funded by: University of Melbourne Early Career Researcher Grant

Staff contacts: Ani Wierenga, Sally Beadle

This project revisits the rural town of Myrtle Vale in Southern Tasmania, the setting of a previous research study titled ‘Making a Life’ which looked at the choices and decisions of young people growing up in a socially and economically depressed rural area (Wierenga 2001). Over the past fifteen years there has been evidence of a slow process of economic recovery and restoration of social relationships in the town. This research, funded by a University of Melbourne Early Career Researcher Grant, took a closer look at the town’s rejuvenation aiming to gather information about social and economic recovery and particularly the restoration of hope in rural places. Interviews with key community members including students at the local school reveal a story of a community slowly building on its strengths and finding a place in an increasingly globalising world which often has a negative affect on rural places.

The project offers significant conceptual advances about (re)building socially sustainable rural communities and about effective leadership for these changes. The research has received additional funding from the University in 2009 to explore the important role of schools in rural community change.

PARTY Project

Duration: 2007 - 2009

Funded by: Australian Health Ministers Advisory Council (AHMAC)

Staff contact: Helen Cahill

The PARTY project led by Dr Lena Sanci, Department of General Practice, aims to research the impact of a youth-friendly approach taken by doctors, nurses and receptionists in General Practice clinics. Dr Helen Cahill provided the youth friendly clinic training for this project in conjunction with young actors.
Pathways then and now: New student transitions to adulthood in a comparative context

Duration: 2005 - 2009

Funded by: Australian Research Council (Discovery)

Staff contact: Johanna Wyn

This project represents the second phase of The Life-Patterns Project. This project is a longitudinal mixed-method study of two cohorts of young Australians making their post secondary school transitions. The first stage of the project commenced in 1991, following a cohort of young people who had just completed their secondary education. The project has now been following this group of Australians for over sixteen years. During late 2005 and 2006 a new cohort of Australian students in their final two years of high school was recruited to the life patterns project both to follow this new cohort (who were born around 1989) in their own right, and also to compare the experiences of this second cohort with those of the first cohort (born around 1973) to explore how transitions have changed over the intervening 16 years. Preliminary analysis of data from the 1991 cohort reveals that the challenge of 'finding the balance' in life continues to be a priority for many as increasing numbers of that cohort focus on having children and managing to work as well.

Analysis of the second cohort, who were aged about 19, indicate that undertaking tertiary study is much more difficult for some people than others. Participants in the lower socioeconomic quintile were more likely to discontinue their studies (8% for the lowest two quintiles, 1% for the top) and were more likely to change course (3.2 in the bottom quintile, 1.6% in the top). Interestingly, more of our participants in the highest quintile for socio-economic status deferred from study and plan to return at a later point (28%), with many undertaking a ‘gap year’ overseas, compared with our lowest quintile (16%).

Research on the occupational health and safety knowledge, skills and behaviours in compulsory and post-compulsory education

Duration: December 2007 – September 2008

Commissioned by: WorkSafe Victoria

Staff contacts: Helen Stokes, Hernan Cuervo

This research was commissioned to find out what young Victorian students (aged 15 – 18) knew about occupational health and safety, the sources and quality of their information, and whether they were able to apply it in work settings. Focus groups were conducted in metropolitan, regional and rural schools and in metropolitan and regional TAFE’s with students engaged in part-time work across a range of work sectors. 125 young people were interviewed overall. The research found that schools and teachers need to be especially aware that many young people are already working before OHS is compulsorily introduced in schools. They also must acknowledge that students who do not follow the work-related curriculum path are engaged in employment as well. Schools are strategically positioned to provide students not only with relevant OHS content but also with supporting mechanisms and resources about their rights and entitlements in relation to work and OHS. We found that young people preferred that occupational health and safety content to be taught not only through theory but mostly through practical lessons and forms including drama scenarios.

School Drug Education Efficacy Trial

Duration: 2007 - 2009

Funded by: Department of Education and Early Childhood Development, Victoria

Staff contacts: Helen Cahill, Bernadette Murphy

The Youth Research centre is participating in a partnership with Curtin University, the Department of Education and Early Childhood Development, and the Australian Drug Foundation to trial a drug education program for Year 8 students encompassing lessons about alcohol, cigarettes and cannabis. Dr Helen Cahill developed the Year 8 curriculum, and the training program for 30 teachers from 3 schools engaged in the pilot, and Bern Murphy coordinated the collection
Taking Risks and Taking Care: Young People, Preventative Health Discourses and Self Care

Duration: 2004 - 2010

Funded by: Australian Research Council (Discovery)

Staff contact: Mary O’Brien

This project investigates the ways in which young adults engage in self-care practices in relation to their own health. Three cohorts of young adults will be followed:

- young injectors at risk of hepatitis C infection;
- young women who smoke while pregnant or parenting; and
- young men who are not physically active or are at risk of obesity.

The project will provide a critical analysis of the deployment of health promotion strategies and their effects in shaping the subjectivity of young adults by drawing on these three case studies. As each of these three arenas are structured differently in terms of illegality, social acceptance, gender and class location, the study will provide important insights into the contribution of these factors to health and subjectivity. The project concludes in 2010.

Training Needs Analysis for Youth Union: HIV/AIDS Prevention Among Youth Project

Duration: 2008

Funded by: Vietnam Ministry of Health, Office of Population & Planning

Staff contact: Helen Cahill

The HIV Prevention Amongst Youth initiative is the largest youth program ever funded in Vietnam. This project entailed the conduct of a training needs analysis for the central and provincial staff involved in the project. Methodology included conducting surveys, interviews and consultation workshops with staff of the central and provincial Project Management Units to ascertain their knowledge skills and needs. A report was prepared containing recommendations to inform a two-year training plan for central and regional staff.

Youth Advisory Group Training Workshops for Youth Union: HIV/AIDS Prevention among Youth Project

Duration: 2008

Commissioned by: Vietnam Ministry of Health, Office of Population & Planning

Staff contact: Helen Cahill

One innovative feature of the HIV Prevention Amongst Youth Project in Vietnam was the establishment of youth advisory groups at both central and provincial levels. As these groups were a new feature in Vietnam, training was commissioned to equip the young advisors with skills and knowledge that would assist them to contribute both at policy-making levels and in the conduct of community-based program activities. Drama-based participatory methods were used to train young people in leadership and advocacy skills and to assist them to work with their communities around the issues of HIV prevention amongst youth.

Staff member: Helen Cahill

Above: Youth Advisory Group consultation, Hanoi
Youth-led learning: local connections and global citizenship

Duration: 2008 - 2010

Funded by: Australian Research Council (Linkage)

Staff contacts: Ani Wierenga, Johanna Wyn, Sally Beadle

Youth-led learning is a three year ARC Linkage project being conducted by the YRC in partnership with RMIT University and Plan International Australia. The project builds on a three year collaboration between Plan and its University partners to build a model of sustainable youth-led global education based on Plan’s Global Connections Program.

The Global Connections Program is a youth-led global learning initiative that aims to provide an opportunity for connection and learning between groups of secondary school students in Australia and young people in Indonesia through a series of communication and action-orientated activities. Communication pieces enable young people to understand - through their own inquiry - how personal issues can be related to wider issues and how global issues have a personal dimension.

In 2008, the research team used an action research approach and the Most Significant Change technique to explore innovative models of civic engagement and global citizenship education and also explore effective and sustainable learning partnerships (between community, schools and NGOs) which support youth-led innovation and learning.

Above: Consulting with young people at Lapas detention centre, Jakarta

Youth services trends and needs

Duration: 2007 - 2008

Commissioned by: Monash Youth and Family Services

Staff contacts: Ani Wierenga, Sally Beadle

This action research consultancy explores directions for effective local government youth service delivery in a rapidly changing social context. Through interviews with youth service providers, the project explored trends in Monash youth service delivery and the flows of young people in crisis and with high needs, through services. Forums with local young people added valuable insights and helped to make sense of workers’ observations. This information will inform assessments about whether local youth population needs are being met, any gaps, and implications for future service delivery in the area.

All Monash Youth and Family Services staff have been trained as co-researchers in this action research project, and it has been approached as an opportunity for staff development and organizational learning which has capacity to enhance integrated youth service delivery in the area.

The discussion of implications provide input toward Monash Youth and Family Services’ own services and future planning, and the City of Monash’s advocacy to external agencies regarding support that needs to be provided for local young people.
Teaching

The Youth Research Centre contributes to a range of teaching programs across the university including subjects in the Melbourne Graduate School of Education, the Faculty of Arts and the Faculty of Medicine, Dentistry and Health Sciences.

**Master of Teaching**
Helen Cahill was involved in developing and teaching the new elective *Promoting Student Wellbeing* in the Masters of Teaching. She also gave guest lectures for the Drama Methods and Health Methods classes in the Master of Teaching. Debra Tyler coordinated the subjects *Social and Professional Contexts* (core) and *Promoting Student Wellbeing* (elective). Bern Murphy was a seminar leader for *Professional Practice*, *Promoting Student Wellbeing* and *Social & Professional Contexts*.

**Master of Student Wellbeing**
Helen Cahill was appointed to a teaching position as Senior Lecturer in the Master of Student Wellbeing. Her teaching for this included the subject *Student Wellbeing: Contexts and Frameworks*.

**Master of Public Health**
Helen Cahill was a guest lecturer for the *International Adolescent Health* subject, part of the Master of Public Health.

**Citizenship, identity and participation (Breadth Subject)**
Johanna Wyn and Glenda MacNaughton, director of the Centre for Equity and Innovation in Early Childhood co-coordinated and taught the new First Year 'Breadth' subject *Citizenship, identity and participation* which examines the concept of citizenship, especially as it relates to youth, with a focus on how geography, gender, race and class affect citizenship. Breadth subjects are part of the University of Melbourne's New Generation undergraduate degrees.

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**PhD Student Supervision**

The Youth Research Centre has a number of PhD students who study within the centre and are supervised by centre staff.

**Helen Cahill**

Title: *Learning Partnerships: the use of poststructuralist drama techniques to improve communication between teachers, doctors and adolescents*

Supervisors: Professor Johanna Wyn and Professor John O’Toole

This thesis explored the use of drama as a pedagogy for enabling learning partnerships between adults and young people. Classes of school students workshoped with pre-service doctors and teachers and provided coaching about how to communicate effectively with young people. Poststructuralist theory was used inform recommendations about the use of drama to enable participatory learning. Findings highlight the value of positioning the client as coach when seeking to shift relational dynamics, and the importance of using the drama to investigate the discourses that influence behaviour, rather than just as a tool for skills development. Helen was awarded her PhD in 2008.

**Hernán Cuervo**

Working title: *Understanding social justice in rural schools*

Supervisor: Professor Johanna Wyn

This thesis is an exploratory study of what social justice means to rural school participants in two Victorian schools. The aim is to contribute to an understanding of how an abstract concept, social justice, can work as an effective policy-guide, in an operative way. The theoretical framework draws on the work of Iris Marion Young; thus it moves beyond the distributive dimension of social justice to include those of recognition and association. By exploring the subjective element of social justice, the thesis makes an important contribution to understanding how social injustices are experienced, tolerated and perpetuated in disadvantaged settings and assists in outlining an agenda for change.

**Jacqueline Hodder**

Working title: *An exploration of Contemporary Youth Spirituality*

Supervisors: Professor Johanna Wyn and Dr Ani Wierenga

This qualitative project explores the phenomenon of Contemporary Youth Spirituality. The data analysis mirrors sociological accounts of postmodern religion as most participant’s beliefs fell into one of two categories: ‘New Age’ and ‘Evangelical’. These two forms of belief could be said to be orientated around the individual and the communal. However, while these spiritual beliefs seem diametrically opposed, the young people’s conceptions of spirituality are strikingly similar. Lying under the outward layers of oppositional doctrinal differences is a relational understanding of spirituality that orientates these young people around themselves in relation to self, others, community and to God (or transcendent referent). This relational conception of spirituality has important implications in terms of how we conceive policy and programs.

**David Farrugia**

Working title: *Youth Homelessness and Stigmatisation*

Supervisors: Professor Johanna Wyn and Dr Ani Wierenga

Young homeless people occupy a position in the social world characterised by exclusion from many of the symbolic, discursive and material resources required in order to actualise conventionally valorised selves. This research is about the subjectivity of young people experiencing homelessness in the context of this exclusion. By drawing on qualitative interviews with young people and direct service workers in the homelessness sector, this research intends a theorisation of the influence of the experience of homelessness on young people’s sense of self.
Julie Green

Working title: Bringing Literacy to Life: investigating literacy in health promotion
Supervisors: Professor Johanna Wyn and Professor Joseph Lo Bianco

This thesis investigates the role of literacy as it is practised within a health promotion context. It argues that the construct of literacy as more variable and socially situated is more compatible with the principles and practice of health promotion. By linking the scholarship of the health and education fields, it sets out to uncover the mutually interacting relation between health promotion and active literacy. The thesis provides an evidence-based framework for a more textured approach to working across the health-literacy interface stressing the importance of collaboration across the public health and adult literacy sectors. Julie’s PhD was awarded in 2008.

Samantha Ratnam

Working title: Global Citizenship Education: An exploratory study of constructions of global citizenship and civic identity
Supervisors: Dr Ani Wierenga, Professor Johanna Wyn and Associate Professor Julie McLeod

This research project seeks to explore and understand how young people engage with formal global civic education. Using qualitative interview data, it will explore the experiences of young people engaged in formal citizenship education programs in an Australian school context.

The findings of this research are intended to inform conceptual understandings of civic education processes and support the development of relevant and effective global education programs.

Michael Prabaharan

Working title: Young People’s Metacognition of Social Beliefs
Supervisors: Professor Johanna Wyn and Dr Ani Wierenga

This project uses three consecutive stages of qualitative methodology (classroom activities, focus groups and one on one interviews) in a school context across a whole year level. It seeks to explore the broader beliefs that underlie young people’s everyday choices and decision making, looking specifically at their use of metacognitive practices.

Helen Stokes

Working title: Drawing on Neoliberal Subjectivities, Embodiment and Resistance
Supervisor: Professor Johanna Wyn

This thesis explores young people’s perceptions of the work place to show ways that young people are using work place involvement to engage in active identity work that contributes to their development of cultural and social capital resources. It explores the resources that young people are developing through part time work, work placement and traineeships and how part time work plays an integral part in the development of identity narratives.

Juliet Watson

Working Title: Young Women, Homelessness and Intimate Relationships
Supervisors: Professor Johanna Wyn and Dr Ani Wierenga

This research is an examination of how young women who are homeless negotiate and experience their intimate relationships within a context of survival. Intimate relationships offer a point of contact between the current effects of neoliberalism on marginalised young women and the creation of identity. Qualitative interviews with fifteen young women explore the intersection of neoliberalism, feminism and intimate relationships which, for many young women, may be the only resource they have to negotiate survival.
DAN WOODMAN

Working title: *Uncertainty and Temporality: Young people, the future and the post secondary-school transition in Australia*

Supervisors: Professor Johanna Wyn and Dr Tim Majoribanks

This PhD is an exploration of young people’s relation to the future during the post high-school transition. Empirically the thesis is based on qualitative interviews with 50 participants from diverse backgrounds negotiating the first years of their transition in further education, employment, and relationships. The thesis focuses on how participants’ hopes, plans and emotions regarding the future change and/or solidify after leaving secondary school and how this links with participant’s social positioning.

KAAREN YAP

Working title: *“It’s cool to have a job”: Young people negotiating employment in the context of compulsory education and beyond*

Supervisor: Professor Johanna Wyn

When state education was enforced in Victoria in the late nineteenth century, it heralded changes in the pattern of working class life. Young people were obligated by law to attend schooling yet morally obligated to assist their parents with contributions to the family’s income. These young people were the original ‘part-timers’, balancing part-time work with compulsory education. What has happened today? Combining education and part-time work has become normative. This thesis challenges ideas about ‘being young’ and the meanings given to ‘work’. This is informed by research findings predominantly from Canada, North America and Britain. Such research reveals dramatic differences, over time, to the perceived ‘problem’ of this practice – juggling schooling and work.
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 2008, the centre produced the following publications:

**Research Reports**

Murphy, B., Stokes, H. and Taylor, F.  *Youth Transition Support Initiative Formative Evaluation*, Melbourne, DEECD


Wierenga, A and Beadle, S. *Youth Services Trends and Needs*, Australian Youth Research Centre and Monash Youth and Family Services, Melbourne


**Books**

Wierenga, A. *Young People Making a Life*, Basingstoke: Palgrave Macmillan


**Book Chapters**


Opladen & Barbara Budrich: Farmington Hills, USA

**Articles**


**Conference Proceedings**


The YRC organises a range of presentations and seminars throughout the year and also supports staff to make presentations at a range of conferences and workshops.

STUDY CIRCLE
During 2008, the Centre hosted a regular postgraduate seminar series on a range of topics of interest, including seminars by students on their research topics. Students were also invited to attend seminars in the Education, Equity and Social Change research theme program.

CONFERENCES & ADDRESSES
During 2008, Youth Research Centre members attended and presented addresses and workshops at various conferences.

SALLY BEADLE
Summer School Presentation: ‘Embracing diversity: Challenging stereotypes and creating connections’ at Universitas 21
Summer School: Embracing diversity through Creativity, Culture and Innovation, Birmingham, July

Helen Cahill
Training: Department of Education and Early Childhood Development: Facilitation of training retreat for central and regional drug education officers, Marysville, February
Training: Canberra Department of Education, Inaugural training for Pastoral Care Teachers initiative, Canberra. February
Workshop: Healthy Living Festival initiative, MHSKY, Training workshops for artists and teachers: Using the Arts in School-based Mental Health Promotion Programs, Melbourne, February
Workshop: Tasmanian Department of Education, Teacher training workshops: Using Participatory Pedagogies in Drug Education, Hobart, Launceston and Burnie, July

Mary O’Brien
Invited speaker: Talking to the other side: A conversation between health researchers and Human Research Ethics Committee Members (HREC), Royal Australian College of Surgeons, Melbourne, May
Invited Lecture/Seminar: Governmentality, Drugs and Health Promotion, for Masters of Criminology Subject ‘Drugs and Justice’, Faculty of Arts, University of Melbourne, March

Helen Stokes
Conference presentation: ‘Changing constructions of career and life: The Life Patterns Project’ at Beacon Foundation National Conference, South Melbourne, May

Deb Tyler
Presentation on the Life Patterns Project, Seminar for Deputy Principals, Mercy Secondary Education Inc, Fairfield, Melbourne, May.

Ani Wierenga and Johanna Wyn
Conference presentation: ‘Taking Young People Seriously? Young people and participation in Late Modernity’ at TASA Conference 2008, Re-imagining Sociology, The University of Melbourne, Parkville, December

Ani Wierenga
Conference presentation: ‘Change Happens’ at Generating Alternatives Youth Work Conference 2008, University of Strathclyde, Glasgow, Scotland, September
Conference presentation: ‘Revisiting Trust’ at First International Sociological Association (ISA) Forum of Sociology Sociological Research and Public Debate, University of Barcelona, Spain, September
Conference presentation: ‘Making a Life: Key Learnings for Practice’ 5th National Family & Community Strengths Conference, University of Newcastle, New South Wales, April

Dan Woodman & Sally Beadle
Invited workshop: ‘Generation Y and “The Y”: Young people in a changing Australia’, The YMCA National Convention, Canberra, November
Dan Woodman

Conference presentation: ‘Individualisation and the Split Habitus: A return to Beck and Bourdieu for conceptualizing social change and young people’s transitions’, 1st International Sociological Association Forum of Sociology, Barcelona, Spain, September

Invited participant: Victoria Police Roundtable on Anti-Social Behaviour and Public Safety, Melbourne, October

Invited workshop: Generations and Social Change in Australia, Social Education Victoria Annual Conference, Melbourne, May

Johanna Wyn

Keynote address: ‘Researching the Global Generation’ at International Conference on Youth Research 2008, Putrajaya, Malaysia, December

Keynote address: ‘Leadership and promoting young people’s wellbeing’, Beijing Normal University and London Institute of Education, Beijing, November

Invited presentation: ‘Challenges for education: setting the context of young people’s lives’, Brotherhood of St Lawrence, Melbourne, October

Invited presentation: ‘Changing patterns of life and education’, Princes Hill Secondary College, Melbourne, October

Invited lecture: ‘Young people, wellbeing and social change’ at Trondheim University, Norway, September

Conference presentation (with Lesley Andres), ‘Theory, Policy, Structure, and Agency and the construction of Canadian and Australian young Adults’, International Sociological Association Conference, Barcelona, September

Keynote address: ‘What works with Generation Y?’ at Stonington City Council AGM, Melbourne, June

Invited seminar: ‘Attracting and retaining Generation Y in workplaces’, for The Slade Group Melbourne, May
Networks & Partnerships

Australian Partnerships

The Centre works in partnership with a number of Youth sector and other organisations around Australia. In 2008, the centre worked with:

- **Brotherhood of St Lawrence**
  As a representative of the YRC, Dan Woodman was a member of the advisory group of the Brotherhood of St Lawrence’s Life Chances longitudinal study in 2008

- **Youth Affairs Council of Victoria (YACVic)**
  Sally Beadle is a representative on the Youth Advisory Group and the Policy Advisory Group at YACVic

- **Australian Youth Affairs Coalition (AYAC)**
  As part of the National Representative Committee for AYAC the YRC celebrate with others across the youth sector the re-funding of a national peak body for youth affairs in 2008

- **The Australian Sociological Association (TASA)**
  In December, Centre staff coordinated a vibrant youth stream at the 2008 TASA Conference: Re-imagining Sociology, which was held at the University of Melbourne

- **Social Ventures Australia (SVA)**
  Through the ‘Future Builders’ project, the Centre continued its collaboration with Regina Hill and SVA

- **Community and Women’s Health Agencies and the Department of Human Services**
  Through the ongoing ‘NEAR’ partnership, the Centre continued its collaboration with Yoland Wadsworth and the management and staff of these organisations

- **RMIT University**

- **Plan International Australia**
  Through the ‘Youth-led Learning’ ARC project, the Centre continued its ongoing collaboration with colleagues at RMIT and Plan Australia

- **Centre for Adolescent Health (Faculty of Medicine, Dentistry and Health Sciences)**

- **Student Wellbeing Unit (Melbourne Graduate School of Education)**
  The Centre continues to work in partnership with other faculties within the university on the the Masters in Youth Health and Education Management

- **Australian Research Alliance for Children and Youth (ARACY)**

- **ARC Research Network: Future Generation**
  YRC staff are among the 200 core members listed on a successful Australian Research Council grant application for 2004-2009 Network funding; and in 2008 Ani Wierenga participated in the New Investigators Network as an extended member

- **Australian Clearinghouse for Youth Studies**
  Johanna Wyn sits on the board of the ACYS and Ani Wierenga is on the Editorial board for the Journal of Youth Studies

International Involvement

The Centre has links with related youth and research programs across the world. In 2008 the Centre had the following international involvement:

- **International Sociological Association Research Committee 34 (RC34)**
  This is the youth research strand of the International Sociological Association. It has about 160 members from 50 countries. The Youth Research Centre continues to support the ongoing work of RC34 in the region. In 2008 Ani Wierenga continued network activity in the role of vice-president (Australian NZ and Oceania)

- **International Sociological Association (ISA) Forum of Sociology Sociological Research and Public Debate**
  In September, Johanna Wyn, Ani Wierenga and Dan Woodman attended and presented papers at the First ISA Forum of Sociology Sociological Research and Public Debate at the University of Barcelona, Spain

- **Three Deans Meeting**
  In August, Centre staff represented the Melbourne Graduate School of Education at the Three Deans Meeting at the Institute of Education in London.

- **Professor Lesley Andres, University of British Columbia**
  Professor Lesley Andres is a partner investigator in the Pathways then and now: New student transitions to adulthood in a comparative context project, providing comparative data from her Canadian ‘Paths on Life’s Way’ project and assisting with the analysis of the Australian data.
**JOHANNA WYN**

Professor Johanna Wyn is Director of the Youth Research Centre. She leads the Life-Patterns research program, which in its current phase is funded by an ARC grant 2004-2009 titled Pathways Then and Now. She is also involved in other projects in the Centre. She supervises research students on a range of topics related to youth, gender, equity, health and wellbeing, coordinates and teaches a subject in the Master of Youth Health and Education Management and teaches undergraduate subjects in the University’s new undergraduate program. Johanna is on the board of the Youth Substance Abuse Service, the Standing Committee on Research at the Australian Council for Educational Research, Advisory Board of the Australian Clearinghouse for Youth Studies and is a community representative on the Elwood Secondary College Council. Her books include Rethinking Youth (1997) with Rob White, Youth, Education and Risk: Facing the Future (2001) with Peter Dwyer, Youth and Society: exploring the social dynamics of youth, (2004, 2007) with Rob White and Youth Health and Welfare: the cultural politics of education and wellbeing (2009).

**Helen Cahill**

Dr Helen Cahill is a Senior Lecturer in Student Wellbeing, who also has the role of Deputy-Director of the Youth Research Centre. Helen led several research projects in 2008, including the School Drug Education Efficacy Trial, a range of HIV Prevention, Youth Participation and Parent Education projects in Vietnam, the Body Image and CyberChoices programs in HongKong, and the Learning Partnerships Youth Participation project. She has also been a co-investigator in the Prevention, Access and Risk Taking in Young People Project with the Department of General Practice. She has provided a series of seminars and workshops for schools and education systems, and has taught a range of subjects in the Master in Student Wellbeing, the Master in Youth Health and Education, and the Master of Teaching. She has a strong and continuing interest in the use of drama to conduct research, and as a mechanism through which to access the voice and contributions of young people and marginalized groups.

**RHONDA CHRISTOPHER**

Rhonda Christopher is the Senior Administrator to the Centre and to the Melbourne Graduate School of Education’s Education, Equity and Social Change cluster. She provides financial and administrative support to both research and teaching activities.
Sally Beadle

Sally Beadle joined the Centre as a Research Assistant in January 2008. She has been engaged in a number of research and consultancy projects in 2008 including Youth-led learning: local connections and global citizenship, Youth-services trends and needs, Life Patterns, and Making a Village. Sally has a strong interest in youth health and meaningful youth participation. In 2008 she was a member of the Youth Council of Victoria’s Youth Reference Group and Policy Advisory Group.

Hernán Cuervo

Hernán Cuervo is a Research Fellow at the Youth Research Centre. In 2008 Hernán was involved in a research project for WorkSafe Victoria looking into young people’s knowledge, perceptions and practices of occupational health and safety. Since August, Hernán has been working on the Life Patterns project while continue writing his PhD on social justice and rural education.

Bern Murphy

Bern Murphy is a Research Fellow at the Youth Research Centre. She has worked on a range of evaluation projects in relation to young people within an education setting and young people in drug treatment/rehabilitation settings. Bern also teaches within the Social and Professional Contexts and Promoting Student Wellbeing subjects and is a Clinical Specialist in the MTeach program, based at Princes Hill, Fitzroy and Brunswick Secondary Colleges supervising teacher candidates. Bern has conducted extensive work in drug education/drug treatment for young people and is interested in student wellbeing issues. Education opportunities for marginalised young people, especially indigenous young people is also a keen area of interest. She has been involved in the development and evaluation of a range of curriculum materials for school drug education.

Bern Murphy

Mary O’Brien

Dr Mary O’Brien is the chief investigator on the 2004 ARC Discovery Project, Young people, preventive health discourses and self-care. She received an ARC postdoctoral fellowship to undertake the study. Mary’s research takes a critical look at health promotion and examines the impact of these discourses on those who are constructed as ‘failures’ in relation to protecting their health. Mary also has an interest and experience in research ethics.
**Michelle Pose**

Michelle Pose joined the Centre in August 2008 as Research Fellow. During her time at the Centre, she has worked on the research and development of two curriculum resources, addressing the issues of Body Image and Cyber Safety for LEAP, Hong Kong. She has also been involved in the Learning Partnerships Project and taught in the Masters of Teaching course within the faculty.

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**Samantha Ratnam**

Samantha Ratnam has been a research assistant on the Youth-led Learning: Local Connections and Global Citizenship project since March 2008. Her background is in both community social work in Melbourne and International development work in Asia and Australia. She is currently pursuing her PhD at the Centre exploring constructions of young people’s global citizenship and identity through civic education programs in Victorian secondary schools.

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**Helen Stokes**

Helen Stokes is a Research Fellow at the Youth Research Centre. In 2007 Helen has been involved in a number of research projects including the Reimagining Learning suite of projects for the Foundation for Young Australians as well as the research conducted for WorkSafe Victoria. For the latter part of 2008 Helen has been on leave with a University Research Fellowship (SERF) to continue writing her PhD. Helen is also School Council president at Princes Hill Secondary College.

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**Malcolm Turnbull**

Dr Malcolm Turnbull is a Research Fellow at the YRC. He has contributed to a number of Centre projects and partnerships over the past decade, including the Young Visions project, Young People Living in Rural Australia, and evaluation of the JOY FM Training program. In 2008 he worked with Helen Stokes on a sequence of program evaluations for the Foundation for Young Australians (FYA), including the major report Reimagining Learning. Malcolm also teaches in the ACFE sector and works as a freelance historian.
Debra Tyler coordinates both Social and Professional Contexts in Education and Promoting Student Wellbeing elective in the Master of Teaching.

Debra's interests remain with the Life Patterns project, in particular the first cohort. Currently she is following up the role of the family in these young people's lives and their interest and or capacity to embrace life long learning as a viable concept for them.

Dan Woodman is a Research Fellow at the YRC. During 2008, Dan worked on the Life Patterns Project. He also spent four months on a travelling scholarship as a Visiting Fellow at the University of British Columbia, Canada, and University of Glasgow, Scotland. Drawing on data from the Life Patterns Project, he is working on a PhD exploring young people's relation with the future during the early stages of the post secondary-school transition.

Ani Wierenga is a Future Generation Research Fellow, based at the Youth Research Centre. In 2008 Ani focused on continuing to develop her research program which explores the social and structural conditions which support young people's wellbeing. She led a team on the first year of a new ARC Linkage project, Youth led learning: local connections and global citizenship, with partners from the University of Melbourne, RMIT University, and Plan International (Australia). Funded by the University of Melbourne’s Early Career Researcher Scheme, she led a smaller project called ‘Making a rural village’, which explored transformative social change in disadvantaged communities. Two other projects involved directly supporting those in practice with young people: The Future Builders project, with Regina Hill and Social Ventures Australia, worked with 11 youth-focussed NGOs to develop frameworks for evaluation, and ‘Youth Services trends and needs’ was an action research project commissioned Monash Youth and Family services, to inform local government youth work in a changing social context. In 2008 Ani continued to represent the Youth Research Centre as part of the National Representative Committee for the Australian Youth Affairs Coalition, and continued her role as Vice President for of the Youth Research Section of the International Sociological Association, as Vice President for Australia New Zealand and Oceania.
Research Associates

Roger Holdsworth

Roger Holdsworth continues his association with the Centre as a Senior Research Associate. During 2008 he finalised the editing of case studies for the What Works Australia project, as well as advising on several Centre projects, reports and publications.

Visitors

The Youth Research Centre welcomes visitors from around the world for brief or extended stays. Where possible, opportunities are provided for visitors to share their work formally through seminar presentations, and informally though ongoing discussions. Visitors in 2008 included:

Koichi Komikawa
Faculty of Lifelong Learning and Career Studies, Hosei University, Tokyo

Bronwyn Davies
University of Western Sydney
Recent YRC Research Reports

YRC Reports and other publications provide relevant and up-to-date research on youth issues. Many of these reports are available on our website or can be purchased from the centre. Recent publications include:

J Wyn, G Smith, H Stokes, D Tyler, D Woodman
Research Report 29; January 2008
ISBN 9780 7340 3905 7

Rethinking Youth Citizenship: Identity and Connection
A Harris, J Wyn, S Younes
Research Report 30; April 2008
ISBN 9780 7340 3919 4

Youth-led learning: local connections and global citizenship
A Wierenga, J Wyn, J R Guevara, A Gough, L Schultz, S Beadle, S Ratnam, J King
Research Report 31; December 2008
ISBN 9780 7340 3985 9

www.education.unimelb.edu.au/ycr/