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Centre Profile

The Youth Research Centre, established in 1988, is located within the Melbourne Graduate School of Education. The Centre is committed to research that benefits young people, where possible involving them in the research. It is also committed to improving practice in the education, youth, health and community sectors. This is achieved through its research and development programs, as well as its role in teaching and research training.

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.

Research and development is organised into three programs:

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

Projects focus on young people in the middle years of schooling 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.

The conceptual frame for the Centre’s work is in the field of educational sociology. This 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 approach 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-methods (quantitative and qualitative) approach.

For more information about the Youth Research Centre, visit our website: http://www.education.unimelb.edu.au/yrcc/
FROM THE DIRECTOR

In 2010 the Youth Research Centre continued to maintain its strong research, development and teaching profile. The three research programs: Transitions; Citizenship and Participation; and Health and Wellbeing provided an effective framework for the Centre’s research and consultancies. Centre staff managed over 20 projects across these programs.

In May 2010 the Centre underwent its five-yearly external review. The review was chaired by Professor Alun Jackson, director of the Problem Gambling Research and Treatment Centre, Melbourne Graduate School of Education (MGSE), with panel members, Professor Janet Holland (Faculty of Arts and Human Science, London South Bank University) and Professor Andy Bennett (Director of the Griffith Centre for Cultural Research, Griffith University), and executive support from Philippa Moylan (MGSE). The outcome of the review was overwhelmingly positive, reviewers highlighting the quality of the research and training and the high level of support from funders and end-users. The review also highlighted the unique contribution that the Centre makes to the Melbourne Graduate School of Education and wider University. A summary of the review is provided in this report.

The Centre’s local and international research profile moves from strength to strength. Details of the Centre’s research projects and consultancies can be found in the coming pages. However, I would like to highlight a few significant achievements.

Dr. Helen Cahill continues to enhance the Centre’s international profile with her youth participation and wellbeing work in the Asia-Pacific Region, developing partnerships between the Youth Research Centre, the Nossal Institute of Global Health, the Burnet Institute and the Centre for Adolescent Health in order to provide short courses in adolescent health and participation for UNICEF, UNESCO and UNFPA, in a number of countries across the region. Helen’s innovative participatory models are increasingly sought after in a range of health and education projects. In July, Helen was awarded a Vice-Chancellor’s Engagement Award for her work taking the Vietnam Women’s Union Creating Connections Project to a regional trial involving six countries across the Asia Pacific Region. Connections includes the research and development of a participatory education program and an accompanying train-the-trainer initiative aimed at assisting adolescent girls and mothers of adolescents to be more comfortable to talk about reproductive health and gender rights. The expansion of this program includes the award of a 2011 Australian Youth Ambassador for Development (AusAID) partnership position with UNICEF Asia-Pacific for staff member Sally Beadle who will continue to support this and other youth wellbeing, rights and participation projects from her new base in Bangkok. Helen’s regional work with UNICEF also included the development of a Youth Framework for the region and a monograph and framework to inform UNICEF’s approach to dealing with adolescents in humanitarian emergencies.

2010 marked the final year of a three year evaluation of the Koori Youth Alcohol and Drug Healing Service. Bern Murphy has worked closely with YSAS staff to produce innovative report material including the production of DVDs, challenging conventional reporting methods that are not always accessible to a wide range of audiences. 2010 was also the final year of the ARC Linkage project Youth-led learning: local connections and global citizenship in which the YRC collaborated with RMIT University and industry partner Plan International Australia to develop a model of youth-led global education. Congratulations to Dr Ani Wierenga and the team.
In late 2010, the Centre was delighted to be selected by the Australian National Data Service (ANDS) and The University of Melbourne to participate in the Australian Research Data Commons (ARDC) project for capture, storage and re-use of research data. This exciting project is exploring ways to make existing and new data readily available for researchers to explore and re-use. The Centre, in partnership with the university eScholarship Research Centre (ESRC), is curating and archiving over 20 years of Life Patterns quantitative and qualitative data.

As always, we are excited to welcome new staff to the YRC team. In 2010, Dr Chris Peterson joined the Centre as a statistical analyst, working principally on the ARDC project and the Life Patterns project. Ruth Forster joined the Centre to assist with the suite of Drug Curriculum research projects, led by Dr Helen Cahill. Jessica Crofts joined the Centre as a Research Assistant on the Life Patterns project (and has taken up a PhD scholarship with this project). At the same time, the YRC was sad to say goodbye to Ian Seal who worked at the Centre for two years, contributing to international health projects and Dr Mary O’Brien who concluded her ARC project Taking Risks and Taking Care: Young people, preventative health discourses and self care. In December 2010, Debra Tyler, who joined the Centre in the early 90s and has made significant contributions to the YRC’s research and teaching profile, joined the MGSE curriculum team to focus more closely on teacher education. We wish Ian, Mary and Debra all the best in the future.

Congratulations are due to two students who were awarded PhDs in 2010 – Dr Dan Woodman for his thesis Uncertainty and Temporality: Young people, the future and the post secondary-school transition in Australia and Dr Hernán Cuervo for his thesis Understanding Social Justice in Rural Schools. Dr Helen Cahill was awarded the Distinguished Dissertation award by the American Association for Theatre in Education for her PhD completed in 2008.

In November, Centre staff made a much anticipated move to the new Education building at 100 Leicester Street. They have adjusted well to their new workspace and are happy to be housed closer to their colleagues in the Graduate School of Education.

To mark its 21st birthday, YRC staff have worked hard throughout 2010 to contribute to a book, showcasing the Centre’s work across its three research strands. The book, For we are young and... Young people in time of uncertainty, edited by Sally Beadle, Roger Holdsworth and Johanna Wyn will be published by Melbourne University Publishing in March 2011. This follows the publication of Johanna Wyn and Lesley Andres’ book The Making of a Generation: the children of the 1970s in adulthood by Toronto University Press. This book is a milestone for the Life-Patterns project because it contains the first international comparative analysis of Generation X.

It is with great pleasure that I reflect on the Centre achievements in 2010 and I would like to thank Centre staff for their outstanding ongoing efforts.

Professor Johanna Wyn
Director
A 2010 external review of the Youth Research Centre has affirmed the Centre’s position within the Melbourne Graduate School of Education and assisted in identifying priorities for future development. In accordance with the University of Melbourne’s policy for the management of Centres, Institutional Centres are reviewed every five years as part of a quality assurance cycle. Reviews assess whether Centres meet the expectation of the University and the Graduate School in terms of the calibre of research, the quantity and quality of outputs, and the consistency and reliability of its funding base. They also assist in identifying future directions and possibilities for the Centres as part of the international context within which the Centres are situated.

In May, Centre staff welcomed a review panel chaired by Professor Alun Jackson, Director, Problem Gambling Research and Treatment Centre, Melbourne University and including Professor Andy Bennett, Griffith University; and Professor Janet Holland, London Southbank University and Philippa Moylan, Melbourne University.

The review noted particular strengths of the Centre including:

- Contribution to the University’s ‘triple helix’ priority areas: research, teaching and learning, and knowledge transfer/engagement.
- Engagement in innovative teaching and offering a distinct and focused teaching program based on their major research areas.
- Development of strong local, national and international partnerships through teaching, research and knowledge transfer.
- Demonstrated innovation in its international education activities, particularly through the use of drama, under the leadership of Dr. Helen Cahill.

The panel concluded that:

*Overall... the YRC is carrying out work of high quality with a great deal of policy and program relevance, and which has had significant impact locally, nationally and internationally. This has been achieved under the creative, professional and committed direction of Professor Johanna Wyn, the Director of the YRC and in conjunction with a motivated and talented team. The Panel noted that the Centre has a high level of nationally and internationally recognised expertise in research, evaluation, program development, teaching and training, and policy advice, and that it is the only national Centre to engage with research, policy, and practice that focuses on youth issues from a conceptual grounding in educational sociology.*

The panels recommendations included:

- The Centre explores the potential for obtaining core funding for infrastructure support from Commonwealth and State Government and, to the extent possible, philanthropic sources.
- Further exploration with organisations in the youth health and mental health areas which are lead by Helen Cahill.
- Accepting the primacy and reputation of the YRC in Australian youth research, the Panel recommends that the YRC consider establishing itself as the lead agency within a federation of youth research centres or units to form the *Australian Institute for Youth Research*. Such a federated model recognises both the leadership role of the YRC nationally and internationally, but makes the point strongly that the strength of such an institute comes from combining the strengths of existing centres and other organisational units in areas such as youth culture. This means that the Centre, although providing a leadership role, can continue to develop its existing areas of strength without necessarily having to develop new areas of research themselves, although this is not precluded. The federation should incorporate other areas of youth studies such as leisure (including music), consumption, digital networking, aesthetics, and spirituality.

The review confirmed the successful operation of the YRC to date and its significant potential to contribute to the research profile of the University both in international and local research and teaching in the future.
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The Office for Disability and Victorian Disability Advisory Council

Narrative Evaluation Action Research (NEAR)
The Department of Human Services, North and West Metropolitan Region

Protecting Adolescents from Risk Taking Project (PARTY)
Australian Health Ministers Advisory Council

School Drug Education Efficacy Trial
Australian Research Council (Linkage)

Year Seven Drug Education Program Development
The Department of Education and Early Childhood Development (DEECD), Victoria

Youth-led Learning: Local Connections & Global Citizenship
Australian Research Council (Linkage)

Young people negotiating risk and opportunity: a reassessment of transition pathways
Australian Research Council (Discovery)
2010

PROJECT DESCRIPTIONS

ADOLESCENTS IN EMERGENCIES

Duration: 2010

Funded by: UNICEF Asia-Pacific

Researcher: Helen Cahill

It is increasingly recognised that in emergency preparedness, response and recovery work, adolescents need to be viewed as a distinct group with distinct vulnerabilities and also great potential for contributing to the emergency response. In the past, adolescents have tended either to be ignored as a target group during times of emergency or to be conceptualised as passive victims or active security threats.

In July 2010, Helen Cahill (assisted by Sally Beadle) prepared a research monograph and facilitated a five-day consultation workshop for staff from UNICEF, NGOs and government agencies from eight countries across the Asia-Pacific region looking specifically at adolescents in emergencies. The workshop addressed a double challenge: the challenge of working well with and for adolescents in emergency situations. A model was proposed to guide programming for adolescents in emergencies. The regional workshop presented an opportunity for people working across the region to receive training, share experiences and provide feedback to inform the proposed model. Participants received training on the unique needs of adolescents in emergencies; and the potential of adolescents to contribute.

Above: Participants discuss their work with Adolescents in Emergencies
AUSTRALIAN YOUTH TRANSITIONS

Duration: 2010

Funded by: The National Youth Policy Institute, South Korea

Researchers: Johanna Wyn & Hernán Cuervo

The National Youth Policy Institute of South Korea commissioned the YRC to contribute to its research report *Transition to Adulthood in Developed Countries*. The YRC report, *Australian Youth Transitions*, provides an insight into how young Australians have negotiated their transition into adult life amidst a scenario of dramatic social and economic change. It describes their paths through education, employment, social relationships and wellbeing and how these paths reflect the making of a distinctive generation. The report covers a review of historical changes in the transition processes to adulthood since the 1950s, focusing especially on the changes that occurred in the mid-1970s; the changing ways in which social, cultural and economic factors impact on young people’s transitions to adulthood; the impact of government policies in education, employment and wellbeing; and an analysis of young people’s understandings of the meaning of ‘adulthood’ and their views on the changing markers of adulthood.

CONNECTIONS CURRICULUM: GENDER RIGHTS AND REPRODUCTIVE HEALTH EDUCATION FOR ADOLESCENTS AND MOTHERS IN THE ASIA-PACIFIC

Duration: 2010 - 2011

Funded by: UNICEF & UNFPA Asia-Pacific

Researcher: Helen Cahill

The initial Creating Connections Vietnam project with the Women’s Union of Vietnam (2007-9) entailed research and development of curriculum materials and accompanying training program to guide a 12-month club curriculum for Women’s and Girls’ Clubs. The focus of the program was to assist women and girls to talk about sex as part of a broad HIV prevention strategy. Following a successful pilot in 2008, a Boys’ Club Program was commissioned together with a 6-month extension to the Womens’ and Girls’ Programs.

Positive results of the Vietnam pilot program have led UNICEF and UNFPA to facilitate further trials of the program in five countries in the Asia-Pacific. In September 2010, Helen Cahill and Sally Beadle facilitated a regional meeting in Laos to explore the possibility of trialling the Connections Curriculum in five additional countries in the Asia-Pacific Region: Laos, Cambodia, Myanmar, Bangladesh and Nepal. Each of the countries elected to join the project to commence in 2011. UNICEF global commissioned a film to document the project for knowledge management purposes.

In August 2010, Helen Cahill was awarded a University Knowledge Partnership Excellence award for this project, and was a place-getter in the Graduate School of Education Knowledge Transfer awards.

Above: Local Laos adolescent girls attended the workshop for a local needs analysis for the Connections Program
CAPACITY BUILDING COURSES FOR ADOLESCENT DEVELOPMENT AND PARTICIPATION, AND YOUTH MOST AT RISK OF HIV: ASIA-PACIFIC

Duration: 2010 - 2011
Funded by: UNICEF & UNFPA Asia-Pacific
Researcher: Helen Cahill

The purpose of the project was to provide training for people working in the area of adolescent health, development of participation in the Asia-Pacific. Two five-day courses were developed in collaboration with staff from The Nossal Institute for Global Health, The Burnet Institute and the Centre for Adolescent Health. One course focused on Adolescent Health and Development: Asia-Pacific. The other addressed Working with Most-at-Risk Young People in Concentrated Epidemics within Asia Pacific. The courses were delivered twice each in Nepal, Laos and Thailand serving a range of staff from UN agencies, NGO's, and Government Ministries of Youth, Health or Education. Helen Cahill delivered a modified version of the course in Morocco for UNICEF staff from the Middle East and North Africa region.

DEVELOPMENT OF A YOUTH PROGRAMMING FRAMEWORK FOR UNICEF ASIA-PACIFIC

Duration: 2010
Funded by: UNICEF Asia-Pacific
Researcher: Helen Cahill

In late 2010, Helen Cahill (assisted by Julia Coffey and Sally Beadle) prepared a discussion paper on adolescent health and education to inform a consultation with the joint United Nations Committee for Youth in the Asia-Pacific Region. Helen led a consultation with specialist staff from the United Nations Economic and Social Commission for Asia and the Pacific, the International Labour Organisation, UNICEF, UNESCO, United Nations Family Planning Association, United Nations Office for Drug Control, and the Millenium Development Support Fund. A draft framework to guide a collaborative inter-agency approach to youth education, employment, health and protection issues in the region was agreed.

DEVELOPMENT OF NATIONAL YOUTH POLICY FOR BHUTAN

Duration: 2009 - 2010
Funded by: UNICEF Bhutan
Researcher: Helen Stokes

The draft national youth policy developed in 2009/10 provides a broad framework within which all stakeholders can contribute comprehensively and in a coordinated manner to youth development. It builds on the foundations and programmatic interventions implemented by all existing agencies. In keeping with the guiding development philosophy of Gross National Happiness (GNH), this draft policy is aligned to the four pillars of GNH and has identified key areas for youth development around them. Dr Helen Stokes worked with Dr Tandi (research consultant), UNICEF and the Department of Youth and Sports in Bhutan to develop the draft policy. Development of the draft policy involved extensive consultation with stakeholders from all areas pertaining to youth. The data was synthesised and developed into a policy that included monitoring and evaluation processes as well as outlining keys strategies for implementation in the future. The draft policy is in the process of submission to the national parliament.

Above: Young girls on their way to school in Bhutan
DEVELOPMENT OF THE BERRY STREET MODEL OF EDUCATION

Duration: 2009 - 2010
Funded by: Berry Street
Researchers: Helen Stokes & Malcolm Turnbull

Concern that mainstream or existing educational settings were unable to adequately meet the particular needs of many young people in residential care has prompted the Berry Street welfare organisation to set up its own schools (in Noble Park, Morwell and, most recently, in Shepparton). While there is acknowledgement that staff at the schools have developed a strong skills base during the program's short lifetime, concerns have persisted that instruction styles differ between campuses, and that existing programs tend to be reliant on individual expertise and are more based on practice wisdom than on an articulated model of instruction. Accordingly, the Model of Education aims to provide clarity and consistency of approach across campuses, to serve as a foundation for development and to contribute to educational debate about addressing the needs of educationally disadvantaged young people.

EVALUATION OF THE AYOS: ASSERTIVE YOUTH OUTREACH SERVICE

Duration: 2009 - 2010
Funded by: City of Greater Dandenong
Researchers: Malcolm Turnbull & Helen Stokes

The Assertive Youth Outreach Service (AYOS) is a component of the City of Greater Dandenong’s Connections for At Risk Young People initiative. Developed and piloted in 2009 as a partnership between CGD, Victoria Police, the Youth Substance Abuse Service, the Victorian Multicultural Commission and other relevant community agencies, the program seeks to address the needs of young refugees. Key aims include fostering access to support services and programs, and fostering relationships between young people at risk and the police. The YRC was commissioned to undertake an evaluation of the Pilot, drawing on data from interviews with stakeholders and a survey of young people in the program.

EVALUATION OF THE BRIMBANK YOUNG MEN’S PROJECT

Duration: 2009 - 2011
Funded by: The Centre for Multicultural Youth
Researchers: Helen Stokes & Malcolm Turnbull

The Brimbank Young Men’s Project is an outreach initiative of the Centre for Multicultural Youth (CMY), a two year pilot program funded by the Department of Immigration & Citizenship. It targets young men of African background who are disengaged from education, employment and training, have had contact with police, or are experiencing other difficulties with settlement. The program seeks to reconnect the participants to CMY (and partners) as a preliminary to reconnecting to education, training, counselling or supports. The project examines factors influencing the target group’s disengagement, assesses program outcomes, strengths and constraints.

EVALUATION OF THE KOORI YOUTH ALCOHOL AND DRUG SPIRITUAL HEALING SERVICE

Duration: 2007 - 2010
Funded by: Youth Substance Abuse Service
Researchers: 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 south 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. The second report outlined the
development of the cultural program and continued the narrative story of the ongoing partnership between the two organisations. 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.

EVALUATION OF THE WYNDHAM FESTIVAL FOR HEALTHY LIVING PROGRAM
Duration: 2009 - 2011
Funded by: The Festival for Healthy Living
Researchers: Helen Stokes & Malcolm Turnbull
The statewide Festival for Healthy Living (FHL) program at the Royal Children’s Hospital Integrated Mental Health Program, brings together schools, artists, health promoting agencies and communities to work through a process that aims to enhance the understanding and promotion of mental health by students, teachers, artists, health professionals and families. Since 1998, when the Festival for Healthy Living (FHL) began as an initiative to celebrate Mental Health Week, over 10 000 students, and more than 8 000 parents from 100 schools across seven regions in Victoria, have participated through a range of locally based projects in school and communities.

Within the FHL approach, the performing and visual arts combine with mental health education to provide a pathway for developing positive attitudes, a better understanding of issues, and skills that can contribute to children’s and young people’s emotional wellbeing and mental health. The current project evaluates delivery of the Wyndham FHL which was initiated in 2008 under the umbrella of the State Government’s Neighbourhood Renewal Program, and which has successfully partnered artists and health professionals from the district with staff, students and parents of three local schools.

FUTURE BUILDERS: TOWARDS PHASE THREE
Duration: 2010 - 2011
Funded by: Social Ventures Australia (SVA)
Researchers: Johanna Wyn & Ani Wierenga
This project represents a new stage in the ongoing Future Builders Program run by 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 phases one and two, 12 participating youth organizations (NGOs) from across Australia were supported in their work with young people. The program’s work is 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 has been significant both for many of the participating programs and has potential for the youth sector more generally. In October 2007 the YRC commenced its role as Research Partner to the Future Builders Program. In this role the Centre supported 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 YRC during the early years of the project was supporting organizational learning for all involved. The evaluation framework was designed and implemented by Regina Hill of Effective Consulting, in partnership with research and evaluation staff within each organization. In this new phase of the project, we will analyse the extensive data set to investigate the potential of developing tools for wider sector use.
INVESTIGATING THE ROLE OF PROFESSIONAL TRAINING IN TEACHER UPTAKE OF COLLABORATIVE TEACHING STRATEGIES

Duration: 2010
Funded by: Early Career Researcher Grant, University of Melbourne
Researchers: Helen Cahill, Michelle Pose & Ruth Forster

This research project investigated the way in which teachers in the pilot of the Year 8 and 9 Drug Education program utilize the participatory pedagogies modelled in the resource. Research indicates that breakdown in the delivery of interactive teaching strategies is commonplace in the dissemination of evidence-based approaches to sex and drug education. This study aimed to understand the role that professional learning plays in mediating against this pattern and the additional factors that moderate teachers’ uptake of these strategies. Classroom observations, student focus groups and teacher interviews were conducted.

LONGITUDINAL QUALITATIVE AND QUANTITATIVE SURVEY DATA CAPTURE AND RE-USE

Duration: 2010 - 2011
Funded by: The Australian National Data Service
Researchers: Hernán Cuervo, Johanna Wyn, Chris Petersen & Graeme Smith

This grant enables the Life-Patterns project data sets to be preserved and disseminated according to best archiving practice and for data to be stored in the Australian National Data Service (ANDS). It is part of a national project by the Australian Research Data Commons (ARDC) project for capture, storage and re-use of research data. The aim is to construct and install systems that identify and describe significant data holdings in the Australian research community, which will make existing and new data readily available for researchers, policymakers and practitioners to consult and re-use. The project outcomes will be the registering of meta data about the Life Patterns data set, its public access and re-use and the development of more effective data management workflows to ensure that future data will be routinely submitted, preserved and disseminated according to best practice. Partners from the eScholarship Research Centre (University of Melbourne) include Gavan McCarthy, Mike Jones, Owen O’Neill and Melissa Downing.

LEARNING PARTNERSHIPS

Duration: 2000 - current
Funded by: University of Melbourne Vice Chancellor’s Innovation in Learning and Teaching Grant
Researcher: Helen Cahill

The Learning Partnerships project involves collaborations between school students and tertiary students of Medicine and Education. The tertiary students participate in a curriculum of shared drama workshops designed to assist teachers and doctors to communicate effectively with adolescents about social and emotional issues which impact on learning and wellbeing. The school students work as coaches, key informants and actors, assisting the teachers-to-be to explore the impact of social problems on student engagement in learning and the medical students to develop their skills in talking with young people about social health issues. Local primary and high schools participate with us in this program which is delivered into courses in the Master of Teaching and the clinical program for fifth year medical students at the University of Melbourne.

Above: Pre-service teachers with students from a local high school.
MAXIMISING OPPORTUNITIES FOR INDEPENDENCE OF YOUNG ADULTS WITH A DISABILITY

Duration: 2009 - 2010

Funded by: The Office for Disability and Victorian Disability Advisory Council
Researchers: Helen Stokes, Chris Petersen, Malcolm Turnbull & Johanna Wyn

This project, a collaboration between The Office for Disability and the YRC, is designed to provide strategic policy advice that will increase the capacity for independence (including opportunities for independent living) of young people with a disability, and lead to greater support for families. The project seeks to (a) identify and provide advice on the extent and nature of factors that impact on the achievement of independence, and (b) recommend viable solutions. Where previous reports have focused primarily on macro-structural factors that present barriers to an individual’s functioning, the current study examines the impact of factors at individual, family and community levels. Interim and final reports will draw on data from a statistical review, a literature review and policy analysis.

NARRATIVE EVALUATION ACTION RESEARCH (NEAR)

Duration: 2009 - 2010

Funded by: The Department of Human Services, North and West Metropolitan Region
Researcher: Ani Wierenga

This project was initiated by the Victorian Department of Human Services, North and Western Metropolitan Region as a workforce development project with a strong emphasis on equipping staff in Community and Women’s Health Centres for effective Health Promotion activity. Over the course of six years, the aim of the researchers and industry partners has been to build the capacity of staff and Community Health agencies to evaluate and report on their Health Promotion programming. The narrative writing process is designed to enable health promotion staff, practitioners and management to have an increased opportunity to reflect upon their work as part of annual reporting and evaluation cycles and to explore ‘the story behind the statistics’. In 2010, NEAR 4 was completed. This phase is designed as a retrospective evaluation of project impact, through workshops, surveys and interviews with staff from the 17 centres who have been involved.

PROTECTING ADOLESCENTS FROM RISK TAKING PROJECT (PARTY)

Duration: 2007 - 2011

Funded by: Australian Health Ministers’ Advisory Council
Researcher: Helen Cahill

This YRC component of this large research project conducted with a team of researchers from the Department of General Practice, the Centre for Adolescent Health and the Royal Children’s Hospital entails involving youth in a role-play based approach to training doctors and nurses to communicate better with adolescents about sensitive issues such as sex and drugs. This included development of the training curriculum to support approaches to the youth-friendly clinic; training young actors, consulting with the medical teams, writing and directing training videos for doctors and nurses to assist them to engage in screening conversations and to learn techniques of motivational interviewing, and facilitation of the training program for doctors and nurses.

SCHOOL DRUG EDUCATION EFFICACY TRIAL

Duration: 2010 - 2012

Funded by: Australian Research Council (Linkage)
Researchers: Helen Cahill & Michelle Pose

In a research partnership with Edith Cowan University (Associate Professor Richard Midford) and the Department of Education and Early Childhood Intervention, pre intervention data was collected from 22 participating schools in March/April 2010. The ten lesson classroom intervention materials were refined on the basis of a 2009 pilot program. Video trigger materials were developed using a participatory approach with students from Princes Hill Secondary College and University High School. A whole of school support audit instrument was developed. Teacher training for all intervention schools was conducted in June. Teachers implemented the ten lesson classroom curriculum with their Year 8 classes during July-October. 30 teacher interviews and 10 student focus groups were conducted. Post intervention survey data was collected in late 2010.
YEAR 7 DRUG EDUCATION PROGRAM DEVELOPMENT

Duration: 2009 - 2010

Funded by: The Department of Education and Early Childhood Development (DEECD), Victoria

Researchers: Helen Cahill, Michelle Pose & Sally Beadle

Helen Cahill, Michelle Pose and Sally Beadle completed the development of a ten-lesson participatory Year 7 Drug Education curriculum for DEECD schools. It focused on themes of resiliency, and transition to the teen years, as well as exploring decisions related to drug use. The Year 7 curriculum was designed to complement the Year 8 and 9 programs developed and under research trial by this Centre. A training event was provided for school and regional staff.

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

Duration: 2010 - 2014

Funded by: Australian Research Council (Discovery)

Researchers: Johanna Wyn and Lesley Andres, Hernán Cuervo, David Farrugia, Jessica Crofts, Graeme Smith & Dan Woodman

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 2010 was aged around 36. They are synonymous with ‘Generation X’. Cohort 2 left secondary school in 2006 and was aged around 22 in 2010. During 2010 the research focused on maintaining the participation of cohort 2 through a survey to all participants and on interviews with a sub-set of 50 participants. Key events in 2010 were the publication of The Making of a Generation: the children of the 1970s in adulthood, by Johanna and Lesley, the winning of the ANDS grant to archive Life-Patterns data and appointing Jessica Crofts to the PhD scholarship associated with this project.

YOUTH-LED LEARNING: LOCAL CONNECTIONS AND GLOBAL CITIZENSHIP

Duration: 2008 - 2010

Funded by: Australian Research Council (Linkage)

Researcher: Ani Wierenga & Sally Beadle

Youth-Led Learning was a three year ARC Linkage project being conducted by the YRC in partnership with RMIT University and Plan International Australia. The project built on an ongoing collaboration between Plan and its University partners. In 2010, the final year of the project, the team drew on research and data to build a model of sustainable youth-led global education based on Plan’s Global Connections Program.
Centre staff make a significant contribution to a wide range of postgraduate studies and teaching within the Melbourne Graduate School of Education.

Masters Programs:

Master of Teaching
The Master of Teaching is designed for graduates from any discipline who wish to become teachers. In 2010 YRC Staff contributed to the following subjects.

Social and Professional Contexts
Debra Tyler - Coordinator
Bern Murphy and Helen Stokes - Seminar Leaders

Professional Practice
Bern Murphy - Seminar Leader

Promoting Student Wellbeing
Bern Murphy - Seminar Leader

Drama Methods Class
Helen Cahill - Guest Lecturer

Clinical Specialists
Helen Stokes and Bern Murphy - Clinical Specialists
Master of Education

The Master of Education is directed at practising professionals in a broad range of fields related to education - early childhood, primary, secondary, tertiary, vocational and adult. The degree also meets the needs of other professionals whose work has an educational component or some educational responsibility.

Diversity & Inclusion
Helen Stokes - Lecturer

Youth Education Transitions
Helen Stokes - Lecturer

Research Methods in Education
Hernán Cuervo - Guest Lecturer

Identity, Equity & Change
Johanna Wyn - Guest Lecturer

Young People & Popular Culture
Johanna Wyn - Lecturer & Workshop Leader

Master of Education (Student Wellbeing)

The Master of Education (Student Wellbeing) promotes an understanding of the centrality of student wellbeing to positive educational and mental health outcomes. The course provides opportunities for teachers to develop and enhance knowledge and skills to promote student wellbeing in schools at the individual and organisational level.

Contexts & Frameworks
Helen Cahill - Lecturer

Process & Partnerships
Helen Cahill - Lecturer

Negotiated Project
Helen Cahill - Lecturer

Linking Schools & Communities
Helen Stokes - Lecturer

Current Approaches to Student Wellbeing
Helen Cahill - Lecturer

Master of Youth, Health and Education Management (MYHEM)

The Master of Youth Health and Education Management (MYHEM) is a joint program of the Melbourne Graduate School of Education and the Faculty of Medicine, Dentistry and Health Sciences. It has been specifically designed for professionals who recognise the need to create ‘joined up solutions’ for what are obviously ‘joined up problems’. This applies particularly to problems concerning young people such as youth unemployment, drug abuse and homelessness. Teaching is informed by the current research of the Youth Research Centre, the Centre for Adolescent Health and the Student Wellbeing Unit. Johanna Wyn is the academic coordinator for this Masters Program.

Cross Sectoral Practice
Helen Stokes - Lecturer

Youth Policy & Theory in Practice
Johanna Wyn - Coordinator

Leadership in Health & Education
Ros Black - Lecturer

Master of Public Health

International Adolescent Health
Helen Cahill - Guest Lecturer
In 2010, the Centre coordinated and contributed to a range of undergraduate studies including:

**Citizenship, Identity & Participation**
Johanna Wyn - Coordinator

**Childhood, Youth Identity & Change**
Johanna Wyn - Coordinator
Michelle Pose - Seminar Leader

**Youth Arts: Expressing Cultural Identity**
Helen Cahill - Guest Lecturer

**Citizenship Participation & Wellbeing**
Johanna Wyn - Lecturer

**Childhood, Youth & Popular Culture**
Johanna Wyn - Coordinator & Lecturer

**Sociology of Youth**
Johanna Wyn - Coordinator & Lecturer

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**International Courses**

**Transnational Perspectives in Democratic Education**

Ani Wierenga contributed to the Transnational Perspectives in Democratic Education course which was a collaboration between the Institute of Education, University of London, University of Melbourne, University of Madison, Wisconsin USA, at the University of London in July 2010.

**Adolescent Health Short-Courses**

Helen Cahill and Ian Seal were part of a team commissioned to write two courses for UNICEF Asia-Pacific:

- Adolescent Development and Participation Short Course
- Young People Most at Risk of HIV in Concentrated Epidemics Short Course

These courses were delivered in Nepal, Thailand, Laos and Morocco during 2010.

**Creating Connections Regional Consultation and Training**

Helen Cahill led a Regional training workshop on the Connections Curriculum in Laos in August 2010.
The Youth Research Centre has a number of Masters and PhD students who study within the Centre and are supervised by Centre staff. For more information on YRC Student research supervision, please visit our website: www.education.unimelb.edu.au/yrc/pgrad/

MASTERS STUDENTS

Renee Christensen

Working title: Young people and global citizenship: A case study analysis of the perspectives held by young people involved in the cross-national educational program Global Connections.

Supervisors: Dr Ani Wierenga and Professor Johanna Wyn

The research is presented as a collective case study analysis, employing a mixed-methods approach to examine the global citizenship perspectives held by Australian and Indonesian young people involved in the educational program Global Connections. The aim was to explore what young people know about global citizenship, the relationship between perspectives held by educators and their students, how perspectives may differ between contexts, and how this can be used to further improve global education for young people.
PhD STUDENTS

Rosalyn Black
Working Title: Making a difference at the sharp end: student participation in low socioeconomic schools
Supervisors: Professor Johanna Wyn & Dr Ani Wierenga
This thesis is a critical study of the democratic participation of young Australians from low socioeconomic backgrounds. Australian educational policy expects that schools will develop all young people’s capacity for democratic participation, yet these young people remain least likely to participate and are most vulnerable to the exclusions that participation seeks to ameliorate. Informed by the work of critical and postmodernist theorists, this thesis aims to contribute to a better understanding of the tensions between current policy agendas, the capacity of schools in low socioeconomic contexts and the participation experience of young people in these schools.

Julia Coffey
Working Title: Exploring ‘body projects’: embodiment and experiences of gender
Supervisors: Professor Johanna Wyn and Dr Tim Marjoribanks
In contemporary sociology, the body matters. The body has been contemporarily theorised as being a ‘project’ to be worked on, through everyday maintenance and modification, aligned with consumerist neoliberal imperatives. Although there has been a wealth of theoretical interest in the body and embodiment, there has been little research which deals with the everyday personal bodily experiences of young men and women. Gender is implicated in the ways individuals work on their bodies as projects. Examining this is a way of interrogating the issue of gender inequality, and of uncovering the discourses that reinforce some of the most ubiquitous gender binaries. These considerations provide the impetus for an empirical study of young men and women’s embodied and gendered experiences of ‘body projects’.

Jessica Crofts
Working title: New femininities: young women and education in late modernity
Supervisors: Professor Johanna Wyn and Dr Hernán Cuervo
This thesis examines the discourses within which new femininities are constructed, and the social conditions in which they emerge. The research, based on the Youth Research Centre’s Life Patterns Project, will explore how social conditions, namely the move towards neoliberalism, affect young women’s subjectivities within the broader sphere of education.

Hernán Cuervo
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 was 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. In doing so, 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. Hernán’s PhD was awarded in 2010.
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 to theorise the influence of the experience of homelessness on young people’s sense of self.

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 participants’ 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 oriantates 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.

Faith Hill

Working title: Human Rights Education in Australia

Supervisors: Professor Johanna Wyn, Dr Helen Cahill and Dr Margaret Coady

This research investigates how human rights education is positioned in Australia, and examines the understandings, philosophy, vision and practice of teachers who teach about human rights. Teachers are recruited who openly and publicly self-identify as human rights teachers. Through interview, observation, and analysis of relevant documents provided by these teachers, the data is compared and contrasted, searching for common ground. The practice of these teachers is analysed from the philosophical perspective of Emmanuel Levinas (contrasted with Immanuel Kant), and findings are linked back to a three-stage model for human rights education. Finally, the thesis investigates to what extent a new theory or pedagogical model for human rights education, and education more broadly, might emerge, informed by the overall findings.

Sangay Jamtsho

Working title: What does it mean to be a student wellbeing leader in secondary schools?

Supervisors: Professor Johanna Wyn and Dr Helen Cahill

This research project seeks to explore and understand how people who play leadership roles in student wellbeing perceive their roles. Using a grounded theory approach, it will explore the experiences of student wellbeing leaders in secondary schools, the opportunities and challenges that come with the role, how they interpret and deal with them, and what these might mean to the effectiveness of student wellbeing programs and activities. It is hoped that the findings will help gain an understanding of the dynamics of school well-being program implementation, which in turn will have implications for developing and supporting wellbeing programs.
Kencho Lham
Working title: The opportunities and challenges of Vocational Education and Training in secondary education curriculum of Bhutan
Supervisor: Professor Johanna Wyn and Dr. Helen Stokes
This research seeks to explore the opportunities and challenges of introducing vocational Education and Training in the secondary education curriculum of Bhutan. The qualitative interviews of secondary students and career education teachers will be used to explore their experiences and expectations from career education and VET program. Furthermore, qualitative interviews of vocational instructors (currently existing outside schooling), curriculum officers and other relevant personnel will explore the possibilities of VET programs in school curriculum of Bhutan. The findings of this research are intended to provide valuable information on introducing VET programs in the Bhutanese education system in concurrence with its own context.

Lynnette Longaretti
Working title: Rethinking Resilience
Supervisor: Professor Johanna Wyn
Resilience, classically considered a psychological or medical phenomenon, is heavily grounded in the risk discourse. This is problematic especially in the educational context where the legacy of risk prevails. Using an educational paradigm this longitudinal qualitative study explores the resilience of young people in the context of schooling. Focussing specifically on the transition from primary to secondary school (Years 6-7) it offers a constructivist perspective - bringing the voices of young people to the fore, – a methodological approach that is atypical in resilience research. The findings from this research extend the discourse of educational resilience and have significant implications for current practices in the Middle Years of Schooling.

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.

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.

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. Dan’s PhD was awarded in 2010.

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 2010, the Centre produced the following publications:

**BOOKS**


**BOOK CHAPTERS**


**PEER REVIEWED JOURNAL ARTICLES**


**Editor of Special Issue of Journal**


**Professional Journal Articles**


**Reports & Resources**


**Additional Resources**


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.

**INVITED ADDRESSES**

**Helen Cahill**


**Helen Stokes**


**Johanna Wyn**

Keynote address: ‘Pathways: Rethinking the meaning and experience of youth transitions’, *The University of Ballarat Annual Research Conference*, November 2010, The University of Ballarat, Ballarat.


Invited presentation: Discussant: Keeping Connected Project, April 2010, Melbourne.


Invited presentation: ‘Longitudinal research on youth’, Life as a Household: forum exploring the trends and living arrangements for young people and indigenous Australians, Department of Planning and Community Development, February 2010, Melbourne.

Conference Presentations & Seminars

David Farrugia

Helen Cahill

Above: At the American Association of Theatre in Education Conference, Helen Cahill collected the American Association of Theatre in Education Distinguished Dissertation Award for her 2008 PhD Thesis: Learning Partnerships: the use of poststructuralist drama techniques to enhance communication between teachers, doctors and adolescents.
Networks & Partnerships

Australian Partnerships

ARACY
In 2010 Centre staff contributed to the development of University of Melbourne / ARACY bid for a Collaborative Research Centre.

Australian Clearinghouse for Youth Studies (ACYS)
Johanna Wyn is a member of the advisory committee of the ACYS.

Australian Youth Affairs Coalition (AYAC)
Ani Wierenga represents the YRC on the National Representative Committee for AYAC. The committee includes State peak bodies for youth, eight national organisations and young people.

Melbourne International Adolescent Health Group
This network, established in 2009, brings together academics working in the field of international adolescent health. It includes members from the Centre for Adolescent Health, the Nossal Institute for Global Health, the Burnet Institute, The Key Institute for Women’s Health and the Youth Research Centre. During 2010, the group worked with UNICEF and UNFPA to deliver two training courses aimed at people working with adolescents in the Asia-Pacific Region.

RMIT University & Plan International Australia
Through the Youth-led learning ARC linkage project, the Centre continued its ongoing collaboration with colleagues at RMIT and Plan Australia.

The Youth Participation Practice Network
The YPPN is a network of people who work within a participatory framework within the youth sector in Victoria. The Network is supported by the Youth Affairs Council of Victoria and has regular meetings as well as presenting open forums.

VicSRC
VicSRC is the umbrella or peak body of Student Representative Councils in Victoria. Roger Holdsworth continued as an active member of the VicSRC Supporters Group.

Victorian Department of Human Services & McCaughey Centre
Through the ongoing ‘NEAR’ collaboration, the Centre has continued to work closely with staff at Department of Human Services, North and West Metropolitan Region, and the McCaughey Centre, VicHealth Centre for the Promotion of Mental Health and Community Wellbeing, Melbourne School of Population Health, Faculty of Medicine Dentistry and Health Sciences, University of Melbourne.

International Partnerships

International Sociological Association
In 2010, Ani Wierenga was re-elected to continue her role for a second term as Vice President (Australia, New Zealand and Oceania) of the youth research strand of the International Sociological Association.

Three Deans Partnership
In July 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 ARC funded Young people negotiating risk and opportunity: a reassessment of transition pathways project (2011-2014), providing comparative data from her Canadian Paths on Life’s Way project and assisting with the analysis of the Australian data.

UNICEF Asia-Pacific
The YRC works in partnership with UNICEF on adolescent health, development and participation projects.
Johanna Wyn, Director

Johanna Wyn is director of the YRC. In 2010 she was involved in several research projects, including Life-Patterns which she leads. In 2010 she supervised 15 research students (14 PhD and 1 Masters). Johanna is engaged in multi-disciplinary research on young people’s lives, using a mixed-methods approach to research the ways in which young people navigate their changing worlds and is an advocate for inter-disciplinary teaching. She takes a holistic approach which includes researching gender, wellbeing, transitions and inequality. Her most recent book is titled The Making of a Generation: The Children of the 1970s in Adulthood, with Lesley Andres.

Helen Cahill, Deputy Director

Helen Cahill is deputy-director of the YRC. She teaches in the Master in Student Wellbeing, and Master of Youth, Health & Education Management and has a special interest in the use of drama as a tool in research and education. She leads the Connections project, expanded for trial in six countries in Asia in 2010-11, and the ARC research project investigating the efficacy of School Drug Education. She has also provided extended consultancies to assist UNICEF Asia-Pacific with the development of programming frameworks and training courses in the areas of youth participation, health and wellbeing; youth in emergencies; and youth most at risk of HIV.
SALLY BEADLE, 
Research Fellow

Sally Beadle is a Research Fellow at the YRC involved in a diverse range of research and consultancy projects across the Centre. In 2010, Sally continued her role as Project Manager of the Youth-led learning project. She also joined the Adolescents Health Team led by Dr Helen Cahill to assist on the Year 7 Drug curriculum project and various health, gender rights and participation projects based in the Asia-Pacific Region.

JESSICA CROFTS, 
Research Fellow

Jessica began working in her role as research assistant on the Life-Patterns Project in 2010. She worked one day a week on the project, with her role including collecting qualitative data. Jessica’s PhD explores the discourses surrounding “new femininities” particularly in relation to education.

RHONDA CHRISTOPHER, 
Senior Administrator

Rhonda Christopher is the Senior Administrator at the Centre and to the Melbourne Graduate School of Education’s Education, Equity and Social Change Cluster (EESC). She provides financial and administrative support to both research and teaching activities.

HERNAN CUervo, 
Research Fellow

Dr Hernán Cuervo is a Research Fellow at the YRC. His research interests focus on rural education, teacher education, youth studies and the theory of justice. Hernán teaches in the Master of Education and the Master of Teaching at the Melbourne Graduate School of Education. He is regularly a guest lecturer in the Faculty of Arts and the Faculty of Education. Hernán works on the Life Patterns project and leads the project of curating and archiving the data of the Life Patterns project, titled: “Longitudinal qualitative and quantitative survey data capture and re-use”. This project is funded by the Australian National Data Service (ANDS).
In 2010, David Farrugia worked part-time as a Research Assistant on the Life Patterns team. His role includes assistance with data collection, analysis and drafting reports and articles. David is currently completing his PhD which looks at young people’s experiences of homelessness.

Bern Murphy is a Research Fellow and Lecturer at the YRC. 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. She has a particular interest in working with marginalised young people, especially indigenous young people. In 2010, Bern taught in Social and Professional Contexts, Promoting Student Wellbeing and Health Methods and was a Clinical Specialist, supervising teacher candidates in the Master of Teaching program.

In 2010, Ruth Forster joined the team investigating the role of professional training in teacher uptake of collaborative teaching strategies and the ARC funded School Drug Efficacy Trial collecting data from teachers and students and assisting with analysis and writing. Ruth has extensive prior experience working in secondary schools and in tertiary education courses.

In 2010, Mary O’Brien continued her role as Chief Investigator on the ARC Discovery Project Young People, preventative health discourses and self-care. She received an ARC postdoctoral fellowship to undertake this study. The project, which takes a critical look at the impact of health promotion discourses on those who are constructed as ‘failures’ in relation to protecting their health, concluded in late 2010.
Dr Chris Peterson joined the YRC in mid-2010 working on a project for the Office of Disability involving a quantitative analysis of disability reported in a number of different data sets (e.g. ABS and HILDA). Chris also joined the Life Patterns team on the Longitudinal qualitative and quantitative survey data capture and re-use project. This involves documenting for the different Waves of Life Patterns data, and exploring ways of making this data available to for wider research use. Chris also works part-time teaching in the School of Social Sciences at La Trobe University.

Michelle Pose, Research Fellow

Michelle Pose is a Research Fellow at the YRC. In 2010, her projects included the School Drug Education Efficacy Trial and Creating Connections, a gender rights and sexual and reproductive health program for young women and their mothers in Vietnam. She has also worked on developing curriculum that addresses the areas of body image and cybersafety for young people in Hong Kong. In 2010, Michelle commenced work on a project looking at the implementation level of participatory-based drug education in schools. She also taught in the second year breadth subject, Childhood, Youth, Identity and Change and coordinated the Learning Partnership Project.

Ian Seal, Research Fellow

Ian Seal works in the fields of capacity building, community development and health promotion for vulnerable children and young people. In 2010, Ian Seal worked with the Wellbeing team at the YRC, contributing to a number of teaching and research projects in international adolescent health. During 2010, he left the YRC to focus on community development projects in Indonesia, Philippines and Uganda.

Graeme Smith, Statistical Analyst

Dr Graeme Smith is the Statistical Analyst for Centre Projects. Graeme has continued to work part time at the Centre in 2010 as a consultant and data analyst on the Life-Patterns project and other projects. Graeme also works as a lecturer in Musicology and Popular Music Studies at Monash University.
Dr Helen Stokes is a Lecturer and Research Fellow at the YRC. Helen has particular interests in early school leaving, juvenile justice, vocational education and training, curriculum and pedagogy in and out of school settings. She is also interested in partnership building between agencies to develop program approaches when working with young people and children and in international youth policy development. In 2010, Helen co-ordinated *Diversity, Inclusion and Transitions*, and taught in *Social and Professional Contexts*. She was also a Clinical Specialist for The Grange cluster of schools in the Wyndham area.

Dr Malcolm Turnbull is a Research Fellow at the YRC. In 2010, his projects included a maximising independence initiative in collaboration with the Office for Disability, evaluation of the *Brimbank Young Men’s Project* (for CMY), and evaluation of the Wyndham delivery of the Festival for Healthy Living Program. Malcolm also teaches in the ACFE sector and works as a freelance historian.

Debra Tyler has been at the YRC since the early 1990s working as a Research Fellow and Lecturer. In 2010 she coordinated and taught in the subject *Social and Professional Contexts* and taught in *Promoting Student Wellbeing*. She also continued her work with the Life-Patterns team. From July to October Debra took a well deserved long service leave, travelling around Australia with her family. In November 2010, after many years with the YRC she left to join the Curriculum Team in the Graduate School of Education to focus more fully on teacher education.

Dr Ani Wierenga is a Future Generation Research Fellow, based at the YRC. As a youth worker and then sociologist, Ani has been active in the youth sector for 22 years. For the past 15 years Ani’s focus has been on research and teaching which supports effective policy and practice with young people, in their wellbeing, learning and active social participation. She continues to explore these areas through research projects with young people, communities, governments, departments, and non-government organizations, and also through post-graduate teaching.
RESEARCH ASSOCIATES

ROGER HOLDSWORTH

Roger Holdsworth continues his association with the Centre as a Senior Research Associate. During 2010 he advised informally on several Centre projects, reports and publications, including involvement with the Centre’s representation within the Australian Youth Affairs Coalition and assisting with the Centre Review. Roger also continued to publish the Connect journal: Supporting student participation.

BRONWYN DAVIES

Professor Bronwyn Davies is an independent scholar based in Sydney, Australia. She is also a Professorial Fellow at the University of Melbourne and has a special partnership with the Youth Research Centre which she visits yearly to collaborate with staff and students and present to the School of Education.

IAN ROOS

Dr Ian Roos is an honorary research staff member of the Youth Research Centre.

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 through ongoing discussions. Visitors in 2010 included:

DANIEL SCHUSTER (INTERN)
Karl Franzens University of Graz, Austria

DR KITTY TE RIELE (VISITING SCHOLAR)
University of Technology, Sydney

ABDULLAH ALZAHRAIN (VISITING SCHOLAR)
National Centre of Youth Studies, King Saud University, Saudi Arabia

DR DAN WOODMAN (VISITING SCHOLAR)
Australian National University, Canberra