CENTRE PROFILE

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

Research and development is organised into four programs:

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

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

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

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

http://web.education.unimelb.edu.au/yr/c/

or follow us on Twitter:

http://twitter.com/YRCunimelb

FROM THE DIRECTOR

The Annual Report 2013 reveals the consolidation of the Centre’s profile in a number of activities. In research, the Centre’s work in the Asia Pacific region is highlighted, with a suite of projects, many lead by Associate Professor Helen Cahill in Papua Province, Indonesia and Bangladesh, involving representatives from many Asian Countries. These projects, and the many invited keynote presentations by staff, highlight the role of youth-focussed policies and programs in addressing challenges associated with poverty and inequality in the region. In all, the Centre undertook 20 projects in 2013, funded by a mix of competitive (Australian Research Council) grants, early career researcher grants, and funding from governments, philanthropies and NGOs. They span the Centre’s four research programs of Youth Transitions; Youth Participation and Citizenship; Youth Health; and Wellbeing and Equity and Childhood.

The Centre is host to a vibrant group of research students, reflecting its commitment to research training. In 2013 there were 21 PhD students, two Doctoral students and five Masters students supervised in the Centre. Postgraduate students are supported by the Centre’s Study Circle (led by Monique Dalgleish) and by a Study Support Group lead by Kylie Smith and Helen Cahill. The Centre hosted visits from three international scholars to undertake research collaborations (from Germany, Japan and Sweden).

The Centre also consolidated its contribution to teaching in the Melbourne Graduate School of Education, with many staff teaching into the Masters by coursework and Master of Teaching programs and teaching Breadth subjects. Achieving the right balance of teaching, supervision and research for individuals is a challenge, but there is no doubt that getting the mix right enables the Centre to play a significant role in the School, the University and the region.

The Centre’s commitment to communicating to a range of audiences is reflected in its outputs in 2013. Centre staff produced three books (two of which were text books), seven book chapters, 14 refereed journal articles and 12 Research Reports, Briefing Papers and resources. In this way, the Centre contributes to knowledge in the fields of youth studies, education and related disciplines as well as to areas of practice in schools, communities and organisations that are relevant to young people.

As a testimony to the relevance, quality and innovation that characterises the work of the Centre, it is noteworthy that Hernán Cuervo was awarded an Early Career Researcher Grant (to identify opportunities and barriers for Indigenous youth transition) and a Carlton Connect Facilitation Grant (with Johanna Wyn, to analyse generational transitions in farming careers that will promote sustainable farming). Helen Stokes (with Associate Professor Lea Waters and Fiona Luck) was awarded a citation for outstanding contributions to student learning at the University of Melbourne Excellence Awards and a citation for outstanding contributions to student learning from the Office of Learning and Teaching Australian Awards for University Teaching, and Helen Cahill won a Staff Research Excellence Award for a randomized control trial study of the effectiveness of high school drug education.

Johanna Wyn
STAFF PROFILES

Johanna Wyn
Director and Professor

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

Helen Cahill
Deputy Director and Associate Professor

Associate Professor Helen Cahill is Deputy Director of the YRC. She teaches in the Master of Education and the Master of Teaching, coordinating subjects which address youth wellbeing. She has a special interest in the use of drama as a tool in participatory research and transformative education and in projects which position young people as active agents. Helen leads a number of youth participation, HIV prevention, anti-violence and gender rights projects in the Asia-Pacific region, specialising in the use of participatory methods in research, education and community development projects. She is the lead education researcher in a number of school health promotion projects, including the School Drug Efficacy Trial, a randomised control trial investigating school drug education.
Kate Alexander
Senior Administrator

Kate Alexander is a Senior Administrator within the Melbourne Graduate School of Education at The University of Melbourne and has worked in an administration role since 2008. This role involves supporting academic staff members in the YRC in the areas of research, teaching and knowledge engagement as well as providing administrative support in areas such as finance, human resources, publications, event support, project support and website development.

Sally Beadle
Research Fellow

Sally rejoined the Centre in February 2013 to work on a range of research and consultancy projects in the area of adolescent health and wellbeing. This included adapting and implementing the Connections program for Bangladesh and monitoring and evaluation of the Prevention of Violence Program in Papua, Indonesia, as well as Australian-based research with Centre for Multicultural Youth (CMY) and the Youth Support and Advocacy Service (YSAS). In 2013, Sally also continued her Masters in International Public Health from the University of Queensland.

Rhonda Christopher
Senior Administrator

Rhonda Christopher has been a Senior Administrator within the Melbourne Graduate School of Education since June 2007. During that time her role has been split between providing financial and administrative support for research and teaching activities to the YRC as its Administrator, together with providing similar support to Educational Psychology, Inclusion and Student Wellbeing groups. In October 2013, Rhonda took on a new role within MGSE as Domain Administrator for the Education Policy, Equity and Identity (EPEI) Domain.

Julia Coffey
Research Fellow

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

Jessica Crofts
Research Assistant

Jessica Crofts began working in her role as a Research Assistant on the Life Patterns project in 2010 and continued this role throughout 2013. Within the Life Patterns project Jessica’s research interest includes education, work, feminism and gender inequalities. Jessica is also a full-time PhD student. Her PhD is based on data from the Life Patterns project and explores the discourses surrounding ‘new femininities’ particularly in relation to education and work.

Merlyne Cruz
Research Fellow

Dr Merlyne Cruz has 20 years experience as an early childhood educator, primary school teacher, international education consultant and a researcher and lecturer in the higher education sector. She has worked as a Clinical Specialist for the Master of Teaching Program (Early Childhood) and had leadership roles in a range of research projects in Indigenous communities, as well as researching the practices and processes of creating pedagogical change in educational settings. She taught in the breadth subject Concepts of Childhood. In 2012 she was awarded her PhD, which explores early educators’ commitment to cultural diversity.
Hernán Cuervo
Lecturer and Research Fellow

Dr Hernán Cuervo is a Research Fellow at the YRC and a Lecturer at the Melbourne Graduate School of Education. His research interests focus on inequality, youth studies, and theories of justice, rural education and education policy. Hernán coordinates and teaches the course ‘Diversity, Inclusion and Transitions’ in the Master of Education. He is a regular lecturer in different courses in the Master of Teaching at the Melbourne Graduate School of Education, in the Sociology program in the Faculty of Arts and in the Master of Adolescent Health in the Faculty of Medicine. Hernán works on the Life Patterns project. In 2013, he has started to work on two other research projects: Indigenous youth transitions in East Arnhem Land, and traditions and transitions in farming careers for sustainable farming in the context of water and climate challenges. Hernán has been selected to teach in 2014 in the subject ‘Estudios y políticas de juventud en America Latina’, in the postgraduate course Diploma de Estudios Superiores at Facultad Latinoamericana de Ciencias Sociales, Buenos Aires campus. He is also currently a member of the Council Advisory Policy for the Australian Youth Affairs Coalition (AYAC) and the Red de Comunidades Rurales, Argentina.

Anne Farrelly
Research Assistant and Project Officer

Anne Farrelly is a Research Fellow working on a range of projects across the YRC. She is currently working with staff from the Centre on the Department of Education and Early Childhood Development (DEECD) Resilience Project developing social and emotional learning framework and curriculum resources. She is also part of the team in the development of ethics protocols for research with children under five years of age. She teaches in the Breadth subject, ‘Concepts of Childhood’.

Ruth Forster
Research Assistant


Lyndall Grimshaw
Research Fellow

Lyndall Grimshaw is a Research Fellow at the YRC. Throughout 2013 Lyndall has worked as part of the YRC team undertaking research and evaluation of the Youth Partnerships initiative funded by the Victorian Department of Education and Early Childhood Development (DEECD). Her primary responsibility for this project was conducting ethnographic interviews with disengaged young people in metropolitan, regional and rural Victoria. In addition she has worked on the Experience of Education project for the Whilam Institute.

Cassie Kotsanas
Research Assistant

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

Bern Murphy
Lecturer and Research Fellow

Bern Murphy has a background in teaching and lectures in the Master of Teaching program in Social Policy, Australian Indigenous Education, and Health Issues for Young People. She teaches in both Primary and Secondary courses and works with Teacher Candidates in schools. Her research interests focus on marginalised young people whose access to education is limited. Her recent work focuses in particular on how pre-service teachers learn about Indigenous Education issues and ways to support and prepare pre-service teachers who are interested in working remotely. Bern works on a program that offers a two week placement in remote schools in the Northern Territory. The idea is to create a community of learner’s in remote locations.
Graeme Smith  
Statistical Analyst

Dr Graeme Smith has continued to work part-time at the Centre in 2013 as Statistical Analyst. His main area is the data analysis in the Life Patterns project, and the data and cohort management of this project. Additionally he contributes analysis and advice to many other centre projects. Graeme is also an Honorary Research Fellow in Ethnomusicology and Popular Music Studies at Monash University.

Kylie Smith  
Lecturer and Research Fellow

Dr Kylie Smith is a Research Fellow and Senior Lecturer at the YRC. She has been active in early years education and policy development for the last 20 years, and for the past 15 years has focused on researching how theory and practice can challenge the operation of equity for young children in classrooms, community spaces and government policy. Kylie coordinates and teaches two breadth subjects ‘Concepts of Childhood’ and ‘Ethics Gender and the Family’, two Master of Education subjects ‘Contemporary Issues and the Young Child’ and ‘New thinking in Early Childhood Pedagogy’. She also teaches in the Masters of Education subject ‘Leading Educational Ideas’.

Prasanna Srinivasan  
Research Fellow

Dr Prasanna Srinivasan is a Research Fellow. Her PhD, awarded in 2012, is titled, ‘Contesting identities: in othered voices’. It used ‘othering’ in different ways, under different theoretical paradigms to bring to surface how cultural identities are negotiated, shaped and contested within early childhood settings by children and adults, speaking as ‘Australian’ and ‘not Australian’. Conducted as participant action research, the study narrated the relevance and the irrelevance of nation and national identities through and with the voices of the researched and the researcher.

Helen Stokes  
Lecturer and Research Fellow

Dr Helen Stokes is a Senior Lecturer and Research Fellow at the YRC. Her research interests include marginalised young people and access to education, identity formation and school leadership. In 2013, Helen worked on a number of projects including Youth Partnerships and the Education Benalla Program. She is Program Coordinator of the Masters in School Leadership (MSL) and Academic Coordinator for Master of Instructional Leadership (MIL). She is Subject Coordinator for Leading Change in the MSL program and Leadership in Schools for the Master of Teaching Program.

Malcolm Turnbull  
Research Fellow

Dr Malcolm Turnbull is a Research Fellow at the YRC. Malcolm’s research activities in 2013 have included longitudinal evaluations of the whole-of-community Education Benalla Program (for the Tomorrow Today Foundation) and the Young African Men’s Project (for the Centre for Multicultural Youth); a case study for Hands on Learning Australia; evaluation of the Refugee Youth Support program (for the Centre of Multicultural Youth); contributions to the Youth Partnerships project (for the DEECD) and the Experience of Education project (for the Whitlam Institute).

Ani Wierenga  
Senior Research Fellow

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

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

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

CONNECTIONS SEXUALITY AND GENDER RIGHTS EDUCATION IN BANGLADESH
UNICEF Bangladesh

EARLY AND MIDDLE YEARS CONSULTATION: CHILDREN AND FAMILIES
City of Yarra

EDUCATION BENALLA PROGRAM
Tomorrow Today Foundation

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

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

HANDS ON LEARNING: A CASE STUDY OF THE PROGRAM, IN ACTION
Hands on Learning Australia

IDENTIFYING THE OPPORTUNITIES AND BARRIERS FOR INDIGENOUS YOUTH TRANSITIONS
University of Melbourne (Early Career Researcher Grant)

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

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

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

THE REFUGEE YOUTH SUPPORT PROJECT
Centre for Multicultural Youth

THE YOUNG AFRICAN MEN’S PROGRAM
Centre for Multicultural Youth

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

UNDERSTANDING AND ADVancing ADOLESCENT HEALTH, DEVELOPMENT AND PARTICIPATION: WITH A FOCUS ON NEPAL AND BHUTAN
UNICEF Regional Office for South Asia

VICTORIAN EARLY YEARS LEARNING AND DEVELOPMENT FRAMEWORK (VEYLDF) IMPLEMENTATION: INQUIRY INTO IMPLEMENTATION PROJECT (IIP)
Victorian Curriculum and Assessment Authority

YOUTH PARTNERSHIPS EVALUATION AND RESEARCH PROGRAM
Department of Education and Early Childhood Development (DEECD)

YOUNG PEOPLE NEGOTIATING RISK AND OPPORTUNITY: A REASSESSMENT OF TRANSITION PATHWAYS
Australian Research Council Discovery Grant

YSAS SUDANESE ASSERTIVE OUTREACH INITIATIVE – STAKEHOLDER CONSULTATION
Youth Support and Advocacy Service

Workshop being undertaken as part of the ‘Understanding and Advancing Adolescent Health, Development and Participation: With a focus on Nepal and Bhutan’ project
ARTICLE 29 ON THE CONVENTION ON THE RIGHTS OF THE CHILD: THE AIMS OF EDUCATION FROM A CHILD’S PERSPECTIVE

Duration: 2012-2013
Self-funded pilot
Researchers: Kylie Smith, Laura Lundy, Dympha Devine and Elizabeth Welty, School of Education, Queen’s University, Belfast; Elizabeth Swadener, Arizona State University; Natasha Blanchet-Cohen, Concordia University, Canada; and Lacey Peters, Hunter College, City University of New York.

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

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

Duration: 2012-2014
Funded by: Australian Research Council Linkage Grant, with Partner Organisations: The Foundation for Young Australians, Social Ventures Australia Limited, Dusseldorp Skills Forum, Hands On Learning Australia, Beacon Foundation
Researchers: Johanna Wyn and Ani Wierenga (with Gavan McCarthy, Mike Jones and Antonina Lewis from the eScholarship Research Centre).

This project is developing the tools required to create a persistent national evidence base on programs assisting young Australians at risk. It will lay a new foundation for policy formation and help identify, and analyse, the processes that lead to successful outcomes for marginalised and disadvantaged youth, including school completion, personal wellbeing, employment, and the capacity to engage with civic life. In 2013 the research team developed three frameworks (context, concepts and evidence) within an Open Heritage Resource Management system or OHRM. These frameworks enable the capture and display of knowledge and information about the context of programs, about the concepts informing programs and about the evidence used to inform practice. In 2014 these will be tested and the web based OHRM will become public.

CONNECTIONS SEXUALITY AND GENDER RIGHTS EDUCATION IN BANGLADESH

Duration: 2013
Funded by: UNICEF Bangladesh
Researchers: Helen Cahill and Sally Beadle

In 2013, Bangladesh contracted the YRC to adapt and implement the Connections program for girls and mothers. The Connections program is based on Creating Connections, developed by Helen Cahill, for the Vietnamese Women’s Union (2006-2009), which has since been modified and rolled out in several countries in the Asia Pacific Region.

EARLY AND MIDDLE YEARS CONSULTATION: CHILDREN AND FAMILIES

Duration: 2013
Funded by: City of Yarra
Researchers: Kylie Smith, Cassie Kotsanas, Merlyne Cruz, Prasanna Srinivasan, Bruce Hurst and Anne Farrelly

This research project supported the development of the City of Yarra’s Early Years Strategy 2013-2016 and Middle Years Strategy 2013-2016. The research answered three interrelated questions to develop these Strategies:

1. What is important to the wellbeing of children and young people?
2. How do children and their families experience the City of Yarra?
3. Which factors, including but not limited to spatial, physical and social factors, strengthen or limit children and families’ quality of life in Yarra?

In this project the researchers worked with people within the City of Yarra to consult with children from birth to twelve years of age about their experiences of living, studying, attending services or visiting the City of Yarra. Children were invited to share their ideas and thoughts through mediums that they were familiar and comfortable with such as conversations, drawing, and painting. Families contributions were sought through surveys and focus groups.
EDUCATION BENALLA PROGRAM

Duration: 2011-2014
Funded by: Tomorrow Today Foundation
Researchers: Helen Stokes and Malcolm Turnbull

The Education Benalla Program is a whole-of-community initiative that seeks to reduce disadvantage in the Benalla district of Victoria. A two phase intervention, the project seeks to tackle high rates of early school leaving and educational disengagement, focusing on the key areas of school readiness, student well-being and transition to tertiary education. The YRC has been contracted to evaluate Phase 1 of the project, develop a four year evaluation framework and then examine and analyse the sub-program roll-out and evolution over the period 2011-2014.

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

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

This research project aims to explore what research methodologies and protocols are being used by researchers to ensure young children’s right to participate in research is enacted in an ethical manner. Using data collected via survey and interview the project will develop a set of research based protocols that students will be investigated are:

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

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

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

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

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

HANDS ON LEARNING: A CASE STUDY OF THE PROGRAM, IN ACTION

Duration: 2012-2013
Funded by: Hands on Learning Australia
Researcher: Malcolm Turnbull

Hands on Learning (HOL) is an early intervention educational program that seeks to increase attendance and retention of middle years students regarded as at risk of disengagement and/or early school leaving. Initially piloted in 1999, the program currently operates in 23 secondary schools throughout Victoria and on Cape York Peninsula. The impact of the program at a ‘macro’ level was examined by Deloitte Australia in 2012. The YRC’s report, by contrast, examines HOL’s impact at a ‘micro’ level, as a case study of successful program delivery at a specific regional Secondary School setting. An appendix to the report compares the educational experiences of a sample of HOL participants with a sample of young people who were identified as meeting HOL’s selection criteria but, for various reasons, opted not to undertake the program.

IDENTIFYING THE OPPORTUNITIES AND BARRIERS FOR INDIGENOUS YOUTH TRANSITIONS

Duration: 2013-2014
Funded by: University of Melbourne (Early Career Researcher Grant)
Researchers: Hernán Cuervo

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

SCHOOL AND COMMUNITY VIOLENCE PREVENTION EDUCATION IN PAPUA PROVINCE, INDONESIA

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

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

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

The materials were introduced in a number of trainings in late 2012. Following piloting of both programs in 2013, staff from the YRC worked with UNICEF to conduct monitoring and evaluation, deliver booster training to teachers and facilitators of the community program and consider next steps for the program.

This work is part of the Joint UN Program on Combatting Violence Against Women and Children (2011-13). The project is funded by the UN Trust Fund to End Violence Against Women, partners include UNFPA, UN Women, UNICEF, and the Papua Bureau of Women’s Empowerment.
THE EXPERIENCE OF EDUCATION PROJECT: THE IMPACT OF HIGH STAKES TESTING ON SCHOOL STUDENTS AND FAMILIES

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

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

THE LIVED EXPERIENCE OF REFUGEE-BACKGROUND CHILDREN IN AUSTRALIA

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

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

THE REFUGEE YOUTH SUPPORT PROJECT

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

The Refugee Youth Support Program (RYSP) was an initiative of the Department of Immigration and Citizenship (DIAC) that responded to the needs of Unaccompanied Humanitarian Minors in Australia, and sought to assist 16-17 year olds with permanent protection visas to settle in the community.

The project provided housing and living support for approximately 120 young people in three states. While the overall Pilot was evaluated by ARTD Consultants, CMY believed that a more focused study of the strengths and challenges of RYSP in Metropolitan Melbourne would provide useful and specific learnings at a more local level. With this in mind, the YRC was to undertake a two-stage evaluation of the Victorian delivery and a follow-up (or Faring) study. The Victorian Evaluation has been guided by the key research question: Has the RYSP, through the provision of Housing and Case Managed connections, strengthened settlement outcomes for unaccompanied young people?

THE YOUNG AFRICAN MEN'S PROJECT

Duration: 2009-2013
Funded by: Centre for Multicultural Youth
Researchers: Malcolm Turnbull and Helen Stokes

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

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

Duration: 2013 - 2014
Funded by: UNICEF Indonesia
Researchers: Helen Cahill and Sally Beadle

The YRC are working with UNICEF Indonesia to adapt and deliver the short course Understanding and Advancing Adolescent Health, Development and Participation to the Indonesia context. Two courses are being developed – one for delivery at a National level and one for delivery in Papua and West Papua provinces. The course offers up-to-date data on adolescents, looks at using data to inform programs, presents the latest evidence-based interventions, advocates for meaningful participation of adolescents and shares promising practice from around the Asia Pacific region. Training of trainers for the two courses will be delivered in 2013 and 2014, and be attended by a range of participants from Government, NGOs and UN Agencies.

Above and right: from the ‘School and Community Violence Prevention Education in Papua Province, Indonesia’
PARTICIPATION: WITH A FOCUS ON NEPAL AND BHUTAN

Duration: 2013
Funded by: UNICEF Regional Office for South Asia
Researchers: Helen Cahill and Sally Beadle

The YRC are working with UNICEF to adapt the short course Understanding and Advancing Adolescent Health, Development and Participation to the South Asia context with a focus on Nepal and Bhutan. The course was delivered in a seven day training in Dhulikhel, Nepal in December 2013. The course is evidence-based and draws on principles of youth participation to share innovative practice from the region. It also provides a number of sessions with a focus on working with and for adolescents and young people from key populations most at risk of HIV exposure.

Following participation in the training, participants were provided with an interactive trainer tool which included videos of activities in action and key trainer tips to help them share parts of the course with their colleagues.

VICTORIAN EARLY YEARS LEARNING AND DEVELOPMENT FRAMEWORK (VEYLDF) IMPLEMENTATION: INQUIRY INTO IMPLEMENTATION PROJECT (IIP)

Duration: 2012-2013
Funded by: Victorian Curriculum and Assessment Authority
Researchers: Hume Network: Jane Page and Cassie Kotsanas; Mildura Network: Kylie Smith and Cassie Kotsanas; Sale Network: Kylie Smith and Prasanna Grinivasan

This project, located across three network sites (Hume, Mildura and Sale), uses an inquiry-based research methodology to support early childhood educators to collect evidence of children’s learning and development in the five outcomes as outlined in the Victorian Early Years Learning and Development Framework. Participants are educators that work with children aged from birth to eight years. In a series of five one-day workshops across each site participants will be provided with strategies to observe, document and analyse examples of evidence of children’s learning and development, and to use this evidence as part of a curriculum planning cycle.

YSAS SUDANESE ASSERTIVE OUTREACH INITIATIVE – STAKEHOLDER CONSULTATION

Duration: 2013
Funded by: Youth Support and Advocacy Service
Researchers: Sally Beadle

In 2010, YSAS initiated the implementation of assertive outreach programs targeting Sudanese young people in two areas of Victoria: the City of Brimbank and the City of Greater Dandenong. The outreach initiatives aim to build the resilience and improve the health and wellbeing of young members of African migrant communities who experience marginalisation and who often engage in frequent and very heavy alcohol use.

In 2013, the YRC worked with researchers from YSAS to document the characteristics of the initiative as it has evolved to date. The YRC was specifically involved in carrying out consultations with a range of stakeholders, including youth workers, police and community health organisations, to collect their views on successes and challenges associated with this initiative, areas of ongoing need and future program directions. The report will be used by YSAS to share promising practice models and seek ongoing funding for this important work.
2013 TEACHING

Masters Level Programs

Master of Education Subjects:

Diversity, Inclusion & Transitions, Hernán Cuervo - Coordinator and Lecturer

Leading Educational Ideas
Kylie Smith - Tutor

Current Approaches in Student Wellbeing
Helen Cahill – Coordinator and Lecturer

Negotiated Project in Student Wellbeing
Helen Cahill - Coordinator and Lecturer

Promoting Student Wellbeing
Helen Cahill - Coordinator and Lecturer

Young People and Culture
Johanna Wyn – Contributing Lecturer

Undergraduate and Breadth Programs

Concepts of childhood
Kylie Smith – Coordinator and Lecturer

Ethics Gender and the Family
Kylie Smith – Coordinator and Lecturer

Youth and Popular Culture
Johanna Wyn - Coordinator and Lecturer

Youth and Citizenship
Ani Wierenga – Coordinator and Lecturer

Master of School Leadership Subjects:

Leading Change
Helen Stokes – Program and Subject Coordinator

Master of Instructional Leadership
Helen Stokes - Academic Coordinator

Master of Teaching Subjects:

Leadership in Schools
Helen Stokes – Coordinator

Social and professional contexts (Primary)
Bernadette Murphy - Coordinator and Lecturer

Teaching professional contexts early years
Bernadette Murphy - Coordinator and Lecturer

Australian Indigenous education
Bernadette Murphy - Coordinator

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

PHD STUDENTS

Jessica Crofts

Working title: New femininities: young women and education in late modernity
Supervisors: Johanna Wyn and Hernán Cuervo

This research, in connection with the YRC’s Life Patterns Project, explores how social conditions affect young women’s identities, and their understandings of gender inequality. The aim of this thesis is to explore the influence of the social and political conditions associated with late modernity, including individualisation and neoliberalism, on young women’s lives. This thesis uses the data from 28 interviews with 23-24 year old women and a feminist framework informs the analysis. It explores the complications of subject formation and what it means to be a “young woman” in neoliberal, post-feminist, late modernity, exploring what contemporary feminism means to these women.

Monique Dalgleish

Working Title: Art, schizophrenia and becoming
Supervisors: Helen Cahill and Richard Chenhall

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

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

Working title: Gender Discourses and Teacher-Talk: Reconceptualizing Teachers’ Roles in Promoting Gender Equity in Pakistani Early Childhood Classrooms
Supervisors: Glenda MacNaughton and Karina Davis

This study focused on reconceptualising teachers’ roles to promote gender equity in early childhood classrooms in Pakistan. In this, gender discourses circulating in early childhood classrooms were unearthed with aims to disrupt taken for granted practices constituting these discourses. A regime of ‘religious patriarchy’ constructed discourses of morality, essentialism, heterosexuality, male supremacy and sexuality that bounded gender equity work. This study creates new knowledge about challenging discursive practices while working within contextual boundaries.

Eric Fu

Working Title: Online participation and internet users’ civic literacies in China
Supervisors: Johanna Wyn and Hernán Cuervo

Chinese internet users have been actively engaged in online participation for 20 years, but studies of their online participation through the lens of civic learning are still insufficient. Drawing upon the theories of civic learning and citizenship education, this study wants to pursue a nuanced observation of Chinese internet users’ participation in online events through the lens of civic learning. By doing this, this study aims to find out how citizenship is practiced and what civic literacies are indicated in Chinese internet users’ online participation.

Siobhan Hannan

Working title: Italian at kinder: Italian-English bilingual kindergarten program
Supervisors: Joe Lo Bianco and Johanna Wyn

An autoethnographic study of an Italian-English bilingual kindergarten, focusing on a play-based program for 3-5 year olds where Italian language immersion is overlaid on the normal preschool program. The focus for this study is the teacher and the process of teaching. Within the goal of using Italian ‘as much as possible’, the teacher makes a myriad of decisions: how to structure the session and learning program, who to interact with and how, which language to use, how to couch utterances. These decisions are made in the context of teaching in the play-based program. The program is analysed as a language-learning environment in relation to aspects of second language acquisition theory such as comprehensible input, the silent period, the role of output and interaction, formulaic language and focus on form. The thesis contributes to the development of praxis for second language teaching in preschool settings.

Sara Holman

Working title: Policies in Relation to same sex families in Early Childhood Education and Care
Supervisors: Julie McLeod and Kylie Smith

This study will investigate strategies to improve policy in Early Childhood Education to address same-sex families’ access to Early Childhood Education. This study asks ‘Are same-sex families supported in the same capacity as heterosexual families in the Early Childhood context?’ A comparative study is to be conducted to outline similarities and differences in practice between Australia and other international countries (i.e. Canada, or Europe). Most importantly this study will focus on equality in the delivery of Family Centred Practices and supports across all Early Childhood settings for all same-sex families.

Matthew Holt

Working Title: Sexual Orientation and School: The beliefs, behaviours and practices of secondary school teachers
Supervisors: Helen Stokes and Kylie Smith

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

Sangay Jamtsho

Working title: Student Well-being: challenges and opportunities of implementing a whole school approach
Supervisors: Johanna Wyn and Helen Cahill

While there is a growing recognition that wellbeing needs to be an integral part of school education deserving a place in its policies, curriculum, structures, and practices, it is not as widely held and practised. This study aims to gain an understanding of the challenges and opportunities involved in implementing a whole school approach to student wellbeing through the perspectives of student wellbeing leaders in secondary schools. Understanding what they view as key drivers, barriers, and facilitators of student wellbeing based on their practice, it is hoped, will lead to useful insights that can help shape a more wholesome approach to the promotion of student wellbeing.

Cassie Kotsanas

Working Title: Children’s participation in theory and practice: (re)theorising the everyday enactment of children’s participatory rights with early childhood educators
Supervisor: Kylie Smith and Margaret Coady

This participatory action research project sought to generate and promote critical and ethical early childhood theories and practices to support the enactment of children’s participation rights. Eight early childhood educators engaged in interviews, group meetings, their own action research projects and collaborative analysis processes to explore and create new possibilities for children’s participation in the everyday in early childhood settings. Using a poststructural conceptual framework for analysis with an emphasis on Derridean deconstruction and an ethic of hospitality this research explores possibilities for an ethics through which educators may encounter and interact with each child as other rather than normalising children and their participation.

Bruce Hurst

Working Title: What do children aged 9 to 12 years consider important in the provision of Outside School Hours Care?
Supervisors: Kylie Smith and Helen Cahill

This thesis will investigate the opinions of older children (9 to 12 years) about what makes a good Outside School Hours Care (OSHC) program. Practitioners often regard older children, a minority in OSHC, as more difficult to work with than other age groups. The study will take a critical view of whether the older child is inherently problematic, or whether there are structural and cultural factors that influence the suitability of OSHC for older children. This research will adopt a participatory research methodology, positioning children as co-researchers and allowing them the space to form a view about what constitutes good OSHC for older children. It will be informed by poststructural ideas of power, knowledge and identity construction. These theories will be used to question and disrupt the commonly accepted position that adults are most expert in the lives of children, and best able to judge how OSHC should look for older children.
Daniel Leach-McGill
Working title: Identities of early childhood education and care professionals in integrated service settings
Supervisors: Kylie Smith and Helen Cahill
This research will investigate the impact of the compatibility and tension between the roles and functions of Early Childhood Education and Care (ECEC) Professionals in the context of Integrated Service settings when defined by ECEC Professionals and when drawn from analysis of policy texts. This exploration is set within a context of significant reform in the area of ECEC and an increasing push within state and federal government policy towards the integration of child and family services. The research will explore: how policy positions ECEC professionals analysing key ECEC reform text and policy text supporting integrated service delivery; the perceptions ECEC professionals have of their role and its function; and the impact of the compatibility and tensions between these different articulations. Specific attention will be given to identifying value assigned to different roles and functions in ECEC. The Research will draw on post-structural theories along with the concepts adapted from Social Inclusion—professional inclusion—drawing on theories of recognition and redistribution. These theories and concepts will assist in exploring ECEC professionals positioning in a policy, political and personal context.

Pat Jewell
Working Title: Understandings of the UN Convention on the Rights of the Children Rights
Supervisors: Kylie Smith and Jane Page
This research will focus on Article 12 of the 1989 UNCRC the right of children under 8 to participate in decisions that affect their lives within the family. I will be considering the barriers to children accessing these rights including the competing thinking about ‘parents’ rights’ and ‘children’s rights’, the role of developmental frameworks and children and their evolving capabilities. I will be trying to define ‘participation’ and the identity and role of the parent in this context.

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

Robert Moolman
Working title: Implementing a comprehensive inclusivity policy regarding gay, lesbian, bisexual, transgender or intersex (GLBTI) students in Secondary Schools
Supervisors: Helen Stokes and Kylie Smith
This research will investigate the decision making processes and change management strategies at secondary schools in Victoria who have successfully developed and implemented policies with respect to gay, lesbian, bisexual, transgender and intersex (GLBTI) students. The new policies should aim to comply with legislated duty of care requirements published by the Department of Education and Early Childhood Development and the Safe Schools Coalition of Victoria. The study will focus on why and how the changes occurred, the roles and influence of the principals and leading teachers and examine the change management strategies that have led to new practices supporting GLBTI students and staff. The key question that will be explored is; ‘how does school management drive the change process and implementation of a more comprehensive and explicit inclusivity policy regarding lesbian, gay, bisexual, transgender or intersex students in the Victorian school system?’

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

Samantha Ratman
Working Title: Young people and global citizenship: identity, belonging, participation and the new possibilities for civic practice
Supervisors: Ani Wierenga, Johanna Wyn and Julie McLeod
This research project seeks to understand the changing nature of civic life for young people in Australia. It examines three central questions about how young people understand citizenship, how they practice it, and how citizenship curriculum can support new forms of civic practice. The findings of this research are intended to inform conceptual understandings of civic education processes and support the development of global education programs.

Kelly Roberts
Working title: Renewing the purpose(s) of Australian education in the twenty first century
Supervisors: Simon Marginson and Johanna Wyn
What ought the purposes of education be? This is a complex and perpetual question. Purpose has great import for all stakeholders, and for the processes of innovation, policy reform and educational change. Nonetheless, it is impossible to define educational purposes in absolute terms - in large part due to ingrained notions of educational purposes, prevailing debates across scholastic cultures and ideological traditions, and the rapidly changing contextual conditions shaping life in the 21st century. A more coherent framework is needed to contribute the ongoing understanding of what educational purposes ought to be. I have conducted an extensive exploratory synthesis attempts to navigate the complexity of existing notions of purpose, and identify the key social, economic, political, environmental, cultural and technological conditions from which the future purposes of education and reform in Australia will emerge.
Recognizing the social change in the pursuit of career, this study aims to examine how career identity and social relationships affect the decision making of young working women during their career transitions. It draws on the concept of career as protean and boundaryless, as individuals manoeuvre their development based on their values, and are no longer limited by the organizational or occupational boundaries. In this context, career identity and social relationships, play a vital role in shaping and making sense of the career decisions. I propose to use both survey and individual interviews to collect data from Australia, Singapore and Hong Kong. The significance of this study is fourfold. First, it acknowledges the paradigm shift of career, and responds to the call for further exploration of protean and boundaryless career categories. Second, it recognizes the role of women in workplace, and pioneers to study their early work transitions. Third, it reduces the knowledge gap in career development in Eastern societies, and contributes to multiculturalism. Fourth, it devises valuable insights for career counselling.

**DOCTOR OF EDUCATION STUDENTS**

**Kirsten Courtney**

**Working Title:** Young Children’s perceptions of bullying

Supervisors: Julie McLeod and Kylie Smith

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

**Juliet Watson**

**Working Title:** Young women, homelessness and intimate relationships

Supervisors: Johanna Wyn and 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.

**Vaoiva Ponton**

**Working Title:** An Investigation of Samoan Student Experiences in Homework Study Groups in Melbourne, Australia.

Supervisor: Johanna Wyn

This is a preliminary study about Samoan student experiences in two Homework Study Groups in Melbourne and my research practices undertaken to determine what teaching and learning strategies assist with improving academic outcomes for this group. The importance of this study highlights the need for pedagogy to acknowledge preferred learning methods of the students in classrooms, especially those of minority backgrounds like the Samoan participants in this study. Acknowledging the experiences and understanding that some students lack the cultural capital required to excel academically in Australian schools is important for educators. This study will make a contribution to knowledge of Samoan student experiences in Melbourne. It will provide new perspectives on what motivates students to learn, what concerns them and the impediments this group of young people experience whilst living in Melbourne. Participants of this study indicated the Homework Study Groups established, provided structure and learning strategies that improved academic outcomes. It was not only a space participants felt they could seek assistance and support from a teacher/researcher who understood the importance of understanding their cultural values and beliefs, it was also a space where participants felt safe to express their high and lows regarding their educational experiences.
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 2012, the Centre produced the following publications:

**BOOKS:**


**BOOK CHAPTERS:**


**JOURNAL ARTICLES:**


Cuevra, H. (2013). Critical reflections on youth and equality in the rural context. Journal of Youth Studies, Published online: October 2013

**RESEARCH REPORTS:**


**PRODUCTS, RESOURCES & KITS:**


**BRIEFING PAPERS:**


**SEMINARS & PRESENTATIONS**

**INVITED ADDRESSES**

**Helen Cahill**


September 2013. Keynote address: Stretching the policy platform for adolescents, South Asian Association for Regional Cooperation (SAARC) Youth Policy Dialogues, Nepal.

**Kylie Smith**


July 2013. Keynote: With all these changes, where is our sense of belonging? AEU Early Years Conference, Melbourne, Victoria.

July 2013. Keynote: About theorists, Moreland Early Years Conference 2013, Melbourne, Australia.


August 2013. Discover the potential of diversity doll In early childhood to promote equity and fairness, Beyond Tomorrow Early Childhood Management Services Conference, Melbourne, Australia.
Prasanna Srinivasan

Helen Stokes

Johanna Wyn
April 2013. Keynote: New Agendas for Youth Research, New Agendas on Youth and Young Adulthood Conference, University of Glasgow.


CONFERENCE PAPER, PRESENTATIONS AND SEMINARS

Julia Coffey
March 2013. ‘I’ll have everything done’ vs. ‘I’m me forever now’: exploring cosmetic surgery, identity and affect. ‘Talking bodies’: An international, interdisciplinary conference on identity, sexuality, and representation. University of Chester, United Kingdom.

November 2013. ‘What can I do next?’ Cosmetic surgery, femininities and affect. Published in the refereed proceedings for The Australian Sociological Association (TASA) Annual Conference, Monash University, Melbourne.


Jessica Crofts

Hernán Cuervo


December 2013. The significance of the principles of equality and merit in Australian education. Annual Conference of the Australian Association for Research in Education. Adelaide, Australia.

December 2013. Inequality and schooling in rural places. Annual Conference of the Australian Association for Research in Education. Adelaide, Australia.

Cassie Kotsanas


Kylie Smith

Prasanna Srinivasan
July 2013. Postmodernism and lives. Literary and Debating Association. PSGR Krishnamall College for Women, Chandra Seminar Hall, Peelamedu, Coimbatore, Tamil Nadu, India.


July 2013. ‘I am white, so I am Australian. Pookey is black not Australian’: The power of ‘whiteness’ in the early childhood classroom. Public Lecture Presentation for the Comparative and International Education Group University of Newcastle. The University of Newcastle, Callaghan, Australia.

Johanna Wyn


JOINT PRESENTATIONS AND WORKSHOPS


Events

Honoring the Child, Honoring Equity 13
Narratives of Equity

15-16 November, 2013 at the University of Melbourne, Australia

Keynote Speakers:

- Joy Wandin Murphy, Wurundjeri Elder
- Mark Rose, Executive Director, Indigenous Strategy at Latrobe University
- Sue Lopez Atkinson, Honorary Research Fellow, Melbourne Graduate School of Education, University of Melbourne
- Annette Sax, Managing Director, Yarn Strong Sista
- Miriam Giugni, Social Justice in Early Childhood and University of Canberra
- Jayne Osgood, London Metropolitan University
- Zachary Steel, Psychiatry Research and Teaching Unit School of Psychiatry, University NSW

PhD student Cassie Kotsanas with Associate Professor Zachery Steel at the 2013 Honoring the Child, Honoring Equity Conference

TASA Youth Symposium
Emerging Priorities in the Sociology of Youth

22 November, 2013 at the University of Melbourne, Australia.

A one day symposium with four plenary panels each addressing a contemporary challenge or conceptual problem for youth studies. The four panels were:

- Continuity and Social Change chaired by Dan Woodman
- Consumption, Creativity, Identity chaired by Andy Bennett
- The Body and Embodiment chaired by Julia Coffey
- Space and Place chaired by David Farrugia & Paula Geldens

Plenary panel discusses the Body and Embodiment. Chaired by Dr Julia Coffey.

Networks and Partnerships

Australian Partnerships

Asia Pacific Interagency Task force for Young people and HIV

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

The Australian Sociological Association’s Youth Thematic Group

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

Australian Youth Affairs Coalition (AYAC). Member of the Policy Advisory Council

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

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

International

Red de Comunidades Rurales, Argentina.

In 2012, Hernán Cuervo continued to provide advice to the Red de Comunidades Rurales as an ongoing member of the Foundation’s Board Advisory Council.

Honorary staff

Margaret Cody, Honorary Research Fellow
Bronwyn Davies, Honorary Professorial Fellow
Audrey D’Souza Juma, Honorary Professorial Fellow
Roger Holdsworth, Senior Research Associate
Sue Lopez, Honorary Research Fellow
Glenda MacNaughton, Honorary Professorial Fellow
Ian Roos, Research Associate

Visiting scholars

Erdem Tim Akguel
University of Bremen

Akihiko Higuchi
Associate Professor, Hosei University, Japan

Christina Brennan
Intern - Swinburne University of Technology

Evelina Landstedt
Postdoctoral Fellow, University of Umea, Sweden

Awards

Hernán Cuervo
Awarded an Early Career Research Grant by the University of Melbourne. Project: ‘Identifying the opportunities and barriers for Indigenous youth transition’. (Chief Investigator)

Awarded a Carlton Connect Facilitation Grant. Project: ‘Generation Next? Traditions and Transitions in Farming Careers for Sustainable Farming in the Context of Water and Climate Challenges’. (Co-investigator)

Helen Cahill
Melbourne Graduate School of Education

Staff Research Excellence Award for randomized control trial study of the effectiveness of high school drug education.

Helen Stokes
Associate Professor Lea Waters, Fiona Luck and Dr Helen Stokes were awarded a citation for outstanding contributions to student learning at the University of Melbourne Excellence Awards and a citation for outstanding contributions to student learning from the Office of Learning and Teaching Australian Awards for University Teaching.