<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre Profile</td>
<td>2</td>
</tr>
<tr>
<td>From the Director</td>
<td>3</td>
</tr>
<tr>
<td>Staff Profiles</td>
<td>4</td>
</tr>
<tr>
<td>Research &amp; Consultancies</td>
<td>10</td>
</tr>
<tr>
<td>Teaching</td>
<td>17</td>
</tr>
<tr>
<td>Graduate Student Research</td>
<td>18</td>
</tr>
<tr>
<td>Publications</td>
<td>26</td>
</tr>
<tr>
<td>Seminars &amp; Presentations</td>
<td>28</td>
</tr>
<tr>
<td>Seminar Series</td>
<td>30</td>
</tr>
<tr>
<td>Awards &amp; Appointments</td>
<td>31</td>
</tr>
<tr>
<td>Networks &amp; Partnerships</td>
<td>32</td>
</tr>
</tbody>
</table>
The Youth Research Centre's (YRC) 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 interrelated programs:

- Transitions Pathways and Mobilities
- Participation and Citizenship
- Wellbeing
- Identities

The programs are underpinned by methodologies for change, and principles and theories for social justice. Projects focus on childhood through to young adulthood and on the institutions and organisations that serve their needs, spanning a number of educational phases, disciplines and policy areas. These programs are well connected to international research collaborations and the Centre undertakes research in international as well as local settings.

Educational sociology provides a basis for interdisciplinary 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 (MGSE) 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 (education.unimelb.edu.au/yrc) or follow us on Twitter (http://twitter.com/YRCunimelb).

---

**Centre Profile**

From the Director

Congratulations to Professor Helen Cahill and to Associate Professors Helen Stokes and Kylie Smith, whose promotions to these positions were announced in 2016!

2016 has been a highly productive year, with a strong suite of projects that address key and emerging issues for young people. For example Helen Cahill led a large and growing body of research and consultancy work in the field of teacher development, school and system change. With a particular emphasis on the area of child and youth wellbeing and countering gender-based violence, these projects have been undertaken with UNICEF and UNESCO in the region and with Catholic Education, the Victorian Department of Education and Training (DET) and the Northern Territory Department of Education. The Resilience, Rights and Respectful Relationships project, described in this report, deserves special mention. Helen Stokes, with support from Malcolm Turnbull has maintained research partnerships with the Centre for Multicultural Youth and with Berry Street, analysing programs and initiatives that address the needs of diverse youth and those who are marginalized. Kylie Smith is also leading a program of gender research and development with a focus in early years. While contributing to the Life Patterns longitudinal study, Hernán Cuervo also initiated a project examining the role that pre-service teacher education placements in rural settings have to become the key to unlock the rural school staffing shortage.

The Centre’s work in 2016 was also focused on a suite of four Australian Research Council (ARC) projects, led by Johanna Wyn and Helen Cahill, which are described in this report.

2016 has been a year of adjustment for the Youth Research Centre as it has accommodated to new staff responsibilities. While maintaining a strong commitment to research and development, four of the Centre’s staff took up leadership responsibilities within the Melbourne Graduate School of Education. Helen Cahill was appointed to the position of Assistant Dean (Teaching and Learning), Helen Stokes was appointed Assistant Dean (Staffing), Kylie Smith was appointed Associate Dean (Research Training) and Hernán Cuervo was appointed Associate Dean (Diversity and Inclusion). The Centre farewelled Sally Beadle to take up a position as a policy advisor for ChildFund in Papua New Guinea.

The Centre’s Research Higher Degree students continue to play a significant role in the life of the Centre. Michelle Walter (PhD student) coordinated a series of well-attended Study Circle sessions for postgraduate students and staff. Monique Dalgliesh and Sue Mentha were awarded their PhD theses. The Centre’s Seminar Series 2016, titled Conversations about research on/with children and youth, featured leading scholars from Australia and overseas.

Johanna Wyn
Staff Profiles

Johanna Wyn
Director and Professor
Professor Johanna Wyn is director of the YRC and a Fellow of the Academy of Social Sciences Australia and of the Academy of Social Sciences of Britain. 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 Professor
Professor Helen Cahill is an internationally recognised education expert in the use of participatory methods and pedagogies for change in youth wellbeing. She has published widely in both peer reviewed and applied domains; and led innovations in teacher education. She is known as Australia’s foremost author of wellbeing education materials with over 50 peer reviewed publications and a further 50 applied publications designed to assist schools to address issues related to resilience, social and emotional learning, mental health promotion, suicide prevention, youth participation, drug education, grief education, gender rights, and violence-prevention. She regularly provides expertise to the Australian Education sector and to United Nations agencies working in countries across the Asia-Pacific region on issues such as student wellbeing, violence reduction, gender rights, and HIV prevention.

Kate Alexander
Senior Administrator
Kate Alexander is a Senior Administrator within the University of Melbourne’s Graduate School of Education and has worked in an administration role since 2008. Her role involves supporting staff members in the YRC in areas such as finance, human resources, publications, event and project support and website maintenance.

Sally Beadle
Research Fellow
Sally works on a range of research projects and consultancies in the area of adolescent health and wellbeing including curriculum design for Australian school settings and International development settings using qualitative and quantitative methods in research with children, young people and adults. She works on a range of projects in partnership with UNICEF in the Asia-Pacific Region. Major projects have included the development of the Connect with Respect curriculum for UNESCO Asia-Pacific, development of teacher training modules to support the Building Resilience classroom Program and adaptation of a life skills module for adolescents in Mindanao, Philippines. Sally has completed a Masters of International Public Health.

Jenny Chesters
Research Fellow
Dr Jenny Chesters is a Research Fellow at the Youth Research Centre, Melbourne Graduate School of Education. She is currently working on the longitudinal Life Patterns project focusing on youth transitions and the link between education and work. She has extensive experience conducting analyses of survey and administrative data. Her research interests focus on transitions between education and employment throughout the life course, inequality in educational attainment and social stratification and social mobility.

Jessica Crofts
Research Fellow
Dr Jessica Crofts has been working as a Research Fellow across a range of projects at the YRC since 2010. Jessica was involved in a number of projects including the Rights, Resilience and Respectful Relationships curriculum and Defining the Status of Culturally and Linguistically Diverse Young People – an ARC linkage project. Jessica’s research interests include education, work, feminism and gender inequalities. In 2016, Jessica taught in the subject ‘Youth and Popular Culture’.
Hernán Cuervo  
**Associate Dean (Diversity & Inclusion) & Senior Lecturer**

Dr Hernán Cuervo is a Senior Research Fellow at the YRC, Associate Dean (Diversity & Inclusion) and Senior Lecturer at the Melbourne Graduate School of Education. His research interests focus on youth studies, inequality, belonging and theories of justice, rural education and education policy. Hernán is the coordinator of the Graduate Certificate in Education Research and coordinates and teaches the subject ‘Education Research Methodology’. He also coordinates and teaches in a range of subjects. Hernán contributes to the Life Patterns project focusing on youth transitions and the link between education and work. He is convenor of the Rural Education SIG of the Australian Association for Research in Education and a member of YACVIC.

Anne Farrelly  
**Research Fellow**

Anne Farrelly is a Research Fellow working on a range of projects across the Youth Research Centre. She works with staff from the Centre on the Victorian Department of Education and Training Resilience Project developing the Rights, Resilience and Respectful Relationships learning materials for students in Kindergarten to Year 12. She works on the ARC Linkage project, Determining Implementation Drivers in Resilience Education. She teaches in the Breadth subject ‘Concepts of Childhood’ and the Masters of Teaching Primary subject ‘Social and Professional Contexts’. She is completing a Masters of Philosophy examining what impacts the judgment and decision-making of police officers when interviewing children in relation to allegations of sexual abuse.

Cassandra Kotsanas  
**Research Assistant**

Cassie is an early childhood educator and researcher. Her PhD focused on understanding the early childhood educators to engage with and (re)theorise the enactment of children’s participation rights in the everyday in early childhood settings. Cassie works on projects that support children’s participation and citizenship, consult with children and working with local governments and educators, support educator professional development, and develop and trial pedagogies that support social justice. She has also recently contributed to a number of projects about the engagement of people of asylum-seeking and refugee backgrounds in higher education.

Bern Murphy  
**Lecturer/Research Fellow and PhD Candidate**

Bern has been a background in teaching and lectures in the Master of Teaching Program in Social Policy and Australian Indigenous Education. She teaches in both Primary and Secondary courses and works with teacher candidates in schools. Her research focuses on how pre-service teachers learn about Indigenous education issues and ways to support and prepare pre-service teachers interested in working in schools with Indigenous students, including remote locations. Bern works on a program that offers a two week placement in schools in the Northern Territory and rural Victoria. She is undertaking her PhD in the area of Indigenous Education and how pre-service teachers understand the concept of embedding Indigenous perspectives in the curriculum. This research will contribute to pedagogy in pre-service teacher education.

Catherine Smith  
**Research Fellow**

Catherine Smith is a Research Fellow and lecturer at the Melbourne Graduate School of Education at the University of Melbourne. She is also in the completion stage of her PhD at Deakin University. Catherine’s research and teaching explores the changing role of ‘care’ in policy and practice in state-society relationships and the implications for social justice globally and locally. Catherine has extensive international, cross-disciplinary, professional experience in education, community development and partnerships, marginalised communities and forced migration.

Kylie Smith  
**Associate Dean (Research Training) and Senior Lecturer**

Dr Kylie Smith is a Research Fellow and Senior Lecturer at the YRC. She has been active in early years education and policy development for the last 21 years, and in the past 16 years has focused on researching how theory and practice can challenge the operation of equity for young children across classrooms, community settings and government policy. Kylie coordinates and teaches two breadth subjects ‘Concepts of Childhood’ and ‘Ethics, Gender and the Family’. She also teaches in the Masters of Education subjects, ‘Leading Educational Ideas’ and ‘Student Wellbeing: Negotiated Project’, and is Associate Dean (Research Training) in the MGSE.
Helen Stokes
Associate Professor
Dr Helen Stokes’ research interests include marginalised young people and access to education, identity formation and school leadership. She continues to work with Berry Street on Trauma Informed Positive Education in mainstream schools. She is Academic Coordinator for Master of Instructional Leadership (MIL) and teaches the capstone project in this program. She also coordinates Leadership in Schools for the Master of Teaching Program, and was Associate Dean (Equity and Diversity). She is currently Associate Dean (Staffing) in the MGSE and gained promotion to Associate Professor in 2016.

Malcolm Turnbull
Research Fellow
Dr Malcolm Turnbull is a Research Fellow at the YRC. He has contributed to Centre projects since 1997 (including evaluation of the JOY FM Training program and the Young Visions project), and since 2008 has partnered Associate Professor Helen Stokes in multiple research and evaluation projects. A former teacher and administrator within the Special Education sector, Malcolm combines activity at the Centre with work as a freelance historian, and has published widely in the areas of Australian Jewish history, Classic Crime fiction and the Folk-music revival.

Casual Research Assistants
The YRC was supported by the following casual research assistants in 2016:
- Vivienne Archdall
- Tamara Borovica
- Sheralyn Campbell
- Leanne Hightam
- Samantha Manixe
- Catherine Meakin
- Martha Noone
- Josie Reade
- Graeme Smith
- Michelle Walter

Honorary Research Fellows
- Sue Atkinson Lopez
- Margaret Coady
- Sheralyn Campbell
- Tim Comey
- Bronwyn Davies
- Karin du Plessis
- Andy Furlong
- May Leckey
- Kay Margetts

Visiting Scholars
The YRC hosted the following visitors in 2016:
- Neele Riemann
  (8 February to 8 May 2016)
- Anna-Friederike Hojczyk
  (8 February to 5 June 2016)
- Gestur Guðmundsson
  (20 February to 31 May 2016)
- Jennifer Mathanet
  (15 July to 7 October 2016)
- Barbara Herbert
  (18 July to 21 October 2016)
- Tan Bee Piang
  (1 October 2016 to 30 June 2017)
- Casey Myers
  (7 November to 11 November 2016)
- Emlyn Walter-Cruickshank
  (28 November to 9 December 2016)
- Xiao Tian Feng
  (30 December 2016 to 15 February 2017)
Consultancies

Conjoint efforts to support system level responses. UNFPA, UNESCO, UNICEF, UN Women and WHO, seeking to lead region and representatives from the United Nations agencies with Ministry of Education delegates from 12 countries in the present in the context of a three-day regional consultation challenges of gender equality, and prevention of gender-based provide comprehensive sexuality education, and to address the criteria for mapping and reviewing teaching resources available This project included development of evidence-informed—
criteria for mapping and reviewing teaching resources available to assist education systems in the Asia-Pacific region to provide comprehensive sexuality education, and to address the challenges of gender equality, and prevention of gender-based violence. The associated report and recommendations was presented in the context of a three-day regional consultation with Ministry of Education delegates from 12 countries in the region and representatives from the United Nations agencies UNFPA, UNESCO, UNICEF, UN Women and WHO, seeking to lead conjoint efforts to support system level responses.

Defining the Status of Culturally and Linguistically Diverse Young People

Funding Body: Australian Research Council (Discovery) Duration: 2016-2019
Researchers: Chief Investigators: Johanna Wyn with Audrey Yue (Faculty of Arts), Gavan McCarthy (Scholarship); Partner Investigators: Carmel Guerra, Hakan Akyol, Nadine Liddy, Etienne Roux and Andrew Cummings; Researchers: Rimi Khan and Jessica Crofts
Young people from culturally and linguistically diverse (CALD) backgrounds represent 25% of all Australian 12-24 year olds. Their specific needs are not addressed by policy or government, and this severely limits their access to opportunities. In collaboration with nine Australian organisations, this project aims to improve the social cohesion of Australian society and the living standards of a significant group of our young people by: critically defining the status of CALD youth; developing its first national status reporting framework that will generate new social, economic and cultural indicators; and building a knowledge hub to store and curate CALD youth data. It evaluates the status of CALD young people by developing Australia’s first national status reporting framework and building a CALD knowledge hub. It aims to generate new economic, social and cultural indicators to support government and community organisations to better target policies and improve integration outcomes. Understanding the contributions and challenges of CALD young people will improve social cohesion by building stronger communities. The project will produce the prototype of an annual report on the status of CALD youth in Australia.

Determining implementation drivers in resilience education

Funding Body: Australian Research Council (Linkage), VicHealth and Department of Education Victoria Duration: 2016-2019
Researchers: Helen Cahill, Lindsay Oades, Peggy Kern and Richard Midford
An ARC Linkage project was awarded in 2016, to be led by Helen Cahill. This 3-year study aims to investigate how training and school factors influence the uptake, implementation and impact of the Resilience, Rights and Respectful Relationships program in the state of Victoria. This education program was developed by Helen Cahill and colleagues for use in Victorian Primary and Secondary schools. The project will be conducted with 40 schools. The research aims to provide evidence-based recommendations for education departments seeking to support optimal implementation of social and emotional learning and respectful relationships programs in schools.

The development of teaching and learning resources to support the delivery of Respectful Relationships

Funding Body: Department of Education Victoria Duration: 2015-2017
Researchers: Helen Cahill, Sally Beadle, Catherine Meakin, Kylie Smith, Ruth Forster and Leanne Higham
This project incorporated a review of research and the development of resources to assist teachers to educate about gender and the prevention of gender-based violence. The units of work were developed for students from Foundation to Year 12, and were published as an extension to the previously developed Building Resilience, and Social and Emotional Learning program developed for the Victorian Department of Education (DET). The learning materials contain over 200 evidence-informed learning activities mapped to the Victorian curriculum, demonstrating how teachers can help to foster their personal and social capabilities. The Resilience, Rights and Respectful Relationships resources provided for each level of schooling are published open access on the DET website and provide a basis for school provision of the resilience and respectful relationships education in Victorian Schools.

Discussion Paper – Social Emotional Learning Support for Students in Transition

Funding Body: Northern Territory Department of Education Duration: 2016-2017
Researchers: Helen Cahill, Catherine Smith, Jessica Crofts, Anne Farrelly and Ruth Forster
The Northern Territory Department of Education commissioned a review of the literature and the fashioning of a teacher-friendly report to guide NT schools in their efforts to strengthen positive school transitions. The report reviewed the research over 100 articles. It featured consideration of methods to ensure that schools use culturally appropriate, trauma-informed and relationship-centric approaches to supporting transitions for students entering primary, secondary and boarding residency environments. The report provided strategies for establishing positive staff-student relationships, fostering experiences of peer support, building strong home-school connection, enhancing engagement in learning, providing social and emotional learning programs, nurturing cultural recognition, and using trauma-informed approaches.

Education Benalla Program Evaluation

Funding Body: Tomorrow Today Foundation Duration: 2011-2016
Researchers: Helen Stokes and Malcolm Turnbull
The Education Benalla Program (EBP) is a whole-of-community initiative that aims 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 was contracted to evaluate Phase 1 of the project, develop an evaluation framework and then examine and analyse the sub-program roll-out and evolution over the first 5 years of the EBP. In addition to annual reports to the Foundation, findings from the program are reported in The Education Benalla Program: A case study of place-based action and collective impact in regional Australia [YRC Research Report 46].

Defining the Status of Culturally and Linguistically Diverse Young People

Funding Body: Australian Research Council (Discovery) Duration: 2016-2019
Researchers: Chief Investigators: Johanna Wyn with Audrey Yue (Faculty of Arts), Gavan McCarthy (Scholarship); Partner Investigators: Carmel Guerra, Hakan Akyol, Nadine Liddy, Etienne Roux and Andrew Cummings; Researchers: Rimi Khan and Jessica Crofts
Young people from culturally and linguistically diverse (CALD) backgrounds represent 25% of all Australian 12-24 year olds. Their specific needs are not addressed by policy or government, and this severely limits their access to opportunities. In collaboration with nine Australian organisations, this project aims to improve the social cohesion of Australian society and the living standards of a significant group of our young people by: critically defining the status of CALD youth; developing its first national status reporting framework that will generate new social, economic and cultural indicators; and building a knowledge hub to store and curate CALD youth data. It evaluates the status of CALD young people by developing Australia’s first national status reporting framework and building a CALD knowledge hub. It aims to generate new economic, social and cultural indicators to support government and community organisations to better target policies and improve integration outcomes. Understanding the contributions and challenges of CALD young people will improve social cohesion by building stronger communities. The project will produce the prototype of an annual report on the status of CALD youth in Australia.

Discussion Paper – Social Emotional Learning Support for Students in Transition

Funding Body: Northern Territory Department of Education Duration: 2016-2017
Researchers: Helen Cahill, Catherine Smith, Jessica Crofts, Anne Farrelly and Ruth Forster
The Northern Territory Department of Education commissioned a review of the literature and the fashioning of a teacher-friendly report to guide NT schools in their efforts to strengthen positive school transitions. The report reviewed the research over 100 articles. It featured consideration of methods to ensure that schools use culturally appropriate, trauma-informed and relationship-centric approaches to supporting transitions for students entering primary, secondary and boarding residency environments. The report provided strategies for establishing positive staff-student relationships, fostering experiences of peer support, building strong home-school connection, enhancing engagement in learning, providing social and emotional learning programs, nurturing cultural recognition, and using trauma-informed approaches.

Education Benalla Program Evaluation

Funding Body: Tomorrow Today Foundation Duration: 2011-2016
Researchers: Helen Stokes and Malcolm Turnbull
The Education Benalla Program (EBP) is a whole-of-community initiative that aims 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 was contracted to evaluate Phase 1 of the project, develop an evaluation framework and then examine and analyse the sub-program roll-out and evolution over the first 5 years of the EBP. In addition to annual reports to the Foundation, findings from the program are reported in The Education Benalla Program: A case study of place-based action and collective impact in regional Australia [YRC Research Report 46].
Researchers: challenges faced by pre-service teachers who elect to complete placement in a rural place. It is expected that the outcomes developed at the school of placement but rather look at teacher “after”. The project also does not aim to assess the kind of work the different stages of their placement: “before”, “during” and this research study examines pre-service teachers’ views along with all participants in this study. Rather than looking at the stage of placement (the “during”) as a single snapshot, the evaluation examines and compares the impact of three specifically tailored Mentoring models. One targets young people within the Pasifika community. Two others, one a school-based peer-to-peer initiative and the other linked to an existing out-of-school Homework Club, primarily target African young people. It is anticipated that learnings and insights drawn from the overall project will inform future CMY programming; and enable the organization to consolidate and document its expertise (and that of its partners), and promote its findings within the education sector.

Evaluation of Greater Shepparton Lighthouse

‘Conversations with Kids’ sub-program

Funding Body: University of Melbourne Seed Funding
Duration: 2016
Researcher: Malcolm Turnbull

‘Conversations with Kids’ is a language development program voluntarily provided by retired teachers to early years students at one of the primary schools in Shepparton. The program is an initiative of Greater Shepparton Lighthouse, and part of its community volunteering outreach. Evaluation of the initiative has been enabled by the partnership between the University of Melbourne and Greater Shepparton Lighthouse.

Evaluation of the MY Mentoring project

Funding Body: Centre for Multicultural Youth
Duration: 2016-2017
Researchers: Malcolm Turnbull

This project seeks to address a gap in common understanding about which mentoring models (and components of models) work best with CMY’s Culturally and Linguistically Diverse (CALD) client base. The evaluation examines and compares the project also does not aim to assess the kind of work developed at the school of placement but rather look at teacher candidate’s subjective position towards taking up a teaching placement in a rural place. It is expected that the outcomes of this research project will highlight the opportunities and challenges faced by pre-service teachers who elect to complete their placement in a rural school.

Evaluation of Y-Change Youth leadership and Social Change

Funding Body: Berry Street
Duration: 2016
Researchers: Jessica Crofts, Sally Beadle and Helen Cahill

In 2016, Berry Street invited the YRC to undertake a research and evaluation project examining the effectiveness of Y-Change. Y-Change is a pilot initiative developed by Berry Street. It aims to provide opportunities for a range of young people engaged with their services to contribute as leaders, change agents and advisors on matters affecting young people experiencing disadvantage.

An evidence-informed framework for enhancing wellbeing

Funding Body: Catholic Education Melbourne
Duration: 2016-2017
Researchers: Helen Cahill, Catherine Smith, Anne Farrell and Ruth Forster

Catholic Education Melbourne (CEM) commissioned a literature review of research informing school and system approaches to enhancing wellbeing. This review of the literature was used to inform recommendations to guide the development of the new CEM framework to guide school approaches to promoting student wellbeing. It also informed the development of a teacher-friendly discussion paper designed to introduce teachers to the evolving evidence around effective pedagogical and relational practices for promoting student wellbeing.

A framework for building Relationships between Indigenous People and the University of Melbourne

Funding Body: Melbourne Education Research Institute
Duration: 2015-2016
Researchers: Bern Murphy with Mark McMillan and Julie Evans

The project seeks to understand how the University of Melbourne understands Indigenous ‘participation’ as a matter of compliance and seeks then to shift this understanding to one of a relationship with Indigenous communities. The project seeks to ask how institutions form relationships. Further, and relatedly, can institutions reflect on their position within those relationships? The project frames and grounds this inquiry through an ethics of repatriation. The project will deliberately look at the past, particularly the specific history of the University as a historical and political institution. By positioning the University as an artifact, the project highlights the need to reframe the relationship as a different way of moving forward.

A framework for enhancing resilience in development settings

Funding Body: ChildFund Australia
Duration: 2016
Researchers: Helen Cahill and Sally Beadle

ChildFund Australia commissioned the development of an evidence-informed framework to build the knowledge-base in their partner organisations about strategies to enhance the resilience of disadvantaged children and young people, the key target groups for ChildFund Projects in developing countries in the Asia-Pacific region. A set of planning, implementation and evaluation resources were developed to assist country teams to use a resilience lens in project design and review. A four-day training session was provided in Bangkok for program leaders from ChildFund Australia, and country team leaders from Vietnam, Laos, Cambodia, Myanmar, Papua New Guinea and Timor-Leste. The framework for enhancing resilience has been incorporated into key planning efforts for ChildFund projects.

Greater Shepparton Lighthouse Community Education Project

Funding Body: University of Melbourne Seed Funding
Duration: 2015-2016
Researchers: Helen Stokes and Malcolm Turnbull

The Greater Shepparton Lighthouse project is a collective impact initiative aimed at effecting significant social change within the Goulburn Valley region of Victoria and bringing together key representatives of local business, education, welfare and non-profit sectors. The University of Melbourne has supported the project by providing funds for, among others, a report documenting the initial ‘exploring’ phase of the project.

Enhancing desirability: supporting teacher candidates in their placements to succeed in rural schools

Funding Body: Melbourne Graduate School of Education Seed Funding
Duration: 2015-2016
Researchers: Hernán Cuervo and Daniela Acquaro

This research project examines the role that pre-service teacher education placements in rural settings have to become the key to unlock the rural school staffing shortage. It is a qualitative research study with eight pre-service teachers at a metropolitan university who undertook a rural teaching placement. Semi-structured interviews are conducted over 16 months with all participants in this study. Rather than looking at the stage of placement (the “during”) as a single snapshot, the project also does not aim to assess the kind of work developed at the school of placement but rather look at teacher candidate’s subjective position towards taking up a teaching placement in a rural place. It is expected that the outcomes of this research project will highlight the opportunities and challenges faced by pre-service teachers who elect to complete their placement in a rural school.

Evaluation of Greater Shepparton Lighthouse

‘Conversations with Kids’ sub-program

Funding Body: University of Melbourne Seed Funding
Duration: 2016
Researcher: Malcolm Turnbull

‘Conversations with Kids’ is a language development program voluntarily provided by retired teachers to early years students at one of the primary schools in Shepparton. The program is an initiative of Greater Shepparton Lighthouse, and part of its community volunteering outreach. Evaluation of the initiative has been enabled by the partnership between the University of Melbourne and Greater Shepparton Lighthouse.

Evaluation of the MY Mentoring project

Funding Body: Centre for Multicultural Youth
Duration: 2016-2017
Researchers: Malcolm Turnbull

This project seeks to address a gap in common understanding about which mentoring models (and components of models) work best with CMY’s Culturally and Linguistically Diverse (CALD) client base. The evaluation examines and compares the impact of three specifically tailored Mentoring models. One targets young people within the Pasifika community. Two others, one a school-based peer-to-peer initiative and the other linked to an existing out-of-school Homework Club, primarily target African young people. It is anticipated that learnings and insights drawn from the overall project will inform future CMY programming; and enable the organization to consolidate and document its expertise (and that of its partners), and promote its findings within the education sector.

Evaluation of Y-Change Youth leadership and Social Change

Funding Body: Berry Street
Duration: 2016
Researchers: Jessica Crofts, Sally Beadle and Helen Cahill

In 2016, Berry Street invited the YRC to undertake a research and evaluation project examining the effectiveness of Y-Change. Y-Change is a pilot initiative developed by Berry Street. It aims to provide opportunities for a range of young people engaged with their services to contribute as leaders, change agents and advisors on matters affecting young people experiencing disadvantage.

An evidence-informed framework for enhancing wellbeing

Funding Body: Catholic Education Melbourne
Duration: 2016-2017
Researchers: Helen Cahill, Catherine Smith, Anne Farrell and Ruth Forster

Catholic Education Melbourne (CEM) commissioned a literature review of research informing school and system approaches to enhancing wellbeing. This review of the literature was used to inform recommendations to guide the development of the new CEM framework to guide school approaches to promoting student wellbeing. It also informed the development of a teacher-friendly discussion paper designed to introduce teachers to the evolving evidence around effective pedagogical and relational practices for promoting student wellbeing.

A framework for building Relationships between Indigenous People and the University of Melbourne

Funding Body: Melbourne Education Research Institute
Duration: 2015-2016
Researchers: Bern Murphy with Mark McMillan and Julie Evans

The project seeks to understand how the University of Melbourne understands Indigenous ‘participation’ as a matter of compliance and seeks then to shift this understanding to one of a relationship with Indigenous communities. The project seeks to ask how institutions form relationships. Further, and relatedly, can institutions reflect on their position within those relationships? The project frames and grounds this inquiry through an ethics of repatriation. The project will deliberately look at the past, particularly the specific history of the University as a historical and political institution. By positioning the University as an artifact, the project highlights the need to reframe the relationship as a different way of moving forward.

A framework for enhancing resilience in development settings

Funding Body: ChildFund Australia
Duration: 2016
Researchers: Helen Cahill and Sally Beadle

ChildFund Australia commissioned the development of an evidence-informed framework to build the knowledge-base in their partner organisations about strategies to enhance the resilience of disadvantaged children and young people, the key target groups for ChildFund Projects in developing countries in the Asia-Pacific region. A set of planning, implementation and evaluation resources were developed to assist country teams to use a resilience lens in project design and review. A four-day training session was provided in Bangkok for program leaders from ChildFund Australia, and country team leaders from Vietnam, Laos, Cambodia, Myanmar, Papua New Guinea and Timor-Leste. The framework for enhancing resilience has been incorporated into key planning efforts for ChildFund projects.

Greater Shepparton Lighthouse Community Education Project

Funding Body: University of Melbourne Seed Funding
Duration: 2015-2016
Researchers: Helen Stokes and Malcolm Turnbull

The Greater Shepparton Lighthouse project is a collective impact initiative aimed at effecting significant social change within the Goulburn Valley region of Victoria and bringing together key representatives of local business, education, welfare and non-profit sectors. The University of Melbourne has supported the project by providing funds for, among others, a report documenting the initial ‘exploring’ phase of the project.
Improving the participation of young people with chronic illness in triadic medical discussions about their health

Funding Body: Australian Research Council (Discovery)
Duration: 2011-2016
Researchers: Chief Investigators: Johanna Wyn, Helen Cahill, Vicki Anderson, Jenny Hynson, Maria McCarthy and Rory Duncan, Researchers: Tamara Borovica and Michelle Walter

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

Innovative methodologies for gender research: colloquium and pilot research workshop

Funding body: Melbourne Graduate School of Education Seed Grant
Duration: 2016
Researchers: Helen Cahill and Kylie Smith

This seed project brought together theoretical experts in researching gender and the body. The purpose of the three-day workshop was to share and evolve research methods to assist investigators to explore the ways in which media and social norms influence the internalisation of body image standards. The literature review, guidance notes and teaching materials were developed by Helen Cahill and colleagues, and published by UNESCO for use in schools in the Asia-Pacific region. The training assisted country focal points to familiarise themselves with the approach in the program and plan for implementation, monitoring and evaluation.

Learning to make it work: education, work and wellbeing in young adulthood

Funding Body: University of Melbourne Research Grant Support Scheme 2015-2016
Researchers: Johanna Wyn, Hernán Cuervo and Jessica Crofts

The grant enabled the YRC to undertake activities aimed at keeping a high level of retention amongst participants in the Life Patterns longitudinal research program. Retention was enhanced through the production of a series of research reports that were designed specifically to inform research participants about the findings of the project and the value of their ongoing contribution to the project, as well as to contact participants to encourage them to respond to the Life Patterns survey. The reports are Life Patterns: Comparing the Generations and Life Patterns: Ten years following Generation Y.

Learning to make it work: education, work and wellbeing in young adulthood

Funding Body: Australian Research Council (Discovery)
Duration: 2016-2020
Researchers: Chief Investigators: Johanna Wyn, Helen Cahill and Dan Woodman (School of Social and Political Sciences, University of Melbourne); Partner Investigator: Andy Furlong (University of Glasgow); with Senior Research Fellow: Hernán Cuervo; Research Fellow: Jessica Crofts; and Research Assistant: Josie Reade

This grant extends the Life Patterns longitudinal study of two cohorts of Australians for a further five years. This grant enables the research to analyse young adults’ transitions from education to work from ages 27 to 31 (from 2016-2020), a crucial time for economic and social integration at a time when unemployment and insecure work are increasing. The longitudinal design includes a cross-generational analysis with a cohort of young Australians who were 27 in 2001 and 33 in 2005, to analyse changes in economic and social integration since the Global Financial Crisis. It extends current policy frameworks of youth transitions to explore the relationship between education, work and wellbeing, and contributes new knowledge about changing forms of vulnerability and the factors that support integration and resilience for young adults.

My Safety App: Scoping a safety and communication app for children experiencing family violence

Funding Body: University of Melbourne MAEve/Melbourne Social Equity Institute and Western Health
Duration: 2016-2017
Researchers: Kylie Smith with co-investigators Kelsey Hegarty and Anita Morris (Department of General Practice), Cathy Humphreys (Department of Social Work) and Leesa Hooker (Department of Rural Nursing and Midwifery, Latrobe University)

The My Safety project aims to scope the style and content of a safety planning and communication app for primary school age children (5-12 years) who have experienced family violence. The project canvassed the views of children and trusted adults in families where children have experienced family violence, have a communication disability and/or are from a refugee or asylum seeker background. The project will guide the development of a child-friendly, culturally safe and age appropriate tool that can meet the needs of children with communication disabilities.

Improving the participation of young people with chronic illness in triadic medical discussions about their health

Funding Body: Australian Research Council (Discovery)
Duration: 2011-2016
Researchers: Chief Investigators: Johanna Wyn, Helen Cahill, Vicki Anderson, Jenny Hynson, Maria McCarthy and Rory Duncan, Researchers: Tamara Borovica and Michelle Walter

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

Innovative methodologies for gender research: colloquium and pilot research workshop

Funding body: Melbourne Graduate School of Education Seed Grant
Duration: 2016
Researchers: Helen Cahill and Kylie Smith

This seed project brought together theoretical experts in researching gender and the body. The purpose of the three-day workshop was to share and evolve research methods to assist investigators to explore the ways in which media and social norms influence the internalisation of body image standards. The literature review, guidance notes and teaching materials were developed by Helen Cahill and colleagues, and published by UNESCO for use in schools in the Asia-Pacific region. The training assisted country focal points to familiarise themselves with the approach in the program and plan for implementation, monitoring and evaluation.

Learning to make it work: education, work and wellbeing in young adulthood

Funding Body: University of Melbourne Research Grant Support Scheme 2015-2016
Researchers: Johanna Wyn, Hernán Cuervo and Jessica Crofts

The grant enabled the YRC to undertake activities aimed at keeping a high level of retention amongst participants in the Life Patterns longitudinal research program. Retention was enhanced through the production of a series of research reports that were designed specifically to inform research participants about the findings of the project and the value of their ongoing contribution to the project, as well as to contact participants to encourage them to respond to the Life Patterns survey. The reports are Life Patterns: Comparing the Generations and Life Patterns: Ten years following Generation Y.

Learning to make it work: education, work and wellbeing in young adulthood

Funding Body: Australian Research Council (Discovery)
Duration: 2016-2020
Researchers: Chief Investigators: Johanna Wyn, Helen Cahill and Dan Woodman (School of Social and Political Sciences, University of Melbourne); Partner Investigator: Andy Furlong (University of Glasgow); with Senior Research Fellow: Hernán Cuervo; Research Fellow: Jessica Crofts; and Research Assistant: Josie Reade

This grant extends the Life Patterns longitudinal study of two cohorts of Australians for a further five years. This grant enables the research to analyse young adults’ transitions from education to work from ages 27 to 31 (from 2016-2020), a crucial time for economic and social integration at a time when unemployment and insecure work are increasing. The longitudinal design includes a cross-generational analysis with a cohort of young Australians who were 27 in 2001 and 33 in 2005, to analyse changes in economic and social integration since the Global Financial Crisis. It extends current policy frameworks of youth transitions to explore the relationship between education, work and wellbeing, and contributes new knowledge about changing forms of vulnerability and the factors that support integration and resilience for young adults.

My Safety App: Scoping a safety and communication app for children experiencing family violence

Funding Body: University of Melbourne MAEve/Melbourne Social Equity Institute and Western Health
Duration: 2016-2017
Researchers: Kylie Smith with co-investigators Kelsey Hegarty and Anita Morris (Department of General Practice), Cathy Humphreys (Department of Social Work) and Leesa Hooker (Department of Rural Nursing and Midwifery, Latrobe University)

The My Safety project aims to scope the style and content of a safety planning and communication app for primary school age children (5-12 years) who have experienced family violence. The project canvassed the views of children and trusted adults in families where children have experienced family violence, have a communication disability and/or are from a refugee or asylum seeker background. The project will guide the development of a child-friendly, culturally safe and age appropriate tool that can meet the needs of children with communication disabilities.
Teaching

Master of Education
Diversity, Inclusion and Transitions
Hernán Cuervo - Subject coordinator, Lecturer & Tutor
Leading Educational Ideas
Kylie Smith – Tutor

Master of Instructional Leadership
Leading Educational Research
Helen Stokes - Subject coordinator & Lecturer

Master of Teaching
Assessment for Teaching
Catherine Smith - Tutor
Australian Indigenous Education
Bern Murphy - Subject coordinator
Education, Practice and Place
Bern Murphy - Lecturer
Education Research Study
Hernán Cuervo - Subject coordinator, Lecturer & Tutor
Social and Professional Contexts
Bern Murphy - Subject coordinator & Lecturer
Catherine Smith - Lecturer & Tutor
Anne Farrelly - Tutor
Researching Educational Practice
Catherine Smith - Lecturer & Tutor

Master of Teaching Internship (Secondary)
Evidence Based Learning and Teaching 1
Catherine Smith - Lecturer

Master of Teaching/Master of Education
Research for Addressing Educational Disadvantage (Online)
Catherine Smith - Subject coordinator, Lecturer & Tutor

Breadth
Concepts of Childhood
Anne Farrelly - Tutor
Ethics, Gender and the Family
Kylie Smith - Subject coordinator & Lecturer
Learning and the Digital Generation
Hernán Cuervo - Subject coordinator & Lecturer
Johanna Wyn - Subject coordinator & Lecturer
Youth Leading Change
Hernán Cuervo - Subject coordinator, Lecturer & Tutor
Anne Farrelly - Tutor
Youth and Popular Culture
Hernán Cuervo - Subject coordinator & Lecturer
Jessica Crofts - Tutor

Resources from the ‘Strengthening the capacity of ChildFund staff and partners on child and youth participation programming and working with young people’ project

Planning for Child & Youth Participation

PURPOSE
What is the program aiming to accomplish?
The overarching purpose of the program is to inform the ways in which ChildFund and young people are invited to contribute. Participatory approaches to needs analysis and program design can be used to ensure that children and young people have a voice in shaping program objectives.

POSITIONING
What forces of participation are available for children & young people?
Consider the various ways in which children and young people will be positioned within the program. Empower participants by positioning them as contributors and partners rather than as passive recipients.

PROCESS
What methods will be used to structure and enable participation?
Use participatory and interactive methods to support participants to explore and express their views, to co-conceptualise and co-produce solutions by addressing challenges and solutions. Ensure that the processes used are consistent with the principles of respect, recognition and inclusion that underpin a rights-informed approach to programming.

PROTECTION
What methods will be used to provide supports, to ensure access & safety?
Design participation experiences that are voluntary, safe, supportive and ethical. Ensure that participation occurs within a safe and supportive physical and social environment. Consider safety and wellbeing in relation to the travel to, from and within the program. Minimise potential risks to participants’ education, physical health and mental health, or harm to life at risk of their participation.

STRENGTHENING THE CAPACITY OF CHILDFUND STAFF AND PARTNERS ON CHILD AND YOUTH PARTICIPATION PROGRAMMING AND WORKING WITH YOUNG PEOPLE

Funding Body: ChildFund Australia
Duration: 2016-2017
Researchers: Helen Cahill and Jessica Crofts

ChildFund Australia commissioned the development of a set of resources to assist their partner organisations to utilise child and youth participation strategies in needs analysis, project implementation, monitoring and evaluation. The resources developed for ChildFund included a toolkit of participation strategies, a framework to guide program planning for child and youth participation, a collection of case studies and a review of the literature. A three-day train-the-trainer program was provided in Bangkok for ChildFund representatives from Lao, Myanmar, Papua New Guinea, Vietnam, Timor Leste and Cambodia.
conception of art as a way to make ‘sense’ of life, the thesis
researches art as a powerful instrument of change in the lives of
participant art-makers. The findings challenge presumptions
about the limiting effects of mental health problems by
showing that, as well as contributing to creatively rich and
socially connected lives, engagement through the arts enables
participants to become advocates for social inclusion and
destigmatisation. This research has real life implications in
policy making and as a springboard for more research into
 experiential wisdom, the expression of difference, and inclusion
in the field of mental health.

Sue Mentha
Title: Being, becoming and potential: thinking coexistence and
co-production in early childhood education
Supervisors: Jane Page and Johanna Wyn
This thesis explores how disparate ideas of being, becoming
and agency can be reframed to decolonise early childhood
teaching and care contexts. It asks questions of multiple
childhood perspectives to de-normalise accepted and
dominating early childhood discourses, drawing on humanist,
post-humanist and post-colonial theory. Indigenous and early
childhood policy to examine intersections of childhood and
being as colonised subject. Methodologically, it draws on
interpretive, deconstructive and critical methodologies of
education. It draws on critical discourse analysis of philosophy,
reform policy, and narratives of experience, overarched by a
relatedness ethic, in which a space is held open to
contradictions and disparity in theory and thinkers. The thesis
contributes to understanding how early childhood education
might enable different and diverse manifestations of being,
and in so doing this study will illustrate how a stigmatised art practice
is learnt and experienced by positioning participation in graffiti
writing as a communally situated site of learning. The study
employed a qualitative research methodology, which utilised
two complementary methods: semi-structured interviews with
active graffiti writers and direct observation of graffiti practice
via a local city council aerosol arts program in order to interpret
the participant’s experience of learning graffiti writing. Thus
the study was guided by two research questions ‘in what ways is the
practice of graffiti learnt?’ and ‘in what ways do graffiti writers
experience this learning?’.

Fi Belcher
Working Title: Whose Futures? Reconceptualising sustainability
on Kulin Country
Supervisors: Elizabeth McKinley and Johanna Wyn
In this project, I respond to the specific opportunity presented
by the recently mandated Australian national curriculum and
its cross-curriculum priorities. ‘Sustainability’ and ‘Aboriginal
and Torres Strait Islander Histories and Cultures’ (Indigenous
histories) since the inception of the National Curriculum,
educators and researchers have noted the lack of place-based

current curriculum content tagged against the Indigenous histories
priority, despite Country/Place being identified as a core –
though ambiguous – aspect of the priority (Lowe & Yusupapa,
2013; Queensland Studies Authority, 2011). In this project, I
aim to consider the implications of this absence of Country
as a concept within curriculum, and the relationship of this to
the emphasis of place in the Sustainability priority. Thus, in
this research I focus on the tensions and possibilities found
at the nexus of Sustainability and Indigenous priorities in the
urban context of Kulin Country (Melbourne), considering the
types of relationships between people, place and Country
produced through the Sustainability priority as it is currently
implemented.

Tamar Borovica
Working Title: Becoming of moving bodies: young women,
bodies and affect
Supervisors: Johanna Wyn and Helen Cahill
Informed by discourses of bodily becoming and feminist new
materialist methodologies, this research analyses the embodied
nature of young womanhood. I consider women’s bodies as
complex assemblages that cut across natural and cultural
domains and could be seen as flows of becoming. I draw on the
new materialist understanding that human and more-than-
human bodies matter to ask how women’s body parts, flesh and
bones, organs, hormones, desires, aggregated affects and
affective flows matter in the continuous production of socio-
material worlds. The research uses mobile methods and their
potential for bringing the fleeting, and open ended elements
of embodiment to the foreground. I propose creative, playful
open ended movement as a research method to be a political,
ethical, practical act of resisting fixation, whilst contributing to
possibilities for being otherwise.

Lilly Brown
Working Title: Conceptualising Indigenous childhood
and youth: from problems to possibilities
Supervisors: Elizabeth McKinley and Johanna Wyn
The research project builds on a modest yet cogent body of
trans-national scholarship which identifies as an imperative the
need for a deeper consideration of the possibilities for moving
beyond the restrictive discursive parameters that currently
attempt to define Indigenous children and young people and
inform practices in response (Nakata, 2015; Palmer & Collard,
1993; Tuck, 2009). In doing so it is guided by two key questions:
‘How have Australian Indigenous young people come to be
understood as a problem?’ and ‘What are the possibilities

Monique Deliglish after the submission of her PhD thesis
for reconceptualising understandings of Indigenous youth and childhood? These questions respond to a profound interdisciplinary absence regarding both the conceptual and theoretical emergence of Australian Indigenous childhood and youth as social categories, despite decades of concerted research and practical intervention into the life worlds of these young people. A language of risk, disorder and disadvantage is often used to describe a seemingly self-evident assumption; that Torres Strait Islander and Aboriginal young people are a problem in need of fixing. What is not contended with is how Indigenous young people have come to be understood or constructed as a problem in the first place. In this contribution, drawing on a Foucauldian genealogical analysis, I will firstly make apparent these a priori assumptions by tracing the way Indigenous young people have come to be understood within research and policy, and thus responded to in practice. I will then engage with a recent movement in popular cultural production that can be read as responding to, but also opening up possibilities for, moving beyond the limited and limiting frameworks that currently guide and inform research and practice in relation to Aboriginal and Torres Strait Islander children and young people. In doing so, I consider the saliency of the juncture between cultural studies, educational theory and youth studies for ‘thinking beyond’ a priori conceptions of Indigenous childhood and youth.

Tom Brunzell
Working Title: Meaningful Work for Educators within a Trauma-Informed Positive Education Model
Supervisors: Helen Stokes and Lea Waters

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

Eric Fu
Working Title: A Study of Online Citizenship Practice in China
Supervisors: Johanna Wyn and Hernán Cuervo

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

Julie Lucille Haber del Valle
Working Title: Bridging Binaries: Exploring students’ conceptions of good teaching within teacher-centered and learner-centered practices of their teachers in disadvantaged public schools in the Philippines
Supervisors: Helen Cahill and Daniela Acquaro

To improve its public school education, the Philippines took a radical curriculum reform in 2013, by launching the K-to-12 program which not only added two years to its basic education but also mandated for a replacement of traditional teaching with learner-centered pedagogy, an instruction whose western underpinnings suggest improving student achievement, thus placing pedagogy in the country more or less similar with those in Europe and USA. This policy however placed learner-centered pedagogy in a binary opposition against teacher-centered pedagogy, creating a simplistic dichotomy between good and bad teaching. It is in this dichotomy that this study seeks to explore, using Ploré-based Education as the lens in understanding what constitutes good teaching across a range of learner-centered and teacher-centered pedagogies in the context of public schools in disadvantaged communities. This paper draws from qualitative research on students, thus addressing the gap created by studies on good teaching which looked mainly into the perceptions of teachers and administrators, while overlooking those of students whose voices must be considered in the formulation of inclusive policies that advocate for true education reform. Using ethnographic methods including student focus groups, classroom observations, and teacher interviews, responses from students of disadvantaged schools reveal that good teaching include both learner centered and teacher-centered practices that incorporate ‘academic caring’ which sustains their motivation to achieve in school despite the challenging learning environments.

Rebecca Hetherington
Working Title: Who Has a Voice in Language Policy? Consultations and Australian Language Policy, Indigenous and Immigrant Perspectives
Supervisors: Lesley Farrell, Hernán Cuervo and Joseph Lo Bianco

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

Leanne Hightam
Working Title: Materialising masculinities: dis/assembling violence in schools
Supervisors: Helen Cahill and Dianne Mulcahy

Situated within the sociology of education, and informed by materialist perspectives on gender, this project is an exploration of the relationships between masculinity and violence in schools. I take masculinity, violence and schooling to be sociomaterial practices, fleetingly formed as various social, discursive and material relations come together and move apart, constituted and de constituted through violent affects, singularly as well as cumulatively. Drawing on Deleuzian concepts, I follow violent affects to explore social relations in an engagement with the more-than-human, through consideration of the relationships within space, place, time, atmosphere, object, teacher and bodies, and with the more-than-representational, by attending to emotion, concepts, sensation, and embodied meaning-making. Through ethnographic examination of everyday school interactions, I attend to how affects are implicated in school violence and masculinities. Potentially, this research will contribute to better understanding how violence works in schools in relation to other codes and gender relations, and prompt thinking about how these might be ‘otherwise’.

Anneleis Humphries
Working Title: Individual and Community Development: The Vision, Perceptions and Role of Young People
Supervisors: Kylie Smith and Helen Cahill

When young people engage in community initiatives, motivations often include either individual development or contributing to the capabilities of their society. In this research, I attempt to unite conceptual frameworks relevant to the development of individual and social capabilities, and use them to examine what young people perceive to be the real and the optimal involvement of young people in the community building process. I will examine what motivates young people to get involved in their communities and what sustains their engagement. This research will engage with Sen’s capabilities approach, Fukuyama’s work on social development, and Freire’s critical pedagogy.

Bruce Hurst
Working Title: “Eat, play, go, repeat”: Using older primary-age children’s experiences and views to re-theorise School Age Care
Supervisors: Kylie Smith and Helen Cahill

This research used a combination of participatory methods and ethnography to gain a deeper insight into older children’s experiences of school age care (SAC), seeking their views about how to successfully program for this age group. Older children in school age care are commonly spoken of as rebellious, bored, disruptive and unsuited to SAC. The poststructural and feminist poststructural theories of Foucault and Butler are used to challenge the normative developmental discourses that circulate SAC. The data shows that older children have access to those developmental and maturational discourses and actively engage with them to perform themselves as more mature and separate from younger children. The findings suggest that practitioners should be aware of how developmental discourses are both enacted by the children and reinforced through programming design, and consider the impacts of segregating routines and practices on children’s play and leisure. Implications for programming in SAC and other settings include addressing the reality that waiting is unavoidable in SAC, and should be programmed for in the same way that play and leisure activities are planned. Whilst this research does not ‘solve’ the question of older children in SAC, it unsettles dominant understandings, therefore inviting practitioners to imagine new programming approaches that might improve SAC for older children.
is extensive but most focus on small participant groups. This
with teacher identity, nor identity development during large-
research into teachers' use of standards, neither the interaction
for multiple stakeholders however; there is little empirical
quality. Policy reform has complex and complicated implications
achievement, consistent with the global spotlight on teaching
Supervisors: Janet Clinton and Helen Stokes
In 2011 the Australian Professional Standards for Teachers (APST) were implemented to ensure teaching quality and student achievement, consistent with the global spotlight on teaching quality. Policy reform has complex and complicated implications for multiple stakeholders however; there is little empirical research into teachers’ use of standards, neither the interaction with teacher identity, nor identity development during large-scale reform. Teacher identity research utilising narrative inquiry is extensive but most focus on small participant groups. This narrative inquiry research aims to understand how standards shape teachers’ practice and identity towards their development as quality practitioners. This research utilises secondary data analysis and engages a large number of participants in multiple contexts for in-depth analysis of narratives garnered during a period of great and rapid policy reform. This research also seeks to explore contextual factors to represent the collective ‘tales of teachers’. Literature on teachers’ engagement with their profession links to classroom practice, self-efficacy, attraction, and student achievement. This research may contribute to the discourse on how standards identify teaching quality, and may have implications for policy on initial teacher education and formal teacher professional development.

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 investigates 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 explores: How policy positions ECEC professionals analysing key ECEC reform 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 is given to identifying value assigned to different roles and functions in ECEC. The research draws on critical and post-structural theories to explore ways that participants construct their professional identities and position their practice and how they are simultaneously positioned by policy and policy discourses.

Bern Murphy
Working Title: Shifting the gaze from binary to relational thinking in Indigenous perspectives in education: a case study
Supervisors: Johanna Wyn, Kylie Smith and Shaun Ewen
This research arises in responses to the current policy directive for teachers to embed Indigenous perspectives in their teaching curriculum. It responds to deficit centered education frameworks in Indigenous education and considers issues of self-determination and sovereignty as the more appropriate concepts. The premise for inclusion has long been based on the notion of addressing Indigenous educational disadvantage through ‘knowing the other’. The research will explore how pre-service teachers learn how to embed Indigenous perspectives in their teaching and the role of teacher education in this process. It will examine whether using the ‘both ways’ teaching and learning philosophy, conceived in North East Arnhem Land of Australia, provides a useful platform for shifting from binary to relational thinking in understanding Indigenous perspectives in education.

Pheaktra Pich
Working Title: Negotiating spaces for Young Students as Active and Informed Citizens: Discourses on Schooling and Individuals’ Aspirations in Contemporary Cambodia
Supervisors: Hernán Cuervo and Johanna Wyn
Young people in Cambodia are faced with multiple uncertainties including how to exercise their rights as active citizens. They are living in a challenging socio-political context for civic participation (e.g., active participation negatively correlates political participation and success as personal risks and death) as well as a discouraging cultural backdrop (e.g., ‘age and knowledge hierarchy’). Drawing on the Active Citizenship Composite Indicators (ACCI) framework and on Bourdieu’s thinking tools (e.g., habitus, capital, field) the thesis aims to understand youth practices in relation to citizenship. It examines the concepts of citizenship in Cambodian schools through students’ everyday practices, an analysis of the curriculum, and of education and school policies. Ultimately, it aims to provide a model of citizenship education that can be used to advocate for spaces for active citizenry for young Cambodians through civics education in Cambodian schools.

Josie Anne Reade
Working Title: Assembling fitspirational bodies: Social media and gender identity work
Supervisors: Helen Cahill and Dianne Mulcahy
Adopting a feminist, new materialist conceptual framework, my research examines how women’s bodies materialise and are experienced in digital material fitstopo assemblages. Fitstopo is a social media phenomenon commonly associated with images of fit bodies in stylish activewear, ‘clean’ meals and motivational quotes that serve as ‘inspiration’ to attain fitness goals and conquer the body. Through drawing upon Deleuzian concepts of assemblage and affect to contemplate the ways in which the digital, material, discursive and social are interwoven, my research attempts to move beyond representational content analyses and media effects arguments which tend to dominate social media research to provide a more nuanced understanding of how fitspirational bodies are assembled and produced. To do this, I am conducting a digital ethnography that explores discursively shaped ideas and practices through participant observation on Instagram and Snapchat, direct message interviews on Instagram, and document analysis. In so doing, this research hopes to widen the space for interrogating the possibilities and affordances of social media and contribute to an emerging body of work (that explores the ‘embodied, affective and political dimensions of our worlds’).

Michelle Walter
Working Title: Help-seeking for Mental Health Problems: An Autoethnographic Inquiry into Tertiary Students’ Experiences of Mental Health Distress
Supervisors: Helen Cahill and Magenta Simmons
Current research shows that there is a rise in mental health distress and problems amongst young people, specifically those aged between 18 to 26 years. Research also indicates that young people are the least likely to seek help for mental health problems, and those suffering the greatest distress are the least likely to seek help. This places them at greater risk of developing chronic disorders. University students show high rates of vulnerability. This can lead to students dropping out of education and suffering other negative life consequences. There has been relatively little qualitative research done into mental health distress and help-seeking from an insider perspective. My study investigates how tertiary students conceptualise and experience help-seeking for mental health problems within the university setting and seek their views about how access to treatment pathways can be improved. I use autoethnography and narrative inquiry to interrogate my own experiences with mental illness and help-seeking as well as that of my participants in a workshop and individual interviews. I will base my data analysis extensively on the theoretical work of Judith Butler and Bronwyn Davies to examine the way in which social and cultural narratives around mental health influence identity and help-seeking in relation to mental health.

Rosie Yasmin
Working Title: When Catch-up Education Outperforms the Mainstream: A Bangladeshi Case Study
Supervisors: Kylie Smith and Helen Cahill
Bangladesh Rural Advancement Committee (BRAC) is a Bangladeshi Non-Government Organisation (NGO) which provides catch-up education for very poor and disadvantaged children who have never enrolled in or dropped out of primary schools. Their single teacher primary schools have been found to outperform regular government primary schools in relation to participation, learning achievements and cost-effectiveness. This participatory, ethnographic case study will use the Capability Approach developed by Amartya Sen as the conceptual framework within which to investigate how children, parents, teacher and program leaders in urban BRAC school appraise the contributions that the school makes to children's learning and wellbeing. It is expected that the findings will have implications for those aiming to provide effective education for the most disadvantaged children, particularly in developing country contexts.
John Chalukulu Bilinzozi  
**Working Title:** Sport and Youth Development: The Practice of Sport-Oriented Youth Development Programs in Tanzania  
**Supervisors:** Johanna Wyn and Hernán Cuervo

This study explores the practice of youth and life skills development through sport in Tanzania. It focuses on the quality of practice and the nature of life skills acquisition in selected sport-oriented youth development programs (SOYDPs). Drawing on the Generic Youth Development Framework (GYDF) (Wierenga & Wyn 2011) the study aims to answer one overarching question: To what extent do SOYDPs in Tanzania value young people and enable young people to do things of value? The study triangulated surveys and focus groups, to examine young peoples’ participation in two youth sport organisations in the cities of Dar es Salaam and Arusha. A total of 123 young people completed the survey and subsequently 20 participants (13 young people, 7 staff and volunteers and program providers/managers) participated in focus group discussions. Results revealed that the strengths of the programs include the support and encouragement they provide to young people in learning and growing through experience and reflection, and engaging young people in the real world by promoting active citizenship. In contrast, the results also showed that programs need to improve in areas that relate to practices relating to team building and recognition of young people’s strengths. Overall, the results suggest that the SOYDPs positively respond to the needs and wants of young people and that youth development would benefit from an increase in quality research within this growing area in Tanzania.

Kerren Diamond  
**Working Title:** Professional Learning Communities and Peer Observation: A Teacher Narrative  
**Supervisors:** Nerryl Jeanneret and Kylie Smith

This project explores the use of professional learning communities and peer observation. It asks, what impact could the observation and analysis of classroom instruction have on teachers’ pedagogical understanding. And their uses to offer new ways to support children’s learning and development through sport in Tanzania. It focuses on the quality of practice and the nature of life skills acquisition in selected sport-oriented youth development programs (SOYDPs).

Susan Ferguson-Brown  
**Working Title:** Excellent teachers as authentic leaders  
**Supervisors:** Helen Stokes and Stephen Dinham

In his research of more than 800 metta analyses relating to student achievement, Hattie (2009) synthesized a body of research that consistently indicated that teacher quality and positive student teacher relationships are a significant predictor of positive learning outcomes for students. Hattie’s (2003) goal was to “ascertain the attributes of excellence” (Hattie, 2003, p. 1) evident in excellent teachers with a view to understanding teacher professional development and pre-service teacher training. While Hattie’s (2009) research identifies the professional attributes underpinning teacher excellence, there is little reference to the personal attributes of excellent teachers. In reviewing the growing body of research into authentic leadership it is possible that the identified personal attributes of authentic leaders such as purpose, passion, values, heart, self-discipline and connected relationships (George & Sims, 2007) may correlate positively with the personal attributes of the excellent teacher. This suggests that there may be more to teacher excellence than the professional attributes (Hattie, 2009) identified in the current research.

Marina Haggett  
**Working Title:** The impact of Deputy Principal (Curriculum) leadership on teacher efficacy  
**Supervisors:** Stephen Dinham and Helen Stokes

The proposed study will examine whether and by what means portfolio leadership in secondary schools, specifically senior curriculum leaders, impacts on teacher practice.

Master of Philosophy student

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

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

Master of Education (Research) student

Kelly Boucher  
**Working Title:** Materialising Learning in Early Childhood  
**Supervisors:** Dianne Mulcahy and Kylie Smith

This Masters research project investigates the use of materials in Early Childhood Education (ECE) and how materials can be identified as doing significant educational work with children. The project aims to provide insight into the significance of materials in ECE and how children engage in learning when working closely with them. In line with the ‘material turn’ which is coming to be influential in the field of childhood studies (Lent Taguchi, 2014), it assumes that materials play an agentive role in children’s learning, that is, help bring this learning about. For example, when young children engage in the material practice of sandbox play, the qualities and capacities of the material involved affect the play outcome. Materials act on children and become productive of their play and their learning. Reconceptualising materials in this way opens up different ways of attending to ethical and political questions posed by materials as more-than-human others inhabiting Preschool classrooms. Altogether, the project aims to rethink materials and their uses to offer new ways to support children’s learning experiences and educators’ pedagogical understanding.
### Publications

The Youth Research Centre publishes a series of Research Reports. Staff also contribute to a range of academic journals of interest to the field. During 2016, the Centre staff produced the following publications:

#### Books


#### Book chapters


#### Journal articles


Crofts, J., & Coffey, J. (2016). Young women’s negotiations of gender, the body and the labour market in a post-feminist context. Journal of Gender Studies. DOI: 10.1080/09593386.2015.1130610


#### Reports & other publications


**Keynote and invited addresses**


Wyn, J. (2016, 24 August). The implications of lowering the driving age in Victoria. Invited presentation to Victorian Parliamentary Committee on lowering the driving age, Melbourne, Australia.


**Conference papers, presentations and seminars**


Seminar Series

The 2016 Youth Research Centre Seminar Series focused on the theme ‘Conversations about research on/with children and youth’. The series aimed to promote debate and innovation in the field of youth and child studies. The seminars were held at the Melbourne Graduate School of Education and attracted widespread interest from academic staff, students and the public.

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22 March</td>
<td>The Nordic Regime of Youth transitions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gestur Guðmundsson</td>
</tr>
<tr>
<td>2</td>
<td>26 April</td>
<td>Inclusion through exclusive provision? Flexible learning programs, raising educational participation and social justice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kitty te Riele</td>
</tr>
<tr>
<td>3</td>
<td>26 July</td>
<td>Developing indigenous youth leadership – a case study of a Māori undergraduate leadership programme</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linda Tuhiai Smith</td>
</tr>
<tr>
<td>4</td>
<td>30 August</td>
<td>“Be the change you want to see in the world”: Youth social action in India</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Craig Jeffrey</td>
</tr>
<tr>
<td>5</td>
<td>5 September</td>
<td>Young people and the labour market: interrogating the idea of a precariat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Andy Furlong</td>
</tr>
<tr>
<td>6</td>
<td>14 September</td>
<td>Friends in High Places: following young lives in the Indian Himalayas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jane Dyson</td>
</tr>
<tr>
<td>7</td>
<td>27 September</td>
<td>Listening to children: a diffractive methodology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bronwyn Davies</td>
</tr>
<tr>
<td>8</td>
<td>4 October</td>
<td>Belonging and the Uses of Difference: Young People in Australian Urban Multiculture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anita Harris</td>
</tr>
<tr>
<td>9</td>
<td>18 October</td>
<td>Young Australians and their attitudes towards diversity, migrants and asylum seekers: Insights from the Our Lives project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zlatako Skrbić</td>
</tr>
<tr>
<td>10</td>
<td>8 November</td>
<td>Data-Doing, Doing-Data in Inquiry with Young Children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Casey Myers</td>
</tr>
</tbody>
</table>
Networks & Partnerships

**Australian Networks & Partnerships**

**Australian Youth Affairs Coalition**
Hernán Cuervo is a policy advisor to the Board of the Australian Youth Affairs Coalition

**Faculty of Medicine and Health Sciences, University of Melbourne**
Helen Cahill leads Learning Partnerships: young people as educators of Health Professionals. In this continuing program, school students work as simulated patients, key informants and advisors to assist medical students to develop their communication skills in conducting consultations with adolescent patients. Schools work in partnership with the YRC and the Faculty of Medicine to accomplish this contribution.

**Hume Central Secondary College**
Helen Cahill has an ongoing partnership with Hume Central Secondary College in Broadmeadows, supporting them to develop a school-wide approach to providing social and emotional learning.

**Rural Education SIG of Australian Association for Research in Education**
Hernán Cuervo is the co-convenor of the Rural Education Special Interest Group.

**International Networks & Partnerships**

**American Education Research Association**
Hernán Cuervo is a member of the Rural Education SIG, the Adolescence and Youth Development SIG and the Longitudinal Research SIG.

**International Sociological Association**
Hernán Cuervo is a member of the Research Committee 34 (Sociology of Youth) and the Research Committee 04 (Sociology of Education).

**Red de Comunidades Rurales Argentinas**
Hernán Cuervo is a member of the Policy Advisory Team for Red de Comunidades Rurales Argentinas.

---

Dr. Julia Coffey and Professor Helen Cahill at the launch of their book ‘Learning Bodies’