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 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 (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:

http://education.unimelb.edu.au/yrp/

or follow us on Twitter:

http://twitter.com/YRCunimelb
In 2015 the YRC celebrated its 26th year, prompting reflection on the Centre’s journey and its future directions. The Centre’s work over the last twenty six years has generated four big questions that form the basis of the Centre’s future research, teaching and engagement activities.

- How can the institutions, programs and community processes in which young people spend their time be harnessed to create greater social justice?
- What institutional and cultural processes hold systematic disadvantage in place?
- What are the methodologies for engaging young people as active learners and citizens as they make choices about how they participate in their worlds and lives?
- What methodologies enable sustainable positive change (in young people’s lives, and in the institutions and policies that serve them)?

During 2015 these questions were highlighted by a seminar series based on the *Handbook of Children and Youth Studies* edited by myself and Helen Cahill. Launched by Professor Field Rickards, this major reference work contains 63 chapters, with contributions from scholars from 15 countries to give a comprehensive introduction to the field of child and youth studies and to new directions in scholarship. These questions also informed the documentation prepared for the Centre’s five yearly external review which was conducted in 2015.

The Centre’s work in the future will build on its enduring partnerships with organisations to generate research and develop projects and to build capacity for the next generation of researchers. This includes a partnership with the Victorian Department of Education and Training and Northern Territory Department of Education to produce a new evidence-based framework and curriculum to promote resilience in schools, led by Helen Cahill: *Building Resilience*, a school framework, teacher research and development strategy, and comprehensive evidence-based curriculum to guide primary and secondary schools in their efforts to build the resilience and social and emotional learning of their students. Partnership also underpins Helen Cahill’s leadership of path-breaking research and development in the region strengthening young people’s wellbeing and participation in the Asia-Pacific. Working alongside UNESCO and other members of the East Asia and Pacific United Nations Girls Education Initiative (UNGEI) this Program has developed policy responses and *Connect with Respect*, a comprehensive school-based violence-prevention curriculum for use in high schools in countries across the Asia-Pacific. The Centre’s work in 2015 was also supported by partnerships with other organisations, including but not limited to Dusseldorp Forum, Hands on Learning Australian, Beacon Foundation, the Victorian Health Promotion Foundation, Tomorrow Today Foundation and Berry Street. Bernadette Murphy’s contribution to engagement was honoured with a MGSE Engagement Excellence Award for her coordination of the MGSE and Indigenous Schools Partnerships Program within the Masters of Teaching, which enables pre-service teachers to gain an understanding of education in a remote context.

The award of a five-year ARC Discovery grant in 2015 to pursue the next phase of the Centre’s longitudinal study of two generations of Australians, the *Life Patterns* research program, led by myself will enable the Centre to analyse the ways in which young people use their education in workplaces and to compare the transition patterns and experiences of Generations X and Y.

The 2015 Annual Report also highlights the Centre’s productivity with the completion of three PhDs, three Doctorates and two Masters degrees; two books; 23 book chapters and 14 refereed journal articles.

Director

Johanna Wyn
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 multidisciplinary 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 the Building Futures for Young Australians Project and is a Chief Investigator on the ARC funded project titled Defining the Status of Culturally and Linguistically Diverse Young People.

Helen Cahill
Deputy-Director and Associate Professor

Associate Professor Helen Cahill is Deputy Director of the YRC. She has a special interest in the use of post-structural theory to inform participatory research. Helen leads a number of resilience, youth participation, HIV prevention, anti-violence and gender rights projects in Australia and the Asia-Pacific region. She specialises in the use of participatory methods in research, education and community development and in the development of transformative education projects which position young people as active agents. She teaches in the Master of Education and the Master of Teaching, coordinating subjects which address youth wellbeing. In 2015, major projects included leading 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. In 2015, Sally completed her Masters of International Public Health.

Kate Alexander
Senior Administrator

Kate Alexander is a Senior Administrator in the MGSE’s YRC and has worked in an administration role since 2008. Her work involves supporting academic staff members in the YRC in areas such as finance, human resources, project support, publications, event support and website development.

Sally Beadle
Research Fellow

Sally works on a range of research projects and consultancies in the area of adolescent health and wellbeing including curriculum design for Australian school settings and international development settings 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. In 2015, major projects 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. In 2015, Sally completed her Masters of International Public Health.

Jessica Crofts
Lecturer and Research Fellow

Dr Jessica Crofts has been working as a Research Fellow across a range of projects at the YRC since 2010. The main project Jessica was involved with in 2015 was Life Patterns. Within the Life Patterns Project Jessica’s research interests include education, work, feminism and gender inequalities. Jessica also completed her PhD in 2015. Her PhD is based on data from the Life Patterns Project and explores the discourses surrounding ‘new femininities’ particularly in relation to education and work. In 2015, Jessica taught in the subjects Sociology of Youth and Youth and Popular Culture.
**Hernán Cuervo**  
**Senior Lecturer and Research Fellow**

Dr. Hernán Cuervo is a Senior Research Fellow at the YRC and a Senior Lecturer at the MGSE. His research interests focus on inequality, youth studies, and theories of justice, rural education and education policy. Hernán coordinates and teaches the subjects, *Diversity, Inclusion and Transitions and Life and Learning: Voices of Children and Young People* in the Master of Education and Master of Teaching Programs, and *Youth Leading Change* in the Breadth Subject stream. Hernán is also the Research for Higher Degree coordinator for Education Policy, Equity and Innovation (EPEI) at the MGSE. He is a regular lecturer in different courses in the Master of Teaching at the MGSE, 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 2015, he began a new project looking at pre-service teachers in rural schools: *Enhancing Desirability: Supporting Teacher Candidates in their Placements to Succeed in Rural Schools*. Hernán has also been teaching in the subject, *Estudios y politicas de juventud en America Latina*, in the postgraduate course Diploma de Estudios Superiores at Facultad Lationamericana de Ciencias Sociales, Buenos Aires campus. He is currently a member of the Council Advisory Policy for the Australian Youth Affairs Coalition (AYAC) and the Red de Comunidades Rurales, Argentina, and co-convenes the Rural Education SIG in the Australian Association for Research in Education (AARE).

**Anne Farrelly**  
**Research Fellow**

Anne Farrelly is a Research Fellow working on a range of projects across the Youth Research Centre. She was part of the team working on the Victorian Department of Education and Training *Building Resilience* project developing a Social and Emotional Learning framework and curriculum resources for students in Kindergarten to Year 12. She was also part of a team that developed the *Connect with Respect* curriculum for UNESCO Asia-Pacific. She teaches in the Breadth subject, *Concepts of Childhood*. She is a Masters examining what impacts the judgment and decision-making of police officers when interviewing children in relation to allegations of sexual abuse.

**Cassie Kotsanas**  
**Research Assistant**

Dr 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. In 2014 she completed a PhD exploring how early childhood educators can be supported to theorise and practice in ways that support young children’s participatory rights in the everyday.

**Bern Murphy**  
**Lecturer and Research Fellow**

Bern Murphy has a background in teaching and lectures in the Master of Teaching Program in *Social Policy, Australian Indigenous Education, and Health Issues for Young People*. She teaches in both Primary and Secondary courses and works with teacher candidates in schools. Her research focuses on how pre-service teachers learn about Indigenous education issues and ways to support and prepare pre-service teachers who are interested in working in Indigenous education both remotely and locally. Bern works on a Program that offers a two week placement in remote schools in the Arnhem Land, Central Australia and rural Victoria. Having this brief experience in remote communities often helps in making informed decisions when choosing to live and work in remote places. She is undertaking a PhD that interrogates notions of 'cultural competence' to present alternatives to positioning Indigenous peoples as 'Other' in the process of recognition and acceptance of their lives, culture and history. This research will contribute to pre-service teacher education.
Kylie Smith
Senior Lecturer and Research Fellow

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

Helen Stokes
Senior Lecturer and Research Fellow

Dr Helen Stokes is a Senior Lecturer and Research Fellow at the YRC. Her research interests include marginalised young people and access to education (including trauma informed positive education), identity formation and school leadership. She has worked on the Education Benalla Program and the Evaluation of Berry Street Education Model: Trauma Informed Positive Education Enacted 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 is Associate Dean Equity and Diversity in the MGSE.

Malcolm Turnbull
Research Fellow

Dr Malcolm Turnbull is a Research Fellow at the YRC. Malcolm’s research activities in 2015 have included a longitudinal evaluation of the whole-of-community Education Benalla Program (for the Tomorrow Today Foundation); and the Young African Men’s Project (for the Centre for Multicultural Youth); the final component of a three phase evaluation of the Refugee Youth Support Project (for CMY); and participation in the Identifying Opportunities and Barriers for Indigenous Youth Transitions Project. Malcolm combines his activity at the YRC with work as a freelance historian, and has published widely in the areas of Australian Jewish history, Classic English Detective Fiction and the Folk-song revival.
RESEARCH AND CONSULTANCIES

A FRAMEWORK FOR BUILDING RELATIONSHIPS BETWEEN INDIGENOUS PEOPLE AND THE UNIVERSITY OF MELBOURNE
Social Equity Institute, University of Melbourne

ASSESSMENT FOR LEARNING - SUPPORTING EARLY YEARS NETWORKS
Victorian Curriculum and Assessment Authority (VCAA)

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

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

DEVELOPMENT OF OPERATIONAL TOOLS TO ADVANCE COUNTRY CAPACITY TO ADDRESS GENDER DISCRIMINATION IN EDUCATIONAL SETTINGS AND SCHOOL-RELATED GENDER-BASED VIOLENCE
UNESCO Suva

BUILDING RESILIENCE TEACHER TRAINING
Victorian Health Promotion Program

EDUCATION BENALLA PROGRAM EVALUATION 2015
Tomorrow Today Foundation

ENHANCING DESIRABILITY: SUPPORTING TEACHER CANDIDATES IN THEIR PLACEMENTS TO SUCCEED IN RURAL SCHOOLS
Melbourne Graduate School of Education Seed Grant

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

EVALUATION OF THE BERRY STREET EDUCATION MODEL (BSEM) INTO MAINSTREAM SCHOOLS
Berry Street, Victoria

GENDER IDENTITY IN EARLY CHILDHOOD
Internally funded pilot

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

LEARNING TO MAKE IT WORK: EDUCATION, WORK AND WELLBEING IN YOUNG ADULTHOOD
Melbourne Research Grant Support Scheme 2015, University of Melbourne

NORTHERN TERRITORY DEPARTMENT OF EDUCATION STAFF CAPACITY BUILDING PROGRAM
Northern Territory Department of Education

PILOT OF SOCIAL AND EMOTIONAL LEARNING PROGRAM - DARWIN
Charles Darwin University

SHEPPARTON COMMUNITY EDUCATION PROJECT
University of Melbourne Seed Funding

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

TRAINING WORKSHOP FOR WELLBEING, ENGAGEMENT AND BEHAVIOUR APPROACH FOR NORTHERN TERRITORY SCHOOLS
Northern Territory Department of Education

UNESCO GENDER AND VIOLENCE CURRICULUM
UNESCO Bangkok

VIOLENCE PREVENTION AND RESPECTFUL RELATIONSHIP EVALUATION IN EARLY CHILDHOOD
Melbourne Social Equity Institute Interdisciplinary Seed Grant

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

A FRAMEWORK FOR BUILDING RELATIONSHIPS BETWEEN INDIGENOUS PEOPLE AND THE UNIVERSITY OF MELBOURNE

**Duration:** 2015-2016  
**Funded by:** Social Equity Institute, Melbourne  
**Researchers:** Bernadette Murphy, Mark MacMillan, Julie Evans and Anna Dabrowski

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.

ASSESSMENT FOR LEARNING - SUPPORTING EARLY YEARS NETWORKS

**Duration:** 2015  
**Funded by:** Victorian Curriculum and Assessment Authority  
**Researchers:** Kylie Smith and Cassie Kotsanas

This was a network-based professional learning project funded by the Victorian Curriculum Assessment Authority (VCAA) which aimed to build a sustainable multidisciplinary focus to support early years leadership and enhanced professional practice in local early childhood networks. In a series of five all-day workshops between May and November, early childhood practitioners were supported through an inquiry model to assess children's progress using the learning and development outcomes outlined in the Victorian Early Years Learning Development Framework (VEYLDF) as part of an ongoing planning cycle; develop, refine and trial tools and resources to support assessment for learning in the birth-to-three-years period and the birth-to-eight-years period; take a collaborative approach to assessment for learning with children, families and other professionals and apply the Educational Change Model of continuous quality improvement in an environment of reform and change.

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

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

This Project aimed to develop tools required to create a persistent national evidence base on programs assisting young Australians at risk. In 2015, the research team tested and consolidated three frameworks (context; concepts and evidence) within an Open Heritage Resource Management system or OHRM, called Enabling Spaces. These frameworks enabled the capture and display of knowledge and information about the context of programs, about the concepts informing programs and about the evidence used to inform practice. The resource can be accessed on enablingspaces.org.au. This resource has laid a new foundation for policy formation and helps 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.

THE DEVELOPMENT OF TEACHING AND LEARNING RESOURCES TO SUPPORT THE DELIVERY OF RESPECTFUL RELATIONSHIPS

**Duration:** 2013-15  
**Funded by:** Department of Education and Training (DET)  
**Researchers:** Helen Cahill, Sally Beadle, Anne Farrelly, Ruth Forster and Kylie Smith

In 2014-2015, the YRC worked with the Department of Education and Training (DET) to design the Building Resilience Framework. The Project involved auditing the Department’s current resources in the area of student wellbeing and resilience; carrying out a detailed review of the research literature in the area of school-based resilience promotion initiatives; and constructing a new evidence-based framework to help schools support children and young people. The framework highlights the importance of taking a multi-dimensional school-wide approach to building resilience, assisting schools to:

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

A major component of this work was to develop a suite of social and emotional learning activities for use with students across all years of schooling, Prep–12. Seven activity manuals contain a range of activities to develop social skills, engaging explicitly with six key areas: Emotional Literacy; Personal Strengths; Positive Coping; Problem-solving; Stress Management and Help-seeking. The resources are mapped against the learning outcomes of the Australian curriculum. The framework, literature review and classroom learning materials are now available on the Department’s website. In 2015, the YRC will work with the Department and VicHealth to develop online and face-to-face teacher training modules to support delivery of the Program.
DEVELOPMENT OF OPERATIONAL TOOLS TO ADVANCE COUNTRY CAPACITY TO ADDRESS GENDER DISCRIMINATION IN EDUCATIONAL SETTINGS AND SCHOOL-RELATED GENDER-BASED VIOLENCE

Duration: 2015  
Funded by: UNESCO Suva  
Researchers: Helen Cahill and Sally Beadle

In 2015, UNESCO and partners developed new Global Guidelines to help education systems address gender-based violence in educational institutions. This coincided with the development of the Connect with Respect classroom Program designed to help secondary schools in the Asia Pacific region teach about prevention of gender-based violence. UNESCO Bangkok commissioned YRC staff to review the Global Guidelines and design training to help Ministries of Education understand and use the guidance in their own work to strengthen policies and practices in the prevention of gender-based violence, and to support schools and teachers to provide effective prevention classroom programs. A four-day training manual and range of training tools were developed. A pilot of the training was delivered by YRC staff in partnership with UNESCO in Suva, Fiji in November 2015.

BUILDING RESILIENCE TEACHER TRAINING

Duration: 2013-2016  
Funded by: Victorian Health Promotion Foundation  
Researchers: Helen Cahill, Sally Beadle and Emlyn Walter-Cruickshank

In 2015, VicHealth commissioned the YRC to develop teacher professional development tools to support the delivery of the Building Resilience program. The tools developed included a series of face-to-face training variations (to suit teachers of different year levels and different time availability) and the components of an interactive online learning platform, suitable for primary and secondary teachers. The online learning includes a suite of 20 videos in which teachers demonstrate activities from the classroom program with their students, as well as a series of short podcasts in which academics discuss the latest research to inform best practice in schools. The tools developed aim to contribute to teacher expertise and improved practice in promoting student social and emotional wellbeing and situate explicit teaching of social and emotional skills within a whole-school approach to enhancing resilience.

EDUCATION BENALLA PROGRAM EVALUATION 2015

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

The Education Benalla Program is a whole-of-community initiative that seeks to reduce disadvantage in the Benalla district of Victoria. A two phase intervention, the Project seeks to tackle high rates of early school leaving and educational disengagement, focusing on the key areas of school readiness, student well-being and transition to tertiary education. The YRC has been contracted to evaluate Phase 1 of the Project, develop a four year evaluation framework and then examine and analyse the sub-program roll-out and evolution over the period 2014-2015.
ENHANCING DESIRABILITY: SUPPORTING TEACHER CANDIDATES IN THEIR PLACEMENTS TO SUCCEED IN RURAL SCHOOLS

Duration: 2015-2016
Funded by: Melbourne Graduate School of Education Seed Grant
Researchers: Hernán Cuervo and Daniela Acquaro

Can pre-service teacher education placements in rural settings be the key to unlock the rural school staffing crisis affecting Victoria and Australia? While pre-service teacher placements in rural settings have been seen to be a positive strategy in meeting the staffing crisis affecting rural schools in Victoria and Australia more broadly, very little is known about the needs of pre-service teachers in rural places and their experiences and motivation to remain in rural schools post teacher training. This project investigates the educational, social, financial and emotional impacts of teaching placements on pre-service teachers in rural settings and in examining the different stages of placements, provide: (a) a better understanding of change and continuity in pre-service motivations and challenges to work in rural schools; and (b) a more complete picture of the tools and strategies universities and schools have to put in place to support them.

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

Duration: 2013-2015
Funded by: Ethics and Integrity Development Grant Scheme, University of Melbourne
Researchers: Kylie Smith and Margaret Coady

This research project aimed to explore what research methodologies and protocols are being used by researchers from interdisciplinary fields within Australia and internationally to support ethical engagement with children under 5 years of age in research. Three research questions were investigated:

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 developed a set of research based protocols to support and guide members of Human Ethics Committees, researchers and Research Higher Degree students to ensure young children's right to participate in research is enacted in an ethical manner.

EVALUATION OF THE BERRY STREET EDUCATION MODEL (BSEM) IN TWO MAINSTREAM SCHOOLS

Duration: 2014-2016
Funded by: Berry Street
Researchers: Helen Stokes and Malcolm Turnbull

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

Evaluation of the Berry Street Education Model: Trauma informed positive education enacted in mainstream schools
GENDER IDENTITY IN EARLY CHILDHOOD

In the late 1990s and early 2000s Australian and international early childhood scholars researched and wrote about the importance of gender identity work in the early childhood classroom (e.g. MacNaughton, 1997, 2000; Blaise, 2005). Currently, there appears to be a lack of information about how this past research has translated into everyday early childhood classroom practice. The aims of this pilot project are twofold. Firstly to document the experiences of academics who have undertaken gender research in early childhood to gain insight into what and who supported their work, what the barriers were and what experiences they had that might support future researchers and educators wanting to undertake gender work in early childhood. The second aim is to investigate how educators currently undertake gender identity work with children in the classroom, through policy and through the development of their own professional identities.

SHEPPARTON COMMUNITY EDUCATION PROJECT

The Shepparton Community Education Project (SCEP) is a collective impact initiative that aims to effect significant social change the Goulburn Valley region of Victoria. Launched in 2013, and envisaged as a 20 year whole of community intervention, the SCEP aims at improving the overall wellbeing and educational outcomes of the district’s children and young people. The project is being initiated, designed and developed by the community collective of that name, comprising key representatives of the City of Greater Shepparton’s business, education and non-profit sector leadership. The University of Melbourne has supported the project by providing funds for compilation of a progress report that documents and summarises the initial ‘exploring’ phase of the project.

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

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.

LEARNING TO MAKE IT WORK: EDUCATION, WORK AND WELLBEING IN YOUNG ADULTHOOD

This grant enabled the Life Patterns research program to continue tracking the second cohort of participants (aged 26 – 27 in 2015) and to focus on minimising attrition for this cohort. One of the outcomes of this grant was the Life Patterns 10 year report, providing a vivid account of the experiences and trajectories of the participants in the Life Patterns study from 2005 to 2015 (see http://education.unimelb.edu.au/__data/assets/pdf_file/0005/1624532/LifePatterns_10YearFollowingGenY_FINAL_webversion.pdf). In 2015 the Life Patterns team was successful in obtaining a further five-year ARC Discovery grant (2016 – 2020) to continue the longitudinal research. The title of this grant is also Learning to Make it Work: Education, Work and Wellbeing in Young Adulthood and will commence in 2016.

NORTHERN TERRITORY EDUCATION STAFF CAPACITY BUILDING PROGRAM

The YRC provided a 4 day intensive staff capacity building workshop for members of the Northern Territory Department of Education Wellbeing team with a focus on how to modify the Building Resilience Social and Emotional Learning Program for implementation in their context.

PILOT OF SOCIAL AND EMOTIONAL LEARNING PROGRAM - DARWIN

A small pilot of the Building Resilience Social and Emotional Learning Program was conducted in Darwin, in partnership with Professor Richard Midford from Charles Darwin University. This entailed provision of a two-day training workshop for teachers, collection of data from teachers and students, and modification of the Program to suit the school context.
THE LIVED EXPERIENCE OF REFUGEE-BACKGROUND CHILDREN IN AUSTRALIA

Duration: 2013-2015
Funded by: University of Melbourne Interdisciplinary Seed Grant
Researchers: Elizabeth Waters, Lisa Gibbs, Kylie Smith, Sara Wills, Pookong Kee and Karen Block

This project explored the perspectives of refugee-background children and parents concerning their lives following resettlement. It developed and tested innovative, ethical and appropriate participatory methodologies for working with refugee children and families, increased understanding of the complex processes contributing to social inclusion for these groups, and informed the provision of appropriate supports for these children and families by services and policy-makers.

TRAINING WORKSHOP FOR WELLBEING, ENGAGEMENT BEHAVIOUR APPROACH FOR NORTHERN TERRITORY SCHOOLS

Duration: 2015
Funded by: Northern Territory Department of Education
Researchers: Helen Cahill and Sally Beadle

An initial four day training workshop was provided for the wellbeing team from the Northern Territory Department of Education (NT) in December 2015 as they prepared for an initiative to strengthen student wellbeing through a more explicit focus on the use of social and emotional learning programs in their schools. The NT team had expressed interest in the Building Resilience social and emotional learning program developed by staff of the Youth Research Centre and received training in the use of this model, along with a focus leadership, school change and whole of school approaches to promoting student wellbeing.

UNESCO GENDER AND VIOLENCE CURRICULUM

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

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

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

UNESCO plans to pilot the school program in three countries in 2015 before publishing and making it more widely available to other countries.
VIOLENCE PREVENTION AND RESPECTFUL RELATIONSHIP EVALUATION IN EARLY CHILDHOOD

Duration: 2013-2015  
Funded by: Melbourne Social Equity Institute Interdisciplinary Seed Grant  
Researchers: Kylie Smith, Julia Coffey, Cathy Humphreys, Kelsey Hegarty and Sharon Simon (Domestic Violence Resource Centre Victoria)

The prevention of violence against women and respectful relationships education is an important focus of the Victorian Government’s 10 year State Plan to Prevent Violence Against Women and the Federal Government’s National Plan to Reduce Violence Against Women and their Children. While there is growing momentum for this work through programs in schools, workplaces, sporting clubs, local government and the media, there has been a lack of prevention work in an early childhood context. This project aims to contribute to an interdisciplinary discourse concerning ways of operationalising violence prevention approaches within social policy across the life course, starting in early childhood.

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

Duration: 2010-2015  
Funded by: Australian Research Council (Discovery) Grant  
Researchers: Johanna Wyn, Hernán Cuervo, Jessica Crofts, Graeme Smith, Dan Woodman and Lesley Andres (University of British Columbia)

This phase of the Life Patterns longitudinal research program was completed in 2015. The research tracked education and employment trajectories during the critical five years aged 26 to 30, to analyse their integration into increasingly insecure labour markets. Using an innovative research design based on the comparative analysis of two cohorts of Australians the research identified the resources that enable economic participation, social integration and that ensure wellbeing. It extended conventional conceptual and policy frameworks of youth transitions to explore the strength of the education-work nexus, the broader impacts of labour market insecurity on wellbeing, and, crucially, identified factors associated with resilience. The research provided new knowledge (a) about the nature of human capital being produced in education systems and how it is being used; (b) about new vulnerabilities associated with insecure work; and (c) enabled the identification of vulnerable groups and built an evidence base about the resources that support young adults to succeed.
2015 TEACHING

MASTERS LEVELS PROGRAMS

Master of Education
Diversity, Inclusion and Transitions
Hernán Cuervo - Coordinator and Lecturer

Leading Educational Ideas
Kylie Smith - Tutor

Student Wellbeing: Current Approaches
Helen Cahill - Coordinator and Lecturer

Student Wellbeing: Negotiated Project
Kylie Smith - Lecturer

Promoting Student Wellbeing
Helen Cahill - Coordinator and Lecturer

Young People and Culture
Johanna Wyn - Contributing Lecturer

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

Leadership in Schools
Helen Stokes - Coordinator

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

Australian Indigenous Education
Bernadette Murphy - Tutor

Education Practice and Place (EPP)
North East Arnhem Land, Maningrida, Hermannsburg
Bernadette Murphy - Coordinator

Master of School Leadership
Master of Instructional Leadership
Helen Stokes - Academic Coordinator

Evidence for Learning and Teaching
(Delivered to the Western Australian, Catholic Education Office)
Helen Stokes - Seminar Leader

Teaching and Leading Learning and Teaching
(Delivered to the Western Australian, Catholic Education Office)
Helen Stokes - Seminar Leader

Leading Educational Research
Helen Stokes - Coordinator and Lecturer

Researching Leadership Practice
Helen Stokes - Coordinator and Lecturer

BREADTH

Concepts of Childhood
Kylie Smith - Coordinator
Bruce Hurst - Lecturer
Anne Farrelly - tutor

Ethics, Gender and the Family
Kylie Smith - Coordinator and Lecturer
Michelle Walter - Tutor

Learning and the Digital Generations
Hernán Cuervo - Coordinator and Lecturer
Johanna Wyn - Lecturer

Youth and Popular Culture
Elisabeth Betz - Coordinator and Lecturer

Youth Leading Change
Hernán Cuervo - Coordinator and Lecturer

2015 GRADUATE STUDENT RESEARCH

An active community of graduate students is supervised by Centre staff. For more information on YRC graduate student research supervision please visit our website: http://education.unimelb.edu.au/yrc/pgrad/

RESEARCH HIGHER DEGREE STUDENTS WHO COMPLETED IN 2015

DOCTOR OF PHILOSOPHY STUDENTS

JESSICA CROFTS
Title: New Femininities: Young Women and Education in Late Modernity
Supervisors: Professor Johanna Wyn and Dr Hernán Cuervo

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

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

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

SAMANTHA RATNAM

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

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

This research project sought to understand the changing nature of civic life for young people in Australia. It examined 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 inform conceptual understandings of civic education processes and support the development of global education programs.

DOCTOR OF EDUCATION STUDENTS

KIRSTEN COURTNEY

Title: Young Children’s Perceptions of Bullying

Supervisors: Dr Ani Wierenga, Professor Johanna Wyn and Dr Kylie Smith

Bullying in schools remains a serious issue around the world, continuing to affect educational outcomes, student well-being, and classroom communities. Although much research has been devoted to this topic, largely absent are the viewpoints of young children (ages seven and eight) on bullying. This thesis investigated children’s perceptions of bullying and its relationship to gender through a qualitative study with grade two students, examining their verbal and visual responses to fictional scenarios of bullying and peer interactions. Positioning children as active social meaning-makers, this study found that children held sophisticated understandings and strategies for managing bullying. Findings are analysed in reference to existing scholarship on school-based bullying and feminist theories of gender performance: Implications for current bullying programs and policies are considered. Discussion is also included regarding the implementation of inclusive and respectful research practices with young children.

VAOIVA PONTON

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

Supervisor: Professor Johanna Wyn

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

SARAH ROSENFIELD

Title: A Needs Assessment Regarding Programs for Russian Adolescents in Orthodox Jewish Day Schools: A Comparative Case Study

Supervisors: Professor Johanna Wyn and Dr Helen Stokes

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

MASTERS OF EDUCATION STUDENTS

LEANNE HIGHAM

Title: Becoming Boy: Affecting Identity in a Catholic Boys’ School

Supervisors: Professor Johanna Wyn and Dr Dianne Mulcahy

BRENDA TAIT

Title: An Ethnography Examining the Institutional Challenges and Contradictions Arising from Approaches to Supporting School Engagement for Young People with Ongoing Health Conditions: An Institutional Ethnography.

Supervisor: Professor Johanna Wyn
online social media sites. aerosol arts program and content analysis of observation of graffiti practice via a local council active participants in the subculture, direct
employed is a qualitative research approach, privileges social action and reflexivity as the
on by positioning subcultural participation as a community situated site of learning that
encounters through which to construct new knowledge about what it means to live (in) a
female body.

This study explores the experiences young women have of living (in) their bodies, using
communicative, improvisational movement (moving bodies) as a method for exploration and
learning. It aims to elicit the embodied stories young women have to share through
/about) their bodies and to explore the potentially liberating and transformative nature of
this work. In much contemporary literature, women’s bodies are portrayed as reduced to
images and appearance and experienced as problematised and victimised. In order
to move beyond this, a growing number of researchers (for example Budgeon, Coleman,
Ringrose, Hickey-Moody, Davies, Gonick, Coffey et al.), have recently turned to more optimistic
discourses of body becoming (inspired by Deleuze and Guattari’s work) and new
materialist theories (inspired by work of Barad, Grosz, Haraway and others). New discourses,
in which this research is situated, acknowledge fluidity, openness and potentiality of bodily
self-becomings and include the material agency of the body. This was missing from previous
explorations, which view the body as static, fixed or predetermined object. Thus, I will invite the
moving bodies in my study to co-create space for creative exploration and affective bodily
encounters through which to construct new knowledge about what it means to live (in) a
female body.

This study arises in response to a profound interdisciplinary absence regarding both the
conceptual and theoretical emergence of Indigenous childhood and youth as social
categories, despite decades of concerted research and practical intervention into the
life worlds of these young people. Indigenous young people are still too often framed in terms
of risk, disorder and disadvantage, underpinned by a seemingly self-evident assumption: That
Torres Strait Islander and Aboriginal young people are a problem in need of fixing. Drawing
on a Foucauldian genealogical analysis, I firstly seek to make apparent these a priori
assumptions by tracing the way Indigenous young people have come to be understood as
a problem. Secondly, I engage with a renaissance movement in cultural production such as film,
television, literature and digital media that may be read as responding to, but also opening up
possibilities for, moving beyond the historical and present problematisation of Indigenous
young people. In doing so, I consider the saliency of the juncture between educational
theory, youth studies and cultural studies for thinking about a reconceptualisation of
Indigenous childhood and youth through which I term ‘acts of regeneration’.

Situated within positive organisational behaviour and positive education paradigms, this PhD research will explore the ways in which using a Trauma-Informed Positive Education (TIPE) teaching intervention influences and increases meaningful work (MW) for teachers. TIPE 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 TIPE approach will increase a teacher’s sense of MW by transforming their pedagogy; and increasing their own regulatory capabilities, relational attachments, and psychological resources. This qualitative methodology will include idiographic survey data and appreciative inquiry action-research cycles of teacher exploration, enactment, and evaluation. The findings of this PhD will suggest directions for future research and for teacher training in mainstream and specialised trauma-affected classrooms.

Working Title: Becomings of Moving Bodies: Young Women, Bodies and Affect
Supervisors: Professor Johanna Wyn and Associate Professor Helen Cahill

Working Title: Regenerating Concepts of Indigenous Childhood and Youth: From Problems to Possibilities
Supervisors: Professor Johanna Wyn, Professor Elizabeth McKinley and Dr Odette Kelada

Working Title: Meaningful Work for Educators within a Trauma-Informed Positive Education Model
Supervisors: Dr Helen Stokes and Professor Lea Waters
This thesis investigates the experience of people who practice art and live with the label of schizophrenia. In engaging with each artist’s narratives about their experience as art makers and how art impacts life after a diagnosis of schizophrenia, the work will add to a fledgling body of research in a neglected area of study. My interest emerged from my family connection to an artist diagnosed with schizophrenia. This thesis will investigate participant’s narratives on the role of arts practice in their wellbeing through a Deleuzian lens to enable clinicians and the community to become aware of what is possible.

CRAIG DYASON

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

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

ERIC FU

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

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

SIOBHAN HANNAN

Working Title: Italian at Kinder: Italian-English Bilingual Kindergarten Program
Supervisors: Professor Joe Lo Bianco, Professor Lesley Farrell and Professor Johanna Wyn

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

REBECCA HETHERINGTON

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

This research aims to discover to what extent current formal methods of community consultation enable the representation of minorities’ perspectives in Australian language policy. The current formal methods of community engagement are public hearings and written submissions, but it is unclear whether this process results in accurate representation of communities in policy, particularly for typically underrepresented groups such as immigrant and indigenous Australians. Through a combination of document analysis and interviews with policy and community stakeholders, it is hoped that this research will illuminate flaws and strengths in current models of community engagement, and be able to suggest alternative methods of community engagement that will improve community representation.
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: What Does Good School Age Care Look Like? Seeking the Perspectives of Children Aged 9 to 12 Years
Supervisors: Dr Kylie Smith and Associate Professor Helen Cahill

This thesis will investigate the opinions of older children (9 to 12 years) about what makes a good Outside School Hours Care (OSHC) program. Practitioners often regard older children, a minority in OSHC, as more difficult to work with than other age groups. The study will take a critical view of whether the older child is inherently problematic, or whether there are structural and cultural factors that influence the suitability of OSHC for older children. This research will adopt a participatory research methodology, positioning children as co-researchers and allowing them the space to form a view about what constitutes good OSHC for older children. It will be informed by post-structural 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.

JULIE LUCILLE H. DEL VALLE

Working Title: Exploring Learner-Centered and Teacher-Centered Teaching in a Rural and an Urban Public School in the Philippines
Supervisors: Associate Professor Helen Cahill and Dr Daniela Acquaro

In response to the Education Departments’ directive requiring the adoption of learner-centered teaching practices as a strategy to improve learning outcomes in the Philippines, this study will investigate the understandings and practices of Learner-Centered Instruction and Teacher-Centered Instruction of public school teachers in disadvantaged communities, and the perceptions of students about their teachers’ instruction. To achieve this aim, this study will use ethnographic methods to study the teaching practices and student responses within one junior high school class from a disadvantaged rural school and another junior high school class within a disadvantaged urban school. The intensive immersive study of these two classes and each of their teachers will include classroom observations, teacher interviews, and student focus groups. This study will deepen understandings of both teacher and student perspectives about what constitutes effective teaching across a range of learner-centered and teacher-centered instructional practices.

DANIEL LEACH-MCGILL

Working Title: Identities of Early Childhood Education and Care Professionals in Integrated Service Settings
Supervisors: Dr Kylie Smith and Associate Professor 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.

SUE MENTHA

Working Title: Rethinking Being and Becoming in Early Childhood Education
Supervisors: Dr Jane Page and Professor Johanna Wyn

The thesis critically interrogates dominant conceptions of childhood. It draws on humanist, post-humanist and postcolonial theory, Indigenous and early childhood policy to examine intersections of childhood as colonised subject. The thesis produces a reframing of early education and care as sites for coproduction and coexistence. In order to break with a view of childhood as colonised subject, and children as deficit beings, the thesis develops an understanding of emergent being-becomings and becoming-relations, highlighting potentiality as existing in confluence with being.
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 and explore how pre-service teachers develop an understanding. It will be a case study of teacher education at the MGSE. The research will engage with Critical Pedagogy and Critical Race Theory.

Kelly Roberts

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

What ought the purposes of education be? This is a complex and perpetual question. Purpose has great import for all stakeholders, and for the processes of innovation, policy reform and educational change. Nonetheless, it is impossible to define educational purposes in absolute terms - in large part due to ingrained notions of educational purposes, prevailing debates across scholastic cultures and ideological traditions, and the rapidly changing contextual conditions shaping life in the 21st century. A more coherent framework is needed to contribute to the ongoing understanding of what educational purposes ought to be. I have conducted an extensive exploratory synthesis, applying the lens of complexity theory in an attempt to develop a useful conceptual framework. The inherently indeterminate nature of purpose is acknowledged, as is the interconnectedness of purpose in education (a) with ultimate human values and ideals of excellence, and (b) with context. The exploratory synthesis attempts to navigate the complexity of existing notions of purpose, and identify the key social, economic, political, environmental, cultural and technological conditions from which the future purposes of education and reform in Australia will emerge.

Michelle Walter

Working Title: Help-seeking for Mental Health Problems: An Autoethnographic Inquiry into Tertiary Students’ Experiences of Mental Health Distress.
Supervisors: Associate Professor Helen Cahill and Dr Magenta Simmons

Currently 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 will investigate 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 will use autoethnography and narrative inquiry to interrogate my own experiences with mental illness and help-seeking as well as that of my participants. The study will also draw on the experiences of my participants through 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.

Cecilia Hok-Man Wong

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

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

Rosie Yasin

Working Title: When Catch-up Education Outperforms the Mainstream: A Bangladeshi Case Study
Supervisors: Dr Kylie Smith and Associate Professor 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 an 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.
DOCTOR OF EDUCATION

VIVIENNE ARCHDALL

Working Title: To What Extent do Young People in a Diverse Secondary School Value the Social Emotional Education Program Provided by their School?
Supervisors: Associate Professor Helen Cahill and Dr Nicky Dulfer

The purpose of this research is to develop knowledge regarding how young people conceptualise the factors that influence their wellbeing and the extent to which they find that explicit social emotional learning (SEL) programs provided by their school contribute to their wellbeing. This research will investigate with young people from a diverse school because:
1. Young people are key stakeholders and their opinions and experiences are central to improving their wellbeing and effective curriculum development.
2. Young people from diverse communities are also underrepresented in the research on SEL.
3. Research suggests that SEL programs may be highly effective in some schools and less so in other more diverse communities.

CHALUKULU BILINZOZI

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

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

MASTERS OF EDUCATION STUDENTS

ANNE FARRELLY

Working Title: What informs and impacts police officers’ judgments when interviewing children in relation to allegations of sexual abuse?
Supervisor: Dr Kylie Smith

NILOUFAR GHANDCHI

Working Title: Is Bilingualism, especially in Children with English as a Second Language Supported in Early Childhood Settings?
Supervisors Dr Kylie Smith

CHRISTINE MARCINIAK-STUECKLE

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

Catering to Research Higher Degree students in the YRC and MGSe, the YRC’s 2015 Study Circle was coordinated by Michelle Walter. Seminars occurred on a monthly basis focussing on issues central to higher degree students.

Above: Johanna Wyn with a photo of the original YRC study circle taken in 1991.
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 2015, the Centre produced the following publications:

**BOOKS**


**BOOK CHAPTERS**


JOURNAL ARTICLES


RESEARCH REPORTS


OTHER


SEMINARS & PRESENTATIONS

KEYNOTE ADDRESS

Johanna Wyn
Centre for Youth Research and Practice. Careers and Life Plans in New Landscapes of Risk for Young People. Hong Kong, 7 July 2015.

INVITED ADDRESS

Helen Cahill


Sally Beadle

Kylie Smith

Helen Cahill

Hernán Cuervo


Cassie Kotsanas

Helen Stokes


Kylie Smith


The 2015 Seminar Series celebrated the YRC turning 25. The seminar program focused on two key areas: methodologies of engagement and addressing equity. The seminars were designed to encourage reflective analysis of what the field of youth research has achieved during the past 25 years.

Seminar 1 21 April  
In Pursuit of a Pedagogy for Change  
Associate Professor Helen Cahill

Seminar 2 19 May  
Student Participation, Student Voice, Student Agency: A Reflection on Developments over the Last 10, 25 and 35 years  
Roger Holdsworth

Seminar 3 30 June  
The Life Patterns of Two Generations of Young Australians: What We have Learned, How We have Learned it and How this has Impacted on Thinking about Young People  
Professor Johanna Wyn, Dr Hernán Cuervo & Dr Dan Woodman

Seminar 4 28 July  
Rhizomatic Understandings of Children's Performances of Identities: What are the Implications for Equity Work?  
Dr Kylie Smith

Seminar 5 25 August  
Reflecting on 25 years of Research into Disadvantaged and Marginalised Young People  
Dr Helen Stokes & Dr Malcolm Turnbull

Seminar 6 29 September  
Indigenous Education in Aotearoa New Zealand: Reflections on 35 years in Māori education  
Professor Elizabeth McKinley

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.

Australian Youth Affairs Coalition (AYAC)

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

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

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

School Council of the Parkville Detention Centre School: Parkville College

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

Youth Studies Network

Coordinated by Associate Professor Anita Harris, Monash University. Johanna Wyn is a member of this network.

INTERNATIONAL PARTNERSHIPS

Red de Comunidades Rurales, Argentina

In 2015, Hernán Cuervo continued to provide advice to the Red de Comunidades Rurales as an ongoing member of the Foundation’s Board Advisory Council.

Institute of Work and Psychology– Bremen University, Germany

Helen Stokes, over the last four years, has worked with Masters Students at the Institute of Work and Psychology – Bremen University at the Work Identity and Globalisation Conference. In 2015, she was invited to teach undergraduate students at Bremen University in Intercultural Psychology. Three students from Bremen University have visited the YRC for three months to work on their Masters theses.
Intern
Mary de Joya (3 August-30 October 2015)

Visiting Scholars
Josephine Sauvarin (23 June-31 July 2015)
Zhongmei Zheng (8 March 2015-7 March 2016)
Binod Khadria (23 May-2 June 2015)

Honorary Staff
Dr Sue Atkinson Lopez, Honorary Research Fellow
Margaret Coady, Honorary Research Fellow
Professor Bronwyn Davies, Honorary Professorial Fellow
Dr Karin du Plessis, Honorary Research Fellow
Roger Holdsworth, Honorary Senior Research Associate
May Leckey, Honorary Research Fellow
Professor Glenda MacNaughton, Honorary Professorial Fellow
Dr Ian Roos, Honorary Senior Fellow

Appointments
Johanna Wyn
Appointed to the Education and Human Society Research Evaluation panel for the 2015 Excellence in Research for Australia evaluation by the Australian Research Council.

Awards
Bernadette Murphy
Melbourne Graduate School of Education Engagement Excellence Award-recognising excellence in forming partnerships that have been influential on research and teaching.

The Youth Research Centre
Level 5, 100 Leicester St
Carlton, Victoria 3053
(03) 8344 9633
yrc-info@unimelb.edu.au
education.unimelb.edu.au/yrz/
@YRCunimelb

Photo: Madeleine Crafts, student from the University of Melbourne on her Master of Teaching Student Placement at Hermannsburg