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The Centre’s research and development program focuses on three key areas: **Youth Transitions**, **Youth Health and Wellbeing** and **Youth Engagement and Participation in Education and Society**. During 2004 there were significant advancements in each of these areas.

Within the area of **Youth Transitions**, the Centre strengthened its profile in longitudinal research through the completion of its first cohort study (the *Life-Patterns* study of the post-1970 generation) and the securing of a five-year ARC grant to initiate a new longitudinal study (*Pathways Then and Now*) to test the findings of the original study. In addition, the Centre implemented a new international project, *The Situation of Bhutanese Youth in Bhutan*, focusing on youth transitions and policy implications in a rapidly changing society.

In the area of **Youth Health and Wellbeing**, the *Realising Human Potential: Seeking Pathways to Success and Wellbeing for Australia’s Young People* project, in partnership with Australia 21, involves the Centre in a project that aims to synthesise the findings of a range of existing Australian studies of young people’s health and wellbeing, with the goal of contributing to more effective policies and programs and to making more effective use of the extensive data that exists.
within separate projects on young people’s health and the factors that enhance their wellbeing. The significance of youth health and wellbeing was highlighted in the Centre’s study of the Welfare Needs of Victorian Catholic Schools and the Centre engaged in several projects to research and reduce drug related harms and substance use by young people.

Many projects were undertaken in the area of Youth Engagement and Participation in Education and Society. A significant development during 2004 is the Drama at the Heart of Interactive Learning Partnerships project, which involves the development of drama-based learning technologies through which young people prepare pre-service teachers and 5th year medical students for their professional roles by teaching them to communicate effectively with young people. This area also includes a strong suite of research projects that focus on youth engagement and participation in education and society, including the three-year longitudinal study on Participants in Youth Development Programs.

The results of the Centre’s research programs are communicated regularly through the Centre’s Research Report and Working Paper series, through seminars and through the Centre’s newsletter. This report documents a strong publication output for the Centre in 2004, including government reports, the production of educational materials and manuals, monographs, articles in peer reviewed and professional journals and book chapters. Youth and Society: Exploring the Social Dynamics of Youth by Rob White and Johanna Wyn was launched in 2004.

In addition, the Centre is committed to research-led teaching, drawing on its research programs. The Centre contributes to a range of teaching areas in the University, including the Masters in Youth Health and Education Management, the first cohort of which completed their studies in 2004. The Centre also makes a contribution to research training, providing supervision for a strong cohort of Masters and PhD students in a range of relevant areas.
Tania Carrubba joined the Centre to take up the position of financial administrator in 2004, Helen Stokes was appointed to the position of Centre Manager and, late in the year, Gary Shaw took up an option to return to the Department of Education and Training. Roger Holdsworth, who has had a central involvement with the Australian Youth Research Centre over a period of fourteen years, retired at the end of 2004. His work in youth participation has significantly shaped the work of the Centre, and he has also mentored a new generation of Centre staff and has supported the Centre over the years through a range of roles that include Acting Director, Centre Manager and Editorial and Production Manager. Roger’s contribution to the field is difficult to summarise, but his tireless work in promoting meaningful youth participation and real roles for young people in schools and organisations through the conduct of research, facilitation and professional development and through the professional journal Connect (the 150th edition of which was published in 2004) is central to a remarkable legacy. Roger will continue to have an involvement with the Centre in his new capacity as an honorary staff member.

**Johanna Wyn**

*Director, Australian Youth Research Centre*
Project Summary 2004

Active Learning Centre, Wodonga
Wodonga and District Interagency Team

Australian Career Development Studies
Miles Morgan Australia, for the Department of Education Science and Training (DEST)

Civics and Citizenship Education
Victorian Department of Education and Training

Claremont College: New Norfolk Annexe
Claremont College, Tasmania

Drama at the Heart of Interactive Learning Partnerships Between School Students, Pre-service Teachers and Students of Medicine
The University of Melbourne

Education and Change in Maroondah
Maroondah District Principals’ Network

Flexible Career Patterns: Graduate Redefinitions of Outcomes in the New Labour Market
Australian Research Council

Junior School Councils
Darebin Schools Network

Making a Life
Australian Youth Research Centre

NEAR Workforce Development
Department of Human Services

Participants in Youth Development Programs: A Three-Year Three-State Longitudinal Study
Commonwealth Youth Bureau, Department of Family and Community Services

Promising Programs: A Scoping Study of Prevention Strategies for Reducing Drug-Related Harms in Childhood and Adolescence
Department of Health and Ageing

Real Learning/Real Futures
Dusseldorp Skills Forum

Realising Human Potential: Seeking Pathways to Success and Well Being for Australia’s Young People
Victorian Health Promotion Foundation

Reconnecting Young People to Supportive Learning Environments
Crime Prevention Victoria, Victorian Department of Justice
REDI: Resilience in Drug Education
Open Training Education Network

Restorative Practice
Victorian Department of Education and Training

School Retention Initiative
Premier’s Drug Prevention Council

Seasons for Growth: English Core Curriculum
Seasons for Growth

Situation of Bhutanese Youth in Bhutan
Youth Development Fund, Bhutan

Social Meanings of Inhalant Use in Melbourne
Victorian Health Promotion Foundation and Alcohol Education and Rehabilitation Foundation

Sports for All
Southern Health Care and The Duke of Edinburgh Awards

Springboard Evaluations
The Foundation for Young Australians

Taking An Evidence-Based Approach To Classroom Drug Education
Victorian Department of Education and Training

Taking Risks and Taking Care
Australian Research Council

Truancy and Substance Use
Victorian Department of Education and Training

Welfare Needs of Victorian Catholic Schools
Catholic Education Commission of Victoria

Youth Economic Participation and Mental Health: Tracking Project
Victorian Health Promotion Foundation
Research, Consultancies And Professional Development

ACTIVE LEARNING CENTRE

The study of the Active Learning Centre in Wodonga was carried out at the end of 2003; in 2004, a report was prepared and presented to the Wodonga District Interagency Team. The Centre continued to provide advice in 2004 around the Team’s retention strategies and helped frame a school community collaborative approach on school attendance, truancy and retention.

Contact: Gary Shaw

AUSTRALIAN CAREER DEVELOPMENT STUDIES

Australian Career Development Studies is a package being developed through Miles Morgan Australia, for the Department of Education Science and Training (DEST). It has separate training components for youthworkers and parents, career education professionals, and managers of agencies and services. The latter are to be accredited courses. In the development phase, a panel of consultants from across Australia (including Katie Scott, Judy Denham, Ken Hyndman, Col McCowan, Mary McMahon, Wendy Patton, Helen Strickland, John Williams, Judith Leeson, Gregg Phillip and the AYRC’s Ani Wierenga) gathered to provide input at July and September meetings in Perth and Brisbane. Components of the package are currently being trialed by key people from the industry and youthwork sectors, and will be launched by DEST in early 2005.

Contact: Ani Wierenga

CIVICS AND CITIZENSHIP EDUCATION

The Centre drew together school reports of the Grant Schools Program of the Victorian Discovering Democracy: Civics and Citizenship Education program in a publication of case studies: Discovering Democracy in Action: Implementing the
Program. This publication presents practical examples of school initiatives in sections on ‘Auditing and Whole School Practice and Policy Work,’ ‘Classroom Teaching and Learning and Curriculum Development,’ ‘Learning Activities in Active Citizenship’ and ‘Community Links and Partnerships.’

The Centre selected and edited the reports, wrote introductions and linking pieces, obtained illustrations and negotiated clearance from schools.

**Contact:** Roger Holdsworth

**CLAREMONT COLLEGE: New Norfolk Annexe**

The Centre undertook a review of the New Norfolk Annexe of Claremont College in Tasmania. Roger Holdsworth talked with students, teachers, principals and community workers and presented a report to the College that included options for the Annexe and its further development.

**Contact:** Roger Holdsworth

**DRAMA AT THE HEART OF INTERACTIVE LEARNING PARTNERSHIPS BETWEEN SCHOOL STUDENTS, PRE-SERVICE TEACHERS AND STUDENTS OF MEDICINE**

The Centre has continued to work with students from Princes Hill Secondary College, preparing them to work as co-teachers within a role-play curriculum, training 5th year Medical students and pre-service teachers in the art of communicating effectively with adolescents. This year saw the provision of workshops for all 5th year medical students and one class of pre-service teachers.

**Contact:** Helen Cahill

**EDUCATION AND CHANGE IN MAROONDAH**

This project was commissioned by the Maroondah District Principals’ Network to conduct research that would inform the Network’s planning of the future educational needs of the Maroondah District. The report found that demographic changes were resulting in shifts in student enrolments and, at the same time, there were changes in the uses and relevance of education and in community expectations of schools. These shifts were considered in the context of recent policy directions emphasising...
new approaches to teaching and learning and promoting new structures for educational provision. The report made a number of recommendations for the next steps to be taken by the Network.

**Contact:** Johanna Wyn, Helen Cahill and Sue Wilks, with support from Graeme Smith

**FLEXIBLE CAREER PATTERNS: Graduate Redefinitions of Outcomes in the New Labour Market**

Known as the *Life-Patterns Study*, this panel cohort longitudinal study has followed the trajectories of 2000 young people who left school in 1991. Funded by the ARC, the 2002-4 phase of the Life-Patterns study focused on the analysis of new definitions of careers by graduates. The 2004 survey marked the final phase of this project. The findings of this survey, and the analysis of interviews conducted during 2003 confirmed the emergence of a ‘new adulthood’ amongst this generation, characterised by an emphasis on flexibility and on personal autonomy. By the age of 30 or 31, the participants are largely satisfied with their outcomes, but continue to seek to establish ‘balance’ in their lives. Social class and gender patterns have begun to emerge in their levels of satisfaction with their health and personal life and employment outcomes. A sub-set of the Life-Patterns project will be followed up in a new ARC project – *Pathways Then and Now: New student transitions to adulthood in a comparative context*, which will be initiated in 2005. The project team consists of Johanna Wyn (Chief Investigator) Debra Tyler, Peter Dwyer and Graeme Smith. Assistant Professor Lesley Andres (University of British Columbia) is also associated with the project. Recent findings are provided in *Research Report 27: Immigrants in Time: Life-Patterns 2004* – to be published by the Centre in 2005.

**Contact:** Johanna Wyn, Peter Dwyer and Debra Tyler, with support from Graeme Smith

**JUNIOR SCHOOL COUNCILS**

Roger Holdsworth continued to provide a ‘critical friend’ consultancy to a group of primary and secondary schools in the Darebin area. This included the organisation and facilitation of two student forums examining perceptions of student leadership.

**Contact:** Roger Holdsworth
MAKING A LIFE

As they grow up, what helps young people to establish livelihood, social connectedness, and meaning? This longitudinal research follows 32 rural young people ‘making a life’, who have been interviewed every two years as they negotiated out of high school and into other lives. Starting in 1995 as a PhD project through the University of Tasmania, the study spans ten years, and the young people are now 20+. This work highlights the significance of trust relationships in the way that resources and options become available to young people (or not). It also highlights the role of ‘storying’ both in the ways that young people creatively construct lives, and also as a research tool. This is a continuing, unfunded project within the Centre.

Contact: Ani Wierenga

NEAR WORKFORCE DEVELOPMENT

As part of the NEAR (Narrative Evaluation Action Research) Project, University collaborators Yolanda Wadsworth from Swinburne University, Gai Wilson from Latrobe University and Ani Wierenga from the AYRC at The University of Melbourne conducted a series of agency based/focused workshops for the Department of Human Services and Community and Women’s Health agencies. These workshops explored the application of narrative evaluation and action research methodologies for the purpose of evaluating Integrated Health Promotion programs.

The collaborators also provided mentoring consultancy to support the participating practitioners in the implementation of the evaluation methodologies within their organisational planning, evaluation and reporting cycles for the year.

Contact: Ani Wierenga

PARTICIPANTS IN YOUTH DEVELOPMENT PROGRAMS: A Three-Year Three-State Longitudinal Study

In 2001, the Centre began a major three-year research project for the Commonwealth Youth Bureau (Department of Family and Community Services) around the outcomes for participants in State Government Sponsored Youth Development Programs.
Youth Development programs operate in association with schools in several states of Australia; this research was examining developments in eighteen schools in programs in three states: South Australia (activ8), Victoria (Victorian Youth Development Program – now Advance) and Western Australia (Cadets WA).

Six themes emerging from the first two years of the study: the nature of program practices, the role of active participation in decision-making by the participants, the inclusiveness of program enrolments and practices, the nature of school-provider relationships, participants’ understanding and importance of community service, and program outcomes for participants.

In 2004, the research entered its final year. Discussion papers around six identified program themes were written; these formed the basis for interviews with students, teachers and program providers in the schools. In addition, follow-up interviews were conducted with members of the initial core sample of five students per school, approximately one year after they had concluded their program involvement.

The research was interested to learn about the expectations and experiences of participants, and about the impact of the programs on their lives.

The final report of the study will be written early in 2005 and made available to the Youth Bureau for policy advice and wider discussion.

Contact: Roger Holdsworth (research coordination), in collaboration with Centre Associates Kathleen Stacey (South Australia), Murray Lake (Western Australia) and John Stafford (Victoria).

PROMISING PROGRAMS: A scoping study of prevention strategies for reducing drug-related harms in childhood and adolescence

Promising Programs is a national scoping study seeking exemplars of promising initiatives in drug prevention addressing the needs of young people in transitional life periods. The research process involves consulting with a variety of stakeholders in the youth, health, community and education fields, in order to gather information that will assist in the development of good practice guidelines in drug prevention. This research is being conducted for the Department of Health and Ageing with a
view to inform government policy and practice under the National Drug Prevention Strategy Agenda.

**Contact:** Helen Cahill

**REAL LEARNING/REAL FUTURES**

The Centre undertook a follow-up investigation of the Real Learning/Real Futures project in the Derwent District, Tasmania for the Dusseldorp Skills Forum. Roger Holdsworth interviewed teachers, principals and project workers and presented a report to the District and to the Dusseldorp Skills Forum identifying achievements against project goals and around issues identified in the original 2003 report. This report will be published by the Dusseldorp Skills Forum and by the Australian Youth Research Centre early in 2005.

**Contact:** Roger Holdsworth

**REALISING HUMAN POTENTIAL: Seeking Pathways to Success and Well Being for Australia’s Young People**

This project is a collaboration between Australia 21 and the Australian Youth Research Centre. In 2004 the program has received funding from VicHealth. The goal of the initial project is to help young Australians to optimise their wellbeing and to realise their full potential. The project tasks are to:

- bring researchers and scholars together to consider recent research findings from various longitudinal studies of young people that bear on the project goal;
- identify important consistencies, complementarities and contradictions in these data, focusing on ‘higher-order’ or distal social, economic and cultural factors;
- formulate key research questions that address identified gaps in our knowledge and understanding of the determinants of young people’s wellbeing and potential;
- attempt to answer some of these questions using the existing data sets; and
- prepare reports on the project findings, and brief decision makers and opinion leaders.

The first project workshop was held in Melbourne in May 2004, and the second in November. Drawing on the workshop discussions, Australia 21 Fellow and Program
Leader, Richard Eckersley, noted that realising human potential and optimising wellbeing mean shaping social conditions to suit human needs, not just attempting to mould individuals to suit changing social circumstances. Further meetings are planned for 2005 involving decision-makers and opinion leaders who will review with the group the practical and policy implications of their findings. A written report will explore what has been learned and suggest future directions.

Contact: Johanna Wyn and Ani Wierenga

RECONNECTING YOUNG PEOPLE TO SUPPORTIVE LEARNING ENVIRONMENTS

In October 2003, Crime Prevention Victoria commissioned the Centre to undertake an evaluation of the Early School Leavers (ESL) and Truancy Reduction (TR) programs within the Reconnecting Young People to Supportive Learning Environments package during 2004.

The Early School Leavers (ESL) Pilot Program was designed to reduce offending behaviour by providing a co-ordinated, multi-agency approach for a number of at risk early school leavers in order to reconnect them to schools, alternative settings or training and employment pathways. The program targeted young people who were 12-15 years and subject to non-custodial Juvenile Justice orders. The program was established in three sites: in the Northern, Western and Southern Metropolitan DHS Regions.

The Truancy Reduction (TR) Pilot Program aimed to reduce possible offending and violent behaviour by developing prevention, early intervention and intervention programs targeting school attendance within school communities. The Program targeted young people between 10 and 14 years who exhibited patterns of infrequent or irregular school attendance. This program was established in three DE&T sites: in Western Metropolitan Region, Loddon Campaspe Mallee Region (LCM) and Gippsland Region.

Outcomes from the projects were recorded around Program strengths and weaknesses, identified service gaps, costs and benefits, program appropriateness and program replicability. A final report of the research will be completed in early 2005.

Contact: Helen Stokes, Debra Tyler, Gary Shaw and Helen Cahill
REDI: Resilience in Drug Education

The Centre consulted to the OTEN (Open Training Education Network) team developing GET REDI, a national resource to assist in educating pre-service teachers about resilience and drug education.

Contact: Helen Cahill

RESTORATIVE PRACTICE

An evaluation of Restorative Practice was conducted for the Victorian Department of Education and Training during terms 3 and 4 of 2004. The evaluation involved self-administered surveys and interviews conducted in 18 schools, and was designed to investigate and summarise the experience of schools in the areas of:

- Current implementation: How is restorative practice being used and implemented in Victorian schools?
- Sustainability of practice in schools: What issues exist for restorative practice within schools to be effectively managed and sustained?
- Systemic support: What was the extent and nature of systemic support for restorative practice in Victorian schools?
- Requirements for effective practice: What would it take to effectively implement and sustain restorative practices in Victorian schools?

This study followed a previous evaluation conducted on Restorative Practices in 2002. A report of the evaluation will be provided to the Department in 2005.

Contact: Gary Shaw

SCHOOL RETENTION INITIATIVE

The School Retention Initiative of the Premier’s Drug Prevention Council aimed to strengthen a community’s capacity to enhance young people’s engagement in ongoing learning opportunities. The project focused on issues for young people under 15 years of age, who are currently not connected or are poorly connected to education, and who are meeting their own educational needs by accessing Adult and Community Education (ACE) programs. The project involved a collaboration between the Centre for Adolescent Health, the Australian Youth Research Centre, the Centre for Youth Drug Studies and the Department of Education and Training.
Three pilot communities (Mount Martha, North Geelong and Bendigo) that were already active in the area of student retention, set about exploring the ways in which young people could be supported to remain connected with education in more depth. The method of exploration took different forms in each community. This project produced a set of guidelines for keeping young people connected to education.

**Contact:** Helen Cahill, Ani Wierenga and Helen Stokes

### SEASONS FOR GROWTH: English Core Curriculum

An education resource is in development for the *Seasons for Growth* grief education project, funded by Seasons for Growth. The English program places grief education in the broader context of the middle years English and Integrated Curriculum. Glen Pearsall (secondary) and Carol Guthrie (primary) are co-writers with Helen Cahill.

**Contact:** Helen Cahill

### SITUATION OF BHUTANESE YOUTH IN BHUTAN

Bhutan is a small Himalayan Kingdom nestled between China and India. In mid 2004, staff at the YRC were approached by the Youth Development Fund in Bhutan, and asked to tender as an external partner for this project. As a developing nation, Bhutan has not had a youth policy before, and is seeking to gather the background information on which to build one. Social change also has brought many new challenges that parallel those faced by young people and their communities in other countries. Also, as the research brief explained, in Bhutan many programs are targeted at young people (particularly with aid money), but the Government and local agencies are now seeking some baseline data and some local indicators with which to evaluate these programs and make informed decisions.

The objectives of the research are to:

1. study the characteristics of Bhutanese youth: positive practices, problems and challenges; (home environment, lifestyle, attitude, aspirations, perspectives on major risk behaviours etc);
2. study strengths and positive practices relating to youth and the possibility of further strengthening such practices;
3. look at prevalence and extent of youth problems and challenges;
4. study causes of problems and trends from existing data;
5. look at the connections between major risk behaviours;
6. identify needs, gaps and constraints in youth development programming; and
7. provide recommendations from findings of the study.

The first fieldwork visit to Bhutan happened in November 2004. Project staff Helen Stokes and Ani Wierenga met the Project Steering Committee and their Bhutanese counterparts for the research project. They also had consultations with key stakeholders in Thimpu, the national capital. The project will continue in 2005, through a survey of Bhutanese young people, focus group interviews with selected groups, and visits to young people and their families in the more remote villages. Bhutanese counterparts will continue to work alongside YRC staff.

Contact: Ani Wierenga and Helen Stokes

SOCIAL MEANINGS OF INHALANT USE IN MELBOURNE: Implications for the Development of Policy and Intervention

With PhD scholarships through the Centre from VicHealth and the Alcohol Education and Rehabilitation Foundation, Sarah MacLean is investigating the social meanings of inhalant use in Victoria. In the academic literature addressing inhalant use there is little in the way of detailed exploration of what it is that young people seek through this kind of drug use or what they find pleasurable about it. When we tell young people to stop misusing inhalants, what is it that we are requesting they forego?

This research project is based on interviews with young people who are past or current users of inhalants and with expert workers in this area. In addition, ten workshops have been run with interested professionals to explore the findings of the research and its implications for policy. Findings from the research should be presented by mid 2006.

Contact: Sarah MacLean
SPORTS FOR ALL/DUKE OF EDINBURGH PARTNERSHIP PROJECT

The Sports For All Leadership Program (SFALP) was modeled on the Sports for All Program run by the Youth Health Team from the Greater Dandenong Community Health Services within the Duke of Edinburgh Awards Australia. An evaluation of the program was conducted in snapshots over 2003 and 2004. The evaluation was designed to provide evidence about the value of the project for young people and whether it enhanced leadership skills or led to involvement with community and sports activities.

A report has been provided to the Greater Dandenong Community Health Service.  
Contact: Gary Shaw

SPRINGBOARD EVALUATIONS

The Centre, led by one of its Research Associates, beyond… (Kathleen Stacey and Associates) Pty Ltd, provided external evaluations of the initiatives funded as ‘Springboard’ Grants by The Foundation for Young Australians. Nine initiatives from across Australia have been seed-funded by the Foundation over two to three years, to develop sustainable initiatives that benefit and involve young people aged 12 to 25 years. These grants reflect The Foundation’s desire to become an effective social venture philanthropist, to champion youth participation and decision-making, and support initiatives that innovatively and positively impact young people and their communities.

The overall project managed individual evaluations of five of these initiatives and tracked the outcomes at the initiatives as a group. Two of the five projects are in Victoria and are being evaluated by staff at the Australian Youth Research Centre: Joy Melbourne 94.9: Generation Next (Melbourne) is establishing an accredited training program in broadcasting for same-sex attracted young people (SSAY) in order for them to take up roles as community radio volunteer broadcasters and run regular radio programs focused on key issues to SSAY and strengthen their community connections; 10MMM: Multi Media Mayhem (Hamilton and towns across the Southern Grampians District) uses multi media (print, radio, voice, writing, web page, forums
and newsletters) to give young people a voice, and provide opportunities for young people’s social connection and community involvement.

An interim report that evaluates progress, implications for policy, learnings to date and future directions has been completed for each project. A cluster report (written by Kathleen Stacey) brings together the outcomes and learning gained from all five initiatives. The project will continue in 2005.

Contact: Helen Stokes and Ani Wierenga

**TAKING AN EVIDENCE-BASED APPROACH TO CLASSROOM DRUG EDUCATION**

The Department of Education and Training, Victoria commissioned a monograph on the evidence-base informing a harm minimisation approach to drug education. A literature review and discussion paper was prepared and presented to the drug education team at the Department.

Contact: Helen Cahill

**TAKING RISKS AND TAKING CARE**

This research project investigates the ways in which young adults aged 18-26 years engage in self care practices in relation to their own health. The three cohorts of young adults that will be followed over time are:

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

This research is being conducted with the support of an ARC Postdoctoral Fellowship. The Fellowship will provide a critical analysis of the deployment of health promotion strategies and their effects in shaping the subjectivity of young adults by drawing on these three case studies. As these three arenas are all structured differently in terms of illegality, social acceptance, gender and class location, the study will provide important insights into the contribution of these factors to health and subjectivity. The project concludes in 2008.

Contact: Mary O’Brien
TRUANCY AND SUBSTANCE USE

The Centre, in partnership with the Centre for Adolescent Health and the Youth Substance Abuse Service (YSAS) has developed Reducing the Risk of Truancy and Drug Use, a literature review and a manual to support student welfare staff in working with those students who are irregular attenders and encounter the risks associated with early disconnection from school. The document will be piloted in schools in 2005 as part of a process of critical review prior to a final re-writing phase.

Contact: Helen Cahill

WELFARE NEEDS OF VICTORIAN CATHOLIC SCHOOLS

This research study, commissioned by Catholic Education Commission of Victoria, investigated the nature, range and impact of the welfare issues that Principals are called upon to deal with in their role as leaders of Catholic school communities. The research was conducted in Victorian Catholic primary and secondary schools by Helen Cahill, Professor Johanna Wyn and Dr Graeme Smith.

The range of welfare problems schools are dealing with was distinguished through a series of focus group interviews with Principals. A statewide survey was then used to gather quantitative data about the frequency with which schools deal with these problems and the level of impact of those problems. The survey also collected data about the Principals’ perceptions of the adequacy of current resources to assist with effective management of these problems. Case studies provided an opportunity to describe the impact of student welfare issues in particular school contexts.

This study distinguished that schools respond to a very broad range of welfare problems, with the five key priority issues of learning problems, student mental health, staff wellbeing, family distress, and student social health being of major concern.

Contact: Helen Cahill, Johanna Wyn and Graeme Smith
YOUTH ECONOMIC PARTICIPATION AND MENTAL HEALTH: Tracking Project

In 2001-2002, the Australian Youth Research Centre was contracted by VicHealth to conduct an Evaluation of the Youth Economic Participation for Mental Health Program. This component provided evaluation, monitoring and advice to the five projects involved in this Program, and was asked to develop an approach and methodology that enhances each of the individual projects as well as providing an evaluation of the cluster of projects. It will also identify and document models of good practice developed throughout the program. It will gather learnings on those factors that in combination can assist communities to enhance the level of economic participation by young people and the impact that this can have on mental health.

The work of the overall Program was seen as an ‘action research’ approach, in which grounded local projects explored issues and ‘piloted’ approaches. The specifically funded work of these five projects concluded at the end of 2002. However, local needs and, in some instances, local initiatives continued.

Sustainability issues were specifically identified in the Evaluation Report (Holdsworth and Stokes, 2003). The Tracking Project was developed in 2003-2004 to explore such issues of project sustainability for VicHealth.

The Tracking Project continued to follow and meet with four of the five projects throughout 2003–2004 to discuss what was happening within the projects and for the young people, the organisations and the community, around the issues raised in the original projects. The project sought to document what happened to projects once their initial funding ceased, and to find out to what extent their work has been sustainable – for individuals, for the organisations, and for their communities. Other questions asked in this study included: how one might move from ‘pilot projects’ to ‘system change’? What would it take for positively evaluated practices to become part of ‘mainstream’ operations with on-going funding? What stands in the way of this? What, if anything, is lost in moving from a local, responsive project, to regularised systemic practice?

A final report on the project was presented to Vic Health at the end of 2004.

Contact: Helen Stokes and Roger Holdsworth
The Australian Youth Research Centre contributes to teaching programs in the Faculty of Education, the Faculty of Arts and the Faculty of Medicine, Dentistry and Health Sciences.
Masters in Youth Health and Education Management

The Masters in Youth Health and Education Management was offered for the first time in 2003. In 2004 the first cohort of students completed the course. During the year, the Australian Youth Research Centre, with the Centre for Adolescent Health and the Student Welfare staff in the Department of Learning and Educational Development continued to collaboratively develop the course and review core subjects.

Subjects:
- Youth Policy and Theory in Practice;
- Cross Sectoral Practice;
- Research and Evaluation in Communities;
- Community Focused Youth Research Project 1;
- Community Focused Youth Research Project 2; and
- Leadership in Youth, Health and Education.

Course Academic Coordination: Ani Wierenga
Course Administrative Coordination: Julie Marr
Subject Coordination, seminars and lectures: Helen Cahill, Johanna Wyn and Ani Wierenga

Bachelor of Teaching

Australian Youth Culture

This subject is offered within the Bachelor of Teaching program, and is popular with study abroad students. The subject explores contemporary meanings of Australian youth, focusing on educational implications. It involves a field trip to a rural setting in order to facilitate students’ understandings of rural-urban differences.

The subject was coordinated by Johanna Wyn, with support from Centre staff and post-graduate students: Helen Cahill, Ani Wierenga, Gary Shaw and Hernán Cuervo.

Research Projects

Supervision of student Research Projects by Roger Holdsworth, Gary Shaw, Helen Cahill, Helen Stokes and Johanna Wyn.

Diploma in Education

Education Policy, Schools and Society

Coordinated by Debra Tyler; seminars and lectures by Roger Holdsworth, Debra Tyler, Helen Cahill, Ian Fyfe and Johanna Wyn.
FACULTY OF ARTS
SOCIOLOGY PROGRAM

The Sociology of Youth and Youth Policy

A core subject in the interdepartmental sociology program, offered through the Department of Political Science.

This subject is coordinated by Johanna Wyn with lecturing support from Centre staff Ani Wierenga and Roger Holdsworth, and postgraduate students Sarah McLean and Ian Fyfe. The tutorials were conducted by Ian Fyfe and Hernán Cuervo.

SUPERVISION OF POSTGRADUATE STUDENTS

Academic staff at the Australian Youth Research Centre supervise postgraduate students towards Master and Doctorate Degrees. During 2004, the following students were supervised by Johanna Wyn and Ani Wierenga.

Masters

Paul Higgins - Peer education (awarded)
Amanda Hlengwa - The impact of group dynamics in the drama classroom (minor thesis, awarded)
Gary Shaw - Restorative justice and education
Jane Touzeau - East Timorese students and learning identities

PhD

Nicholas Abbey - Pedagogic leadership
Liz Aird - It was supposed to be good: educational reform in Victoria
Helen Cahill - Role and learning
Tim Corney - An exploratory analysis of the role, practice paradigms and underpinning methodologies, of youth workers in schools
Hernán Cuervo - Social justice and rural education in Australia
Bruce Drummond - Skate parks beyond construction: Local Government and skateboarders
Ian Fyfe - Measuring the impact of formal and informal education on the political literacy of young people
Jacqueline Hodder - Young people and spirituality
Sarah MacLean - Social meanings of inhalant misuse in Victoria: Implications for the development of policy and intervention

Marie Sidey - An exploration of wellbeing within a Victorian youth mental health service

Helen Stokes - Young people negotiating change: What difference does education make?

Debra Tyler - Can Bourdieu and Beck be bedfellows?

Prue Wales - Drama teachers and professional identity

Kaaren Yap - Student workers
Publications

CENTRE PUBLICATIONS

The Australian Youth Research Centre publishes Research Reports, Working Papers and conference proceedings of interest to the field, on an occasional basis. The Centre Newsletter is sent to around 400 individuals and organisations. During 2004, the Centre produced the following reports:

Stokes, H., Wierenga, A. and Wyn, J.
March 2004;
ISBN 0 7340 3013 4
Cahill, H., Wyn, J. and Smith, G.
June 2004;
ISBN 0 7340 3028 2

Cahill, H., Shaw, G., Wyn, J. and Smith, G.
August 2004;
ISBN 0 7340 3033 9

Youth Research News (Newsletter of the Australian Youth Research Centre)
Vol 14 No 1: April 2004

Educational Materials
Cahill, H.
Drama at the Heart of Inter-disciplinary Learning Partnerships: Training Manual, Australian Youth Research Centre, Melbourne

Holdsworth, R. (ed)

Holdsworth, R., Stafford, J., Stokes, H., Tyler, D. and Cahill, H.

Wadsworth, Y., Wierenga, A. and Wilson, G.
MONOGRAPH
Wyn, J., Stokes, H. and Tyler, D.
Stepping Stones: TAFE and ACE program development for early school leavers,
Adelaide: National Centre for Vocational Education Research

RESEARCH REPORTS
Holdsworth, R.
Real Learning, Real Futures: A Brief Evaluation and Reflection,
Dusseldorp Skills Forum: Sydney

Wilson, G., Wierenga, A. and Wadsworth, Y. (eds)
Six Case Studies in Writing Narrative Action Evaluation Reports in Health Promotion,
Department of Human Services: Melbourne

OTHER PUBLICATIONS BY CENTRE STAFF

Book
White, R. and Wyn, J.
Youth and Society: Exploring the Social Dynamics of Youth Experience, Oxford: Oxford University Press

Book Chapters
Te Riele, K. and Wyn, J.
‘Transformations in Youth Transitions in Australia’, Chapter 7 in N. Bagnall (ed) Youth Transition in a Globalised Marketplace,
New York: Nova Science Publishers

Wyn, J.
‘What is happening to “Adolescence”? Growing up in changing times’, in J. A. Vadeboncoeur and L. P. Stevens (eds) Re/Constructing the “Adolescent”: Sign, Symbol and Body,
New York: Peter Lang

Wyn, J.
‘The transition of young people to adulthood in changing times and contexts’, in R. Galbally (ed) Healthy Minds, Healthy Bodies, Healthy Nation: Connecting Education and Health,
College Yearbook 2004, Canberra: Australian College of Education

Journals
Holdsworth, R.
Editor and publisher of Connect, the newsletter supporting student participation, Melbourne: Issues 145 to 150.

Articles (Peer Reviewed Journals)

Wyn, J. and Harris, A.
‘Youth Research in Australia and New Zealand’ in Young 12(3) pp 269-287

Wyn, J.
‘Becoming Adult in the 2000s’ in Family Matters, 68, pp 6-12
**Articles (Professional Journals)**

Holdsworth, R.
‘Challenging Student Councils to Take the Next Step’ in Connect No 145-146, February-April, pp 3-16

Holdsworth, R.
‘Navigating Student Voice and Beyond’ in Connect No 148, August, pp 4-7

Holdsworth, R.
‘Policy@School’ in YACSAround, Issue 8, September

Holdsworth, R.

Holdsworth, R. and Bardsley, W.
‘Starting a New Way of Teaching and Learning’ in Connect 149, August, pp 6-8

Stokes, H. and Holdsworth, R.
‘The Connection Between Economic Participation and Mental Health Outcomes for Young People’ in Health Education Australia Journal, Vol 4 No 2

Wyn, J.

**Published Conference Papers**

Wierenga, A.
‘Storying and Meaning for young people’, Connecting with Youth: Youth Learning Conference Proceedings, Yayasan Mendaki, Sheraton Towers, Singapore: July

Wierenga, A.
‘Youth Culture and Subculture: multi perspectives and different lenses’, Connecting with Youth: Youth Learning Conference Proceedings, Yayasan Mendaki, Sheraton Towers, Singapore: July
PUBLIC SEMINAR PROGRAM

Australian Youth Research Centre Seminar: Andy Furlong: The precarious nature of youth labour markets and the development in transitions to work, 7 June

Full day Research Seminar: with Victorian Office for Youth: Celebrating Promising Practice in Youth Participation, November

CONFERENCES AND ADDRESSES

During 2004, Australian Youth Research Centre staff members attended and presented addresses and workshops at various conferences.

Helen Cahill:
Keynote address: Evidence-based Approaches to Drug Education, Life Education New South Wales, Sydney, January

Workshop: Using role-play techniques in health education, Life Education, New South Wales, Sydney, January

Training day: Dealing with Bullying and Harassment, Independent Schools Association, Brisbane, January

Training day: Resilience and Positive Relationships, St Peters Lutheran College, Brisbane, January

Workshop: Communicating with adolescents, Australian International Health Institute: Adolescent health short course, Melbourne, February

Training day: Enhancing Resilience through the Classroom Program, Independent Schools Association, Brisbane, March

Training day: Enhancing Resilience: taking a whole school approach to drug education, St. Patrick’s College, Launceston, April

Training day: Engaging students as leaders of community drug education forums, St. Patrick’s College, Launceston, April
Keynote address:
Youth Perspectives on Choices about Drug Use, Community Drug Forum, Launceston, April

Workshop: Using drama techniques in mental health promotion, Healthy Living Festival, Melbourne, April

Workshop: Engaging Youth in Health Promotion through the dramatic form, International Conference on Health Promotion, Melbourne, April

Workshop: Using youth as co-teachers in medical education, International Conference on Health Promotion, Melbourne, April

Training Day: Classroom strategies for dealing with Bullying and Harassment, Association of Independent Schools, Melbourne, May

Workshops: Learning with young people: how to take a psycho-social screening of a teenage patient, Department of Pediatrics, Melbourne, March, May and June

Training day: A whole-school approach to well-being, Echuca College, Echuca, June

Workshop: Crossing the Boundaries: Drama at the Heart of Inter-disciplinary Learning Partnerships, 4th National Congress of Drama in Education, Ottawa, July

Workshop: Evidence-based approaches to dealing with bullying as part of the National Safe Schools Framework, Independent Schools Association, Melbourne, July

Workshop: Using drama strategies in learning partnerships between students of medicine, students of education and school students, Australian Youth Research Centre, Melbourne, July

Workshop: Evidence-based approaches to dealing with bullying in schools, Independent Schools Association, Melbourne, August

Keynote address:
Using evidence-based approaches in the health education curriculum, Australian Council of Physical Education and Recreation (ACPER), Melbourne, August

Workshop: Help-seeking and Young People, Western Schools Health Promotion Network, Melbourne, August

Workshop: Using interactive teaching strategies in the health classroom, ACPER, Melbourne, August

Workshop: Teaching to enhance empathy, ACPER, Melbourne, August

Workshop: Using drama strategies to educate about Bullying, Drama Methods Class, Department of Language, Literacy and Arts Education, Melbourne, September

Workshop: Evidence-based approaches to dealing with bullying, Wesley College, Melbourne, September
Training Day: Taking a whole school approach to the prevention of bullying, Grimwade House, Melbourne, October

Training Day: Enhancing Resilience in the Primary School, Kelso State School, Townsville, October

Training Day: Pro-active classroom strategies for engaging students in anti-bullying programs, Association of Independent School, Melbourne, October

Keynote address: A Forum theatre presentation: Youth as Leaders in educating adults, and Workshop: Using drama strategies in learning partnerships between youth and adults, Celebrating Promising Practice in Youth Participation, Australian Youth Research Centre and Victorian Office for Youth Seminar Day, Melbourne, November

Workshop: Using drama strategies in drug education, Life Education, Melbourne, November

Workshop: Using drama strategies in learning partnerships for health promotion, Sherbrooke Community School, Sassafras, November

Roger Holdsworth:
Presentation: Civics and Citizenship Education: A Whole School Approach, UK Teachers’ visit – Victorian Department of Education and Training, February

Workshop presentations and facilitation: Rethinking SRCs: Ready to Take the Next Step?, Primary and Secondary School Workshops, Adelaide, March

Workshop: Active Citizenship and Schools, SA Civics and Citizenship Education Workshop, March

Workshop: Student Participation – the Australian Experience: Beyond Student Councils, Networked Learning Communities Workshop, National College for School Leadership, Cranfield, UK, May

Address: Student Action Teams, Auburn South PS Staff Meeting, Hawthorn, May

Address: Good Practice in Learning Alternatives and Facilitation: Reflections on Day 1, Learning Choices Expo: Dusseldorp Skills Forum, Sydney, June

Workshop: Engaging students in purposeful learning through community action, and panel member: Learning to Live, Living to Learn, Second International Middle Schooling Conference: Learning to Live, Living to Learn, Adelaide, August

Keynote address: Partners in Change: What Can SRCs Do to Build Connectedness?, NSW State SRC Conference, Sydney, August
Workshop: Student Participation and Inclusive Student Voice, Inclusive Student Structures and Practices, Adelaide, August

Presentation: Youth Participation: an Overview, Brimbank Youth Link, St Albans, August

Roundtable participation: Middle Years of Schooling, Department of Education and Training Research Roundtable, Melbourne, August

Lecture: Student Participation, Monash University Education Subject, Frankston, September

Keynote: Real World Learning, Australian Association for Progressive and Alternative Education Annual Conference, North Fitzroy, September

Address: Student Participation, Beyond Blue Writing and Planning Day, Moonee Ponds, October

Keynote: Youth Participation: Some Challenges, and Workshop: Young People and Community Participation, Celebrating Promising Practice in Youth Participation, Australian Youth Research Centre and Victorian Office for Youth Seminar Day, Melbourne, November

Keynote: Student Participation, Student Welfare Teachers Briefing, NSW Department of Education and Training, Sydney, November

Address: Engaging Students in Purposeful Learning, Box Hill Institute of TAFE: Centre for Vocational Access and Education Staff Conference, Ringwood, November

Workshop: Spirituality Breakfast, Conference Engine Innovate Conference, Port Fairy, March

Workshop: Enabling Youthwork: Models of youth work practice, YMCA Youthworker Network, Phillip Island, March

Helen Stokes:
Invited speaker: Young women and the arts, learning from the margins: Inclusion/exclusion, and the educational and social experiences of at ‘risk’ young women, Deakin University, Toorak, July

Invited speaker: What does research tell us about working with Young People?, Reframing the Future seminar series, Swinburne TAFE, Croydon, September

Paper presentation: Youth Economic Participation and Mental Health and Wellbeing, 18th World Conference on Health Promotion and Health Education, Melbourne, April

Ani Wierenga:
Workshop: Spirituality Breakfast, Conference Engine Innovate Conference, Port Fairy, March
Lecture: *Australian Youth Cultures, Study Abroad Program*, The University of Melbourne, March

Seminar presentation: *Life-Patterns longitudinal research, Bridging the Solitudes, Monash University*, May

Presentation: *Middle Years Paradigm: Understanding our Students, Independent Schools Middle Years Coordinators Network Professional Development Series*, Mentone Grammar High School, July

Invited paper: *Transitions, Stories, Voices and Silence in Rural Tasmania, ‘Learning from the Margins’ Conference*, Deakin University, July

Keynote address: *Storying and meaning for young people, ‘Connecting with Youth’ Youth Learning Conference*, Yayasan Mendaki, Sheraton Towers, Singapore, July

Invited paper: *Youth Culture and Subculture: multi perspectives and different lenses, ‘Connecting with Youth’ Youth Learning Conference*, Yayasan Mendaki, Sheraton Towers, Singapore, July

Lecture: *Study Abroad Education Program*, Deakin University, July

Keynote address: *Trends in youth services: what makes good youth work in the 2000s?, ‘Get Real’ Local Government Youthwork Conference*, the Local Government Association of Queensland, Brisbane, August

Lecture: *Sociology of Youth, Sociology Program*, Department of Political Science, The University of Melbourne, August

Research workshop: *What the research says surrounding participation, Celebrating Promising Practice in Youth Participation*, Australian Youth Research Centre and Victorian Government Office for Youth (co-hosted) Seminar Day, University of Melbourne, November

**Johanna Wyn:**

Keynote Address: *New Transitions, New Careers, South East Local Learning and Employment Network*, March

Panelist: *International Health Promotion Conference*, April

Panelist: *Youth Transitions to Work and Further Education in Australia, American Educational Research Association Conference*, San Diego, April

Keynote Address: *Young people’s changing career patterns, Science, Maths and Environmental Studies Annual Conference*, May

Keynote Address: *Youth, Education and Social Change, Equity Resource Centre Conference*, June

Keynote Address: *Young people’s outcomes, Careers Night, St Joseph’s College, Melbourne, June*
Keynote Address: Youth and Community, Melbourne Girls’ College Conference, September

Keynote Address: Schools and the Wider Community: thinking about the community of the future, School Focused Youth Service Forum, October

Paper presentation: Beyond the Mainstream: Diversity and Education for the 21st Century, Three Deans Symposium, The University of Melbourne, October–November

Symposium presentation: Understanding generational and social change: findings from the Life-Patterns study, Australian Association for Research in Education, November

Coordinator of Youth Research section: The Australian Sociological Association Conference, Beechworth, December


INTERNATIONAL INVOLVEMENT

Through its work, the Centre has links and partnerships with related youth and research programs in various areas of the world.

The ‘Situation of Bhutanese Youth in Bhutan’ project has enabled Centre staff to form links with the Youth Development Fund in Bhutan. Helen Stokes and Ani Wierenga visited the small Himalayan Kingdom in November and spent time in consultation with Government officials, educationists, young people and parents. The project will involve the Centre’s continuing engagement with the Youth Development Fund, Bhutanese research counterparts and a survey team of local people in different regions of Bhutan.

Centre staff fostered other international links during 2004. Roger Holdsworth presented a workshop on Student Participation for the Networked Learning Communities Group at the UK National College for School Leadership in May. In July, Ani Wierenga was invited as a visiting scholar to Yasayan Mendaki in Singapore. Mendaki is the non-government organisation that deals specifically with the education of Malay students in Singapore. While there, Ani spent time in conversation with members of the Malay Moslem education community about ways in which young
people story personal, religious and national identity. She delivered a keynote address to teachers, youth workers and young people at a one day seminar exploring the notion of ‘storying’ and young people’s futures. She also shared an invited paper at the Youth Learning Conference with young people, Mendaki staff and educators, youth mentors and Singaporean government officials.

PARTNERSHIPS

The Youth Research Centre places an emphasis on working in partnership with colleagues and organisations through local, national and international networks and linkages.

During 2004 the Centre participated in partnerships with the following organisations:

- John Stafford (JLS and Associates), Kathleen Stacey (beyond...) and Murray Lake (Murray Lake and Associates) on the Longitudinal Youth Development Research and with Kathleen Stacey and Murray Lake on the SpringBoard Evaluations;
- Richard Eckersley (Australian National University) and other Australian researchers and scholars through the Australia 21: Realising Human Potential Program;
- Yoland Wadsworth (The Action Research Program, Institute for Social Research at Swinburne University), Gai Wilson (The Centre for Development and Innovation in Health, Australian Institute for Primary Care at LaTrobe University) and the management and staff of Community and Women’s Health Agencies and the Department of Human Services through the NEAR project;
- The Australian Research Alliance for Children and Youth (ARACY) and the ARC Research Network: Future Generation: in 2004, AYRC staff were among the 200 core members listed on a successful Australian Research Council grant application for 2004-2009 Network funding;
- The Centre for Adolescent Health and the Student Welfare Unit (The University of Melbourne) on the Masters in Youth Health and Education Management; and
- Professor Lesley Andres, as a partner investigator in the Flexible Career Patterns: Graduate redefinitions of outcomes in the new labour market project, providing comparative data from her Canadian ‘Paths on Life’s Way’ project and assisting with the analysis of the Australian data.
YOUTH AFFAIRS RESEARCH NETWORK (YARN)

The Centre continued to maintain the Youth Affairs Research Network (YARN) - a national and international electronic network linking those conducting and interested in youth-related research. Established in 1994, the Network continues to provide a valuable service, and also provides an electronic ‘doorway’ to the Youth Research Centre as part of an international community of researchers.

The YARN e-mail list continued to grow, and now connects over 550 researchers. (To subscribe to the YARN list, simply e-mail to <mailserv@unimelb.edu.au> saying, in the body of the message: SUBSCRIBE YARN).

The YARN website (http://yarn.edfac.unimelb.edu.au) provides a stable and relatively static gateway to a range of relevant groups and resources both in Australia and internationally. YARN also provides a link to the Australian Directory of Youth Researchers that was developed by the Centre. It is growing steadily and lists over 100 active ‘youth researchers’ in Australia. It can be found at:

http://ythresearcher-db.utas.edu.au/

During 2004, the Centre also continued work with the Australian Clearinghouse for Youth Studies on the creation of the Australian Youth Information Network – an online portal to existing information resources in the sector.

The Centre maintained support for electronic networking and communication amongst researchers and practitioners in several projects and areas including the International Sociological Association Youth Forum, and Civics and Citizenship Education Project teachers and consultants.
Centre Personnel

Staff

PROFESSOR JOHANNA WYN

Johanna Wyn is Director of the Australian Youth Research Centre. She leads the Life-Patterns project and is also involved in many of the Centre's research projects. She is involved in teaching in the Masters in Youth Health and Education Management and supervises research students who are working on youth, health and educational topics. Her new book *Youth and Society: Exploring the social dynamics of youth experience*, written with Professor Rob White from the University of Tasmania, was published in 2004 by Oxford University Press. Johanna is also head of the Department of Education Policy and Management and in 2004 was Deputy Dean of the Faculty of Education.
HELEN CAHILL

Helen Cahill is a Senior Research Fellow, who also has the role of Deputy-Director of the Australian Youth Research Centre. Helen has worked within teams conducting several research and consultancy projects in 2004, including on The Welfare Needs of Victorian Catholic Schools and a series of national drug, mental health and grief education projects. Helen also taught within the Education Policy, Schools and Society subject within the Diploma of Education and in the Leadership and Cross-sectoral Practice subjects in the Masters in Youth Health and Education Management.

Helen has a strong and continuing interest in the use of drama techniques and interactive pedagogies to conduct research with young people and to involve them as co-teachers in the training of educators and health professionals. During 2004 she continued to develop her leadership in this area, including the pioneering of a partnership between Princes Hill Secondary College, the Australian Youth Research Centre, the Centre for Adolescent Health, the Faculty of Education and the Departments of General Practice and Pediatrics at The University of Melbourne. Helen’s special interests include youth participation and critical pedagogy.
TANIA CARRUBBA

Tania Carrubba joined the staff in 2004 as the Centre’s Financial Administrator. Tania is responsible for the successful operation and organisation of financial management and administrative services associated with Centre Activities. She provides advice to the Centre Executive on business plans, budgets and project management.

Tania is currently completing her final year of a Commerce Degree at LaTrobe University.

ROGER HOLDSWORTH

Roger Holdsworth is a Senior Research Fellow at the Centre, who has worked within teams conducting several research and consultancy projects in 2004: around the Civics and Citizenship Education Publication, Youth Development Programs, the Youth Economic Participation and Mental Health Follow-Up Study and the Tasmanian Real Learning/Real Futures project. Roger also taught within the Education Policy, Schools and Society subject, where one of his seminar groups took an ‘applied’ approach to their learning.

Roger has a strong and continuing interest in active student participation, including issues of ‘student voice’, curriculum participation and school governance. He continues to edit and publish the Connect magazine (supporting student participation), which has been in production since 1979. In 2004, he continued to be in strong demand as a conference and workshop speaker around these topics.

In 2004, Roger was re-appointed as a member of the Policy Advisory Group of the Youth Affairs Council of Victoria (YACVic), and received life membership of that Council at the end of the year.
SARAH MACLEAN

Sarah MacLean holds scholarships at the Centre from VicHealth and the Alcohol Education and Rehabilitation Foundation. She is currently undertaking PhD research into social meanings of inhalant use in Victoria, based on interviews with young people who are past or current users of inhalants and with expert workers in this area. Sarah comes to the Centre with a background in research and policy development related to young people and alcohol and drug use.

JULIE MARR

Julie Marr is the full-time Administrator within the Centre, providing support to both research and teaching staff. Her responsibilities include maintaining the membership and publications databases, as well as publishing Youth Research News and maintaining the Centre’s website. Julie is also the Administrative Coordinator of the Masters in Youth Health and Education Management program.

MARY O’BRIEN

Dr Mary O’Brien joined the Centre late in 2004 as the chief investigator on the 2004 ARC Discovery Project Young people, preventive health discourses and self care. Mary received a three-year ARC postdoctoral fellowship at the Centre to undertake this study. Mary’s previous postdoctoral appointment was as a Research Fellow for five years at the Australian Research Centre in Sex Health and Society (LaTrobe University) researching the social and cultural aspects of risk and blood borne viruses.
GARY SHAW

Gary Shaw is a Research Fellow at the Australian Youth Research Centre, with a particular interest in social policy, youth participation, community development and school improvement. Gary has extensive experience in education as a teacher, consultant, project manager and researcher.

During 2004 Gary was involved in a number of projects targeting early school leavers, including Truancy and Problematic Substance Use for the Victorian Department of Education and Training, Reconnecting Young People to Supportive Learning Environments for the Victorian Department of Justice and the School Retention Initiative for the Premier’s Drug Advisory Committee. Gary also undertook evaluations of Restorative Practice in Victorian Schools for the Victorian Department of Education and Training, and the Sports for All Leadership Program for the Greater Dandenong Community Health Services and the Duke of Edinburgh Awards Australia.

GRAEME SMITH

Graeme Smith is a Research Fellow who is the Statistical Analyst for Centre projects. Graeme has assisted the Centre on several previous projects as a consultant, and continued in a part-time position at the Centre in 2004. Graeme has worked as part of teams on several research projects at the Centre, including the Flexible Career Patterns (Life Patterns), Welfare Needs of Victorian Catholic Schools, Education and Change in Maroondah, Sports for All, and Reconnecting Young People to Supportive Learning Environments projects.
HELEN STOKES

Helen Stokes is a Research Fellow at and Business Manager of the Australian Youth Research Centre. Recently she has been involved in research projects in the areas of retention and student attendance in school for Crime Prevention Victoria, on vocational, career and enterprise education for ECEF and Youth Economic Participation for Mental Health for VicHealth. Other work includes working with the Faculty of Education to develop a proposal for the delivery of the Graduate Diploma in Education in the Goulburn Valley.

DEBRA TYLER

Debra Tyler is a Lecturer in the Department of Education Policy and Management and a Research Fellow at the Australian Youth Research Centre. She lectures in the Graduate Diploma of Education and the Bachelor of Teaching program and coordinates the subject Education Policy, Schools and Society. In 2004 she continued her work as the researcher for the Life Patterns project. Debra also worked on the Reconnecting Young People to Supportive Learning Environments project for the Department of Justice.

ANI WIERENGA

Ani Wierenga is a Research Fellow at the Australian Youth Research Centre. She is the course coordinator for the University of Melbourne’s cross-disciplinary Masters in Youth Health and Education Management. In 2004 Ani also worked on the evaluation of projects funded under The Foundation for Young Australians’ Springboard Grants and was one of the university collaborators.
developing the **NEAR (Narrative Evaluation Action Research)** project with the Department of Human Services. She continued to be part of a team developing guidelines for **Strengthening Young People’s Connections to Learning** for the Department of Premier and Cabinet’s Drug Prevention Council. Ani’s own (ongoing) longitudinal research follows 32 rural young people **Making a Life**.

## Research Associates

**Associate Professor Peter Dwyer** retired from the University of Melbourne at the end of 2000, but continues his association as a Principal Fellow with the Australian Youth Research Centre and with the **Life Patterns** projects.

**Dr Sue Wilks** is a Research Associate of the Centre.

## Visitors

The Australian Youth Research Centre welcomes visitors for brief or extended stays at the Centre. Where possible, opportunities are provided for visitors to share their work formally through seminar presentations, and informally through on-going discussions. In 2004, the following visitors came to the Centre:

- **Professor Andy Furlong**, University of Glasgow, June;
- **Assistant Professor Joanne Dillabough**, University of British Columbia and **Dr Jan Edwards**, Open University; they presented a seminar with Centre staff on youth transitions, July; and
- **Professor Mike Apple**, University of Wisconsin at Madison; he presented a seminar to Centre postgraduate students: *New thinking about education, democracy and social change*, October.
During 2004, Australian Youth Research Centre members received one Centre Newsletter: *Youth Research News*, the 2003 Annual Report and discount rates on three new Research Reports.

Cost of subscriptions per annum (including GST) remained at:

- Organisational $60.00
- Individual $40.00
- Student/Unemployed $15.00

The Australian Youth Research Centre always welcomes interest from its members and others on current Australian Youth Research Centre projects and activities.

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YARN: http://yarn.edfac.unimelb.edu.au
The Australian Youth Research Centre is located within the Faculty of Education at The University of Melbourne. It was established in 1988 in response to a recognised need by the youth affairs sector for relevant and up to date research on the issues facing young people today.

The aims of the AYRC are to:

- conduct relevant, coherent and reliable research on young people in Australia, with a state, national and international focus;
- assist with the development of policy and the implementation of initiatives based on research findings;
- develop strong links with the youth affairs sector, with particular attention to helping to identify and address the sector’s research needs;
- facilitate communication between educators, researchers, policy makers and youth workers;
- support the research activities of university staff and post-graduate students who have a specific interest in youth affairs; and,
- enhance the professional development of staff and students by assisting them to be informed about the broader context of young people’s lives.