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CENTRE PROFILE

The Centre’s research and development is informed by a holistic approach to children and 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 children and young people’s learning, participation, health and wellbeing and takes a strengths-based approach.

Research and development is organised into four programs:

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

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

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

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


or follow us on Twitter:

https://twitter.com/YRCunimelb

FROM THE DIRECTOR

2012 was a rewarding and productive year for the Youth Research Centre. I am very pleased to congratulate Helen Cahill, Deputy Director of the YRC for her well-deserved promotion to Associate Professor! The Centre contributed two new books to Melbourne University Publishing’s Youth Studies series - Imagining Futures: Identity narratives and the role of work, education, community and family by Helen Stokes and Young People Making it Work: Continuity and Change in Rural Places by Hernan Cuervo and Johanna Wyn. Building on the production of the Generic Youth Development Framework (2011), the Cadet Youth Development Framework, consisting of two volumes, by Ani Wierenga and Johanna Wyn, was launched in October by the Parliamentary Secretary for Defence, Senator David Feeney. The third edition of Youth and Society by Rob White and Johanna Wyn was also published. These are just some of the significant outputs for the Centre in 2012.

Several new projects were implemented in 2012. These include a suite of projects in the Asia-Pacific led by Associate Professor Cahill, supported by Julia Coffey, who joined the staff of the Centre in 2012, and Sally Beadle. These projects, funded by UNAIDS, UNICEF, UNESCO and UNFPA, produced resources for professionals working with young people affected by HIV. Helen Cahill and her team were also based in West Papua, designing and implementing a community and schools-based anti-violence initiative funded by UNICEF. A new ARC Linkage project, Building Futures for Young Australians at Risk, was also implemented. This project, with the eScholarship Research Centre, is in partnership with Social Ventures Australia, Dusseldorp Skills Forum, Beacon and Hands on Learning and the Foundation for Young Australians. It is building a data archiving tool for use by organisations that engage marginalised young people in learning.

Associate Professor Helen Cahill and Sally Beadle with local trainers from UNICEF Papua and University of Cenderawasih at a teacher training in Wamena, Papua.

Dr Helen Stokes, Dr Hernan Cuervo & Professor Johanna Wyn at the launch of Imagining Futures: Identity narratives and the role of work, education, community and family, and Young People Making it Work: Continuity and Change in Rural Places.
The Centre’s links with the youth sector through the Australian Clearinghouse for Youth Studies was strengthened through the establishment of a webinar series for the youth sector, called ‘Open Space’, in partnership with the Australian Youth Affairs Coalition. Links with the education sector were strengthened through a continuing partnership with the Department of Education and Early Childhood Development (DEECD) to undertake research on the Youth Partnership initiative in Victoria. Also funded by DEECD, Kylie Smith led the Assessment for Learning and Development Project that developed resources to inform and support early childhood professionals in their understanding and practice of assessment for learning and development with children, families and early childhood professionals.

This report provides the details of these and more projects that were hosted by the Centre in 2012. Research supervision remains an important part of our work. In 2012, the Centre was a base for 16 PhD students working on a range of topics related to children and young people, wellbeing, citizenship and participation. Here too, I highlight a productive year. Congratulations to Merlyne Cruz, Prasanna Srinivasan and Julia Coffey who were awarded their PhDs in 2012!

I commend the 2012 Annual Report as a sound and detailed record of a very full year of hard work – and outstanding results.

Johanna Wyn
Johanna Wyn
Director

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

Helen Cahill
Deputy Director

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

Kate Alexander
Senior Administrator

Kate Alexander is a Senior Administrator within the Melbourne Graduate School of Education at The University of Melbourne and has worked in an administration role since 2008. This role involves supporting academic staff members in the Youth Research Centre in the areas of research, teaching and knowledge engagement as well as providing administrative support in areas such as finance, human resources, publications, event support, project support and website development. In 2012, Kate also worked as a Research Fellow supporting various projects and publications development. Previously, Kate worked as a research assistant assisting with a variety of projects within the Centre for Equity and Innovation in Early Childhood.

Sally Beadle
Research Fellow

Sally worked part time at the YRC during May and June contributing to the development of training and curriculum resources for use in the Prevention of Violence Program in Papua, Indonesia. In the second half of 2012, Sally took a contract with UNICEF in Papua where she continued to work with staff from the YRC to implement the violence prevention program and work on several other youth-related projects.

Rhonda Christopher
Senior Administrator

Rhonda Christopher is a Senior Administrator within the Melbourne Graduate School of Education. Her role is split between Centre administration and providing support to the Educational Psychology, Inclusion and Student Wellbeing groups. She provides financial and administrative support to both research and teaching activities.
Dr Julia Coffey is a Research Fellow working primarily with Helen Cahill. Julia is a research officer on the Learning Partnerships project, funded by the CASS foundation, and conducted interviews with over 200 school students and 100 teacher candidates and doctors and collected survey data from 500 participants in the Learning Partnerships workshops. Julia was also a research officer in the NewGen ‘training of trainer’ course in Bangkok, conducting video interviews and collecting online survey data. In 2012 Julia completed her PhD on body work, gender and identity.

Jessica Crofts began working in her role as a Research Assistant on the Life Patterns project in 2010 and continued this role throughout 2011 and 2012. Within the Life Patterns project Jessica’s research interest includes gender, work, feminism and gender inequalities. Jessica is also a full-time PhD student. Her PhD is based on data from the Life Patterns project and explores the discourses surrounding “new femininities” particularly in relation to education and work.

Dr Merlyne Cruz is a Research Fellow. She has worked in the field of education for over 20 years covering a range of roles as an early childhood educator, primary school teacher, international education consultant and as researcher and lecturer in the higher education sector. Merlyne worked as a Clinical Specialist for the Master of Teaching Program (Early Childhood) and took leadership roles in research projects such as Children, Carer and Country and Building Culturally Relevant Children's Services for Remote Indigenous Learners in the Kimberley. In 2012, Merlyne was involved in early childhood research projects that investigate the practices and processes of creating pedagogical change in educational settings. She taught in the breadth subject Concepts of Childhood. In 2012 she was awarded her PhD, which explores early educators' commitment to cultural diversity.

Dr Hernán Cuervo is a Research Fellow at the YRC and a Lecturer at the Melbourne Graduate School of Education. His research interests focus on inequality, youth studies, and theories of justice, rural education and education policy. Hernán coordinates and teaches the course “Diversity, Inclusion and Transitions” in the Master of Education. He is a regular lecturer in different courses in the Master of Teaching at the Melbourne Graduate School of Education, in the Sociology program in the Faculty of Arts and in the course Adolescent Health in the Faculty of Medicine. Hernán works on the Life Patterns project and leads the project of curating and archiving the data of the Life Patterns project, Longitudinal Qualitative and Quantitative Survey Data Capture and Re-use. This project is funded by the Australian National Data Service (ANDS). In late 2012, Hernán was awarded an Early Career Research grant by the university to conduct research in 2013 in an Indigenous community in East Arnhem Land.

Anne Farrelly is a Research Assistant and Project Officer working predominantly in the Equity and Childhood Program. From 2007-2012 she has worked on the Enhancing Relationships in Schools (ERIS) Project looking in detail at how racial diversity is understood and enacted by students, teachers and families in primary schools. She also worked in the Professional Learning Program, Educational Leadership in Early Childhood Settings. She teaches in the breadth subjects, Concepts of Childhood and Ethics, Gender and the Family.

Lyndall Grimshaw is a Research Fellow at the YRC, commencing her role in January 2012. Throughout 2012 Lyndall has worked as part of the YRC team undertaking research and evaluation of the Youth Partnerships initiative funded by the Victorian Department of Education and Early Childhood Development (DEECD). Her primary responsibility has been conducting ethnographic interviews with disengaged young people in metropolitan, regional and rural Victoria. Lyndall shares the commitment of the YRC to ensuring that the lived experience and voices of disadvantaged children and young people are core components of educational research and evaluation. This work was a component of a presentation by YRC at the state-wide DEECD, Connect for Improved Outcomes for Victoria’s Vulnerable Young People Conference in June 2012.
Cassie Kotsanas
Research Assistant

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

Bern Murphy
Lecturer and Research Fellow

Bern Murphy has a background in teaching and lectures in the Master of Teaching program in Social Policy, Australian Indigenous Education, and Health Issues for Young People. She teaches in both Primary and Secondary courses and works with Teacher Candidates in schools. Her research interests focus on marginalised young people whose access to education is limited. Her recent work focuses in particular on the opportunities for Aboriginal young people. Previously, Bern has conducted research on drug treatment and rehabilitation for young people and is involved in a program that takes teacher candidates to Arnhem Land.

Chris Peterson
Statistical Analyst

Dr Chris Peterson supported data analysis on YRC projects. With the Life Patterns team, he worked on the Qualitative and Quantitative Survey Data Capture project, preparing and entering data and information for archival preservation. He provided support for the development of surveys and analysing data for the Cadet Youth Development Project data and provided analysis assistance for the team researching and evaluating the DEECD Youth Partnerships program.

Graeme Smith
Statistical Analyst

Dr Graeme Smith has continued to work part-time at the Centre in 2012 as Statistical Analyst. His main area is the data analysis in the Life Patterns project, and the data and cohort management of this project. Additionally he contributes analysis and advice to many other centre projects. Graeme is also an honorary research fellow in Ethnomusicology and Popular Music Studies at Monash University.

Kylie Smith
Lecturer and Research Fellow

Dr Kylie Smith is a Research Fellow and Senior Lecturer at the YRC. She has been active in early years education and policy development for the last 20 years, and for the past 15 years has focused on researching how theory and practice can challenge the operation of equity for young children in classrooms, community spaces and government policy. In 2012 she led the Educational Leadership for Early Childhood Professionals: Research into practices to support a positive start to school, and Victorian Framework implementation: Assessment for Learning and Development project birth to 8 projects. Kylie coordinates and teaches two breadth subjects, Concepts of Childhood, and Ethics Gender and the Family, two Master of Education subjects, Contemporary Issues and the Young Child and New thinking in Early Childhood Pedagogy. She also teaches in the Masters of Education subject Leading Educational Ideas.

Prasanna Srinivasan
Research Fellow

Dr Prasanna Srinivasan is a Research Fellow. Her PhD, awarded in 2012, is titled, Contesting identities: in othered voices. It used ‘othering’ in different ways, under different theoretical paradigms to bring to surface how cultural identities are negotiated, shaped and contested within early childhood settings by children and adults, speaking as ‘Australian’ and ‘not Australian’. Conducted as participant action research, the study narrated the relevance and the irrelevance of nation and national identities through and with the voices of the researched and the researcher. In 2012, Prasanna was involved in the project, Leading Educational Practice in Early Childhood Settings, in which she guided a cohort of participants in inquiring their role as educational leaders in bringing about change in attitudes and practices in early childhood settings.
Helen Stokes
Lecturer and Research Fellow

Dr Helen Stokes is a Lecturer and Research Fellow at the YRC. Her research interests include marginalised young people and access to education, vocational education and school leadership. In 2012, Helen worked on a number of projects including Youth Partnerships, The Education Benalla Program and the evaluation of the Senior Secondary Schools Pilot Program. She is program coordinator of the Masters in School Leadership (MSL) and Subject Coordinator for Leading Change in the MSL program.

Malcolm Turnbull
Research Fellow

Dr Malcolm Turnbull is a Research Fellow at the YRC. A former State Special school teacher, administrator and Adult Community Future Education (ACFE) program co-ordinator, he also works as a freelance historian. He has contributed to a number of Centre projects since 1997 (including evaluation of the JOY FM Training program and the Young Visions project), and since the start of 2008 has partnered with Dr Helen Stokes on a sequence of projects, including a suite of program evaluations for the Foundation for Young Australians, development of a Model of Education for Berry Street; and evaluations of the Assertive Youth Outreach Service (for the City of Greater Dandenong and YSAS), the Frankston Police-Mission Australia Youth Assist Program, and the Brimbank Young Men’s Project. Research activities in 2012 have included longitudinal evaluations of the whole-of-community Education Benalla Program (for the Tomorrow Today Foundation) and the Young African Men’s Project (for CMY); and evaluations of the the Girlspace and Refugee Youth Support Programs (for CMY) and Youth Partnerships (for the DEECD).

Ani Wierenga
Senior Research Fellow

Dr Ani Wierenga is Senior Research Fellow. As a youth worker and then sociologist, Ani has been professionally active in the youth sector for over 25 years. During the past decade Ani’s focus has been on research and teaching which supports effective policy and practice with young people, in their wellbeing, learning and active social participation. She continues to explore these areas through research projects with young people, communities, departments, governments, and local and international non-government organizations, and also through post-graduate supervision. Ani leads the Centre’s research program on Youth Citizenship, Participation and Engagement.
Anti-Violence Initiative, Papua, Indonesia
UNICEF in partnership with Department of Women’s Empowerment and Office for Education (Papua)

Australian Youth Consultations
Plan Australia

Building Futures for Young Australians at Risk: A Coordinated Measurement Framework and Data Archive
Australian Research Council (Linkage) and Social Ventures, Australia, Dusseldorp Skills Forum, Beacon and Hands on Learning and the Foundation for Young Australians

Design and Delivery of a Professional Development Program in Educational Leadership for Early Childhood Professionals
Bastow Institute of Educational Leadership/Department of Education and Early Childhood Development

Education Benalla Program
Tomorrow Today Foundation

Evaluation of the Specialist Senior Secondary School Pilots
Department of Education and Early Childhood Development (DEECD)

Learning Partnerships
CASS foundation

Longitudinal Qualitative and Quantitative Survey Data Capture and Re-use
The Australian National Data Service (ANDS)

NewGen ‘Training of Trainer’ for Young People in Key Affected Populations for HIV
NewGen Asia is supported by Youth LEAD and 7 Sisters in partnership with The Asia-Pacific Interagency Task Team for HIV and Young Key Affected Populations, with funding from UNAIDS, UNICEF, UNESCO and UNFPA.

Professional Training for Wellbeing Leaders in ACT Schools
ACT Education and Training Directorate

School Drug Efficacy Study
Australian Research Council (Linkage)

The Girlspace Program
Centre for Multicultural Youth

The Refugee Youth Support Project
Centre for Multicultural Youth

The Young African Men’s Project
Centre for Multicultural Youth

Towards Intercultural Understandings: Creating a Healthy and Safe Learning in Australian Schools and Community Organisations
The University of Melbourne Research Collaboration Grant

Victorian Framework Implementation: Assessment for Learning and Development Project Birth to 8
Victorian Curriculum and Assessment Authority

Young People Negotiating Risk and Opportunity: A Reassessment of Transition Pathways
Australian Research Council (Discovery)

Youth Development Framework
Department of Defence

Youth Partnerships Evaluation and Research Program
Department of Education and Early Childhood Development (DEECD)

Young people from around the Asia Pacific attending a NewGen Leadership Training of the Trainer in September 2012. Helen Cahill has been lead curriculum writer and trainer on this project, working with YouthLEAD and UN Partners.
**PROJECT DESCRIPTIONS**

**ANTI-VIOLENCE INITIATIVE, PAPUA INDONESIA**

Duration: 2012  
Funded by: UNICEF in partnership with Department of Women’s Empowerment and Office for Education (Papua)  
Researchers: Helen Cahill and Sally Beadle

Helen Cahill led the design and implementation of a community and schools-based anti-violence initiative in Papua. This included development of tools and training for teachers in positive discipline and in use of teaching strategies to support social emotional learning and the Child Friendly School. The community arm of the project targeted gender and family based violence and vulnerability to HIV. It included development and training in the use of a participatory club curriculum for adolescent girls, boys, mothers and fathers. Training was provided in partnership with UNICEF staff and academics from the University of Cenderwasih, Jayapura, Indonesia. It included training for community facilitators in leadership of a participatory Gender Rights and HIV prevention program for men, women, adolescent boys and adolescent girls; training in the use of Positive Discipline strategies for teachers; and training in the use of a social and emotional learning curricula developed for primary and secondary schools.

**AUSTRALIAN YOUTH CONSULTATIONS**

Duration: 2011-2012  
Funded by: Plan Australia  
Researcher: Ani Wierenga

Plan Australia’s goal in formulating and implementing its Community Engagement Strategy is to address child poverty and children’s rights issues by informing, connecting and engaging with the Australian Community —communities, government and the private sector—to increase support and knowledge of the Australian aid program. Over 2011-12 Plan has sought the voice of young Australians, through a series of youth consultations. Young people were involved in creating the research strategies. Dr Ani Wierenga from the YRC was engaged to support the consultations, including partnering in design of the methodologies for facilitation and data collection, co-facilitating a workshop on design methodologies, contributing to facilitator training and developing the framework for data analysis and analysing the findings. The final report for the project has been written for Plan.

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

Duration: 2012-2014  
Funded by: ARC Linkage and Social Ventures, Australia, Dusseldorp Skills Forum, Beacon and Hands on Learning and the Foundation for Young Australians  
Researchers: Johanna Wyn, Ani Wierenga, Youth Research Centre, Gavan McCarthy, with team Michael Jones and Caitlin Stone, eScholarship Research Centre, The University of Melbourne, Simon Faivel, Social Ventures Australia (SVA); Lucas Walsh and Ros Black Foundation for Young Australians (FYA); Ebney Wood, Beacon Foundation (BF); Richard O’Donovan, Hands On Learning Australia (HOLA); and, Teya Dusseldorp and Jo Taylor, Dusseldorp Skills Forum (DSF).

This project will develop and build the tools required to create a national evidence base for assisting young Australians at risk. It will lay a new foundation for policy formation and help identify, and analyse, the processes that lead to successful outcomes for marginalised and disadvantaged youth, including school completion, personal wellbeing, employment, and the capacity to engage with civic life. Activity during the first year has centred on populating the system, designing a draft conceptual framework of shared measures, and working towards the creation of tools which will be of use to the sector.

**DESIGN AND DELIVERY OF A PROFESSIONAL DEVELOPMENT PROGRAM IN EDUCATIONAL LEADERSHIP FOR EARLY CHILDHOOD PROFESSIONALS**

Duration: 2010-2012  
Funded by: Bastow Institute of Educational Leadership/Department of Education and Early Childhood Development  
Researchers: Kate Alexander, Merlyne Cruz, Anne Farrelly, Anne Houghton, Bruce Hurst, Rosemary Jones, Cassandra Kotsanas, Jane Page and Kylie Smith with Susan Krieg (Flinders University).

Leading Educational Practice in Early Childhood Settings is a professional development course designed to provide opportunities for early childhood leaders to strengthen their leadership skills and practice and to develop their ability to guide others to improve pedagogical practice in order to improve learning outcomes for children. Participants in this course will build specialist knowledge to lead their local teams to improve children’s learning and development outcomes.

**EDUCATION BENALLA PROGRAM**

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

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

Duration: 2012
Funded by: DEECD
Researchers: Suzanne Rice, Gosia Klatt, John Polesel, Helen Stokes and Malcolm Turnbull

In its focus on creating programs that link secondary schools and the secondary curriculum to vocational pathways, in 2010-2011 the Victorian DEECD piloted a series of four industry-themed sub-programs in selected secondary settings. The pilots focused on four key areas: Building & Construction, Community Services & Health, Sport & Recreation, and Manufacturing & Engineering, as well as a related pilot, Uni Bridges, aimed at improving school-university linkages. In 2012 the Youth Transitions Division of the DEECD commissioned The University of Melbourne to conduct a preliminary evaluation of the five programs. Key research foci included processes for establishing the programs, structures within the programs, resources used by partners, and changes effected by the program. The evaluation has partnered members of the YRC and Education, Policy and Leadership Unit at the Melbourne Graduate School of Education.

LONGITUDINAL QUALITATIVE AND QUANTITATIVE SURVEY DATA CAPTURE AND RE-USE

Funded by: The Australian National Data Service (ANDS)
Researchers: Hernán Cuervo, Johanna Wyn, Chris Petersen and Graeme Smith

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

NEWGEN ‘TRAINING OF TRAINER’ FOR YOUNG PEOPLE IN KEY AFFECTED POPULATIONS FOR HIV

Duration: 2012
Funded by: NewGen Asia is supported by Youth LEAD and 7 Sisters in partnership with The Asia-Pacific Interagency Task Team for HIV and Young Key Affected Populations, with funding from UNAIDS, UNICEF, UNESCO and UNFPA.
Researchers: Helen Cahill, Julia Coffey and Sally Beadle

An estimated half a million young people aged 15-24 are living with HIV in the Asia-Pacific, with a significant number of new infections in amongst young key affected populations including sex workers, men who have sex with men, transgender people and people who inject drugs. The NewGen training program, designed by Helen Cahill in collaboration with writers from YouthLEAD aims to engage with YKAPs as leaders or change agents, working to promote their rights such as access to services, education, and protection; bringing together attention to health, education and citizenship. In September 2012 a ‘training of trainer’ workshop was co-facilitated by Helen Cahill and YouthLEAD in Bangkok (with support from UNESCO, UNICEF, UNFPA). Video interviews were conducted with the 20 participants prior to and following the workshop (by Julia Coffey and Sally Beadle). Survey data was also collected to evaluate the training and contribute to establishing a research design that will follow participants’ success in implementing this program in their home countries. Following the ‘training of trainer’ the course was run by young facilitators in the Philippines, Indonesia and Myanmar (November 2012).

LEARNING PARTNERSHIPS

Duration: 2012-2013
Funded by: CASS foundation
Researchers: Helen Cahill and Julia Coffey

The Learning Partnerships curriculum brings school students and trainee doctors and teachers together in a workshop in which they use role-play, group discussion and feedback to explore common problems experienced by the professional – such as how to communicate about a sensitive health topic, or how to talk with students about a problem that is affecting their learning or participation in school life. Funding was provided by the CASS foundation in 2012 to expand the program to a rural area, working in partnership with The University of Melbourne’s Rural School of Health (Shepparton) and a rural school, and to conduct an evaluation of the program’s impact. Between August and November 2012, a total of 14 Learning Partnerships workshops were run. Interviews were conducted with over 200 school students from five schools and 100 teacher candidates and doctors before and after the workshops, and survey data was collected from 500 participants. Tertiary educators and teachers were also interviewed. The research provides proof of concept and further funding is currently being sought to support the expansion and development of the curriculum to other universities.
PROFESSIONAL TRAINING FOR WELLBEING LEADERS IN ACT SCHOOLS

Duration: 2012  
Funded by: ACT Education and Training Directorate  
Researcher: Helen Cahill

A two-day training, led by Helen Cahill, was provided for Pastoral Care Coordinators and Behaviour Support Specialists from the ACT education system. Day one focussed on the use of evidence-based approaches to promoting social and emotional learning in high school settings, with an emphasis on the use of participatory learning strategies. The second day entailed a focus on how to support staff to use positive behaviour management strategies in the classroom.

SCHOOL DRUG EFFICACY STUDY

Duration: 2009-2012  
Funded by: Australian Research Council (Linkage)  
Researchers: Helen Cahill in collaboration with Associate Professor Richard Midford, Edith Cowan University, and the Department of Education and Early Childhood Development (DEECD)

The aim of this randomized control trial involving 22 Victorian schools was to research the impact of a comprehensive, evidence based school drug education prevention program for years eight and nine students in Victorian state high schools. This entailed development of a ten-lesson curriculum with supporting manuals, workbooks and trigger videos for years eight and nine classes, provision of training for teachers, and collection of data from teachers and students. 2012 saw completion of the data collection and the publication of a number of papers reporting positive outcomes in reducing levels of harmful alcohol and other drug use amongst students receiving the intervention. The curriculum developed in this project will be provided for all Victorian state secondary schools in 2013. This project received the 2012 National Drug and Alcohol award for Excellence in Prevention and Community Education.

THE GIRLSPACE PROGRAM

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

A twelve-week initiative of CMY and the City of Greater Dandenong, this program targeted young women of refugee backgrounds, offering a variety of seminars and recreational activities designed to improve the participants’ leadership skills and to improve their health and well-being. The program responded to both research findings on the particular complexity of the acculturation process for many newly arrived young women, and to concerns raised by welfare and cultural workers in the cities of Greater Dandenong and Casey. Among them: a lack of access to culturally sensitive sexual health information, a lack of intervention with young women believed to be ‘at risk’, and the low visibility and social isolation of many newly arrived young women. Program evaluation by the YRC has focused on elements of Best Practice within the Pilot with a view to its replication and dissemination in the future.

THE REFUGEE YOUTH SUPPORT PROJECT

Duration: 2012 – 2013  
Funded by: Centre for Multicultural Youth  
Researcher: Malcolm Turnbull

The Refugee Youth Support Program (RYSP) is an initiative of the Department of Immigration & Citizenship (DIAC) that responds to the needs of Unaccompanied Humanitarian Minors in Australia, and seeks to assist 16-17 year olds with permanent protection visas to settle in the community. The project provides housing and living support for approximately 120 young people. The overall Pilot is being evaluated by ARTD Consultants in order to assess whether it should be developed into a long-term program. While the broad workings of the Victorian delivery of the Pilot will be examined within the national evaluation framework, CMY believes that a more focused study of the strengths and challenges of RYSP in Metropolitan Melbourne may provide useful and specific learnings at a more local level. With this in mind, CMY has invited the YRC to undertake a short two-stage evaluation of the Victorian delivery. The Victorian Evaluation is guided by the key research question: IS THE RYSP, through the provision of Housing and Case Managed connections, strengthening settlement outcomes for unaccompanied young people?

THE YOUNG AFRICAN MEN’S PROJECT

Duration: 2009 – 2013  
Funded by: Centre for Multicultural Youth  
Researchers: Malcolm Turnbull & Helen Stokes

Formerly the Brimbank Young Men’s Project, the YAMP is an outreach initiative that targets young African men who are disengaged from education, employment and training, have had contact with the police, and/or are experiencing other difficulties with settlement in Melbourne’s western suburbs. The YRC has provided evaluation partnership for the program throughout its evolution from a Pilot program with a pre-pathways focus to its current emphasis on connecting participants to training and employment and to facilitating re-engagement with family and community. In anticipation of replication of the program model within other newly arrived communities, particular attention has been paid in 2012 to identifying those elements of the program that constitute ‘Best Practice’.

TOWARDS INTERCULTURAL UNDERSTANDINGS: CREATING A HEALTHY AND SAFE LEARNING IN AUSTRALIAN SCHOOLS AND COMMUNITY ORGANISATIONS

Duration: 2011-2012  
Funded by: The University of Melbourne Research Collaboration Grant  
Researchers: Kylie Smith, Sue Atkinson Lopez, Merlyne Cruz, Cassandra Kotsanas and Kate Alexander

Working with the Centre for Strategic Education and the Towards a Just Society Fund, this project implemented a multi-layered evaluation that measured the learning outcomes that occur when students and diverse community members engage with the resource, “The Storyteller”. This multi-tiered educational tool is designed to provide knowledge and understanding of Aboriginal people, society and culture from a generic and non-political perspective through alternative active learning pathways. The research specifically evaluated the learning outcomes of participants related to attitudes and knowledge about Aboriginal heritage, kinship, creation, medicine, foods and art, country, sacred sites and elders. This evaluation will inform further development of the resource and contribute to scholarly debate and national policy on how best to support intercultural learning in current times.
VICTORIAN FRAMEWORK IMPLEMENTATION: ASSESSMENT FOR LEARNING AND DEVELOPMENT PROJECT BIRTH TO 8  
Duration: 2011-2013  
Funded by: Victorian Curriculum and Assessment Authority  
Researchers: Kylie Smith, Jane Page, Cassandra Kotsanas and Kate Alexander  

This Assessment for Learning and Development Project builds on the pilot Early Years Learning and Development Outcomes Project, 2010-2011. It informs other implementation resources and supports early childhood professionals in their understanding and practice of assessment for learning and development with children, families and early childhood professionals. 

The Project was designed to enable participants to collect evidence of children’s learning and development in the five outcomes as outlined in the Victorian Framework. Participants are supported to observe, document and analyse examples of evidence that describe what children are demonstrating in the five outcomes and how this information can be applied as part of a curriculum planning cycle to advance children’s learning.

YOUNG PEOPLE NEGOTIATING RISK AND OPPORTUNITY: A REASSESSMENT OF TRANSITION PATHWAYS  
Duration: 2010 - 2014  
Funded by: Australian Research Council (Discovery)  
Researchers: Johanna Wyn, Hernán Cuervo, Jessica Crofts, Graeme Smith, Dan Woodman, Faculty of Arts, and Lesley Andres, the University of British Columbia  

The third phase of the Life Patterns longitudinal research program, this five-year grant supports the ongoing collection of data from two cohorts. Cohort 1 left secondary school in 1991 and in 2012 was aged around 38 while cohort 2 left secondary school in 2006 and was aged around 24 in 2012. During 2012 the research focused on interviews with sub-groups of Cohort 1 and Cohort 2, and on a large survey of Cohort 2. This survey represented an important phase for the research program because it generated comparable data with a large survey conducted on Cohort 1 in 1996, providing data on both cohorts at the age of 24. The curating and archiving of the Life Patterns project data, through the related project is titled Longitudinal Qualitative and Quantitative Survey Data Capture and Re-use and (funded by the Australian National Data Service (ANDS) was completed in 2012).

YOUTH DEVELOPMENT FRAMEWORK  
Duration: 2011-12  
Funded by: Department of Defence  
Researchers: Ani Wierenga & Johanna Wyn with Michelle Pose, David Farrugia, Chris Peterson, Roger Holdsworth, Anne Hugo and Jessica Crofts  

The Youth Research Centre developed a Youth Development Framework for the Department of Defence. This includes the Cadet Youth Development Framework (CYDF) that is applicable to the three cadet organisations in the Australian Defence Forces: the Australian Navy Cadets, Australian Army Cadets and Australian Air Force Cadets. The CYDF recognises the unique contribution made by each of the organisations, as well as their common goals and processes. The Framework, which includes a companion volume ‘CYDF Toolkit’ is designed to enable the Cadet organisations to implement best practice, and to build in a cycle of organisational improvement. It was publicly launched by the Parliamentary Secretary for Defence in November 2012, and has since won the ACT’s sector based Youth Development Award for Research and Development.

YOUTH PARTNERSHIPS EVALUATION AND RESEARCH PROGRAM  
Duration: 2011-2013  
Funded by: DEECD  
Researchers: Helen Stokes, Malcolm Turnbull, Lyndall Grimshaw, Johanna Wyn & Chris Peterson  

The Youth Partnerships Research and Evaluation Project is one of a cluster of projects, partnering the University with the DEECD, aimed at enhancing the Department’s research profile. The project focuses on a DEECD initiative, Youth Partnerships: Co-ordinating Services to Help Young People Stay on Track which seeks to improve planning, co-ordination and service delivery for young people, aged 10-18 years, identified as vulnerable or ‘at risk’. Seven demonstration sites have been set up across regional and metropolitan Victoria, each site supported by a Youth Partnerships Project Officer and local cross sectoral governance committees that build on existing service networks and partnerships and determine how funding is allocated. The Research and Evaluation Project supports and progresses the goals of the Youth Partnerships initiative by (a) examining what happens to disengaged young people and (b) ascertaining whether activities generated in diverse local communities by the Youth Partnerships projects improve young people’s engagement in education and training and reduce the escalation of problems for young people.
2012 TEACHING

Masters Level Programs

Master of Education

Master of Education Subjects:
- Contemporary issues and the young child
  Kylie Smith - Subject Coordinator and Lecturer
- New thinking in Early Childhood Pedagogy
  Kylie Smith - Subject Coordinator and Lecturer
- Leading Educational Ideas
  Kylie Smith - Tutor
- Promoting Student Wellbeing
  Helen Cahill - Coordinator
- Negotiated Project in Student Wellbeing
  Helen Cahill - Coordinator
- Diversity, Inclusion & Transitions
  Hernan Cuervo - Coordinator and Lecturer
- Young People and Culture
  Johanna Wyn - Program Lecturer

Master of School Leadership

Master of School Leadership subjects:
- Leading Change
  Helen Stokes - Program Coordinator and subject coordinator

Master of Teaching

Master of Teaching subjects:
- Social and Professional Contexts (Primary)
  Bernadette Murphy – Subject Coordinator
- Professional Contexts Early Years
  Bernadette Murphy – Subject Coordinator
- Australian Indigenous Education Elective (Secondary)
  Bernadette Murphy – Subject Coordinator
- Australian Indigenous Studies - Early Years
  Bernadette Murphy – Subject Coordinator and Lecturer
- Education Practice in Place
  Bernadette Murphy - Seminar Leader Arnhem Land
- Professional Practice
  Bernadette Murphy - Clinical Specialist

Undergraduate and Breadth Programs

Breadth subjects:
- Concepts of Childhood
  Kylie Smith – Subject Coordinator, Lecturer and Tutor
  Anne Farrelly - Tutor
- Ethics, Gender and the Family
  Kylie Smith – Subject Coordinator, Lecturer and Tutor
  Anne Farrelly - Tutor
  Sue Atkinson Lopez – Tutor
- Youth, Citizenship and Change
  Johanna Wyn – Subject Coordinator and Lecturer
- Youth and Popular Culture
  Johanna Wyn – Subject Coordinator and Lecturer

2012 STUDENT RESEARCH SUPERVISION

The Youth Research Centre has a number of Masters and PhD students who study within the Centre and are supervised by Centre staff. For more information on YRC Student research supervision, please visit our website: www.education.unimelb.edu.au/ycr/pgrad/

PHD STUDENTS

Rosalyn Black

Working Title: Educating the reflexive citizen: making a difference or entrenching difference?
Supervisors: Professor Johanna Wyn and Dr Ani Wierenga

This thesis is a critical study of the democratic participation of young Australians from low socioeconomic backgrounds. Australian educational policy expects that schools will develop all young people's capacity for democratic participation, yet these young people remain least likely to participate and are most vulnerable to the exclusions that participation seeks to ameliorate. Informed by the work of critical and postmodernist theorists, this thesis aims to contribute to a better understanding of the tensions between current policy agendas, the capacity of schools in low socioeconomic contexts and the participation experience of young people in these schools.

Submitted in 2012

Julia Coffey (Awarded 2012)

Title: Exploring body work practices: bodies, affect and becoming
Supervisors: Professor Johanna Wyn, Associate Professor Helen Cahill and Professor Timothy Marjoribanks

In contemporary sociology, body shape and physical control are understood as increasingly central to young people's sense of self identity. 'Body image' issues are presented in the popular media and psychology as predominantly individual pathologies, but also linked to the negative 'effects' of images. The key findings of the thesis are that the embodied experiences of bodies and body work practices are highly complex, and require a different way of thinking about bodies and the relationship between bodies and society. This thesis uses a Deleuzian/Spinozan theorisation of bodies and focuses on how body work and bodies are understood and lived using concepts of affect and becoming. Drawing on interviews with 22 women and men aged 18-33 in Melbourne, the thesis explored the affective relations involved in body work, including the ways that health and gender are negotiated by participants and influence their understandings and experiences of bodies and body work practices. Using a Deleuzian theorisation of bodies in analysis assists in opening alternative, and more complex understandings of these themes.
This research, in connection with the YRC’s Life Patterns Project, explores how social conditions affect young women’s identities, and their understandings of gender inequality. The aim of this thesis is to explore the influence of the social and political conditions associated with late modernity, including individualisation and neoliberalism, on young women’s lives. This thesis uses the data from 28 interviews with 23-24 year old women and a feminist framework informs the analysis. It explores the complications of subject formation and what it means to be a “young woman” in neoliberal, post-feminist, late modernity, exploring what contemporary feminism means to these women.

Merlyne Cruz (Awarded 2012)

Title: “I don’t have a choice. I’m compelled to just keep going”: early childhood educators’ commitment to cultural diversity.
Supervisors: Professor Glenda MacNaughton and Ms Margaret Coady

This thesis examines the background, ideas, and sources of inspiration of nineteen early childhood educators from eleven countries, who are all prominent for their long-term work for social justice and equity in education. Theoretically and methodologically, this work is located within critical theoretical and bricolage approaches. Drawing from autobiographical narratives and interviews with my research companions, I explore their ontological understandings, epistemological principles and pedagogical practices and show that critical consciousness, spirituality and activism are important for sustaining commitment to cultural diversity.

Monique Dalgleish

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

This thesis will investigate the experience of people who practice art and live with a diagnosis of schizophrenia. In engaging with their own narratives about their diagnosis and their experience as art makers, the research will add to a fledgling body of lived experience research in a neglected area of study. The question ‘how do people who practice art and live with a diagnosis of schizophrenia see the role of their practice in their lives?’ has emerged from my family connection to an artist diagnosed with schizophrenia. The thesis will use Deleuzian frameworks to investigating participant’s narratives on the role of arts practice in their wellbeing to enable clinicians and the community to become aware of what is possible.

Audrey D’Souza Juma

Working Title: Gender construction in children’s literature: Pakistani early years teachers’ facilitation of children’s critical reading skills
Supervisors: Professor Glenda MacNaughton and Dr Karina Davis

This thesis aims to reconceptualise teachers’ roles in promoting gender equity in early childhood classrooms in Pakistan with a focus on unearthing gender discourses circulating in classrooms. Entrenched within all discourses is the notion of ‘equality’ based on tenants of Islam. Discourses of gender in Islam are varied and often contesting in nature, with different interpretations as to how gender is understood. The study uses an action research model to provide spaces where women teachers can voice the ‘truths’ they hold regarding what is ‘gender equity’ to them and how they translate this in their classrooms and promote alternative discourses of gender equity.

Siobhan Hannan

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

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

Sara Holman

Working Title: Policies in relation to same-sex families in Early Childhood Education and Care
Supervisors: Professor Julie McLeod and Dr Kylie Smith

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

Sangay Jamtsho

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

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

Working Title: Understandings and support of the UN Convention on the Rights of the Children Rights
Supervisors: Dr Kylie Smith and Dr Jane Page.

This research will focus on Article 12 of the UNCRC and the right of children under 8 to participate in decisions that affect their lives within the family. It will consider what is written about children, particularly the sociology of childhood, children and evolving capabilities, and the competing thinking about “parents’ rights” and “children’s rights”. The research will work to define “participation” as it relates to children under the age of 8 in all aspects of their lives within the family. The research will engage with justice and feminist theory and concepts of poverty.

Cassandra Kotsanas

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

This research seeks to promote critical and ethical early childhood theories and practices for children’s participation that are created and owned by early childhood educators. It is framed around the question of how engaging early childhood educators in the (re)theorisation of children’s participation in curriculum might address the theory/practice divide and in doing so support critical practices for both educators and children in early childhood contexts. It uses a poststructural action research methodology to explore the theories and practices that educators draw upon to enact children’s participation in curriculum, and the analysis elaborates upon a Derridean ethic of hospitality to propose how educators may encounter and interact with each child as Other rather than normalising children and their participation.

Daniel Leach-McGill

Working title: Identities of early childhood education and care professionals in integrated service settings
Supervisors: Dr Kylie Smith and Dr Helen Cahill

This research will investigate the identities of Early Childhood Education and Care (ECEC) Professionals in the context of Integrated Service settings from the perspective of the ECEC Professionals themselves and from analysis of policy texts. This exploration is set within a context of significant reform in the area of ECEC and an increasing push within state and federal government policy towards the integration of child and family services. The research will explore the policy identities of ECEC professionals analysing key ECEC reform text and policy text supporting integrated service delivery; the perceptions ECEC professionals have of their professional identities; and the interaction, compatibility and tensions between these identities. Specific attention will be given to identifying value assigned to identities in ECEC. The Research will draw on post-structural and post-colonial theories along with the concepts adapted from Social Inclusion—professional inclusion—drawing on theories of recognition and redistribution. These theories and concepts will assist in exploring the professional identity in a policy, political and personal context.

Sue Mentha

Working title: Land, spirit, relation: loci-centric constructions of agency and early childhood education and development
Supervisors: Dr Jane Page and Professor Johanna Wyn

This thesis aims to bring together patterns of developing, localised theory around agency and young children. It uses the paradox of the reality of heterogenous childhoods and homogenous aims of educational institutions. The study explores the nexus of discourses in developmentalism and child sciences, globalisation, and neoliberal theory of intensified productivity to highlight the West’s insistence and acceptance of globalising early childhood education as a universal product of consumption. Non-western knowledges from two sites of research highlight important gaps in contemporary theorising of childhood and agency.

Samantha Ratman

Working 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 seeks to understand the changing nature of civic life for young people in Australia. It examines three central questions about how young people understand citizenship, how they practice it, and how citizenship curriculum can support new forms of civic practice. The findings of this research are intended to inform conceptual understandings of civic education processes and support the development of global education programs.

Kelly Roberts

Working title: Contemporary imperatives shaping new directions for Australian education
Supervisors: Professor Simon Marginson and Professor Johanna Wyn

A systematic and comprehensive exploration of the rapid and extensive change transforming the context for education in the twenty first century has yet to be undertaken. To address this lacuna in the research literature, my study explores the nature of this emerging context, including developments in educational provision, and then examines the implications this creates for the future of educational services in Australia, at a fundamental, systemic level. The methodology is based on elements of complexity theory, in an attempt to embrace ontological interconnectedness and multi dimensional causality. Through the synthesis of a diverse range of data extending beyond disciplinary boundaries, the research explores the interrelationships between contextual features, including counter and compounding effects. Causal layered analysis is employed to capture the fundamental educational implications which transcend traditional boundaries within the sector. The aim is to inform future policy making and reform through identifying contemporary imperatives for Australian education.

Prasanna Srinivasan (Awarded 2012)

Title: Contesting identities: in ‘othered’ voices
Supervisors: Professor Glenda MacNaughton and Ms Margaret Coady

This doctoral research inquires how cultures are enacted in early childhood settings. Using action research methodology, it highlights the challenges faced in current Australian multicultural society through the voices of children, families, staff and self. In particular, it outlines some of the key assumptions of leaders, who lead early childhood settings that hinder the equitable enactment of cultures in those settings.

Juliet Watson

Working Title: Young women, homelessness and intimate relationships
Supervisors: Professor Johanna Wyn and Dr Ani Wierenga

This research is an examination of how young women who are homeless negotiate and experience their intimate relationships within a context of survival. Intimate relationships offer a point of contact between the current effects of neoliberalism on marginalised young women and the creation of identity. Qualitative interviews with fifteen young women explore the intersection of neoliberalism, feminism and intimate relationships which, for many young women, may be the only resource they have to negotiate survival.
DOCTOR OF EDUCATION STUDENTS

Kirsten Courtney
Working Title: Young Children’s perceptions of bullying/relational aggression
Supervisors: Professor Julie McLeod and Dr Kylie Smith

The aim of this research is to gain knowledge about how children in the early primary school years understand bullying and relational aggression (non-physical bullying, such as teasing, social exclusion, spreading rumours, et al.). Specifically, I wish to investigate whether children’s perceptions of bullying and relational aggression vary according to gender and to a lesser extent, other social attributes such as socioeconomic status and ethnicity. I wish to develop an in-depth analysis of children’s perceptions, using their words, within a qualitative study design. Findings from this study will be informed by concepts drawn from feminist accounts of identity, in particular, Judith Butler’s theory of gender performativity and intersectional theories of identity. This research will be situated in relation to those from existing research (which is mostly quantitative and focused on older children) and considered in light of their implications for educational programs and practices in this area, notably in terms of strategies on how to better manage or minimize the negative effects of bullying among young children.

Valo Vaiova Siaosi-Ponton
Working Title: An investigation of Samoan student experiences in homework study groups in Melbourne.
Supervisor: Professor Johanna Wyn.

The aim of this research is to investigate the educational experiences of Samoan students. It will document the experiences of Samoan students in an after-school Homework Study Group program in the Northern and Western region of Melbourne. The study aims to contribute new knowledge about learning strategies to improve Samoan young people’s academic outcomes. The key questions are:
1. Does participation in a Homework Study Group improve academic outcomes for Samoan students currently attending a school in the northern and western suburbs of Melbourne?
2. What learning strategies are associated with positive academic outcomes?
3. What factors influence effective learning for Samoan young people?

The Talanoa methodology has been used, conducting interviews in the Samoan language for parents of participants in the Homework Study Group, so as to gauge authentic feedback on how Samoan students are faring in Melbourne schools.

MASTER OF EDUCATION

Hind Hammad Alotabi
Working Title: Early childhood researchers in Saudi Arabia understandings of children’s consent or assent in research
Supervisor: Dr Kylie Smith

Bruce Hurst
Working Title: How do children aged 9 to 12 years experience Outside School Hours Care in Australia and what are the social, cultural and pedagogical influences that impact upon their experiences
Supervisor: Dr Kylie Smith

Claudine Lam
Working Title: How does the preschool transition statement support children’s positive start to school?
Supervisor: Dr Kylie Smith

Jane McGraw
Working Title: Parent participation in children’s learning
Supervisor: Dr Kylie Smith

Sharon Saitta
Working Title: Children’s rights in the early childhood curriculum
Supervisor: Ms Margaret Coady

MASTER OF TEACHING

Mathew Holt
Working Title: Well-being for same sex attracted students in secondary schooling
Supervisor: Dr Helen Stokes
The Youth Research Centre produces a series of Research Reports. Staff also contribute to a range of academic journals of interest to the field. During 2012, the Centre produced the following publications:

**BOOKS:**


**BOOK CHAPTERS:**


**JOURNAL ARTICLES:**


**RESEARCH REPORTS:**


**BRIEFING PAPERS:**


**PRODUCTS, RESOURCES, KITS:**


SEMINARS & PRESENTATIONS

INVITED ADDRESSES

Sue Atkinson Lopez

Kylie Smith
August 2012. Keynote address: Queensland Inclusion Support Facilitators, Queensland, Australia. Title: Challenging beliefs, culture and values for inclusion.


October 2012. Workshop at Goodstart Early Learning Workshop, Sydney, Australia. Title: Fairytales and fantasies of the everyday classroom.

Helen Stokes

May 2012. Keynote speaker: LLEN Annual Conference, Frankston Peninsula. Title: Post school futures Identity narratives and further education.


Ani Wierenga


Johanna Wyn
February 2012. Invited presentation: Public lecture: Sundsvall, Ostersund, Mid-Sweden University. Title: Young people’s wellbeing: researching Gen X.


August 2012. Keynote speaker: Education and Employment Linkages Conference. Wellington, New Zealand. Title: Young people’s transitions: what do we need to know to make a difference?

August 2012. Occasional speaker: Graduation Ceremony Arts and Education. The University of Melbourne, Melbourne.

CONFERENCE PAPER, PRESENTATIONS AND SEMINARS

Helen Cahill

July 2012. International Drama in Education Research Institute, Ireland. Title: Leader of the social justice special interest group seminars.

Julia Coffey

December 2012. MGSE Graduate Research Conference. The University of Melbourne, Australia. Title: Inhabiting my flesh: exploring body work, health and the self.

Jessica Crofts
November 2012. Australian Women’s and Gender Association Conference. Sydney, Australia. Title: Examining young women’s relationship to feminism: women’s experiences of higher education and the workforce.


Merlyne Cruz

Bruce Hurst
November 2012. Honoring the Child, Honoring Equity 12 Troubling truths: bridging divides for equity. The University of Melbourne, Australia. Title: Older children in Outside School Hours Care: deconstructing the discourses of the difficult child.

Kylie Smith
November 2012. 20th Reconceptualising Early Childhood Education Conference. Pennsylvania State University, USA. Title: Creating ruptures in the neo-liberal agenda to create new lines of flight for Australian early childhood educators.

Herman Cuervo
June 2012. Forum: The Future of Adult and Further Education in Australia. Adult Learning Australia Inc., Melbourne, Australia. Title: Young people in further education over time and space.


October 2012. The Value of Vocational Education and Training, University of Ballarat, Australia. Title: The spatial role of TAFE in youth transitions.

Anne Farrelly
November 2012. Honoring the Child, Honoring Equity
12 Troubling truths: bridging divides for equity. The
University of Melbourne, Australia. Title: Creating
ruptures in the neo-liberal agenda to create new lines
of flight for Australian early childhood educators.

Prasanna Srinivasan

November 2012. Honoring the Child, Honoring Equity
12 Troubling truths: bridging divides for equity. The
University of Melbourne, Australia. Title: I don’t like
my postcolonialism, but...

Ani Wierenga
June 2012. The International Youth Studies
Conference, University of Maynooth, Ireland. Title:
Young people and global citizenship
August 2012. International Sociological Association
Forum of Sociology. Buenos Aires, Argentina. Title:
Young people, citizenship and democracy.

November 2012. Transitions and belonging: exploring
cultural practices and trust, Griffith University, South
Bank, Queensland. Title: Transitions and belonging:
exploring cultural practices and trust.

J O I N T P R E S E N T A T I O N S A N D W O R K S H O P S

June 2012. Turnbull, M., Grimshaw, L. & Murray, D.
Paper presented at Connect for Improved Outcomes
for Victoria’s Vulnerable Young People Conference.
Melbourne, Australia. Title: Youth partnerships,
research and evaluation project.

at Moreland Early Years Conference Partnerships,
Rise to the Challenge. Melbourne, Australia. Title:
‘Constructing an indigenous inclusive philosophy
within an early childhood service.

November 2012. Kotsanas, C., Saitta, S., Buchanan,
E., Lam, C., Hurst B. & Courtney K. Panel presented
at Honoring the Child, Honoring Equity 12 Troubling
truths: bridging divides for equity conference.
Melbourne, Australia. Title: Challenging (and
being challenged by!) power and knowledge as
postgraduate researchers: shared stories from a
postgrad group.

presented at Australian Psychological Society
Educational and Developmental Psychology
Conference. Melbourne, Australia. Title: Introducing
positive psychology interventions into a leadership
development program.

November 2012. Wierenga, A. & Wood, E. Paper
presented at The Australian Sociological Association
Annual Conference. The University of Queensland,
Australia. Title: Rethinking school to work
transitions.

November 2012. Wierenga, A. & Wyn, J. Paper
presented at Youth Cultures and Subcultures,
Australian Perspectives Symposium, Griffith Centre
for Cultural Research, Griffith, Australia. Title:
Spaces and places of meaning and belonging: young
people’s experiences of the Australian Defence
Force Cadet organisations.

presented at International Sociological Association
Forum of Sociology. Buenos Aires. Title: Young
people, place and identity: young Australians in
relation to rural settings.

EVENTS

Annual Conference: Honoring the Child, Honoring
Equity 12. Title of 2012 Conference: Troubling truths:
bridging divides for equity
16-17 November, 2012 at The University of
Melbourne, Australia.

Keynote Speakers:
Professor Pat Dudgeon, School of Indigenous Studies,
University of Western Australia, Honorary Research
Fellow, Centre for Research Excellence Aboriginal
Health and Wellbeing, Telethon Institute for Child
Health Research, Western Australia.

Associate Professor Linda Mitchell, Faculty of
Education, University of Waikato, New Zealand.

Zorica Trikic, Program Director, CIP – Centre for
Interactive Pedagogy, Serbia.

Professor Beth Blue Swadener, Arizona State
University, USA.
Networks and Partnerships

AUSTRALIAN PARTNERSHIPS

Australian Youth Affairs Coalition (AYAC)

Ani Wierenga represents the YRC on the Policy Council for AYAC. This committee includes state peak bodies for youth, national youth organisations, youth led organisations and young people.

Australian Clearinghouse for Youth Studies

In 2012, the YRC hosted and collaborated on developing a webinar series for the youth sector in Australia, with the Australian Youth Affairs Coalition and the Australian Clearinghouse for Youth Studies. ‘Open Space’ was launched and received enthusiastically by the sector, which provided some great input about the possible forum topics for the future.

Cooperative Research Network (CRN)

The Youth Research Centre is part of a Cooperative Research Network funded by the Australian Government which involves a partnership between the University of Ballarat, The University of Melbourne, Deakin University and Monash University. The Centre’s role in the partnership involves collaboration with a research team lead by Professor John Smyth at the University of Ballarat, researching “regional social and educational connectedness and health innovation” in the region.

DEECD and Edith Cowan University

Helen Cahill participated in an ongoing partnership with DEECD and Edith Cowan University through the ARC linkage project researching drug education in Victorian schools.

Griffith Centre for Cultural Studies (GCCS)

The partnership between the GCCS with Professor Andy Bennett and the YRC was reflected in a youth conference in December 2012 and in the preparation of an ARC discovery grant led by Professor Bennett.

Murrup Barak Centre - Rio Tinto Initiative

Bernadette Murphy sits on a working party of the Murrup Barak Centre Initiative (funded by Rio Tinto) and coordinated by Professor Ian Anderson. The Initiative aims to recruit teachers to work in remote communities by taking The University of Melbourne teacher candidates to North East Arnhem Land as part of an elective subject in the MGSE M.Teach Course.

RMIT University, Plan International Australia

The Centre continues its ongoing collaboration with colleagues at RMIT and Plan Australia, through presenting the findings of the recent youth-led learning ARC linkage project at local and international conferences (Buenos Aires July 2012), and through the preparation of a joint book manuscript.

Rural School of Health, the Department of Pediatrics, The University of Melbourne, and the Centre for Adolescent Health

Helen Cahill and Julia Coffey led the partnership between groups focusing on using learning partnerships to foster the capacity of doctors to work with adolescent patients.

The Centre of Excellence in Intervention and Prevention Science & McCaughey Centre

Building on this 10 year ‘NEAR’ collaboration with the Victorian Department of Human Services, and its evolution into new projects, the Centre has continued to work closely with staff at The Centre of Excellence in Intervention and Prevention Science and the McCaughey Centre, VicHealth Centre for the Promotion of Mental Health and Community Wellbeing, Melbourne School of Population Health, Faculty of Medicine Dentistry and Health Sciences, The University of Melbourne.

Youth Studies Australia

Staff continued to support the national youth affairs journal by participating on the Journal’s Consulting Editorial Group.

INTERNATIONAL PARTNERSHIPS

Interagency Task Force for Young People in the Asia-Pacific Region (UNICEF, UNFPA, UNESCO, and Save the Children)

Helen Cahill continued to provide consultancy and advice to the Interagency Task Force.

International Sociological Association

In 2012, Ani Wierenga continued her role for a second term as Vice President (Australia, New Zealand and Oceania) of the youth research strand of the International Sociological Association. In July 2012, Ani was a program coordinator for the ISA’s World Forum of Sociology in Buenos Aires.

Red de Comunidades Rurales, Argentina

In 2012, Hernán Cuervo began to provide advice to Red de Comunidades Rurales in his new role as a member of the Foundation’s Board.

Youth LEAD: Supporting the Young Key Affected Populations for HIV in the Asia-Pacific Region.

Helen Cahill, Sally Beadle and Julia Coffey supported the group through the facilitation of the training program.

Youth Studies Ireland

Staff continued to support the Journal from the Irish Youth Centre by participating on the Journal’s International Editorial Board.

Youth LEAD: Supporting the Young Key Affected Populations for HIV in the Asia-Pacific Region.
HONORARY STAFF AND AWARDS

HONORARY STAFF

Dr Sue Atkinson Lopez, Fellow
Sally Beadle, Fellow
Margaret Coady, Fellow
Professor Bronwyn Davies, Dr Karina Davis, Audrey D’Souza Juma, Dr Jose (Robbie) Guevara, Roger Holdsworth, Roger Holdsworth, Professor Glenda MacNaughton, Dr Ian Roos, Senior Fellow

VISITING SCHOLARS

Professor Mike Apple
School of Education, University of Wisconsin-Madison, USA.

Professor Pat Dudgeon
School of Indigenous Studies, University of Western Australia, Honorary Research Fellow, Centre for Research Excellence Aboriginal Health and Wellbeing, Telethon Institute for Child Health Research, Western Australia.

Camille Gierck
Intern – Bachelor of Arts, Swinburne University of Technology.

Dr Rosa Rodriguez Izquierdo
Faculty of Social Sciences, Universidad Pablo de Olavide, Seville, Spain.

Dr Karen Nairn
College of Education, University of Otago, Dunedin, New Zealand.

Associate Professor Linda Mitchell
Faculty of Education, University of Waikato, New Zealand.

Dr Ulla-Maija Salo
Faculty of Behavioural Sciences, University of Helsinki, Finland.

Dr Hilary Tierney
Dept of Applied Social Studies, National University of Ireland Maynooth, Ireland.

Kate Tovey
Intern – International Studies Student, RMIT University, Melbourne.

AWARDS

Associate Professor Helen Cahill
- Promotion to Associate Professor.
- National Drug and Alcohol Award for Excellence in Prevention and Community Education.

Professor Johanna Wyn
- Elected to the Academy of Social Sciences Australia in 2012.

Service
- MGSE representative on Academic Programs Committee.
- MGSE representative on Arts Faculty Board.

Professor John Hattie, Dr. Helen Stokes and Professor Michael Apple at the launch of Dr. Helen Stoka’s book Imagining Futures: Identity narratives and the role of work, education, community and family.