

# RESEARCH IN THE SCHOOL

## Research Projects/Grants

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Research at a local, national and international level is a very significant component of the work of the School of Education. This research spans the whole range from policy-oriented to basic research. To give focus to its applied and industry funded research, the School has the Centre for Learning, Change and Development (CLCD).

During 2005, the School has maintained its access to national competitive grants and University grants for basic research.

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### Australian Research Council (ARC) Discovery Project Grants

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#### ***Multidimensional unfolding: the latitude of acceptance and the structure of the single peaked response process in a multidimensional space***

**\$90 000 (2004 – 2006)**

**Associate Professor Guanzhong Luo, Professor David Andrich**

**Summary:**

The latitude of acceptance and the operational function that structures the single peaked response process have only recently been understood as central to unidimensional models for the measurement of attitude, preference and choice. They have been neglected in multidimensional models. This project will formalise these two central components in a multidimensional space. The operational function governs the relationship between any item-person distance and the latitude of acceptance defines a multidimensional hyper-sphere within which the more positive response is more likely. The project will articulate and operationalise these models for a range of typical response formats from ranking to pairwise preferences.

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### ***University responses to globalisation in Singapore, Hong Kong and China***

**\$100 000 (2003-2005)**

**Professor Jan Currie**

**Summary:**

This research investigates how globalisation affects universities in Singapore, Hong Kong, and China. Through comparative policy analyses with Western universities, we examine Asian universities' responses to two globalising practices: accountability and autonomy. There is an inherent tension between these as they often interact and shape each other. As governments give universities more autonomy, they simultaneously demand greater accountability. Evidence suggests that the way quality mechanisms are introduced affects institutional and professional autonomy. Significant outcomes include: 1) an improved understanding of Asian university responses to global trends; 2) building globalisation theory based on empirical evidence; 3) developing policy theory; 4) publications.

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 Australian Research Council (ARC) Linkage Project Grants
 

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***A pedagogy for multiliteracies with information and communication technologies in Early Childhood Education***
**\$150 000 (2003-2005)**

RMIT, Melbourne: UNSW, Sydney

IBM Australia, Australian National Schools Network, Victorian Schools Innovations Commission, Sydney Day Nurseries, Kindergarten Union Services, The Gowrie WA Inc. Global Multimedia, The Department of Education and Training, NSW, The Department of Education and Training WA, Global Futures

**Dr Libby Lee, Dr Yelland, Dr Harrison, Dr O'Rourke**
**Summary:**

The goal of this project is to determine the most effective pedagogy for the use of ICT in Australian early childhood education. The research is essential in order to plan for a world-class educational future for young Australians. A collaborative action-research program will be undertaken by four leading academics in association with a network of thirty-six teachers in three states. This innovative research approach is based on a multiliteracies framework. The project will investigate how ICT can best be used for enhancing children's learning and identify specific ways in which teachers can develop multiliteracies in early childhood education environments.

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***Enhancing the content and experience of interactive children's television.***
**\$420 919 (2003-2005)**

School of MCC, School of IT Murdoch University, Education Department of Western Australia, Convergent Technology, Australian Broadcasting Corporation, Nine Network Australia

**Professor Duane Varan, Dr Andrew Turk, Dr Martin Mhando, Dr Pia Broderick, Dr Libby Lee (Chief Investigators), Dr Dorit Maor (Associate Investigator)**
**Summary:**

Interactive television (iTV) as a participatory, on-demand communication provides a unique opportunity to significantly engage, entertain and educate pre-school children. Through considerable industry partner collaboration and participation, this project will evaluate three distinct interactive options produced from selected children's television programs with proven success in Australia. Usability studies employing a variety of surveillance techniques will evaluate content design and user response. Children's viewing habits will be evaluated within a social context (the home) and a mobile lab setting using qualitative and quantitative assessment. The results will identify effective ways to produce meaningful interactivity and will encourage future industry-based research

## Research Projects/Grants *continued*

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### ***Enhancing school retention: School and community linkages in regional/rural Western Australia.***

**\$200 000 (2005-2007)**

WA Department of Education and Training (committing a further \$95 000) with Ballarat University and Murdoch University.

**Emeritus Professor John Smyth, Ballarat University and Associate Professor Barry Down, Murdoch University.**

**Summary:**

One of the most intractable issues confronting schools, communities and education systems in Australia, is how to create and sustain the conditions to retain young people for twelve years of schooling, particularly in regional/rural areas. This project will ethnographically map, investigate and describe a small number of schools and communities in the Rockingham/Kwinana region to develop A Profile of Conditions Supporting Improved Retention. The profile will be developed and validated using an action research process in collaboration with participating teachers and schools. Finally, a set of materials focusing on the conditions promoting school retention will be developed for wider use by systems, schools and communities.

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### ***Maintaining invariant scales in state, national and international level assessments.***

**\$338 446 (2004 – 2006)**

MCEETYA Performance Measurement and Reporting Taskforce  
International Institute for Educational Planning (UNESCO)  
Australian Council for Educational Research

**Professor David Andrich, Associate Professor Guanzhong Luo**

**Summary:**

Large scale assessments involve comparisons between countries, states within a country, and within these over time. For many reasons, identical items cannot be administered to every student. Nevertheless, the items must operate invariantly across groups. The Rasch models, which have invariance as an intrinsic property, are powerful in checking for such invariance. This project brings the basic research of the Chief Investigators to the industry partners to study, apply and document ways in which violations of Rasch models and different data collection formats are reflected as changes of scale, and how these might be controlled both statistically and empirically.

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***Performance based assessment of professional standards for school Principals***

**\$295 000 (2003-2005)**

WA Government Schools Leadership Centre with Edith Cowan University.

**Associate Professor Helen Wildy, Professor Bill Loudon and Professor David Andrich**

**Summary:**

Descriptions of school principals' professional standards are common in the English speaking countries. These standards, however, are rarely accompanied by adequate methods for making judgements about performance against the standards. The project will apply both substantive and modern test theory innovations to construct scales, develop test items, and operationalise and verify scoring rubrics to demonstrate assessable variation in leaders' performance within a standards framework. To enhance performance, these outcomes and the variation in accomplishment that leaders may be expected to display, will be made available to assessors, leaders and aspiring leaders as characteristics of accomplished performance.

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Murdoch University Grant

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***Professional Partnerships in Developing Teachers as Critical Users of Information and Communications Technology. Research Excellence Grants Scheme***

**(Approx \$18 000)**

**Associate Professor Renato Schibeci, Dr Judith MacCallum and Dr Rob Phillips**

**Summary:**

The purpose of the project was to analyse the development of ICT competence of school teachers and teacher educators, and identify conditions that support and hinder their development as critical users of ICT. This project involved an action research partnership between teachers and teacher educators as each continues to implement ICT in their teaching.

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Research Project

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***Institute for Child Protection of the Parkerville Children's Home***

**\$22 500 (2003-2005)**

**Dr Ralph Straton, Honorary Research Fellow**

Meta-evaluation consultant for evaluation studies of the programmes and activities, administered by Centre for Social and Community Research, Murdoch University.

## Partnerships for Professional Learning (PPL)

Staff of the School of Education in collaboration with representatives from the Department of Education and Training (Canning and Fremantle-Peel Education Districts), individual government and non-government schools and the SSTUWA have created Partnerships for Professional Learning (PPL) to enhance professional learning within the education community for the purpose of improving teaching and learning outcomes for all participants. PPL has been coordinated by Associate Professor Helen Wildy and Professor Barry Down.

During 2005 partners engaged in activities related to the four foci of PPL: initial teacher education; professional learning; postgraduate learning; and workplace research.

Further details are available at <http://www.education.murdoch.edu.au/PPL>. In keeping with the aim of building strong relationships with schools, PPL Coordinating Group meetings were held at partners' schools. These meetings were hosted by the School and included a tour of the school facilities and classrooms.

The main thrust of activity in 2005 was a trial of an alternative approach to School Experience. The nature of the trial was characterised by distributed structure, emphasis on relationships, and pedagogical shift. The shift aimed to link the activity of the School Experience to a sequenced set of tasks that aligned to the five dimensions of the Beginning Teacher Competencies of the Teacher Competencies Framework used by the WA Department of Education and Training. The goal is to prepare student teachers for the workplace in which career progression is mapped on the Teacher Competencies Framework. The sequenced tasks carry across the four placements and culminate in competencies that are approaching the Beginning Teacher Competencies. The sequenced tasks have been developed collaboratively between PPL coordinating group

members (during October 2004 to February 2005), led by Christine Glass and Geraldine Ditchburn.

The trial involved student teachers placed with four secondary schools (Canning Vale College, Cecil Andrews College, Hamilton Hill SHS, Gosnells SHS) and with six primary schools (Mandurah, Parkwood, Grovelands, Mundijong, Forrest Crescent, Waikiki). The primary student teachers were in their second year of the BEd; the secondary student teachers were in their third year of the BEd. The placement was one day a week, negotiated between student teacher and cooperating teacher.

In preparation for the trial, a seminar was held for both student teachers and participating teachers. The purpose of the seminar was to develop a shared understanding of the nature and purpose of the trial, particularly the relationship between student and cooperating teacher. Dr Judith MacCallum provided introductory information about mentoring and foreshadowed a mentoring training session for cooperating teachers held during the trial.

While much of the focus in 2005 was on the School Experience trial, promotion continued of Masters degrees by Research.

Information about uptake of MEd (Research) degrees at MU shows 71 enrolments in 2004, and 60 enrolments in 2005, compared with 37 in 2003 and 38 in 2002. The increase in enrolments coincides with the emergence of PPL and the introduction of fee-waiver scholarships for MEd (Research) degrees.

Helen Wildy

March 2006



## Centre for Learning Change and Development (CLCD)

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2005 was a busy year for the Centre for Learning, Change and Development, with the University carrying out an audit of the CLCD at the start of the year and dominated at the end by the internal Review of the CLCD (Stage 1). Throughout the year there were a number of staff changes, with Gillian Buckingham starting as Manager in August, Suzanne Knuiman leaving after three years of working as Project Manager of several projects and Carmen Sum-Leggatt taking leave as PIPS Project Coordinator.

The highlight of the year in terms of commissioned research was the success of the CLCD in winning another national review of education. The Australia Council for the Arts has commissioned the CLCD to carry out the Review of Education in Visual Arts, Craft, Design and Visual Communication. The key areas of focus are:

- notions of visual literacy/capability and its place in education;
- the curriculum in visual education;
- the teaching of visual education; and
- teacher education in visual education.

The CLCD project team has developed a methodology that includes: a critical review of literature; an interactive website; a national survey of schools; expert focus groups; and case studies of exemplary practice. This consultancy is led by Dr Peter Wright, Senior Lecturer in Arts Education in Murdoch University, with Ms Anne Winterton as Project Manager. The CLCD team has previously demonstrated its capabilities in successfully completing the National Review of School Music Education for the Department of Education, Science and Training (DEST).

A large variety of projects continue to be administered and researched through the Centre. The Performance Indicators in Primary Schools (PIPS) project, described earlier in this Annual Report, continues to go from strength to strength. PIPS was introduced to Australia in 2001 and in 2005, PIPS is being used in 592 schools. This includes over 250 government, Catholic and independent schools in WA across many geographic locations, including remote schools and schools of the air. In addition, all government schools in ACT, all government and catholic schools in TAS, and numerous schools in QLD, NT, SA and NSW use the PIPS assessment. Eva Tam took over from Carmen Sum-Leggatt as Project Coordinator in mid 2005.

A number of projects were concluded in 2005, including the National Review of School Music Education, Discovering Democracy, Innovative Literacy, Innovative Numeracy, Studies of Asia, and Update of Prison Officer Development and Appraisal System.



*Dr Judy MacCallum (Director)*

## Research and Development Projects continued during 2005

Project Title	Timeframe	Project Leader/s	Funding Source	Grant
Innovative literacy	2003 - 2005	Susan McKenzie Christine Glass	Commonwealth Department of Education Science & Training	\$40 000
Innovative numeracy	2003 - 2005	Karen Murcia Beth Powell John van Wyke	Commonwealth Department of Education Science & Training	\$40 000
Boys Education – Lighthouse schools project	2004 - 2005	Wayne Martino Wendy Cumming-Potvin Judith MacCallum	Commonwealth Department of Education Science & Training	\$18 462
Community building through intergenerational exchange programs	2004 - 2005	Judith MacCallum David Palmer Peter Wright Wendy Cumming-Potvin	Commonwealth Department of Family & Community Services	\$54 810
Evaluation of salinity education resource	2004 - 2005	Renato Schibeci Glenda Leslie Geraldine Ditchburn David Lake	Department of Agriculture (WA)	\$27 775
National review of music education	2004 - 2005	Robin Pascoe Sam Leong (UWA) Judith MacCallum (and Terry Church; Kathryn Marsh, Sydney; Elizabeth Mackinlay, Qld; Bob Smith, NTDET)	Commonwealth Department of Education Science & Training	\$345 867
Peer tutoring program evaluation	2004 - 2005	Judith MacCallum	Edith Cowan University	\$3000
Update of prison officer development and appraisal system	2004 - 2005	Max Sully Melanie Freeman	Department of Justice (WA)	\$65 808
NuLiData CEOWA	2005	Helen Wildy	Catholic Education Office of WA	\$120 000
PIPS project	2005	Helen Wildy	Participating Primary Schools	\$250 000
Raising achievement in schools: Data management and reporting	2005	Helen Wildy	Catholic Education Office of WA	\$40 000
Small schools leadership pilot project	2005	Helen Wildy	Department of Education & Training (WA)	\$20 000

## Research & Professional Development Projects New in 2005

Project Title	Timeframe	Project Leader/s	Funding Source	Grant
Accelerated literacy	2005	Helen Wildy	Catholic Education Office	\$10 000
AISWA: NuLit data	2005	Helen Wildy	Association of Independent Schools WA	\$100 000
Kimberley literacy	2005	Helen Wildy	Catholic Education Office	\$20 000
Melville BELS	2005	Helen Wildy Coral Pepper	Melville Senior High School	\$20 000
Mentoring training	2005	Judith MacCallum	ACE Foundation	\$5000
NSW DET Standards	2005	Helen Wildy Coral Pepper	NSW DET	\$29 900
ASISTM critical friends	2005 - 2006	Renato Schibeci Coral Pepper Karen Murcia	Australian Catholic University	\$25 365
Provision of a national review of education visual arts, craft, design and visual communication	2005 - 2006	Peter Wright Robin Pascoe Judith MacCallum (and Terry Church,; Judith Dinham, ECU; Neil Brown, UNSW; Kathryn Grushka, Newcastle)	Australia Council for the Arts	\$250 000
Values education good practice schools project	2005 - 2006	Barry Down	Australia Council of Deans of Education Inc	\$13 000

## Research Reports

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### Enhancing School Retention: School and Community Linkages in Fremantle-Peel Education District (WA).

**Professor Barry Down**

*City of Rockingham Chair in Education*

This project has been funded by the Australian Research Council (Linkage Project) and the Western Australian Department of Education and Training (DET). The Chief Investigators are Professor John Smyth from Ballarat University, and Professor Barry Down, City of Rockingham Chair in Education at Murdoch University.

The aim is to investigate school and community related conditions that promote, support and sustain enhanced levels of school retention (and completion) in the Fremantle-Peel Education District (Western Australia). The project will help inform and shape current educational policy and practice in significant numbers of secondary schools and provide policy and practice guidance to the recently announced \$26 million school/community renewal project in Kwinana of Western Australia.

Specifically, the research pursues the following questions:

1. How can schools and communities create the conditions and classroom cultures that promote high levels of school retention?
2. What approach to whole school reform may lead to improved school retention?
3. How can schools and communities enact curriculum and pedagogy that are inclusive and respectful of the lives, aspirations and perspectives of students most at risk of not completing schooling?
4. How can schools and community foster a dialogue that significantly contributes to enhanced school retention?

An initial outcome of the research will be A Draft Profile of Conditions Supporting Improved Retention (2006) that will highlight the structural, cultural and pedagogical features and strategies that need to be in place for a whole school and community approach to the issue of retention. In Stage 2 (2007) of the research, these schools will be linked with six other schools in their local vicinity and a mentoring process enacted using action research. The intent in this phase is to trail the Profile and modify it in light of experience. Again, school community members will be interviewed to better inform the Profile. The development of three to four Case Study Modules developed around themes concerning retention will be a crucial part of the research in Stage 3 (2008).

## Research Reports

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### International Expert Group Meeting on Rasch Measurement 7<sup>th</sup>-11<sup>th</sup> February 2005

**Professor David Andrich**

Beginning at a conference and workshop in Perth in the summer of 1998, there have been regular summer courses, conferences and workshop meetings at Murdoch University on topics concerned with Social Measurement, and in particular Rasch measurement. Because the group has one dinner during this period at the Matilda Bay Restaurant, it has formed a club, call the Matilda Bay Club. The Club has a web site on which various measurement issues are discussed. Membership is available to anyone, but researchers, students, and practitioners of social measurement who attend a recognised workshop or complete a course are specifically invited to participate. In March 2006 there were 262 members of the Club.

An expert group meeting, with participants from various countries of Europe and states of Australia participated again in January 2005. This meeting, in workshop format, was so successful that a follow-up meeting is to be held in Denmark in 2006.

Denmark was the home of the Danish Mathematician and Statistician Georg Rasch whose work on measurement in the social sciences has been recognised by his name being associated with a particular class of models which provide a criterion for data to conform to measurements. Rasch models is a key word in various data bases, and the School of Education, Murdoch University, provides one of the main focal points for research and applications in the field.



## Research Reports

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### Making Connections to Promote Early Literacy

**Dr Susan McKenzie**  
**Ms Christine Glass**

Making Connections to Promote Early Literacy is a research project funded by the Department of Education, Science and Training (DEST) under its Innovative Projects Initiative. DEST provided a \$40,000 research grant for this pilot study to develop a methodology for improving national literacy rates through early childhood education programmes. Dr. Susan McKenzie and Ms Christine Glass were awarded the grant after two rounds of national competitive selection.

The research included:

- Literature review of national parental participation literacy programmes;
- Data collection in an early learning centre involving interviews, videotaping and focus groups (parent/teacher);
- Data analysis of participant developmental milestones and gender differences; parent and teacher interviews; and
- Publication of final research findings.

The research study was conducted at the kindergarten located at All Saint's College, Bullcreek, Western Australia. Interviews, videotapes and focus group with students, teachers and parents/carers provided data sources for the study.

Making Connections to Promote Early Literacy set out to document the principles and practices that promote children's early literacy development in a kindergarten setting, and the strategies for collaboration between home and kindergarten. Using this knowledge, the project developed a set of best practice guidelines and supporting materials to assist the implementation of similar projects in other kindergarten groups across Australia.

The project recognised the importance of establishing a holistic approach to learning, ensuring that home and kindergarten literacy practices connect. The project successfully communicated to parents the literacy activities their child had been involved in, through documenting the literacy practices at the kindergarten.

The importance of using a multitude of literacy techniques, including visual, audio and written, to assess a child's literacy development was a key finding. This approach allowed teachers to assess the children's abilities in the learning environment on a day-to-day basis, rather than developing specific assessment tasks.

A DVD from the research clearly illustrates strategies for early childhood educators to promote early literacy. The final Report is available for download from Department of Education, Science and Training at URL:

[http://www.dest.gov.au/sectors/school\\_education/programmes\\_funding/programme\\_categories/key\\_priorities/literacy\\_numeracy\\_initiatives/summary\\_of\\_projects\\_round\\_2.htm#Making\\_Connections\\_to\\_Promote\\_Early\\_Literacy](http://www.dest.gov.au/sectors/school_education/programmes_funding/programme_categories/key_priorities/literacy_numeracy_initiatives/summary_of_projects_round_2.htm#Making_Connections_to_Promote_Early_Literacy)

## Research Reports

### National Quality Schools Framework: Melville Boys' Lighthouse Project

**Associate Professor Helen Wildy**  
**Ms Coral Pepper**

In June 2005, Helen Wildy and Coral Pepper were requested by the administration team at Melville Senior High School to complete the National Quality Schools Framework: Melville Boys' Lighthouse Project. The focus was to gather and analyse data obtained from two improvement initiatives undertaken at Melville SHS. The initiatives were first, to improve student engagement and motivation and second, to develop a mentoring program.

Improving student engagement and motivation was selected, as evidence gathered in previous years indicated a significant minority of disengaged students, mainly boys, not suited to the two main post compulsory directions offered at Melville Senior High School. Rather than continue schooling in specific courses of study in Year 11, often linked to either further study at university or TAFE, students left school at the age of 15. Patterns of non-attendance and disengagement evident in earlier years became more pronounced as these students neared the end of their compulsory schooling and continued into Year 11. Research available indicates that by making boys aware of masculinity construction and its impact on their world, greater engagement with teachers and the curriculum will occur.

Development of a mentoring program was selected, as prior observation by teachers and parents of students in Years 7 and 8 highlighted concerns about the transition process from primary to secondary schooling. Some students from primary feeder schools found the process of entering secondary school difficult and did not transfer skills and behaviours learnt in primary school. For some students the transition process is bewildering and they experience difficulty developing a sense of continuity of schooling. Research indicates that mentoring with direct assistance and support is linked to improved social and emotional development.

To increase retention of boys from Year 10 to Year 12 in an alternative and accessible post compulsory pathway LINKZ was established in 2004. Five students were invited to participate in this study. Each was interviewed individually and asked to describe the programme. All interviews were semi-structured and the information developed into narratives. Follow up interviews

were conducted just prior to their graduation and these were also developed into narratives. Three observations of the students at work in the classroom were undertaken. Attendance and behaviour profiles were examined for those students who participated in the study.

A mentoring program was commenced during 2005 to develop positive group interaction and assist the transition process. The aim of this section of the project was to involve students in a mentoring course to then mentor younger students, to link mentors by interest or friendship groups, to explore the role of a mentor, to help mentors and the mentored understand relationships and build friendships across age groups. Further aims were to develop a greater sense of confidence and self esteem and to facilitate understanding for those involved to see they form part of the 'big picture' rather than simply a component.

All Year 11 mentors and the Year 8 mentored completed a pre and post mentoring survey. Similarly, all mentors were interviewed early in the program and again before finishing the school year. Year 8 volunteers were also interviewed twice. In addition, an interview was conducted with the mentoring facilitator. All interviews were semi-structured and narratives developed from them. Attendance and behaviour profiles were examined for those students who participated in the study. Short observation sessions were undertaken while the mentors worked with the Year 8 students during their option classes.

As a result of the two initiatives, student behaviour, attendance and work output increased. Similarly, student self esteem, anger management and time management improved. The LINKZ program resulted in students (boys and girls) at educational risk remaining in the system and achieving success at school. Year 12 secondary graduation for eight students was not a goal of the Linkz program but a rewarding spin off. A key finding of the study is the significance of the student-teacher relationship in determining the success of the program. Year 8 and Year 11 students report increased confidence, improved self esteem and a willingness to participate again in the mentoring program.

## Research Reports

### National Review of School Music Education

**Mr Robin Pascoe**  
**Dr Sam Leong**

In March 2004, the Hon Dr Brendan Nelson, Minister for Education, Science and Training announced that Murdoch University's Centre for Learning, Change and Development (CLCD) would lead an expert team to undertake the National Review of School Music Education.

Commencing in August 2004 and completed in November 2005, the purpose of the Review was to investigate the quality and status of music education in both primary and secondary schools and determine how both could be increased for the benefit of all students.

The Review was co-directed by Mr Robin Pascoe (Murdoch) and Dr Sam Leong (University of Western Australia). Other team members included Dr Judith MacCallum and Mr Terry Church and Ms Anne Winterton from Murdoch University, Dr Kathryn Marsh and Dr Elizabeth Mackinlay from the Universities of Sydney and Queensland respectively, and Dr Robert Smith from the Northern Territory's Department of Education.

The Review was overseen by a sixteen-member national Steering Committee, which was chaired by the Deputy Vice-Chancellor of the University of Western Australia, Professor Margaret Seares. Together with a group of Critical Friends, the Steering Committee provided advice and guidance to the researchers throughout the Review.

#### Research Strategy

The research involved 12 main components:

1. Consultation with the Department, Steering Committee and Critical Friends and State and Territory Education Departments;
2. Confirmation of the research strategy and ethics clearance;
3. Establishment of an interactive Review website;
4. Review of Literature, including review of relevant international and Australian studies, and available music education documents;
5. Benchmarking;
6. Identification of sources of information;
7. Collection of data from each State and Territory, and mapping of provision at the State/Territory level;

8. Submissions from music education experts, and other interested informants, focus groups and limited interviews;
9. Selection of sample of schools and national survey of sample of schools;
10. Field visits to selected sites;
11. Data analysis; and
12. Writing and development of recommendations (including feedback on reports from Steering Committee and Critical Friends).

Of particular significance was the tremendous response to the call for public submissions, which came from 5936 individuals and groups, representing a wide spectrum of those interested in school music education from around Australia.

A common element in all submissions was the belief in the value of school music for all students. Respondents' descriptions of the provision of music education from personal experience in and across settings, demonstrate the stark variation in the quality and status of music education in this country.

#### Key Findings from the Review

- Music education is valuable and essential for all Australian school students;
- Some students miss out on effective music education;
- Quality teaching is a key;
- Effective teacher education is essential;
- The partners in effective music education need to take leadership and action roles; and
- Raising the status of music in schools will improve the quality of music in schools.

The final report can be found at:

[http://www.dest.gov.au/sectors/school\\_education/publications\\_resources/profiles/school\\_music\\_education.htm](http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/school_music_education.htm)

## Research Reports

### The NuLitData Projects

The project team for two NuLitData projects in 2005 consist of Associate Professor Helen Wildy (Project Director and professional development facilitator), Dr Barry Sheridan (Software developer, including production of output for individual schools) and Ms Annette Mercer (Project manager and data analyst).

#### NuLitData (CEO)

Following on from a successful start to this project in 2004-5, the Catholic Education Office (CEO) of Western Australia once again took up the opportunity to participate in the NuLitData Project in 2005-2006. This project entails analysis and reporting on the Western Australian Literacy and Numeracy Assessment (WALNA) data for the 130 schools in the Catholic system which have students in Years 3, 5 or 7. For the 2005-6 project the 47 schools with a Year 9 cohort also participated using their data from the MSE assessments in Numeracy, Reading, Writing, Viewing and Science.

The 2005 activity for this project involves three phases. First is the delivery of an extensive program of workshops in Term 1 to school leaders. The second phase is the preparation of system level reports. The third phase is the preparation of data and its analyses in readiness for the next cycle of professional development workshops in 2006.

The series of half-day professional development workshops held across the state introduced school personnel to the concepts behind a set of data displays. The displays enable schools to observe trends in their data, to track the progress of individual students and to make comparisons with State (all schools) results and the results of a group of schools in the Catholic Education system with similar socio-economic status. These sessions also provided an opportunity for several members of staff from each school (primary and/or secondary) to become familiar with their own schools data and to develop methods to interpret and use the results for both internal diagnostic purposes and external reporting to key stakeholders. The software provides assistance for schools in

interpreting their results for school improvement and accountability purposes. Using graphical and tabular representations of the results of the Numeracy, Reading, Spelling and Writing WALNA tests for the years 2001 to 2004 an individual CD was prepared for each school. As well as the CD, a manual was prepared to explain the workings of the NuLitData program and to provide assistance in the interpretation of the output.

At a system level, the aggregated data for all the schools were analysed for the purposes of reporting to both the Commonwealth (DEST) and to the Executive of the Catholic Education Office on the performance of schools in the WA Catholic Education system. A variety of reports were prepared for both these groups.

During the latter part of 2005, the software which had been used in 2004-5 was further developed to include Year 9 results from MSE tests for 2005 and where appropriate, data from the pre-primary PIPS programme was also included.

#### NuLitData (AISWA)

The Association of Independent Schools of WA (AISWA) offered their member schools the opportunity to participate in a project similar to the one undertaken by the CEO on behalf of all their schools. A very high proportion of the independent schools took up this offer and a parallel project was set up which provides the independent schools with their own individual school CD, a manual and a half-day professional development workshop to introduce school personnel to the NuLitData program and the interpretation of its output.

As for the NuLitData (CEO) project, the NuLitData (AISWA) project provided displays of Years 3, 5 and 7 WALNA data (2001 – 2005) and Year 9 MSE data (2005). Comparisons were able to be made with State (all schools) results and the results of a group of AISWA schools with a similar socio-economic status.



## Research Reports

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### Performance-based Assessment of Professional Standards for School Leaders

**Associate Professor Helen Wildy**  
**Ms Coral Pepper**

With funding from the Australian Research Council and the Leadership Centre (WADET) the performance based assessment of professional standards for school leaders (Standards project) began in 2003. ARC funding for the three year project was \$190 000, in addition to funding of \$105 000 from the Leadership Centre. Chief Investigator Associate Professor Helen Wildy and research associate Coral Pepper ran the project from the School of Education. Professor William Loudon, from Edith Cowan University and Professor David Andrich from Murdoch University (Co-Chief Investigators) and Professor Luo Guanzhong from Hong Kong University (Rasch measurement specialist and statistician), made up the research team.

In the first phase of the project (2003), narrative accounts or cases were constructed from interviews with 80 school leaders across Education Districts to ensure a range of contextual information. The narrative cases were then rated in terms of eight leadership attributes by more than 1000 school leaders at professional association conferences, workshops and District meetings. Standards for leadership attributes were developed from the evidence of high, medium and low levels of performance described in the narratives.

In the second phase of the project (2004), commentaries on the narratives were prepared describing how performances in the narratives illustrate standards of the leadership attributes. A website was developed at <http://isp.ecu.edu.au/ssl/index.php> with access to 172 narratives, many of which have accompanying commentaries. The narratives are classified according to context, competency statement and leadership attributes. With support from the Leadership Centre, professional development workshops to familiarise participants with the web based representation for leadership standards, reached an audience of 1650 school leaders.

Later in phase two, selection tasks were developed based on the standards framework and trialled with Level 6 Secondary principals. To ensure the tasks were grounded in recognisable everyday practice and valid for Level 6 Secondary principals they were developed in collaboration with stakeholders within the WADET. Scoring rubrics for the tasks were linked to both the selection criteria and the leadership attributes. Rating panels were trained in the use of the scoring rubrics.

Further selection tasks were developed during phase three of the project during 2005. Selection for Levels 3, 4, 5 and 6 Primary, District High and Secondary principals was undertaken for WADET. Key stakeholders remained involved in task development to ensure face validity and content validity of the tasks. Tasks were also used for the selection of the Director of the Retention and Participation Implementation as well as for District Directors during 2005.

Presentations were delivered to the Australian Leadership Network (Perth) and the New South Wales, Victorian, Tasmanian and South Australian Departments of Education and Training. The development of narratives and rating sessions are underway for the NSW DET. One publication has been produced-

Wildy, H. & Pepper, C. (2005). Using narratives to develop standards for leaders: Applying an innovative approach in Western Australia. *Educational Research & Perspectives*, 32 (2), 122-141).

Two others are planned; the first to describe the use of tasks for the selection process and the second to describe a follow-up predictive validity study.

## Research Reports

### Performance Indicators in Primary Schools



In 2005, the PIPS Australia team at Murdoch University consisted of Associate Professor Helen Wildy (Project Director), Ms Eva Tam (Project Coordinator) and Mr Danny Sherman (Project Officer).

PIPS stands for "Performance Indicators in Primary Schools". PIPS On-Entry Baseline Assessment is administered by Murdoch University and offered to schools and systems in Australia. This Baseline Assessment of literacy and numeracy is one of a range of assessments developed by the Curriculum Evaluation and Management Centre (CEM) at the University of Durham, UK, under Director Professor Peter Tymms and his colleagues. This assessment can assist with assessing progress of students entering primary school.

This table shows participation from schools over the years since the PIPS On-Entry Baseline Assessment was introduced into Australia.

The figures indicate the number of schools increased by over 500% and students by over 400% from 2001 to 2005.

Driven by the technology available and the constant desire to improve the PIPS Project, we introduced PIPS+, an innovative feature allowing users to submit data via the Internet as well as access feedback generated. This was very successful with commendable comments from schools about how user friendly and convenient it is. The turn around time was also shortened as schools did not have to wait for feedback to be posted. Instead they can print them as soon as it is available on the web and as many copies as they like too!

Please visit [www.education.murdoch.edu.au/pips/](http://www.education.murdoch.edu.au/pips/) for more information about the PIPS Project.

Eva Tam – Project Coordinator

State	Year	No. of Schools	No. of Students
ACT	2001	not offered	0
	2002	70	2827
	2003	69	2714
	2004	72	2761
	2005	75	2845
NSW	2001	not offered	0
	2002	2	95
	2003	1	41
	2004	1	41
	2005	2	86
NT	2001	not offered	0
	2002	not offered	0
	2003	6	399
	2004	8	255
	2005	6	229
QLD	2001	1	22
	2002	7	409
	2003	52	2115
	2004	41	1888
	2005	55	2897
SA	2001	not offered	0
	2002	not offered	0
	2003	5	305
	2004	5	202
	2005	3	128
TAS	2001	48	1449
	2002	170	5314
	2003	196	5697
	2004	203	5989
	2005	199	5973
VIC	2001	not offered	0
	2002	not offered	0
	2003	not offered	0
	2004	not offered	0
	2005	not offered	0
WA	2001	40	2268
	2002	172	5857
	2003	146	5343
	2004	215	7489
	2005	252	8174
TOTAL	2001	89	3739
	2002	421	14 502
	2003	475	16 614
	2004	545	18 625
	2005	592	20 332

## Research Reports

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### Raising Achievement in Schools (RAISe): Data management and reporting

**Associate Professor Helen Wildy**  
**Ms Coral Pepper**

Raising Achievement in Schools (RAISe) continues to grow. Funding from the Catholic Education Office of Western Australia of \$20 000 in 2004, \$30 000 in 2005 and \$50 000 for 2006 is an indication of the project's growth. The number of participating schools has risen from 20 (Intake 1) during 2004, to 41 (Intake 2) during 2005. The RAISe team is also increasing in number to include Peter Hayes, Sue Benson, Peter Noonan, Julie Southwell, Judith Reeves and Gabrielle Bastow at the CEO. The research team providing assistance in data gathering and analysis through the School of Education are Associate Professor Helen Wildy (Chief Investigator), Coral Pepper (Project Manager) and Dr Barry Sheridan (software development).

The RAISe intervention is a three year whole school program delivered in three waves: firstly, targeting teachers and students; secondly, supporting those students identified in the lowest fifth of the cohort; and thirdly, provision of a specialist to support students requiring long term intervention. All schools participating in the program are required to implement a data gathering schedule. Teachers

are trained in both the administration and analysis of assessment instruments and expected to engage in routines of continuous student monitoring, including running records, and writing and spelling analysis.

All data is forwarded to Murdoch University for comparison with baseline data gathered in 2004. Any student who reaches the ceiling score on any assessment is not tested the following year. This is to provide a measure of student performance on entry that can be used to monitor the possible impact of changes to teachers' practice over time. Generally, the performance results for students in 2005 are higher than those for students in 2004.

## Research Reports

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### Standards for School Leaders: New South Wales Department of Education and Training

**Associate Professor Helen Wildy**  
**Ms Coral Pepper**

The New South Wales Standards for School Leaders is a replication of earlier studies in both Western Australia and New Zealand. The research team of Associate Professor Helen Wildy and Coral Pepper received funding of \$33 000 to ascertain the extent to which the WA findings apply in NSW. Specifically the study aims to research whether the core attributes that differentiate NSW professional performance are similar to or different from the attributes identified in the WA research.

The first stage of the research was to select a representative sample of 30 NSW school leaders to gather materials for narrative cases. The interviews on which the cases are based were open ended and unstructured. School leaders were encouraged to talk about the difficulties, challenges and dilemmas they face in their roles. Narratives were written to capture the immediacy, particularity and local context of school leaders at work.

The second stage will involve a series of ratings sessions where school leaders will rate the narratives on eight leadership attributes. The two to three hour sessions to which school leaders will

be invited will involve an introductory presentation by Associate Professor Wildy of the Leadership Framework used by WA DET, followed by a short reading period during which participants will read a set of 5 narratives, then rate the performances described in the narratives. Discussion amongst participants after the rating session constitutes a rich reflective professional learning opportunity. The ratings will be analysed, synthesised and evaluated to determine the extent to which the narratives are distributed on scales, and the similarities/differences when compared with earlier research in WA.

## Research Reports

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### Using Action Learning Principles to Improve Students' Progress in Developing Numeracy Skills

**Ms Beth Powell**

**Ms Karen Murcia**

**Waikiki Primary School staff**

Using Action Learning Principles to Inform and Improve Students' Progress in Developing Numeracy Skills is a research project funded by the Department of Education, Science and Training (DEST) under its Innovative Projects Initiative. DEST has provided a \$40 000 research grant for this study as to develop a methodology for improving national numeracy capability through targeted teacher support and training programmes. Beth Powell and Karen Murcia of the School of Education were awarded the grant after two rounds of national competitive selection.

The project operated at Waikiki Primary School in the low socio-economic area of Peel. The project used Action Learning principles to identify and develop strategies to improve the numeracy performance of students at risk of not progressing and identified by the participating school as below national benchmarks. The Action Research Team, comprising Beth Powell and Karen Murcia, as well as the teaching staff at Waikiki Primary School investigated strategies to foster school/ parent/ community partnerships in the development of student numeracy including:

1. Identification of innovative teaching strategies to support the numeracy development of students "at risk", and
2. Development of an assessment process to identify and measure student numeracy.

The following outcomes were achieved:

- The development of strategies for improving the numeracy performance of students at risk of not progressing and identified by the school as below national benchmarks or at risk of not progressing;
- Formulation of school-based identification strategies for encouraging parental involvement in the school;
- Development and implementation of both qualitative and quantitative measures of numeracy through test design, implementation and analysis;
- Promotion of what is meant by numeracy to students, teachers and parents;
- Design and publication of a Numeracy Information Booklet for parents.

The final Report is available for download from Department of Education, Science and Training URL:

[http://www.dest.gov.au/sectors/school\\_education/programmes\\_funding/programme\\_categories/key\\_priorities/literacy\\_numeracy\\_initiatives/summary\\_of\\_projects\\_round\\_2.htm#Using\\_Action\\_Learning\\_Principles\\_to\\_Inform\\_and\\_Improve\\_Students](http://www.dest.gov.au/sectors/school_education/programmes_funding/programme_categories/key_priorities/literacy_numeracy_initiatives/summary_of_projects_round_2.htm#Using_Action_Learning_Principles_to_Inform_and_Improve_Students)

## Research Reports

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### Values Education Good Practice Schools Project (VEGPSP)

**Professor Barry Down**  
**City of Rockingham Chair in Education**

This project has been funded by the Department of Education, Science and Training (DEST) and is being managed by the Curriculum Corporation. It is designed to work towards the vision, as expressed in the National Framework for Values Education in Australian Schools (2005), of all schools providing values education in a planned and systematic way as a central aspect of their work. Specifically, the project funds selected clusters of school communities to explore ways of improving their approaches to values education. Currently, there are 25 clusters nationally with two of those in WA.

The Curriculum Corporation has also established a University Associates Network (UAN) to assist clusters with their projects, action research and case writing. In Western Australia, Professor Barry Down, City of Rockingham Chair in Education, acts as the university associate to two clusters of schools – Lance Holt School (including Kerry St Community School, Moerlina School, Strelley Community School and Nyindamurra Family School) and Spearwood Primary School (including South Coogee PS, Jandakot PS, Hamilton SHS, Phoenix PS, Newton PS, Coogee PS and Coolbellup PS).

The Lance Holt cluster is developing the theme of Children and Place Mapping with a strong emphasis on sustainability and place-based education. Drawing on a range of community resources, the program is a whole of school approach to fostering an understanding of the ways that culture, social relations, local economies and the environment shape our lives. Children are encouraged to develop a sense of ethical judgement and social responsibility as active citizens in their communities.

The Spearwood cluster is focused on assisting school communities to collaboratively develop a set of values and principles to guide school ethos, purpose, policy and practice. The aim is to develop a set of guidelines for the development of citizenship, civic responsibility and social skills in context.

Professor Barry Down in collaboration with Lance Holt School teachers has been invited to write a case study as a part of the Australian Council of Deans of Education involvement in the development of internationally recognised case studies of quality teaching of values education.

## Consultancy Report

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### Leadership and Management Development (LMDP) for WA Department of Treasury and Finance (DTF).

**Associate Professor Helen Wildy**

During 2003-2005 a professional development program titled Leadership and Management Development (LMDP) was offered to approximately 175 senior leaders and managers of the WA Department of Treasury and Finance (DTF). The project was set up by Gary Martin in 2003 in his capacity of Director of the CLCD. The first two iterations of the program were coordinated by Gary Martin and involved a team of presenters from Murdoch University's Schools of Education and Psychology as well as private providers. Subsequently five iterations of the program were conducted under the leadership of Associate Professor Helen Wildy with significant contribution from Dr Max Sully (MU School of Psychology) and DTF staff.

The program was based on adult learning principles of spaced learning, a balance of theory and practice, teamwork, and workplace application. Specifically, each iteration involved a group of up to 25 participants from the four units of DTF in residence at Trinity College, The University of Western Australia, for a period of five and a half days. The program included leadership theory and practices and the application of concepts in activity learning sessions. In

addition, participants engaged in a range of experiences designed to develop insight and skill in negotiation, teamwork, conflict resolution and the giving and receiving of feedback. A key feature of the program was the team based project planned during the residential component of the program, undertaken in the workplace in the following eight to ten week period, and then reported in a follow-up meeting of all participants.

Evaluations of both the processes of the program and its outcomes indicate that participants learned a great deal about themselves as leaders in their workplace, particularly about their responsibilities for contributing to the culture of the organisation in times of rapid and relentless change.

## Education Research and Academic Programs Office (ERAP)

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*Angelina Chillino (Administrative Officer) and Margaret Luck (Research & Academic Programs Officer).*

The Education Research & Academic Programs Office (ERAP) continued to be busy assisting staff, postgraduate students and prospective postgraduate students in the School of Education. Staff in the office offer a range of support to the School including servicing the School Committee and the two Program Committees of the School; the Research, Postgraduates & Centres Committee and the Initial Teacher Education Committee. Through these program committees academic planning issues are considered which culminates in the formal academic planning processes, finalised by the Division of Arts on behalf of the University, and administered by the ERAP office on behalf of the School. Staff also administer the Education staff and postgraduate research funds, and monitor and maintain the administrative processes associated with postgraduate students' progress including enrolling Masters of Education Research students into their units.

All research projects involving human participants must be approved by a properly constituted Ethics Committee. In 2004 the School received approval to form a Human Ethics Expedited Review Committee. This Committee is a sub-committee of the Research & Centres Committee of the School of Education and comprises three members of staff including the Chair, Dr Lindy Norris, who is also a member of the University Human Research Ethics Committee. It approves research proposals from students (both undergraduate and post-graduate). To support the Chair, and this Committee, administrative processes were set up by the ERAP office and these have worked effectively in processing and monitoring applications.

In 2005 staff in the ERAP office also assisted Program Chairs and the Dean with audits/reviews/trials.

- Australian Technology Network of Universities Research Quality Framework (RQF) Trial. This trial was designed to provide information to the participating universities in relation to possible approaches to the measurement of research impact complementing the measures of research quality.
- The Whole of Institution Audit. The first audit of this kind was in November 2000. In line with the University's five-yearly cycle of quality reviews, the second Whole of Institution Audit (WOIA) was conducted in 2005 and the Review Panel visited in November/December. This Audit will assist with preparation of the Australian Universities Quality Agency (AUQA) audit that will take place in 2006.
- Centre for Learning Change & Development (CLCD). The Centre had not been reviewed since its inauguration in 1997. For this reason the School decided on a two Stage process of review. Stage 1 as an Internal Peer Review and Stage 2 as an External Review. Stage 1 was completed in 2005 and was also timely as the Centre will also be part of the School Review that is due to take place in 2006.

The weekly Research Seminars continued to be popular and well attended. Information about the seminars presented in 2005 can be found on the next page. Postgraduate students and staff are encouraged to attend as many of these sessions as possible. The list of seminars for the current year can be found on the School of Education website page.

An additional task taken on by this office in 2005 was one of holding, recording, booking out and monitoring equipment bought by the School and which is able to be borrowed by staff and postgraduate students. Items include laptops, data projectors, transcribers, voice recorders, digital cameras and transcription kits.

Mrs Dianne McShane (Administrative Assistant) who was employed on a temporary part-time contract left the University at the end of the year. We wish Dianne well in her new position.

## Seminars

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**Associate Professor Irene Styles**

**4/03/05**

Workshop for supervisors

**Associate Professor Barry Down**

**11/03/05**

Enhancing school retention: Building school and community linkages in regional context

**Dr Peter Wright, Senior Lecturer**

**8/04/05**

Playback theatre: Applied theatre as learning, healing and building community

**Ms Irene Paterson, Librarian**

**22/04/05**

An introduction to the library portal

**Associate Professor David Macey, Director Prospective Students' and Admissions Centre**

**13/05/05**

Role and activities of the Prospective Students' and Admissions Centre (PSAC)

**Mr John Gougoulis, Education Department**

**20/05/05**

Curriculum conversations

**Professor Jan Thomas, Pro Vice-Chancellor (Academic)**

**10/06/05**

Assessment policy (Education staff)

**Ms Madeline Burgess, PhD Candidate**

**17/06/05**

Questioning technology: Can technology enhancements facilitate a student-centred approach to education?

**Colin Trestrail, PhD Candidate**

**8/07/05**

The Murdoch international student program: Why is it so?

**Donna Griffiths-Heath, MEd (Res) Graduate**

**22/07/05**

Issues of transition between middle schools and the senior college in the English learning area

**Kathryn Choules, PhD Student**

**5/08/05**

Understanding privilege: Its relevance to social justice education

**Sandy Heldsinger, EdD Candidate and Steve Humphrey, PhD Candidate**

**19/08/05**

Assessment and evaluation in the context of an outcomes based framework

**Dr Jane Pearce, Lecturer**

**2/09/05**

Re-thinking social justice: a standpoint approach to teaching and learning in the UniFocus programme.

**Associate Professor Irene Styles, Chair Research Postgraduates & Centres Committee**

**Margaret Luck, Research and Programs Officer**

**9/09/05**

Postgraduate policies, directions and supervision of students within the School of Education

**Stephen Breen and Liz Healy**

**16/09/05**

Partnerships for Professional Learning

**Dr Martin Samy, Monash University**

23/09/05

A study on perceptions of quality and its relationship to financial performance and student achievement for schools in Victoria, Australia

**Professor Barry Down, City of Rockingham Chair of Education**

14/10/05

Values education good practice schools project

**Ms Susan Holland, PhD Candidate**

21/12/05

Challenges in a cross-cultural university setting: Students and teachers' adaptive strategies

**Dr Punipa Suntisukwongchote, EdD Candidate**

28/10/05

Testing models of collaboration among high school science teachers in an electronic environment

**Professor Barry Down, City of Rockingham Chair of Education and Ms Geraldine Ditchburn**

4/11/05

Teachers' ideological discourses and the enactment of citizenship education

**Mr David Harrison and Miss Melinda Hicks**

11/11/05

New requisition forms, supplying late enrolment etc

**Marilyn Ralph, MEd (Research) Graduate**

2/12/05

A blended model of information literacy: Supporting lifelong learners

## Academic Staff Research Interests/Biographies

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### **Professor David Andrich**

Professor in Education. Professor Andrich was Dean of Education from 1988-1990 inclusive, and from June 2003 until end May 2005. Research interests include the integration of qualitative and quantitative methods in social and educational research; educational, psychological and social measurement, test construction and assessment; intellectual development and the philosophy of social science. He has published articles in psychological, educational, sociological and statistical journals, and is the author of Rasch Models for Measurement, published in Sage's series on Quantitative Applications in the Social Sciences. He has also written State and Federal Government Reports on Tertiary Entrance. Elected Fellow of the Australian Academy of Social Science. He will have held ARC Large and Discovery grants continuously from 1985 - 2006. Professor Andrich has supervised or co-supervised doctoral and masters research theses in a range of content and methodology areas. In addition to theoretical studies in measurement and assessment, topics include gifted education, intellectual development, accreditation, emotional intelligence in organisations and the study of attitudes.

### **Dr Nado Aveling**

Dr Nado Aveling is a Senior Lecturer in Education with responsibility for teaching units in Aboriginal and Multicultural Education, and Gender and Education. Her research is grounded within a critical, postcolonial framework and while broadly focusing on anti-discriminatory education, her most recent research focuses more specifically on the use of autobiographical narratives to deconstruct the normativity of 'whiteness' and the social construction of gendered and racialised subjectivities.

### **Dr James Bell**

Dr James Bell is a Lecturer in Education. His research interests include sociological and philosophical perspectives in education with particular interest and specialisation in critical theory and popular culture, postmodern critiques of schooling, and [re]listening to silenced voices and social change. James works with students in professional ethics and value theory in Education. He also works in critical outcomes education in practical settings and, with Annette Patterson of James Cook University, has published the interactive CD-ROM, Changing Outcomes: Exploring needs-based course design in universities.

### **Dr Wendy Cumming-Potvin**

Dr Wendy Cumming-Potvin specialises in a socio-cultural and critical approach to researching teaching and learning, with a particular emphasis on scaffolding and multiliteracies. She has a strong interest in investigating the application of Information and Communication Technologies (ICT) in school communities. Currently, she is heading a Murdoch Research Excellence Grant Project designed to enhance literacy learning via the integration of ICT into a classroom through an action research model involving students, parents and teachers. Through her teaching, Wendy uses WebCT to create additional on-line support materials for more than 300 Undergraduate and Graduate Diploma students in Murdoch University's Initial Teacher Education Program. Overseas and in Australia, Wendy has conducted a number of research projects involving learning and development in educational communities. Her work has focused on the application of qualitative methods, involving the analysis of interviews, focus groups and video sequences. Wendy is also currently co-supervising research relating to intercultural interaction in tertiary settings.

### **Ms Geraldine Ditchburn**

Ms Geraldine Ditchburn is the Unit Coordinator for Society and Environment (Secondary). Her special interests include civics and citizenship education, Studies of Asia and social issues in education. She has been involved in conducting teacher professional development programs on whole school approaches to civics and citizenship education, including curriculum development, community links and student participation in schools. Geraldine has contributed to several student texts, including *Into India* (Curriculum Corporation, 1996), *Civics, Citizenship and You, Books 1 & 2* (Longman, 1995 & 1998) *John Curtin and International Relations during World War II* (JCPML, 1999), *Society and Environment 3* (Longman, 2002). She has also written several simulation games for various organisations. In 2002, she was awarded a Kezei Koho Centre Fellowship to Japan. In 2005, Geraldine will coordinate School Experience units for students enrolled in BEd (secondary) and Grad. Dip. Ed. (secondary).

**Professor Barry Down**

Professor Barry Down is a former secondary school teacher in the social sciences. He was appointed as City of Rockingham chair of Education in 2005. He has particular expertise in teacher development at both pre-service and in-service levels, critically reflective practice, action research and collaborative models of school reform. He has had extensive involvement in Commonwealth teacher development programs including Innovative Links and Quality Teacher Project. His research interests include critical policy ethnography, teachers' work, school reform, critical pedagogy, socially just schooling and revisionist educational history. He is currently working on a three year Australian Research Council (ARC) Linkage grant entitled "Enhancing School Retention: School and Community Linkages in Regional/Rural Western Australia" (2005-2007).

**Mr Cal Durrant**

Mr Cal Durrant is Deputy Chair of Initial Teacher Education (Secondary) and Lecturer in English Curriculum. Areas of interest include Primary and Secondary English teaching, mass media and education, the new technologies and language and literacy teaching. Co-editor with Catherine Beavis of the 2001 Wakefield Press publication, *P(ICT)ures of English: Teachers, learners and technology*. Currently on the Executive Council of the Australian Association of the Teaching of English (AATE).

**Ms Christine Glass**

Ms Christine Glass is a part time lecturer in education and has recently enrolled in an EdD. Her interests include English teaching in early and middle school, the role of leadership in developing collaborative practices within the learning community, the value of positive relationships within the classroom and beyond and mentoring student and beginning teachers. She has enjoyed an interesting and varied career in teaching and learning across the state and has worked as a classroom teacher, an administrator, an education officer, and a consultant within a variety of educational contexts.

**Mr Barry Kissane**

Mr Barry Kissane is Dean and Senior Lecturer in Education. Research focuses on aspects of mathematics education, particularly curriculum development, assessment and the role of technology. His interests include the use and significance of ICT in mathematics, especially the Internet and personal technologies such as calculators, the place of ICT in education at all levels, professional development of teachers, teacher professional standards, outcome-based education, numeracy, mathematical thinking, mathematics education in developing countries and psychometrics. Life Member of The Mathematical Association of Western Australia and current President of The Australian Association of Mathematics Teachers.

**Dr David Lake**

Dr David Lake is a Lecturer in Professional Development. He lectures in science and the primary curriculum, and in environmental education. He worked previously in primary and secondary schools in South Australia and Queensland. More recently he has been Deputy Principal of the Madang Teachers College in PNG and Lecturer in Study Skills in the Teaching and Learning Centres at Murdoch University. He has extensive experience as an Environmental Education, Critical Thinking, Social Studies and Science curriculum writer. His research interests are in the psychology of science undertakings, and in the nature of scientific investigation.

**Dr Libby Lee**

Dr Libby Lee is a Senior Lecturer in Early Childhood Education. Teaching and research interests centre on early childhood education. Areas of special interest include the education of gifted and talented children; social justice and technology education. Her current research focuses on parents and teachers of gifted young children and the use of computers in early childhood settings. Libby is also interested in qualitative research and is currently involved in action research projects with classroom teachers. In 2001 she received the Western Australian Institute of Education Early Career Award.

**Dr Caroline Mansfield**

Dr Caroline Mansfield is a Lecturer in Education and has a background in Secondary Education having 10 years experience teaching English and Music in Western Australian high schools. She currently lectures in the areas of Learning Processes and Assessment Processes in postgraduate and undergraduate courses. Her research interests include motivation, collaborative learning, classroom instructional practices, self-regulation of learning and middle schooling. In 2002 she was awarded the Western Australian Institute for Educational Research Postgraduate Prize in Education for her doctoral thesis.

**Dr Judith MacCallum**

Dr Judith MacCallum is a Senior Lecturer in Educational Psychology, and Director, Centre for Learning, Change and Development. Judy's research focuses on social and cognitive interaction for learning and development, and ways to create effective learning environments in a range of educational and community contexts. Her interests include collaborative learning, teaching and leadership, motivational change, informal and formal mentoring, youth development, positive aging, social and moral development, professional development, and developing ways to examine the effectiveness of educational strategies (recent examples include mentoring, role model programs, ICT in classrooms). Her research utilises both quantitative and qualitative methodologies. Judy was awarded a special commendation by the Australian Association for Research in Education (AARE) in 1998 for her doctoral thesis.

**Dr Susan McKenzie**

Dr Susan McKenzie is a Lecturer in Education with interests in the fields of special education, inclusive education, early childhood education and family-school collaboration. She is an experienced early childhood teacher who has worked extensively with families who have children with special needs/disabilities. Her research focuses on inclusive early childhood practice, curriculum adaptation for children with disabilities, students at risk of educational failure, collaborative learning in the classroom, parent consultation, quality of life for families and collaboration between parents, families and education services. She also has particular interest and experience in action research and interpretive research approaches.

**Dr Dorit Maor**

Dr Dorit Maor is a Senior Lecturer in the Tertiary and Adult program in the School of Education. Dr Maor's research interests include social constructivism as a referent to teaching and learning and the influence of e-learning on the quality of teaching in higher education. More specifically, her research focuses on the changing role of the teacher and the learner in teaching and learning online, the fit between technology and pedagogy in teaching in higher education, the creation of communities of practice in the workplace, the use of multimedia to enhance inquiry learning in the secondary school science classroom, and teaching for life long learning. She has numerous publications in the area of e-learning and pedagogies. Her research utilises both qualitative and quantitative methods but mainly focuses on interpretive research methodologies. Dorit is a chief investigator in an ARC/Linkage research grant which investigates the use of new technologies with professionals.

**Dr Wayne Martino**

Dr Wayne Martino is a Senior Lecturer in Education. Wayne's research focuses on schooling and masculinity with a particular focus on homophobia, boys and critical literature. His interests include English teaching and gender reform in schools, with a particular focus on masculinity and sexuality. Wayne is currently involved in conducting further research into the links between masculinities and learning. He was awarded the West Australian Institute for Research Early Career Award in 1998.

**Dr Lindy Norris**

Dr Lindy Norris is a Senior Lecturer in Education at Murdoch University. She works in the areas of second language research, professional development for language educators, curriculum design, and program evaluation and change management. In recent years her research has encompassed many dimensions of languages education in the Australian context including factors impacting on program sustainability, the proficiency potential of second language programs, language learning and children with special needs, and links between literacy development and second language learning. Her work has made a significant contribution to the development of policy and practice in learning of languages other than English within Australia. Dr Norris is regularly invited to provide professional development programs in languages

education both in Western Australia and also nationally. In recent years she has delivered a number of keynote addresses at language conferences and she has worked with many state jurisdictions to facilitate training and development both for language educators and for school and system managers. In addition, Dr Norris has been involved with the development of a range of curriculum materials associated with language teaching, with learning the Indonesian language and with the development of studies of Asia programs. Program evaluation and change management are also a focus of her work. Her Proficiency Potential Framework is used nationally to evaluate language programs and the outcomes of student learning, and her LOTE Planning Framework has been adapted to be used in a variety of educational contexts concerned with managing change in educational environments. Her current responsibilities include coordinating the Applied Language Education programs at Murdoch University and directing a number of large Commonwealth funded national projects that are associated with second language learning and teaching in on-line environments

### **Mr Robin Pascoe**

Mr Robin Pascoe is a Senior Lecturer in the School of Education focusing on arts education. He coordinates Drama and the Curriculum [Secondary] and Learning Through the Arts. He teaches arts education units in the BEd Primary program. Robin comes to Murdoch following an extensive career in arts education with the Education Department of Western Australia where he has been variously the Superintendent for the Arts with responsibility for Arts in schools K-12, Consultant for the Performing Arts K-12 and a District Manager for Curriculum. In his time as Superintendent for the Arts, Robin lead the development of the Western Australian Student Outcome Statements for the Arts that involved extensive consultation and trialing in schools K-12 as well as professional development of teachers. He has been actively involved in the development and implementation Curriculum Improvement Program [Department of Education of Western Australia; 1998-2002]. He was writer for the Arts section of the Curriculum Framework [Curriculum Council of WA, 1998] and a member of the writing team for the National Statements and Profiles for the Arts [CURASS/Curriculum Corporation, 1994] with particular responsibility for Drama. He is currently Chair of the Drama Syllabus Committee and Chief Examiner for Year 12 Drama Studies [TEE] 1999-2005. He is Chair of the Assessment, Review and Moderation (ARM) Panel for the Drama Course of Study currently being developed and implemented as part of Post-Compulsory reform. He is a Past President of Drama Australia and currently holds the International Liaison portfolio on the Drama Australia Executive; he is a Board Member of the National (Australian) Affiliation of Arts Educators and Secretary to the Executive Committee of IDEA, the International Drama/Theatre and Education Association.

### **Ms Jane Pearce**

Ms Jane Pearce is a Lecturer in Education. Formerly a teacher of English and Drama, Jane teaches mainly in the Primary BEd degree at the Rockingham campus of the university in the areas of literacy and the social contexts of schooling. Her research interests lie in critical literacy and critical pedagogy, in teaching and learning in adult and tertiary settings, and in diversity, inclusivity and social justice in education including Indigenous education. Her doctoral thesis used autobiographical narratives to explore university teachers' experiences of informal professional learning. Jane coordinates and teaches UniFocus, a bridging programme enabling students from the Rockingham and Mandurah communities, who lack formal entry qualifications, to gain entry to Murdoch University and study there successfully. In 2003 Jane received the Vice Chancellor's Excellence in Teaching Award.

### **Dr Laura Perry**

Dr Laura Perry is a Lecturer in Educational Policy and Contexts of Education. Laura's teaching and research focus is on educational policy with an emphasis on comparative/international and sociological perspectives. She is currently mapping cross-national conceptions of democratic schooling based on the key concepts of participation, equity, choice, and diversity. She is also interested in the potential of informal learning to improve literacy and numeracy outcomes. While her research interests are wide-ranging, they are united by a commitment to improving educational opportunities and outcomes for students of all socio-economic backgrounds. Before coming to Murdoch, Laura taught in the USA and the Czech Republic.

**Ms Beth Powell**

Ms Beth Powell is a Senior Lecturer in Education and is Chair of the Initial Teacher Education Committee. Recipient of one of five of the 2003 Federal Minister's Awards for Outstanding Contribution to the development of Literacy and Numeracy across Australia and recipient of the 1994 Vice Chancellor's Excellence in Teaching Award. She teaches in the area of primary mathematics education, introduction to teaching, professional issues in teaching and supervises student-teachers in the schools. Her professional interests include teachers professional development, reflective practice, the role of calculators in the development of young children's number sense, children's talk in mathematics, working mathematically, and student outcomes.

**Associate Professor Renato Schibeci**

Associate Professor Renato Schibeci specialises in Science Curriculum. His research and professional activities include: public understanding of science and technology; professional development in primary and secondary science; and, information and communications technology (ICT) in teaching and learning. He teaches graduate and undergraduate units in science education, science communication and ICT in education. He is a Fellow of the Royal Australian Chemical Institute.

**Associate Professor Irene Styles**

Associate Professor Irene Styles specialises in Educational Psychology and is Chair of the Research Postgraduates & Centres Committee. Research and supervision interests include postgraduate studies, intellectual development, creative thinking, self-regulation of learning in a variety of settings including environmental and clinical legal education, nurse education, migration and the assessment of attitudes. She uses both quantitative and qualitative methodologies in her research and that of her postgraduate students has included young children, adolescents and adults. Irene has published articles in national and international journals in psychology, education and measurement, and is registered as a psychologist with the Psychologists' Board of Western Australia and the Australian Psychological Society. In 2002, Irene received the Vice chancellor's Excellence in Supervision Award.

**Associate Professor David Tripp**

Associate Professor David Tripp is an Associate Professor at the School of Education, Murdoch University, Perth. Graduating from the University of Exeter in 1969, he taught in UK Secondary schools before completing a PhD in evaluation with Edward de Bono at Cambridge in 1978. He recently spent two years in Policy and Management Studies at the National Institute of Education, Singapore and the Singapore Teachers Network. In 2003 he visited the University of British Columbia as a *Noted Scholar in Residence*, the University of Exeter in his capacity as an *Honorary Research Fellow*, and also consulted in Malaysia and Norway. Within the general framework of the learning organisation, David specialises in action learning processes in professional and organisational change and development. More specifically, he has particular expertise in reflective practice, action research, program evaluation and qualitative (case study) research methods in life-long learning and participatory, workplace-based improvement strategies. David's generic approach has enabled him to work with staff at different levels and across sectors including industry and professional service organisations. In teacher education he has pioneered a journal writing and critical incident approach to reflective practice, and his book on the method (Routledge, 1993) is a widely used text. In 1996 he developed, wrote and facilitated the SCOPE Program to provide an action inquiry approach to professional workplace learning for the *Australian National Professional Development Program*. More recently he wrote materials for the Western Australian Ministry of Education website supporting their *Quality Teaching Program*, and in 2001 he redesigned and taught the *Murdoch University Teaching Induction Program*. In Singapore he has taught action research, qualitative research methods, and curriculum design to post-graduate students, action learning approaches to professional development to educational managers, and reflective practices to in-service teachers. For senior management he has written two briefing papers with recommendations: one for the promotion of academic staff of NIE to full professor on the basis of excellence in teaching; and another on the criteria and processes for the award of academic credit for in-service work experience and professional development. This was in order to further inter-institutional partnerships within the Singapore Ministry of Education, and it was supported by a rationale for and outline of a core module in action research for NIE Advanced and Postgraduate Diplomas. Voluntary professional work includes - a European Union *Tempus Tacis Compact Project* to assist in the renewal of the Mongolian State Education teacher education curriculum; 4 years on the Education Policy Committee of the National Council of the National Tertiary Education Union; 6 years Associate Editor of the *Educational Action Research Journal*; expert testimony to two Australian Senate Inquiries into education; member of the management committee of the Action Learning, Action Research, and Process Management Association.

**Professor Simone Volet**

Simone Volet is Professor of Educational Psychology. Her research interests include the integration of cognitive, motivational and social aspects of learning in university and other adult learning settings; self-regulated learning and metacognitive instruction; metacognitive processes in learning and problem-solving; cognitive, motivational and social issues related to group work at university; learning across diverse cultural-educational contexts; motivational, emotional and social issues related to international students' learning; and internationalisation of higher education curricula. She has published numerous book chapters and articles in international and national peer-refereed journals and co-edited a book in the EARLI Series *Advances in Learning and Instruction, Motivation in Learning contexts: Theoretical advances and methodological implications* (Elsevier, 2001). She currently serves as Associate Editor of *Learning and Instruction*, is President of the Educational, Instructional and School Psychology Division of the International Association of Applied Psychology (IAAP) and Co-convenor of the Special Interest Group on Motivation and Emotion of EARLI. She was the recipient of the first "Outstanding Publication Award" of the European Association for Research on Learning and Instruction (EARLI, 1997).

**Associate Professor Helen Wildy**

Associate Professor in Educational Leadership. Helen teaches research methods - both qualitative and quantitative - to undergraduate and postgraduate students, as well as postgraduate units in organisational leadership, planning and management. Currently, Helen supervises postgraduate research in the areas of school review, leading for sustainability, workplace learning, shadowing, mentoring, teacher change, and home schooling. Her research focuses on schools and school reform. Her particular focus is on the work of the school principal. Related to this is an ongoing interest in standards, teacher change, small school leadership, leadership development and the use of data in school decision making. Her current ARC grant deals with performance-based assessment of professional standards for school principals. She also directs the Australian PIPS (Performance Indicators in Primary Schools) project involving the assessment of literacy and numeracy progress of students entering primary schooling in approximately 600 schools located in 16 educational jurisdictions across Australia.

**Dr Peter Wright**

Dr Peter Wright is a Senior Lecturer in Education. His research interests include teaching, learning and healing in, through, and with the Arts; Artistically-based approaches to educational research; Culture, Creativity and Community Development; Drama Education; Applied Theatre; Transformational Learning and Teacher Development; and Playback Theatre. Peter currently coordinates and teaches in Primary Arts Education Curriculum Units, postgraduate arts education units and Qualitative Research Methods. Peter is an active researcher and is currently involved with a project for the National Youth Affairs Research Scheme and is project director for DEST/Australia Council funded National Review of Education in Visual Arts, Craft, Design and Visual Education. He is also investigating the use of Playback Theatre as a tool for education, community building, and healing in applied settings. Peter has supervised or co-supervised theses in a range of areas with topics including the intersection of the arts with religious education and environmental education, graffiti and "legal" walls, performance art as a tool for education, the development of mentor relationships in the training of musicians, arts education and the practicing visual artist, and adult learning in the professional theatre. Peter is a member of the International Arts Education Research Network (Australia Council for the Arts/UNESCO), and the UNESCO LEA (Links to Education and Art) International Network of Experts in Arts Education.

## Postgraduate Research Studies

Students are enrolled in research degrees at both the Masters and the Doctoral levels in a range of areas including Educational Policy (policy, administrative, sociological and philosophical studies in education that cover state, national and international arenas; social justice and education; gender and education), Professional Development (professional and school development and leadership), Curriculum Studies (curriculum reform and development, particularly in language, social studies, mathematics and science), Educational Psychology (cognitive, personal and social development; adult learning and education), and Educational Assessment and Evaluation (educational and social measurement and program evaluation; quantitative and qualitative research methodologies). At the Doctoral levels, students are assigned a supervisor and an associate supervisor to provide complementary support and to ensure continuity of supervision in the event of supervisors leaving the School or going on study leave or long service leave.

The Doctor of Education (EdD) degree and the Doctor of Philosophy (PhD) degree are often compared. The entry requirements for both degrees are a four-year Education degree with Honours or Master of Education (or the equivalent) from a recognised university, or permission of the program chair. Prospective candidates who do not meet these entry requirements may, in consultation with the Chair of the Education Research Programs, be offered preliminary studies designed to prepare them for admission to the EdD or PhD programs.

The EdD program also requires at least two years of relevant professional experience. One year of the EdD program is dedicated to coursework. Students who have an MEd degree or a part-completed MEd are considered on a case-by-case basis for credit towards the coursework component of the EdD. With a Master of Education (Research) degree, credit for all coursework except the compulsory unit, EDU701 Paradigms in Social and Educational Research, may be given. This unit supports students in the writing of their theses. The level of scholarship required for the EdD is the same as for the PhD; however, the EdD thesis is likely to be relatively more applied and it is expected normally to be completed in the equivalent of two years full-time study whereas the PhD thesis is expected normally to be completed in the equivalent of three years of full-time study. It is expected that the research for the EdD thesis will arise substantially out of the candidate's professional work and is required to make a distinctive contribution to the profession. The PhD is expected to make a distinctive contribution to knowledge in the field of the research. Clearly, both the EdD and the PhD theses may contribute to both the profession of education and to the field of the research, with the difference being one of emphasis.

Postgraduates are an integral and valued part of the School and a representative is included on the School's Research and Centres Committee. They are provided with many avenues of support and are encouraged to present their research at the School's seminar series and participate in school functions.

The School of Education's End-of-Year postgraduate function held in the Nash Room at Club Murdoch was well attended by past and current students and staff. The function included celebrating the many students who had successfully completed their studies and been awarded their degrees in 2005.



*L-R Dr Jane Pearce and Associate Professor Irene Styles*



## Doctoral and Masters Students: Completions

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### Doctor of Philosophy

#### **Beltman, Susan**

Motivation of high achieving athletes and musicians: A person-context perspective.

*(Supervisors: S. Volet, J. MacCallum)*

#### **Green, Neville**

Access, equality and opportunity: The education of Aboriginal children in Western Australia 1840-1978.

*(Supervisors: J. Currie, D. Smart)*

#### **Humphry, Stephen**

Maintaining a common arbitrary unit in social measurement.

*(Supervisors: D. Andrich, G. Luo)*

#### **Marriott, Rhonda**

Clinical nursing education: Constructing a teaching model from processes and practice.

*(Supervisors: I. Styles, D. Andrich)*

#### **Pearce, Jane**

Teacher identity in university classrooms: Reflexivity and professional learning.

*(Supervisors: S. Volet, J. Currie)*

#### **Peters, Carole**

The micropolitics of gender at work: Leading women in education rocking the boat and moving on.

*(Supervisors: J. Currie, F. Haynes)*

### Doctor of Education

#### **Nevard, Jennifer**

Preparing women leaders and managers for 2010.

*(Supervisor: J. Currie)*

#### **Price, Anne**

Chelas ansars and acolytes: Becoming a teacher in, and for, a remote and culturally diverse community.

*(Supervisors: L. Norris, B. Down)*

#### **Suntisukwongchote, Punipa**

Testing models of collaboration with science teachers in an electronic environment.

*(Supervisor: R. Schibeci)*

#### **Van Wyke, John**

Constructing a standards-referenced performance scale in mathematics testing: A comparison of the use of Rasch and Thurstone models.

*(Supervisor: D. Andrich)*

## Doctoral and Masters Students: Completions *continued*

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### Master of Education (Research)

#### **Campbell-Hicks, Ruth**

The role of public libraries in supporting lifelong learning in a rural community.  
(Supervisor: *I. Styles*)

#### **Griffiths-Heath, Donna**

Issues of transition between middle schools and the senior college in the English learning area.  
(Supervisor: *J. Pearce*)

#### **Hartley, Vanda**

A web-based online role-play simulation: The enhancement of language acquisition through social interaction.  
(Supervisor: *D. Maor*)

#### **McWhirter, Beverley**

Positive ageing: A case study of a cooperative, collaborative community awareness and education program, stay on your feet: lower great southern.  
(Supervisor: *J. MacCallum*)

#### **Ralph, Marilyn**

A case study of year eleven students and their information literacy process: The role of the teacher librarian.  
(Supervisor: *D. Maor*)

#### **Wakholi, Peter**

African cultural education: A dialogue with African migrant youth in Western Australia.  
(Supervisors: *N. Aveling, J. Currie*)

# Doctoral and Masters Students: Theses under Examination

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## Doctor of Philosophy

### **Choules, Kathryn**

Ethical education: Exploring attitudes to asylum seekers.

*(Supervisors: J. Currie, J. Bell, B. Down)*

### **Targowska, Anna**

Young children's construction of racial differences in an Australian context.

*(Supervisors: N. Aveling, J. Currie)*

### **Trestrail, Colin**

Full-fee paying students at Murdoch University: A policy case study.

*(Supervisor: D. Smart)*

### **Reid, Corinne**

An exploration of the nature and causal influence of personality on elite sporting achievements.

*(Supervisors: D. Andrich, I. Styles)*

## Doctor of Education

### **Fiocco, Maria**

'Glonacal' contexts: Internationalisation policy in the Australian higher education sector and the development of pathway programs.

*(Supervisors: J. Currie, D. Smart)*

### **Kemp, Marian**

Developing critical numeracy at the tertiary level.

*(Supervisors: D. Lake, D. Andrich)*

## Master of Arts (Social Research and Evaluation)

### **Totten, Leanne**

The effects of interferon and ribavirin therapy on patient perceptions of physical and psychological wellbeing.

*(Supervisor: R. Straton)*

## Doctoral and Masters Students: Theses under Examination

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### Master of Education (Research)

**Morcom, Veronica**

Mediating classroom culture based on democratic values: An exploration of a teacher's facilitative role.

*(Supervisors: J. MacCallum, W. Cumming-Potvin)*

**Khan, Abdullah**

The relationship between breakfast, academic performance and vigilance in school aged children.

*(Supervisor: J. MacCallum)*

### Research Masters (With Training) Under Examination

**Hodgson, D.**

Boys in and out of school: Narratives of early school leaving

*(Supervisor: B. Down)*

## Current Doctoral and Masters Students

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### Doctor of Philosophy

#### **Baldwin, Kathleen**

Inscribing the media child: Teaching children about media in a WA school.  
(Supervisor: **N. Aveling**)

#### **Burgess, Madeline**

Technology enhancements across cultures in higher education.  
(Supervisors: **J. Currie, D. Maor, I. Styles**)

#### **Butler, Raymond**

Parent and community involvement in schools: A comparative study.  
(Supervisors: **J. Currie, J. Bell**)

#### **Chandra, Julia**

Young childrens critical thinking.  
(Supervisors: **I. Styles, S. Volet**)

#### **Chapman, Rosemary**

Investigation of prevalence of violence and aggression in the emergency department: A comparison with the general hospital setting.  
(Supervisors: **I. Styles, D. Andrich**)

#### **Coble-Neal, Fiona**

Critical policy ethnography: A case study of change in a secondary school in Western Australia.  
(Supervisors: **B. Down, J. Bell**)

#### **Cunningham, Christine**

Critical democracy in American international schools.  
(Supervisors: **N. Aveling, B. Down**)

#### **Hecimovich, Mark**

Building self-efficacy of chiropractic students in patient communication and application of clinical skills and its relationship to various learning opportunities.  
(Supervisors: **S. Volet, I. Styles**)

#### **Hesterman, Sandra**

Developing multiliteracies through technology: Case studies in early childhood.  
(Supervisors: **L. Lee, R. Schibeci**)

#### **Holland, Susan**

Adaptive strategies in cross cultural education, South East Asian students studying in a North American business school program.  
(Supervisors: **S. Volet, D. Andrich**)

#### **Hopkins, Terry**

A qualitative study: Teachers perception of their work in a middle school.  
(Supervisors: **B. Down, L. Norris**)

## Current Doctoral and Masters Students *continued*

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### **Hudson-Mabbs, Sheri**

The influence of program theory-based evaluation on the use of evaluation information: A longitudinal study.

**(Supervisors: R. Schibeci, R. Cummings)**

### **Le Clus, Megan**

Incidental learning in the work place: The interactions of old timers and newcomers.

**(Supervisors: S. Volet, H. Wildy)**

### **Lowe, Wendy**

A post-modern analysis: A study of power relations and personhood with implications for education of allied health workers in rural W.A.

**(Supervisors: D. Maor, W. Martino)**

### **Knowles, Sally**

The pedagogies of feedback in graduate supervision: Sampling the textual practices and social relations between doctoral candidates and supervisors.

**(Supervisors: J. Bell, P. Harris, B. Grant)**

### **Lee, Iris**

Realignment of primary science assessment to contemporary needs: Assessment of learning or assessment for learning?

**(Supervisors: R. Schibeci, R. Scott, G. Luo)**

### **Lorrimar, Jane**

Comparative study of gender and organisational culture in post secondary institutions.

**(Supervisors: J. Currie, B. Thiele)**

### **Mercer, Marilyn (Aka Annette)**

An investigation of the new selection process for students of medicine and dentistry at the University Of Western Australia. (Area of research)

**(Supervisors: D. Andrich, I. Styles, G. Riley)**

### **Millei, Zsuzsanna**

Constituting the child: Early childhood education and Foucault.

**(Supervisors: L. Lee, N. Aveling)**

### **Mudhan, Parmesh**

Post-compulsory education of Aboriginal students: A case study of retention and participation.

**(Supervisors: J. MacCallum, P. Wright)**

### **O'Sullivan, Deborah**

Local area education planning: A critical policy trajectory study.

**(Supervisors: B. Down, J. Bell)**

## Current Doctoral and Masters Students *continued*

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### **Pallos, Linh**

Language education, educational technology. (Area of research)  
(Supervisors: *D. Maor, L. Norris*)

### **Ruddy, Anne-Maree**

Internationalisation as a response to globalisation: A comparative study of Australian and United States universities.  
(Supervisors: *J. Pearce, J. Currie*)

### **Satar, Audrey**

After the last ship: A postcolonial deconstruction of the Indian body.  
(Supervisors: *N. Aveling, J. De Reuck*)

### **Thompson, Gregory**

Relationships of power: Schools in WA.  
(Supervisors: *J. Bell, J. MacCallum*)

### **Turner, Elisabeth**

What effective relationships exist between whole school planning and classroom practices leading to student improvement in WA. (Area of Research)  
(Supervisor: *H. Wildy*)

### **Whitsed, Craig**

Foreign part-time teachers of English, internationalisation and Japanese institutions of higher education: Standing in the Genkan.  
(Supervisors: *S. Volet, P. Wright*)

## **Doctor of Education**

### **Domansky, Rachelle**

Primary teachers' knowledge, attributions and management strategies of childhood anxiety disorders.  
(Supervisors: *I. Styles, S. Volet*)

### **Glass, Christine**

Becoming a teacher: Understanding the journey.  
(Supervisors: *J. MacCallum, W. Cumming-Potvin*)

### **Haji Ahmad, Ashri**

The perceptions of stakeholders of the quality assurance system of vocational and technical education in Brunei Darussalam.  
(Supervisors: *S. Volet, R. Cummings*)

### **Heldsinger, Sandra**

Accounting for differences in the unit of scale in setting benchmarks for achievement.  
(Supervisor: *D. Andrich*)

## Current Doctoral and Masters Students *continued*

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### **Jones, Tracey**

Flote-ing and sinking: Teacher participation in online professional development.  
(Supervisors: *L. Norris, D. Maor*)

### **Joyce, Jack**

Adolescent perceptions of third world poverty.  
(Supervisor: *J. Currie*)

### **King, Narelle**

Developing mentorship: A feminine model.  
(Supervisor: *J. MacCallum*)

### **Kural, John**

Foucauldian perspectives and school leadership: Exploring minority perspectives.  
(Area of research)  
(Supervisor: *H. Wildy*)

### **Kuteyi, Olabisi**

Professional development of beginning teachers: Current realities and the way forward in sustaining the enthusiasm of new teachers.  
(Supervisors: *B. Down, J. Pearce*)

### **Kwok, Ameger**

Early childhood education.  
(Supervisors: *L. Lee, C. Durrant*)

### **Lovegrove, Jacqueline**

See me, hear me: From teacher beliefs, pedagogy to classroom practice for indigenous students.  
(Supervisors: *N. Aveling, C. Durrant*)

### **Mather, Jacqueline**

Organisational change in the disability services section of NSW.  
(Supervisors: *D. Tripp, S. McKenzie*)

### **Mulder, Henriette**

A history of TAFE: A lesson for schools and universities.  
(Supervisor: *N. Aveling*)

### **Murcia, Karen**

Scientific literacy for sustainable development.  
(Supervisors: *R. Schibeci, D. Andrich*)

### **Nash, Jennifer**

Vygotsky: An action research study of a classroom application.  
(Supervisors: *J. MacCallum, S. Mckenzie*)

## Current Doctoral and Masters Students *continued*

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### **Pascoe, Robin**

Change in educational practices. (Area of research)  
(Supervisors: *P. Wright, I. Styles*)

### **Pepper, Coral**

Leading education for sustainability.  
(Supervisors: *I. Styles, H. Wildy*)

### **Roberts, Susan**

Human resource management practice in independent schools: Perspectives and approaches.  
(Supervisors: *J. MacCallum, P. Wright*)

### **Steigler-Peters, Susanne**

Middle years of schooling and retention rates in government schools. (Area of research)  
(Supervisors: *L. Norris, B. Down*)

### **Stout, Rosana**

Teacher change and development: In particular teacher image and professionalism. (Area of research)  
(Supervisors: *H. Wildy, I. Styles*)

### **Tanner, Kathleen**

An investigation into the educational experiences of adults with dyslexia and its impact on their wider life context.  
(Supervisors: *S. McKenzie, J. MacCallum*)

### **Tor, Geok Hwa**

Measurement of civic development outcomes among undergraduates in Malaysian university: Instrument design, validation & analysis of psycho-social correlates.  
(Supervisors: *D. Andrich, I. Styles*)

### **Ujitani, Eiko**

Intercultural relational development between Japanese and Australian students at a Japanese university.  
(Supervisors: *S. Volet, W. Cumming-Potvin*)

### **Watson Rashmi**

What are teachers understanding and application of the PIPS baseline assessment?  
(Supervisors: *H. Wildy, D. Maor*)

### **Wilson, Marguerita**

Application of critical pedagogy towards teachers work and the impact these theories have upon education change. (Area of research)  
(Supervisors: *J. Pearce, J. Bell*)

## Current Doctoral and Masters Students *continued*

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### Master of Arts (Social Research and Evaluation)

#### **Collings, David**

Selecting a questionnaire response scale for student feedback surveys: A comparison of psychometric properties and student preferences among three alternatives.

**(Supervisor: R Cummings)**

### Master of Education (Research)

#### **Andrews, Marian**

The challenges of ADHD students in transition to post compulsory education.

**(Supervisors: S. McKenzie, J. MacCallum)**

#### **Aubrey, Ronald**

Implementation of changes to the structure of middle school mathematics and their impact on the preparation of students for current TEE courses.

**(Supervisors: I. Styles, D. Maor)**

#### **Baker, Graham**

Indigenous vocational education and training: What are the key contributing factors to a lack of success in both the delivery of, and the outcomes for VET programs in regional South Australia?

**(Supervisor: J. MacCallum)**

#### **Bark, Michael**

Leadership in VET area.

**(Supervisor: H. Wildy)**

#### **Bavceвич, Rebecca**

Evaluation of an academic talent program for upper secondary students.

**(Supervisors: R. Schibeci, C. Durrant)**

#### **Becher, Jacqueline**

Exploring cognition in the learning area of the arts, with a particular emphasis on materials in early childhood settings. (Area of research)

**(Supervisor: R. Pascoe)**

#### **Bell, Warren**

In what ways can principals build relationships with experienced teachers to improve student learning?

**(Supervisor: H. Wildy)**

#### **Bree, Maire**

Case study of student with learning difficulties while participating in Primary Movement Intervention program.

**(Supervisors: I. Styles, R. Domansky)**

## Current Doctoral and Masters Students *continued*

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### **Burton, Alanna**

Shadowing: A professional learning opportunity.  
(Supervisors: *H. Wildy, J. Bell*)

### **Caird, Keryl**

Principal's thinking: Developing a reflective framework.  
(Supervisors: *P. Wright, H. Wildy*)

### **Campbell, Alison**

Boys in education: Government provisions, school programmes. (Area of research)  
(Supervisors: *W. Cumming-Potvin, J. MacCallum*)

### **Cavaney, Adrienne**

On-line learning objects: Design for effective teaching/learning within reasonable time frame (for student and educator). (Area of research)  
(Supervisors: *D. Maor, I. Styles*)

### **Chow, Catherine**

Implementation of the curriculum framework  
(Supervisor: *L. Norris*)

### **Clark, Katherine**

Holistic student development: The alignment of pastoral and curriculum responsibilities within school structures.  
(Supervisors: *H. Wildy, I. Styles*)

### **Cobb-Diamond, Jane**

Boys in arts education  
(Supervisor: *P. Wright*)

### **Crockart-Stephens, Heather**

Critically engaging with narratives: Professional development for aspirant leaders.  
(Supervisor: *H. Wildy*)

### **Daniels, Carol**

Professional development needs of classroom teachers in WA secondary schools: Blending the personal and professional  
(Supervisor: *H. Wildy*)

### **Davies, Shelley**

Community risk perception of genetic conditions  
(Supervisor: *R. Schibeci*)

### **Dehle, Kathryn**

Motivating with emphasis on purpose.  
(Supervisors: *J. MacCallum, C. Mansfield*)

## Current Doctoral and Masters Students *continued*

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### **Duggan, Mary**

Gauging school performance and effectiveness: School accountability in the Western Australian public school sector.

**(Supervisors: H. Wildy, W. Cumming-Potvin)**

### **Duvall, Stuart**

The cognition of talented and gifted students in middle school science.

**(Supervisors: I. Styles, L. Lee)**

### **Gamble, Christina**

Gifted education. (Area of research)

**(Supervisors: J. MacCallum, S. McKenzie)**

### **Garbenis, Rebecca**

Multicultural diversity and its implications for the English classroom. (Area of research)

**(Supervisor: N. Aveling)**

### **Gobby, Brad**

Pre-service teachers: Perspective on boys' education.

**(Supervisor: N. Aveling)**

### **Harris, Anne**

Emotional intelligence in students. (Area of research)

**(Supervisor: J. MacCallum)**

### **Hayes, Peter**

Understanding teacher change perspectives from RAISE.

**(Supervisors: H. Wildy, P. Wright)**

### **Johnson, Genevieve**

Development and evaluation of a global marine environmental education program.

**(Supervisors: I. Styles, C. Baudains)**

### **Lasic, Tomaz**

Experiences of schooling in a WA government school by student with former Yugoslav ethnic background.

**(Supervisor: J. Bell)**

### **Lawson, Catriona**

A race between education and catastrophe: A study of women in the NOW programme.

**(Supervisors: J. Pearce, D. Maor)**

### **Lord, Jodie**

The emotional dimensions of collegiality in the workplace.

**(Supervisor: S. McKenzie)**

## Current Doctoral and Masters Students *continued*

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### **Lorrimar, Wendy**

The new VET environment: The changing nature of teachers' work.  
(Supervisor: **B. Down**)

### **Maley, Leonie**

Classroom teachers and the secondary practicum: An examination of the factors affecting the decision to participate.  
(Supervisors: **C. Durrant, C. Glass**)

### **Matthews, Elizabeth**

Indigenous education in a higher learning context. (Area of research)  
(Supervisor: **N. Aveling**)

### **McKenna, Leanne**

Values education in a primary school setting.  
(Supervisors: **J. Pearce, J. Bell**)

### **Midson, Simon**

Educational leadership and management.  
(Supervisors: **H. Wildy, L. Perry**)

### **Millar-Figgins, Rosemary**

Classroom incidents and the critically reflective teacher.  
(Supervisors: **J. Pearce, R. Schibeci**)

### **Murthy, Suresh**

Competency based training within the delivery of the legal services training packages in a vocational education and training environment.  
(Supervisors: **D. Maor, H. Wildy**)

### **Parker, Delys**

A critical examination of the pathways for learning framework as a trisectoral innovation.  
(Supervisors: **J. Pearce, R. Straton**)

### **Pearce, Catherine**

Implementation of an outcome focused approach to education: A case study.  
(Supervisors: **L. Norris, J. Bell**)

### **Perry, Alison**

Developing volitional strategies in middle school.  
(Supervisor: **J. MacCallum**)

### **Potter, Jeremy**

Participative decision making in schools.  
(Supervisor: **H. Wildy**)

### **Prior, Susan**

Transition from primary to secondary: Heading a problem for boys with special needs.  
(Supervisors: **H. Wildy, D. Maor**)

## Current Doctoral and Masters Students *continued*

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### **Rhodes, Elke**

How middle-schooling, educational reform and change management improve student outcomes at a large isolated country school and how it impacts on staff and students.

**(Supervisor: H. Wildy)**

### **Rush, Edward**

An investigation of the effect of anglo-saxon andragogical teaching methodology on Thai students' perceptions of their educational history and culture.

**(Supervisors: N. Aveling, J. Bell)**

### **Savage, Glenn**

Silencing the everyday experience of youth? - issues of popular culture, branding and critical literacy in the postmodern English classroom.

**(Supervisor: N. Aveling)**

### **Schmidt, Timothy**

Community based learning: affects and possibilities.

**(Supervisor: B. Down)**

### **Shanks, Pamela-Anne**

An assessment of the place of regional tertiary education campuses in Western Australia.

**(Supervisors: B. Down, M. Campion)**

### **Shuttleworth, Damian**

Defining the effects of enterprising education: students' perspectives.

**(Supervisors: J. Pearce, B. Down,)**

### **Spencer, Julie**

An investigation of implementing online components for tertiary Montessori teachers.

**(Supervisors: D. Maor, I. Styles)**

### **Stevens, Evie**

Early childhood education, teachers' work.

**(Supervisor: L. Lee)**

### **Stone, Helen**

The experience of curriculum reform in a Western Australian primary school 2002: A comparative study of specialist music health and physical education and languages other than English professionals.

**(Supervisors: R. Pascoe, C. Durrant)**

### **Susinetti, Melanie**

Outcomes based education: Impact on motivation of students in secondary and post compulsory study.

**(Supervisors: J. MacCallum, C. Mansfield)**

## Current Doctoral and Masters Students *continued*

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### **Thomas, Aaron**

Can a marketing lens sharpen the vision of schools?: A case study of a Western Australian primary school.

**(Supervisors: H. Wildy, I. Styles)**

### **Tsedendamba, Naranchimeg**

The relationship between language learning strategies and students cultural educational background.

**(Supervisor: L. Norris)**

### **Turner, Michael**

Curriculum framework in society and environment and teachers. (Area of research)

**(Supervisors: B. Down, G. Ditchburn)**

### **Tweedie, Rosemary**

Pedagogy and e-learning in the middle school context. (Area of research)

**(Supervisors: D. Maor, R. Schibeci)**

### **Walker, Donna**

Implications and effect of curriculum improvement program phase 2 in regional Western Australian primary schools. (Area of research)

**(Supervisor: H. Wildy)**

### **Warne, Anne**

The roles and responsibilities of an English language teacher in the United Arab Emirates.

**(Supervisor: S. Volet )**

### **Watson, Paul**

Effective HIV/AIDS education for indigenous Australians.

**(Supervisor: N. Aveling)**

### **Wendt, Tiffany**

An investigation of the perceptions of beginning teachers regarding the education of students with special needs.

**(Supervisors: S. McKenzie, J. MacCallum)**

### **Wyatt, Jacqueline**

Teachers' work in light of new pedagogies.

**(Supervisor: B. Down)**

## **Research Masters (With Training)**

### **Brooker, M.**

Mentoring to promote intergenerational relationships and young people's participation in an Anglican parish: A participatory action research initiative.

**(Supervisors: J. MacCallum, D. Palmer)**

### **Prabawa-Sear, K.**

Barriers to environmental behaviour change: A case study in the behaviours and attitudes of year 11 and 12 Practical Geography students.

**(Supervisors: I. Styles, C. Baudains)**