

# 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 2004, 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 globalization 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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#### ***Productive pedagogies, productive schools and gender reform***

**\$87 000 (2003 – 2004)**

**Dr Wayne Martino**

#### **Summary:**

This proposal seeks to document policy developments at federal, state and school systems in relation to boys' schooling and measure their effectiveness within a gender equity framework. It also seeks to document and evaluate the effectiveness of school structural and pedagogical reforms geared to better meeting the educational needs of boys without detracting from the education of girls. Finally, the study will map pedagogies and analyse their effectiveness against such factors as the gender of the teacher and gender composition of classes, and subject domains, across both primary and secondary schools.

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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 three 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 Investigator), 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 preschool 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.

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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.

## Research Projects/Grants continued

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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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### ***Production challenges in the on-line learning environment.***

**\$107 000 (2002 – 2004)**

School of MCC, School of Education Murdoch University, Australian Broadcasting Corporation (ABC), Associate Professor Gail Phillips, Professor Simone Volet, Dr Dorit Maor, Mrs Suellen Tapsall and Mr Brogan Bunt

#### **Summary:**

The shift of responsibility from teacher-centred learning to learner-centred learning has raised important questions of access for diverse groups in Australia and overseas. The project seeks to investigate new delivery mechanisms that respond to worldwide trends in virtual communities and self-directed learning. This research will explore the relationship between content pedagogy, use of technology, and work-related issues and expectations. It will adopt a qualitative and quantitative research methodology in identifying opportunities, producing a learning prototype, testing and trialing that prototype and applying research outcomes in the context of emergent new educational models that draw upon convergent media.

## Research Project

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

(\$22 500 (2003-2005))

Associate Professor Ralph Straton

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

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Associate Professor Helen Wildy and Associate Professor Barry Down, Coordinators

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. Partners engage collaboratively in one or more of the following: initial teacher education; professional learning; postgraduate learning; and workplace research. PPL aims to enhance professional learning for systems, schools, teachers, teacher educators and student teachers around issues of mutual interest. Further details are available at <http://www.education.murdoch.edu.au/PPL>

In keeping with our aim of building strong relationships with schools, PPL Coordinating Group meetings were held at partner schools, including Forrest Crescent Primary School, Canning Vale College, South Lake Primary School in 2004. These meetings are hosted by the school and include a tour of the school facilities and classrooms.

### Brochures

During 2004 three promotional brochures were prepared and distributed in collaboration with schools and District Offices as part of the PPL activity.

*PPL Partnerships for professional learning: a generic promotional brochure identifying partners and the benefits offered by PPL*

*Using the Curriculum Improvement Program Phase 2 for recognition of prior learning: a targeted brochure explaining the processes of applying for recognition of prior learning in leadership*

*Partners in professional learning Murdoch University and The Leadership Centre: a targeted brochure outlining the opportunities for teachers and leaders to access recognition for completion of Leadership Centre Certified Programs.*

### School Experience Trial

In Semester 1 2004 a small number of primary schools participated in a trial of School Experience using a distributed, rather than block, structure. Underlying this new structure was an emphasis on enhanced professional relationships and a pedagogical shift toward increased professional responsibility. A review of the trial involving all participating students and teachers, as well as principals, indicated the potential benefits for enhancing relationships, understanding school culture, fostering reflection, ongoing involvement, supporting mentorship, encouraging developmental teaching and learning, and enhancing the status of student teachers. More work was needed to develop relevant assessment, simplify tasks, increase flexibility, combine distributed and bloc practices, support mentorship, enhance communication, clarify the role of mentors and university staff, and develop vertical and horizontal integration of school experience. An extended trial involving more primary schools and including secondary schools is planned for 2005.

### Research

Through our partnerships with schools, PPL has designed two leadership and research programs specifically for school-based personnel. These are ELD (Entre to Leadership Development) and EAR (Entre to Action Research). The WA Government Schools Leadership Centre promotes and administers these programs. Schools are encouraged to send teams or groups, for which discounts apply. Participants can claim credit towards some MEd units at Murdoch University.

### Research Degrees

Information about uptake of MEd research degrees at Murdoch University shows 71 enrolments in 2004, 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.

## Research Reports

### Conference and Workshop – January 2004

David Andrich

International Conference on Measurement in Health, Education, Psychology and Marketing: Developments with Rasch models

January 19 – 22, 2004

Murdoch University

Rasch Measurement Introductory and Intermediate Courses

January 5 – 16, 2004

Murdoch University

In the Australian summer of 2004, and continuing the tradition of courses in Rasch measurement every second year, there were two week-long courses, one introductory and one advanced, in Rasch measurement. Following the courses, there was a three-day conference. Topics for the conference ranged from very applied to very philosophical, though these were never mutually exclusive. These included cumulative models for attitude and trait measurement – dichotomous and ordered category models; unfolding models for preference and choice based on Rasch models; Rasch model applications in education (e.g. large scale test equating, benchmarking), psychology (e.g. intelligence testing, linking quantitative and stage developmental data); item banking; marketing (e.g. pairwise designs for preference and choice studies); health care outcomes (e.g. linking performance scales); using simulation studies for

clarifying methodological issues; developments in Rasch modelling (e.g. differential item functioning); understanding response processes compatible with the Rasch models; epistemology, fundamental measurement and Rasch models; and the history and philosophy of measurement and Rasch models.

Over 60 people attended the conference from a range of disciplines and countries. Besides 37 delegates from Australia and Western Australia, there were six delegates from the UK, three from each of Denmark, Sweden and the USA, two from Belgium, and one each from the Netherlands, Hong Kong, Korea, Austria, Italy, Japan, France, New Zealand, Germany and Slovenia.

The week long introductory course attracted 13 participants and the week long advanced course attracted 24. The course and conference are an important event on the national Rasch measurement calendar. A feature of the conference is the dinner for a core group of delegates at the Matilda Bay Restaurant. As a result, a web site has been formed named the Matilda Bay Club, and all people who have attended one of the Murdoch University conferences and related workshops and conferences elsewhere, (e.g. Leeds and Paris), automatically become members of the web site. This is an important site for sharing information for forthcoming events and discussion.



*John Brodersen from Copenhagen (L) with Professor David Andrich*

## Research Reports

### Promising Results for Numeracy Work

Education researchers have successfully worked with Waikiki Primary School on numeracy initiatives

**Details:**

Encouraging competence with numbers has taken on an innovative twist in a study with Murdoch University and Waikiki Primary School.

Results from the project and the methods for improving numeracy in students were launched at Waikiki Primary School in 2004.

Education researchers Karen Murcia and Beth Powell from the Centre for Learning Change and Development at Murdoch University have worked closely with teachers across the school to tailor programs that can be used to improve numeracy in children from Kindergarten to Year 7.

'We believe numeracy goes beyond the mathematics classroom, and is actually about children being able to use appropriate aspects of numeracy in all aspects of their lives,' said Ms Murcia.

'During this project, we have worked with teachers on introducing numeracy concepts throughout the curriculum which can be applied to everyday activities such as gaining financial skills, understanding sporting statistics and even cooking, and we have found some very exciting and encouraging results.'

Ms Murcia said that numeracy education had to be a three-way partnership between teachers, students and their parents, and that using a whole curriculum approach helps to detect children with below-average numeracy skills at earlier stages.

For Ms Powell, who won an Inaugural Minister's Award for Outstanding Contribution to Literacy and Numeracy in 2003, an exciting outcome of the project has been that both teachers and researchers have seen how the way we teach mathematics significantly affects the children's opportunities to use their mathematical knowledge in situations outside of the mathematics lesson.

A brochure containing some of the results of the project activities was released at the launch.

The Waikiki Primary School numeracy research project was part of the Federal Government's Innovative Literacy and Numeracy Initiative.



## Research Reports

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### Numeracy Across the Curriculum

The Western Australian strategic primary school numeracy research project investigated the teaching of numeracy across the whole curriculum in Year 5 and Year 7 in WA primary schools. The project identified a broad range of teaching and learning strategies that lead to improved numeracy outcomes.

The project viewed numeracy skills as important for learning across all curriculum areas and as essential for life after school. Being numerate requires a blend of mathematical, contextual and strategic know-how. The project found that familiarity with the context of a task is important in successful problem-solving. Students already familiar with a context were readily able to engage with and complete tasks with mathematical demands but sometimes did this without necessarily being aware of 'doing mathematics'. Knowledge of mathematics and knowledge of its application in a range of contexts seemed to provide students with the confidence to have a go, make mistakes and try again. Working with others helped students clarify and solve problems. They were able to discuss and observe peers' strategies and this helped them organise their thinking. In general, the findings indicated that the project had reinforced the importance of numeracy in the primary school curriculum.

Suggestions for better teaching of numeracy included: noticing and dealing with numeracy across the curriculum; paying attention to and understanding students' numeracy issues; giving time to numeracy across the curriculum in the classroom; and reflecting on the way mathematics is being taught. The project also showed that

teachers need time to work through illustrative examples of numeracy across the curriculum in order to see the relevance and applications of the concepts and strategies in their own classrooms. They needed continuing professional development, time for continuing professional reflection and collegial discussion, and time for new ideas to become incorporated into thinking. This project was DEST funded and undertaken by the Australian Independent Schools Association Western Australia, Catholic Education Office Western Australia, and the WA Department of Education and Training. The Murdoch University project team; John Hogan (Director, Redgum Consulting), Karen Murcia and John van Wyke worked in association with Researchers from Murdoch, Curtin and ECU Universities.

The full report can be found at:

[http://www.dest.gov.au/sectors/school\\_education/publications\\_resources/profiles/numeracy\\_across\\_curriculum.htm](http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/numeracy_across_curriculum.htm)

## Research Reports

### The NuLitData Project

Early in 2004, Helen Wildy contracted with the Catholic Education Office of WA to analyse and report on the Western Australian Literacy and Numeracy Assessment (WALNA) data for the 129 schools in the Catholic system which have students in Years 3, 5 or 7. Reporting was to be at the individual school level as well as at the system level.

Software was developed which would provide 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 tests for the years 2001 to 2004, an individual CD was prepared for each school. The displays enabled 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.

As well as the CD, a manual was prepared to explain the workings of the NuLitData program and a series of 19 half-day professional development sessions was held in March/April across the State to introduce school personnel to the concepts behind the data displays. These sessions also provided an opportunity for the principal and another member of staff from each school to become familiar with their own school's data and to develop methods to interpret and use the results for both internal diagnostic purposes and external reporting to key stakeholders.

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.

The project team consisted of Helen Wildy (Project director and professional development facilitator), Barry Sheridan (Software developer, including production of output for individual schools) and Annette Mercer (Project manager and data analyst).



## Research Reports

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# Performance-based Assessment of Professional Standards for School Leaders

In 2003, with funding from the Australian Research Council and an industry partner, the Leadership Centre (WADET), the research project Performance-based assessment of professional standards for school leaders (Standards project) began. Total funding from the ARC for the three years of the project comprises \$190 000, in addition to the cash contribution from the industry partner of \$105 000.

The project is run from Murdoch University's School of Education by Chief Investigator Associate Professor Helen Wildy and Research Associate Coral Pepper. 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), make up the research team.

During 2003, narrative accounts or cases were constructed after interviewing 80 school leaders from a variety of Education Districts to ensure a range of contextual information. The narrative cases were then rated in terms of leadership attributes by more than 1000 school leaders at professional association conferences, workshops and District meetings.

Using both relevant literature and the evidence of performance in high, medium and low levels of performance, definitions of high, medium and low performance for each leadership attribute were developed. These form the definitions of the standards for leadership attributes.

During 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>. This site contains a set of 172 narratives, 56 of which have accompanying commentaries and are classified

according to context, competency statements and leadership attributes. A total of 34 professional development workshops designed to familiarise participants with the web based representation of the leadership standards were provided through the Leadership Centre to a total audience of 1650 leaders in Western Australian government schools.

The main activity during the second year of the project has been the development of tasks based on the standards framework for use in selection. In collaboration with WADET, tasks were used in the selection of Level 6 Secondary principals in 2004. The process of developing tasks involved key representatives of stakeholder groups to ensure the tasks were grounded in the recognisable everyday practice of Level 6 Secondary principals. Such collaboration ensured both face validity and content validity of the tasks. 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. The data generated by the scoring were analysed using Rasch measurement software and the validity and reliability of the process determined.

The outcome of the project to date is a method of supporting judgements about the professional performance of school leaders leading to valid selection decisions. Further refinement of the process will be undertaken in the final phase of the project.

## Research Reports

### PIPS – Performance Indicators in Primary Schools

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 the progress of students entering primary school.

In 2004, the PIPS Australia team at Murdoch University consisted of Associate Professor Helen Wildy (Project Director), Carmen Sum-Leggatt (Project Manager) and Danny Sherman (Project Officer).

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

State	Year	No. of Schools	No. of Students
ACT	2001	not offered by MU	0
	2002	70	2 827
	2003	69	2 714
	2004	72	2 761
NSW	2001	not offered	0
	2002	2	95
	2003	1	41
	2004	1	41
NT	2001	not offered	0
	2002	not offered	0
	2003	6	399
	2004	8	255
QLD	2001	1	22
	2002	7	409
	2003	52	2 115
	2004	41	1 888
SA	2001	not offered	0
	2002	not offered	0
	2003	5	305
	2004	5	202
TAS	2001	48	1 449
	2002	170	5 314
	2003	196	5 697
	2004	203	5 989
VIC	2001	0	0
	2002	0	0
	2003	0	0
	2004	0	0
WA	2001	40	2 268
	2002	172	5 857
	2003	146	5 343
	2004	215	7 489
TOTAL	2001	89	3 739
	2002	421	14 502
	2003	475	16 614
	2004	545	18 625

The figures indicate the number of schools increased five-fold and students three-fold from 2001 to 2004.

Apart from the growing number of schools and students enrolling in PIPS, we had the pleasure of a visit from Professor Peter Tymms in June. He gave a presentation on *Examining On-Entry Baseline Assessment across Cultures*. Approximately 70 participants from various schools in WA attended. A DVD documenting the session was made. Readers are encouraged to visit our website <http://www.education.murdoch.edu.au/pips/> to find out more information about PIPS and perhaps obtain a copy of the DVD.

Eva Tam – Project Coordinator, 2005



## Research Reports

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

Raising Achievement in Schools (RAISe) is an application of the K-12 Literacy Strategy for Catholic Primary Schools in Western Australia. Funding from the Catholic Education Office of Western Australia (CEOWA) began with \$20 000 in 2004. Research team members are Associate Professor Helen Wildy (Chief Investigator), Coral Pepper (project manager) and Dr Barry Sheridan (software development).

In its first year, there were 20 primary schools in RAISe. The RAISe community is provided with assistance in data gathering and analysis as well as support to principals in leadership for change through the School of Education at Murdoch University. Associate Professor Helen Wildy and her team provided professional development to the principal, leader teacher and first wave RAISe co-ordinator from each school during a two day conference held during February 2004 and then to principals in May 2004.

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 one-fifth of the group; and thirdly, providing a specialist to support students requiring long term intervention. All schools participating in the program 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.

Data gathered and forwarded to Murdoch University in 2004 form the baseline data for future comparison of progress. These will also provide a measure of student performance on entry that can be used to monitor the possible impact of changes to teachers' practice over time.

Planning is well underway for the RAISe initiative to expand during 2005 and another 20 schools have been accepted into the program as the RAISe 2 cohort.

#### Small Schools Leadership (Stage 2)

The aim of Stage 2 of the Small Schools Leadership study was to make accessible the findings of the Small School Leadership report (Wildy, 2004) <http://www.eddept.wa.edu.au/cpr/publications.htm> presented to the W.A. Department of Training (WADET) Education Executive Team on 12<sup>th</sup> May 2004. With WADET funding of \$7 000, Associate Professor Helen Wildy and Coral Pepper in the School of Education at Murdoch University consulted with a Reference Group of novice principals in small rural and remote primary schools and District Directors about the production of professional development materials.

Professional Development materials were designed and produced for interactive half-day workshops, targeting each of three audience groups: District Directors and District Office personnel, particularly Area Directors; principals of small rural and remote primary schools; and aspiring primary school principals. The materials draw on the Small School Leadership report and the Standards for leaders as elaborated in the Leadership Framework <http://isp.ecu.edu.au/ssl/index.php>.

## Research Reports

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### Selection of District Directors 2002-2003 Predictive Validity Study Proposal

Helen Wildy, Associate Professor of Educational Leadership at Murdoch University received funds of \$7 500 from the WA Department of Education and Training for her role in the selection of District Directors.

The inclusion of task-based assessment in the selection process employed in 2002 and 2003 to appoint the current set of District Directors in the WA Department of Education and Training was innovative and courageous. The development of the tasks linked to selection criteria and to standards for leaders through the leadership Framework (<http://isp.ecu.edu.au/ssl/index.php>) involved close collaboration with Executive Directors to ensure both face validity and content validity. The ratings using scoring rubrics were found to be highly reliable (Person Separation Index 0.97).

On these bases we can be confident that the selection process using tasks was robust. However, until the extent to which those who performed well in the tasks also perform well in their jobs is established, we cannot be sure that the process has *predictive validity*, that is, that the process delivers quality in the performance of those selected. This study was designed to provide a measure of the predictive validity of the selection process using tasks.

Two sources of data were used: data from line managers of District Directors, that is, Executive Directors; and data from those for whom District Directors are line managers, that is, principals. Executive Directors responded to a set of Likert scale items in relation to each of the District Directors. The response rate was 100%. A random sample of the equivalent of 15 principals per District Director from each of the Districts responded to a parallel set of Likert scale items about the District Director who is their line manager. The response rate was 90%.

Survey items reflected the criteria used to make the initial selection to ensure that the basis for judging performance in the job is the same as the basis on which District Directors were selected. There was strong correlation between the views of principals and Executive Directors about the performance of District Directors (correlation of 0.6), and a reasonable correlation between these and the ranking of District Directors on selection tasks (0.54). This study makes two important contributions: it consolidates evidence about the robustness of the selection process using performance-based tasks; and it provides a rare example of a validation process following an application of such tasks.

## Centre for Learning, Change and Development (CLCD)

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*Dr Judith MacCallum, Director*

The year 2004 has been an active and challenging year for the CLCD.

CLCD staff continued to offer a range of services: tender writing, research support, planning and implementation of professional development, risk management, budget management, and liaison with key research sites.

The table on the following pages illustrates the large variety of projects that continue to be administered and researched through the centre. Many have involved collaboration of School of Education researchers with colleagues from other schools within Murdoch University and from other universities or organisations. It is not possible to discuss all these projects in detail, but a few examples serve to illustrate the quality and diversity of projects with which the CLCD is involved.

Raising Achievement in Schools (RAISe) is a project of the K-12 Literacy Strategy for Catholic Primary Schools in Western Australia and has been reviewed earlier in this Report.

The National Evaluation of the Indigenous Mentoring Pilot Projects for the Commonwealth Department of Education, Science and Training was completed during 2004. The project involved development of an evaluation kit followed by liaison with, and data gathering from 32 sites throughout Australia that were involved in mentoring Indigenous young people in a large range of programs. The resulting evaluation report provided key feedback to DEST about the nature of quality mentoring with Indigenous young people and the significance of the program as a whole. Ongoing development of resources and literature has been another outcome of this project. The research team was led by Dr Judith MacCallum and involved researchers from Education, Community Development, and Aboriginal and Islander Studies. The project was managed by Jan Christie.

The Evaluation of the Salinity Education Resource for the WA Department of Agriculture was carried out by a team of researchers from the School of Education, and provides a model for future evaluation of educational resources. The project was led by Associate Professor Renato Schibeci and managed by Ms Suzanne Knuiman.

In July the CLCD won the tender for the National Review of School Music Education, which is investigating the status and quality of music education in Australian schools. The project leaders are Mr Robin Pascoe and Dr Sam Leong (UWA), with team members from Murdoch University, University of Sydney, University of Queensland and NT DEET. Ms Anne Winterton is the Project Manager. This is a multi-method research project that will inform national music education policy into the future.

Significant professional development projects included team and leadership development for the Department of Conservation and Land Management (CALM), which has been run through the CLCD annually since 2002, and the Leadership and Management Development program for the Department of Treasury and Finance, which has run twice annually since 2002 and into 2005.

A new development was the management of the International Rasch Conference in January 2004. The CLCD administered two online courses, RASCH and FLOTE.

The CLCD also continued to market and supply the "Rural and Remote Teaching" video and DVD to universities and other educational institutions around Australia.

The total income of projects won and renewed during 2004 was \$1 028 188, which is a 54% increase from 2003.

In October 2004, Ms Jan Christie, who has worked at the centre as Manager of Research and Development since 2002, moved to a new position in Admissions. Jan's presence and skills have been greatly appreciated by all who have been involved with the CLCD over the last few years.

## Research & Professional Development Projects continued during 2004

Project Title	Timeframe	Project Team	Funding Source	Total Grant
Discovering democracy in Western Australian schools: An action learning program	2001 - 2004	Geraldine Ditchburn, Libby Lee	Education Department of WA	\$48 928
National evaluation of the Indigenous mentoring pilots program	2001 - 2004	Judith MacCallum, David Palmer (Community Development), Susan Beltman, Len Collard (Aboriginal & Islander Studies) Chris Ross, Jan Christie, Cameron Tero	Commonwealth Department of Education, Training & Youth Affairs / Education, Science & Training	\$68 445
Strategic Numeracy: Research & development project	2001 - 2004	John Hogan, Karen Murcia, John Van Wyke	Education Department of WA / Commonwealth Department of Education, Training & Youth Affairs	\$556 600
ANSN & IBM National KidsSmart program	2002 - 2004	Libby Lee	The Australian National Schools Network	\$70 980
The Ruler as a learning object	2002 - 2004	Barry Kissane, Beth Powell, John Hogan (Redgum Consulting), Greg Broux (Concept Design)	The Learning Federation	\$50 000
Field review stage one	2002 – 2004	David Lake, Renato Schibeci, Cal Durrant, Rob Phillips, Kate Lowe, Fiona Walls, Rick Cummings	The Learning Federation	\$176 532
PIPS Project	2002 – 2005	Helen Wildy	Participating Primary Schools	\$427 690
CALM: Leadership & organisational development program	2002 - 2004	Gary Martin, Simon Avenell (Business), PDT Consulting	Department of Conservation and Land Management	\$77 250
Department of Treasury & Finance Leadership & Management Development Program	2002 - 2005	Helen Wildy, Max Sully (Psychology)	Department of Treasury & Finance	\$196 867
Innovative Literacy	2003 – 2004	Susan McKenzie, Christine Glass, Wendy Cumming-Potvin	Commonwealth Department of Education Science & Training	\$44 000
Innovative Numeracy	2003 – 2004	Karen Murcia, Beth Powell, John van Wyke	Commonwealth Department of Education Science & Training	\$44 000
Studies of Asia Modules	2003 – 2004	Geraldine Ditchburn, Lindy Norris	Department of Education & Training (WA)	\$18 205
Raising Achievement in Schools: Data management and reporting	2003 – 2004	Helen Wildy, Coral Pepper, Barry Sheridan	Catholic Education Office of WA	\$30 000
Small Schools Leadership Pilot Project	2003 – 2004	Helen Wildy, Pamela Paton	Department of Education & Training (WA)	\$20 000
Analysis of student satisfaction survey data for Edith Cowan University	2003 - 2004	Judith MacCallum, Guanzhong Luo	Edith Cowan University	\$8 000
Rasch educational programs	2003 - 2004	David Andrich, Guanzhong Luo	Fee-paying students	\$29 420

## Research & Professional Development Projects new in 2004

Project Title	Timeframe	Project Leader/s	Funding Source	Grant
Evaluation of salinity education resource	2004	Renato Schibeci, Glenda Leslie, Geraldine Ditchburn, David Lake	Department of Agriculture (WA)	\$27 775
Selection of district directors predictive analysis	2004	Helen Wildy	Department of Education & Training (WA)	\$8 250
Film Asia	2004	Geraldine Ditchburn	Department of Education & Training (WA)	\$3 000
International Rasch Conference	2004	David Andrich, Guanzhong Luo	Registration fees	\$18 925
Western Australian Literacy and Numeracy Assessment (WALNA) Data analysis	2004 - 2005	Helen Wildy	Catholic Education Office of WA	\$121 000
Update of prison officer development and appraisal system	2004 – 2005	Max Sully and Melanie Freeman (Psychology)	Department of Justice (WA)	\$65 808
National review of school music education	2004 - 2005	Robin Pascoe, Sam Leong (UWA), Terry Church, Judith MacCallum, Kathryn Marsh (USyd), Elizabeth Mackinlay (UQld), Robert Smith (NT DEET), Annette Mercer	Commonwealth Department of Education Science & Training	\$345 767
Community building through intergenerational exchange programs	2004 - 2005	Judith MacCallum, Peter Wright, David Palmer (Community Development), Wendy Cumming-Potvin	Commonwealth Department of Family & Community Services	\$54 810
Research into opportunities for the training sector to contribute to supporting the state sustainability strategy	2004 – 2005	Peter Newman (ISTP), David Annandale, Coral Pepper	Department of Education & Training (WA)	\$48 510
Boys Education – Lighthouse Schools (BELS) project: WA Node	2004 – 2005	Wayne Martino, Wendy Cumming-Potvin, Judith MacCallum	Commonwealth Department of Education Science & Training	\$18 462

## The Education Research & Academic Programs Office (ERAP)

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The Education Research & Academic Programs Office has had another busy year. From 2003 it became the first point of call for staff, postgraduate students and prospective postgraduate students in the School of Education. In 2004 it consolidated its role in providing support for postgraduate students, the research activities of staff, academic planning for both undergraduate and postgraduate courses, and marketing initiatives. Due to the increased workload that developed over the year, staff members Ms Margaret Luck (Research & Programs Officer) and Mrs Angelina Chillino (Administrative Officer) were joined by Mrs Dianne McShane (Administrative Assistant) who was employed on a casual part-time basis.

Also in 2004 the School received approval to form a Human Ethics Expedited Review Committee, to be made up of members from the School, in order to approve research proposals from students (both undergraduate and post-graduate). This is a sub-committee of the Research & Centres Committee of the School of Education and comprises three members of staff including the Chair, Lindy Norris. The ERAP office has assumed the responsibility for supporting the Human Ethics Expedited Review Committee and the administration of documentation.

ERAP staff continue to offer a range of support to the School including servicing the School Committee and the two Program Committees of the School; the Research & Centres Committee

and the Initial Teacher Education Committee. It also administers the academic planning processes, Education staff and postgraduate research funds, enrolling Masters students, and monitoring and maintaining administrative processes associated with postgraduate students' progress.

The MEd (Research) enrolments in 2004 increased substantially from 37 in 2003 to 71 in 2004, due both to the initiatives of the Partnerships for Professional Learning (PPL), which is supported by the ERAP office, and to the University's initiative of providing fee waiver scholarships for students in this course.

The weekly Research Seminars continued to be popular and well attended. Information about the seminars presented in 2004 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 can be found on the School of Education website page.

Staff in the ERAP office received many positive comments, and thanks, over the year about the assistance provided by them and prospective and current postgraduate students and staff were encouraged to contact the ERAP office with any queries they may have.



L-R: Dianne McShane, Angelina Chillino, Margaret Luck

## Seminars

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**Irene Paterson Librarian**

**27/2/04**

A Review of Services and Internet Pathways Offered by The Murdoch University Library for Academic Staff and Post Graduate Students

**Susan Beltman Lecturer**

**5/3/04**

Motivation and Performer – Audience Relationships

**Dr Jan Currie Professor**

**12/3/04**

Academic Freedom in Hong Kong Universities

**Robin Pascoe Lecturer**

**26/3/04**

Into the Drama Maze: Wrestling the Minotaur in the Maze

**Dr Wendy Cumming-Potvin Lecturer**

**30/4/04**

Catering for International Students from Canada in the Initial Teacher Education Program

**Dr Libby Lee Senior Lecturer**

**7/5/04**

Developing Pedagogies for Multiliteracies: ICT in Early Childhood

**Dr Lindy Norris Senior Lecturer**

**14/5/04**

Helpful or hindering? Second language learning and its impact on first language literacy development

**Dr Jerry La Cava Professor, Boise State University, Idaho USA**

**21/5/04**

Strategic Thinking and Strategic Instinct in Organizations

**Archie Zariski Senior Lecturer, Murdoch School of Law**

**28/5/04**

Conflict Resolution Education in Australian Schools - The SCRAM Program

**Dr Peter Tymms Professor, University of Durham, United Kingdom**

**4/6/04**

Examining On-Entry Baseline Assessment across Cultures

**Kathryn Choules PhD Student**

**18/6/04**

Problematising the Dominant Discourse on Asylum Seekers: A Community Education Programme

**Supratik Mukherji Equity Employment Officer, Murdoch University**

**16/7/04**

Enhancing Employment of Indigenous People and People with Disabilities -role of School of Education

**Dr David Lake Senior Lecturer**

**23/7/04**

Pure and Natural: Our Undergraduates

**Dr Renato Schibeci Associate Professor**

**6/8/04**

Will biotechnology allow you to design your own offspring? Preparing our students for this future possibility

**Dr Peter Wright Lecturer****20/8/04**

Playback Theatre: A Poetics of Learning, Healing and Community-Building

**Jane Pearce Lecturer****17/9/04**

Discovering the Private Theories of Successful University Teachers

**Karen Murcia Lecturer and Beth Powell Senior Lecturer****24/9/04**

Innovative Strategies for Supporting Students' Numeracy Development: The Waikiki Primary School Experience

**Carol Peters PhD Student****1/10/04**

Women in Leadership: Rocking the boat, opting out and moving on

**Cal Durrant Lecturer****15/10/04**

Not Looking for Nemo: The Reluctant Inclusion of Media in Subject English

**Dr Simone Volet Professor and Caroline Mansfield Lecturer****22/10/04**

Motivation and Self-regulation in Group Projects at University: Significance of Personal Goals and Mental Representations

**Dr Jeremy Hobart Consultant Neurologist from UK****29/10/04**

Measuring the Health Impact of Multiple Sclerosis (MS): Lessons from Rasch Item Analysis

**Dr Dorit Maor Senior Lecturer****5/11/04**

University lecturers as a community of learners: An attempt to reduce the gap between technology and pedagogy in online teaching.

**Dale Wilkinson Empowered Learning****12/11/04**

The Interactive Whiteboard Revolution

**Dr James Bell Senior Lecturer****26/11/04**

Blinded by the White: exploring tensions in anti-racist teaching.

## Visitors

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Dr Jeremy Hobart is a consultant neurologist from the Peninsula Medical School, England, whose clinical interests are in Multiple Sclerosis and the management of people with disabling neurological disease. His research interests include measuring the impact of disease in clinical trials and routine clinical practice.- an interest that led him to measurement. On his Study Leave he took up a position as Research Fellow at Murdoch University working with David Andrich and Irene Styles in order to develop his skills in measurement in the Social Sciences, and particularly in Rasch Measurement. This work has led to the development of several joint papers documenting the work to which these researchers and others in the United Kingdom have contributed.



*Dr Jeremy Hobart, March 2004 – December 2004*

## Academic Staff Research Interests/Biographies

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Because of the discipline base of the work of all staff, as well as their professional qualifications in Education, students with excellent degree qualifications in either Education or in another discipline may be accommodated and supervised for higher degree studies. The research interests of staff are outlined below.

### **Professor David Andrich**

Dean and Professor in Education. Professor Andrich was Dean of Education from 1988-1990 inclusive, and has taken up this position again from June 2003. 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. James' 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'.

### **Susan Beltman**

Susan Beltman is a part-time lecturer in units related to educational psychology and is also a part-time doctoral student. Her current research examines motivation in elite athletes and musicians. A registered psychologist, Susan has worked for many years as a School Psychologist for government and private schools in Western Australia and Queensland. She also has interests in programs for at-risk young people, particularly those using mentors and role models, and has worked on several research projects in this area using qualitative research methods.

### **Professor Jan Currie**

Professor Jan Currie's research and teaching interests include globalisation and universities, gender and work, and the relationship between education and social change with particular interest in gender, ethnic and class inequalities. Jan has recently published in the *Australian Educational Researcher*, *Discourse*, *Australian Universities Review* and *Women's Studies International Forum*. She has received four ARC grants on Award Restructuring and Disadvantaged Workers, Changing Nature of Academic Work, Gender and Organisational Culture, and Globalisation and Universities. These have centred around higher education policy, economic trends such as globalisation and how these affect decision-making structures in universities.

**Dr Wendy Cumming-Potvin**

Dr Wendy Cumming-Potvin specializes in a socio-cultural and critical approach to researching teaching and learning, with a particular emphasis on scaffolding and multi-literacies. 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 Training 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.

**Cal Durrant**

Cal Durrant is a Lecturer in English Curriculum and Deputy Chair of Initial Teacher Education (Secondary). 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).

**Geraldine Ditchburn**

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.

**Associate Professor Barry Down**

Associate Professor Barry Down is a former secondary school teacher in the social sciences. 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.

**Christine Glass**

Christine 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.

**Dr Lucy Jarzabkowski**

Dr Lucy Jarzabkowski is currently the School Experience Coordinator with interest in the fields of educational leadership and administration, the management of educational change and schools as learning communities. Specific research interests centre on managing the human side of educational change, organisational culture, emotional labour in leadership, bounded emotionality in schools, collegial relationships and the collaborative practices of teachers. She currently holds the position of treasurer for the Australian Council for Educational Leaders (WA).

**Barry Kissane**

Barry Kissane is a 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 Australian 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 Centre 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 understandings, and in the nature of scientific investigation.

**Glenda Leslie**

Glenda Leslie is the Science Teacher in Residence with the School of Education. She is developing materials for students and teachers in the areas of biotechnology and food sciences through the federally funded Science Lectureship Initiatives. She is also involved in conducting professional development in these areas to promote the introduction and use of these materials in secondary school science programs. Her teaching duties within the school are in science education for primary and secondary students. Glenda is currently undertaking a PhD on the introduction of biotechnology in secondary school science programs in WA.

**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 was recipient of the Western Australian Institute of Education Early Career Award.

**Associate Professor Guanzhong Luo**

Associate Professor in Education. Specialising in psychological and educational measurement and statistics. He holds the MSc degree in statistics and a PhD degree in applied psychological and educational measurement. He has published articles in psychological, educational and statistical journals, and is the author of various computer packages distributed internationally and well recognised. His main research interests include: large scale test construction and analysis; attitude measurement; research instrumentation; survey design and data analysis; Rasch models; unfolding models and multidimensional scaling.

**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 literacy. His interests include English teaching and gender reform in schools, with a particular focus on masculinities 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 Educational Research Early Career Award in 1998.

**Dr Judy MacCallum**

Dr Judy 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 utilizes 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. Susan is an experienced early childhood teacher who has worked extensively with families who have children with special needs/disabilities. Susan's 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 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 ARC/Linkage research grant which investigate the use of new technologies with professionals.

**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 language 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 co-ordinating 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.

**Robin Pascoe**

Robin Pascoe is Senior Lecturer in the School of Education focusing on arts education. Specifically, he coordinates EDU204/2041 Drama and the Curriculum (Secondary) and EDU360/3601 Learning and the Arts. 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 and a District Manager for Curriculum. In his time as Superintendent for the Arts, Robin led 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-ongoing). He was writer for the Arts section of the Curriculum Framework (Curriculum Council of WA, 1998). He was 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). He is Immediate Past President of Drama Australia and board member of the National Affiliation of Arts Educators and Secretary to the General Meeting Committee of IDEA, the International Drama/Theatre and Education Association.

**Jane Pearce**

Jane Pearce is a Lecturer in the School of Education. She began her career as a teacher of English and Drama in middle and high schools in the UK, where she also worked part time as an adult literacy tutor. She then moved into initial teacher education and spent ten years at Liverpool University before moving to Murdoch where she teaches students studying to qualify as primary, secondary and tertiary teachers. Her teaching and research interests lie in teaching and learning in tertiary settings, in critical pedagogy, and in diversity, inclusively and social justice in education. She has a particular interest in indigenous education issues. Jane coordinates and teaches the UniFocus Programme. This bridging programme enables students from the Rockingham and Mandurah communities, who lack formal entry qualifications, to gain entry to Murdoch University and study there successfully.

**Beth Powell**

Beth Powell is a Senior Lecturer in Professional Development and coordinator of the Professional Development Section. She is a 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's 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.

**Dr Rob Strathdee**

Dr Rob Strathdee is a Lecturer in Education. Research interests include vocational education and training, social welfare reform, competency based education, youth policy and school to work transitions. He is currently working on a small research project exploring the relationship between social capital and school-to-work transitions.

**Associate Professor Ralph Straton**

Associate Professor of Education. Foundation Director of the Institute for Social Programme Evaluation (1978-1994, 1998). Research focuses upon the evaluation of educational, health, welfare, crime prevention and other social programmes, and the utilisation of evaluation information for policy formation and decision making. Other interests include social and educational research methods including research design and analysis, measurement and survey research, individualised, cooperative and small group learning, and educational preferences and choice. His supervision of postgraduate students research projects includes these areas as well as in selection, professional learning, educational attitudes, motivation, childhood depression and the education of children with a disability. Dr Straton is a past President of the Australian Association for Research in Education (AARE; 1984). He is also a past President of the Australasian Evaluation Society (1999-2001) and recipient of the Society's award for outstanding contributions to evaluation in Australasia (1997).

**Dr Irene Styles**

Dr Irene Styles is a Senior Lecturer in Educational Psychology. Research and supervision interests include intellectual development, creative thinking, self-regulation of learning in a variety of settings including environmental, clinical, legal and nurse education, postgraduate studies, migration and the assessment of attitudes. Irene uses both quantitative and qualitative methodologies and 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.

**Associate Professor David Tripp**

Dr 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 organization, Dr Tripp specialises in action learning processes in professional and organizational 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**

Professor Simone Volet's 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 recently 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-elect of the Educational, Instructional and School Psychology Division of the International Association of Applied Psychology (IAPP) 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's research interests centre 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, curriculum innovation 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 measurement of literacy and numeracy progress of students on-entry to approximately 600 schools 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; Teacher Development in the Arts; Culture, Creativity and Community Development; Applied Theatre; Transformational Learning; Playback Theatre; Improvisation and Clowning. Dr Wright 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 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. He is also particularly interested in the development of arts-based forms of representation.

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## Emeritus and Adjunct Professorships

### ***Emeritus Professor Brian Hill***

Emeritus Professor Brian V. Hill was the Foundation Professor and Dean of the School of Education in 1974. Since retirement from the full-time staff in 2000, he has continued to write in the fields of ethics and values education, and religious education in schools. In 2001, a lecture theatre on campus was named in his honour.

### ***Adjunct Professor Don Smart***

Adjunct Professor in Education. Research interests include the broad fields of politics of education, education policy and finance, history of education and comparative education. His research specialisations include public and private schools policy, higher education policy and the internationalisation of education. He has published a number of books on the role of the Federal Government in Australian education and comparing Australian and US education policy. His research has been published in national and international journals and encyclopaedias spanning the fields of politics, sociology, policy studies and educational and public administration. He has acted as a consultant to both the Western Australian and Federal Governments and is an active member of the American Association for Research in Education, the American Society for Higher Education, the (US) Politics of Education Association and the Australian Association for Research in Education (former President). Since 2002, he has spent 3-6 months per year consulting on and teaching in Asia - primarily in Malaysia, HK, Vietnam and Singapore. He is also Chair of the WA Minister for Education's Advisory Committee on the establishment of New Non-Government Schools.

## Postgraduate Research Studies

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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.



## Doctoral and Masters Students

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### Doctor of Philosophy

#### **Baldwin, K.**

Inscribing the media child: Teaching children about media in a WA school.  
(Supervisors: *W. Martino, W. Parkins*)

#### **Beltman, S.**

Strategies for success: the development of expertise in volition.  
(Supervisors: *S. Volet, J. MacCallum*)

#### **Burgess, M.**

A framework for implementing technology enhancements in higher education  
(Supervisors: *D. Maor, J. Currie, I.Styles*)

#### **Butler, R.**

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

#### **Chandra, J.**

Critical thinking in 4 and 5 year old children.  
(Supervisors: *I. Styles, S. Volet*)

#### **Choules, K. J.**

Ethical Education: Exploring attitudes on asylum seekers.  
(Supervisors: *J. Currie, J. Bell*)

#### **Coble-Neal, F.**

Risk and innovation in secondary schools in Western Australia.  
(Supervisors: *L. Jarzabkowski, H. Wildy*)

#### **Coyle, C. A.**

Accuracy criteria and performance rates that ensure the retention endurance, stability, application and adduction of phoneme reading in children with reading problems.  
(Supervisors: *I. Styles, D. Leach*)

#### **Cunningham, C. L.**

Social justice issues, critical pedagogy within the context of school leadership.  
(Supervisors: *N. Aveling, B. Down*)

#### **Freeman, C.**

Educational Assessment  
(Supervisors: *D. Andrich, G. Luo, J. Tognolini*)

#### **Edmondston, J.**

Teaching professional ethics to undergraduate molecular biology students: What ethical values need to be instilled in molecular biologists in the 21st century?  
(Supervisors: *R. Schibeci, S. Dyson*)

#### **Green, N. J.**

Access and opportunity: Education for Aborigines in Western Australia 1944-1978.  
(Supervisors: *D. Smart, J. Currie*)

#### **Hesterman, S.**

Information and communication technologies in Early Childhood Education.  
(Supervisors: *L. Lee, R. Schibeci*)

#### **Holland, S.**

The impact of hierarchical Thai socio-cultural structure on the application and outcome of Western pedagogical methods in business school programs.  
(Supervisors: *S. Volet, D. Andrich*)

**Hudson-Mabbs, S.**

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

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

**Humphry, S. M.**

Maintaining a scale with common unit and origin across multiple assessments.

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

**Knowles, S.**

Postgraduate supervision: Feedback on writing.

*(Supervisors: W. Martino, J. Bell)*

**Lee, I.**

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

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

**Lorrimar, J.**

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

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

**Lowe, W.**

The development and evaluation of an empowerment model of professional development for allied health workers in rural WA.

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

**Marriott, R.**

Transformations: Clinical educators critical thinking and reflective practice within the context and process of clinical teaching.

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

**Mercer, M.**

An investigation of the new selection process for students of Medicine and Dentistry at the University of Western Australia.

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

**Millei, Z.J.**

Early Childhood Education, Sociology of Childhood.

*(Supervisors: W. Martino, L. Lee)*

**Mudhan, P.**

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

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

**O'Sullivan, D.**

Local Area Education Planning and Practice: A Critical Policy Ethnography.

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

**Pearce, J.**

The autobiographies of academics, or the life stories of teachers. How do university academics learn to become teachers?

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

**Reid, C.**

An exploration of the nature and causal influence of personality and attentional style on elite sporting achievement.

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

## Doctoral and Masters Students continued

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### **Revitt, M. A.**

Rural communities and wildlife tourism: Developing tourism based on Australia's critical weight range mammal fauna.

*(Supervisors: S. Volet, R. Strathdee)*

### **Ruddy, A.**

Internationalisation as a response to globalisation: A comparative study of Australian and United States universities

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

### **Satar, A.**

Post colonial theory and auto-ethnography.

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

### **Targowska, A. U.**

Young childrens' construction of racial differences.

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

### **Thompson, G.**

Power in Schools: Agency, Subjectivities and Freedom.

*(Supervisors: J. MacCallum, J. Bell)*

### **Trestrail, C.**

The evaluation of international student policy at Murdoch University: A case study.

*(Supervisor: D. Smart)*

## Doctor of Education

### **Bright, P.**

Using WALNA data to implement change in small rural level 3 country schools.

*(Supervisors: H. Wildy, D. Maor)*

### **Epton, H.**

The role of talking word processors in the development of literacy skills for students requiring teaching and learning adjustments.

*(Supervisor: S. McKenzie)*

### **Fiocco, M. G.**

Pathways to Higher Education: One response to the commercialisation and internationalisation of higher education.

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

### **Glass, C. K.**

A study of resilience in students in initial teacher education.

*(Supervisors: J. MacCallum, L. Jarzabkowski)*

### **Haji Ahmad, A.**

The perceptions of stakeholders of the quality assurance system of vocational and technical education in Brunei Darussalam.

*(Supervisors: S. Volet, R. Cummings)*

### **Heldsinger, S.**

Accounting for differences in the unit of scale in setting benchmarks for achievement.

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

### **Jones, T.**

Learning online: A study of the evolution of teacher knowledge from Newt to Nerd and its transposition to the language classroom.

*(Supervisors: L. Norris, D. Maor)*

**Joyce, J.**

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

**Kemp, M.**

Developing critical numeracy at the tertiary level.  
(Supervisors: *D. Andrich, D. Lake*)

**King, N.**

Developing mentorship - A feminine model  
(Supervisors: *J. MacCallum, L. Jarzabkowski*)

**Kural, J.**

Foucauldian perspectives and school leadership: exploring minority perspectives.  
(Supervisors: *H. Wildy, W. Martino*)

**Kuteyi, O.**

Organisational development in school and staff needs.  
(Supervisor: *B. Down*)

**Kwok, A.**

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

**Lim, H.L.**

Investigating students' perceptions and attitude towards the use of IT.  
(Supervisors: *D. Maor, S. Volet*)

**Lovegrove, J. K.**

See me, hear me, from teachers beliefs, pedagogy to classroom practice for Indigenous students.  
(Supervisors: *N. Aveling, C. Durrant*)

**Mather, J. L.**

Organisational change in the disability Services section of NSW.  
(Supervisors: *D. Tripp, L. Jarzabkowski*)

**Mulder, H.**

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

**Murcia, K. J.**

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

**Nash, J.**

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

**Noteboom, A.**

Effective online communities of practice for teachers of vocational education and training.  
(Supervisors: *D. Maor, I. Styles*)

**Pascoe, R.**

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

**Pepper, C.**

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

## Doctoral and Masters Students continued

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### **Pettit, B.**

Dissertation title to be advised.

*(Supervisors: S. McKenzie, D. Andrich)*

### **Pettit, D.**

Dissertation title to be advised.

*(Supervisors: R. Straton, S. Volet)*

### **Price, A.**

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

*(Supervisors: L. Norris, J. MacCallum)*

### **Roberts, S. A.**

Human resource management in schools: Developing a framework.

*(Supervisors: J. MacCallum, L. Jarzabkowski)*

### **Ujitani, E.**

Intercultural interactions between international students and Japanese students at a Japanese university.

*(Supervisors: S. Volet, W. Cumming-Potvin)*

### **Whitsed, C.**

Education - Inter-cultural learning and teaching in a cross-cultural context within ESL classrooms in Japanese universities.

*(Supervisor: S. Volet)*

## Master of Arts (Social Research and Evaluation)

### **Collings, D. P.**

Dissertation title to be advised.

*(Supervisor: R. Straton)*

### **Totten, L.**

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

*(Supervisor: R. Straton)*

## Master of Education (Research)

### **Andrews, M.**

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

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

### **Aubrey, R.**

Transition from middle to upper school.

*(Supervisor: B. Kissane)*

### **Baker, G.**

Adult Indigenous Vocational Education - What works?

*(Supervisor: J. MacCallum)*

### **Bell, W.J.**

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

*(Supervisor: H. Wildy)*

### **Bree, M.P.**

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

*(Supervisors: S. McKenzie, S. Beltman)*

**Burton, A.**

What are the issues and benefits of shadowing as a form of professional development for educational leaders?

*(Supervisor: H. Wildy)*

**Caird, K. M.**

Streamlining teacher judgement.

*(Supervisor: H. Wildy)*

**Carey, B.**

Early Adolescent Phase of Learning specifically in Speaking and Listening: addressing issues of gender, race and geographical location.

*(Supervisor: W. Martino)*

**Cavaney, A.M.**

On-line learning objects - design for effective teaching/learning within reasonable time frame (for student and educator)

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

**Chow, C.W.S.**

Implementation of the Curriculum Framework.

*(Supervisor: L. Norris)*

**Clark, K.E.**

Holistic student development: the alignment of pastoral and curriculum responsibilities within school structures.

*(Supervisor: H. Wildy)*

**Clarke, K.J.**

Integration of cognitive, motivational and metacognitive learning.

*(Supervisor: H. Wildy)*

**Cobb-Diamond, J.**

Boys in Arts Education

*(Supervisor: P. Wright)*

**Correy, N.**

Montessori and the Curriculum Framework.

*(Supervisor: L. Lee)*

**Crockart-Stephens, H.L.**

Critically engaging with narratives; professional development for aspirant leaders.

*(Supervisor: H. Wildy)*

**Daniels, C.**

Professional development needs of classroom teachers in WA secondary schools:

Blending the personal and professional

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

**Darvall, J.M.**

Health and physical education in rural areas.

*(Supervisors: P. Wright, R. Williams)*

**Davies, S.**

Preparing high school students for a genetic future, leading to informed decisions.

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

**Duggan, M.S.**

Literacy & Numeracy Achievement in Small Schools

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

**Duvall, S.P.**

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

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

## Doctoral and Masters Students continued

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### **Fardon, S.**

An investigation of the implementation of the Arts Curriculum Framework (Music Education) in rural and urban primary schools.

*(Supervisors: P. Wright, S. Beltman)*

### **Gamble, C.**

Dissertation title to be advised.

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

### **Garbenis, R.**

Multicultural diversity and its implications for the English classroom.

*(Supervisor: W. Martino)*

### **Gobby, B.**

Students interrogating gender regimes: Implications for policy & practices.

*(Supervisor: W. Martino)*

### **Harris, A.**

Dissertation title to be advised.

*(Supervisor: J. MacCallum)*

### **Hayes, P.J.**

Towards school effectiveness. What is important? Stakeholder perspectives on school improvement.

*(Supervisor: H. Wildy)*

### **Henderson, D.**

Critical success factors (leading to employment) in training courses for Indigenous Cultural Tourism.

*(Supervisor: N. Aveling)*

### **Johnson, G.**

Development and Evaluation of a global marine environmental education program.

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

### **Jose, A.**

Developing volitional strategies in middle school.

*(Supervisor: J. MacCallum)*

### **Kershaw, L.**

Authentic Learning in an e-learning environment

*(Supervisor: D. Maor)*

### **Khan, A.**

Relationship between Breakfast, Academic Performance and Vigilance in school age children.

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

### **Lasic, T.**

Negotiating cultural differences in schools

*(Supervisor: J. Bell)*

### **Lawson, C. M.**

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

*(Supervisor: J. Pearce)*

### **Lord, J.**

The emotional dimensions of collegiality in the workplace.

*(Supervisor: L. Jarzabkowski)*

### **Lorrimar, W.**

The new VET environment: attitudes and key issues in a case study TAFE college

*(Supervisor: R. Strathdee)*

### **Maley, L.**

Secondary teachers' perceptions of the teaching practicum.

*(Supervisor: L. Jarzabkowski)*

**Mathews, P.**

Education - Factors affecting success of change management in rural high schools  
(Supervisor: L. Jarzabkowski)

**McWhirter, B. J.**

An evaluation of a community-based aged wellness programme.  
(Supervisor: J. MacCallum)

**Midson, S.J.**

*Educational leadership and management*  
(Supervisor: H. Wildy)

**Millar-Figgins, R.**

Dissertation title to be advised.  
(Supervisors: J. Pearce, R. Schibeci)

**Morcom, V.**

Classroom meetings as a pedagogical intervention design to facilitate collaborative learning through which autonomous learning or learners can be created.  
(Supervisors: W. Cumming-Potvin, J. MacCallum)

**Murthy, S. T.**

Competency based training within the delivery of the legal services training packages in a vocational education and training environment.  
(Supervisor: R. Strathdee)

**Parker, D.**

Information communication technology, business and vocational education.  
(Supervisor: R. Straton)

**Pearce, C.**

Implementation of an outcome-focused approach to education: a case study.  
(Supervisors: J. Bell, D. Andrich)

**Potter, J.S.**

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

**Prior, S.**

Transition from primary to secondary: heading a problem for boys with special needs  
(Supervisor: H. Wildy)

**Prodonovich, S.**

Exploring life skills in the primary classroom  
(Supervisors: J. Bell, J. MacCallum)

**Rhodes, E.M.**

How middleschooling, educational reform and change management improve student outcomes at a large isolated country school and how it impacts on staff and students  
(Supervisors: H. Wildy, L. Jarzabkowski)

**Saunders, C.L.**

Action research study of assisting students with learning difficulties using Multi-Media program  
(Supervisors: D. Maor, S. McKenzie)

**Savage, G.**

Youth subjectivities, popular culture and schooling: exploring pedagogical implications  
(Supervisor: W. Martino)

**Schmidt, T.C.**

Community Based Learning: Affects and Possibilities.  
(Supervisor: B. Down)

## Doctoral and Masters Students continued

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### **Seara, M.R.**

Investigating the issues impacting on boys education in the middle school years

**(Supervisor: W. Martino)**

### **Shuttleworth, D.**

Career vocational enterprise education.

**(Supervisor: J. Pearce)**

### **Snadden, M.**

Perceptions of student successes in the Vocational Education and Training (VET) sector.

**(Supervisors: R. Stratton, R. Strathdee)**

### **Steigler-Peters, S.**

Evaluation of Syllabus Development Process

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

### **Stevens, E.**

Early Childhood Education, teachers' work

**(Supervisor: B. Down)**

### **Stone, H.**

LOTE Culture in the curriculum of Peel District.

**(Supervisor: L. Norris)**

### **Tholet, F.**

Dissertation title to be advised.

**(Supervisor: P. Wright)**

### **Thomas, A.**

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

**(Supervisor: H. Wildy)**

### **Tolhurst, S.**

Middle Schooling and its impact on students learning.

**(Supervisors: W. Martino, J. MacCallum)**

### **Turner, M.R.**

Curriculum Framework in Society and Environment and teachers

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

### **Wakholi, P.**

Perspectives in Diasporic African Cultural Education: Developing an African centred approach..

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

### **Watson, P.**

Research in Education.

**(Supervisor: N. Aveling)**

### **Wendt, T.M.**

Are graduating teachers in Western Australia prepared for inclusive classrooms?

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

### **Wyatt, J.**

Teacher's work in light of new pedagogies

**(Supervisor: B. Down)**

## Doctoral and Masters Students Completions

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### Doctor of Philosophy

**Cameron, R. J.**

The ecology of 'Third Culture Kids': The experiences of Australasian adults.  
(Supervisors: *I. Styles, N. Aveling*)

**Dobozy, E.**

Rights, rules and regulations: How schools prepare students for democratic life.  
(Supervisors: *J. Bell, J. Currie*)

**Pasqualini, R.**

Searching for safe text: Spotting dangerous crossings and transfers on the infobahn.  
(Supervisors: *N. Aveling, H. Ruthrof*)

**Payne, L.**

Issues of governance for small schools.  
(Supervisors: *J. Bell, J. Currie*)

### Master of Education (Research)

**Collins, A. S.**

Empowering Aboriginal students in the critical literacy classroom.  
(Supervisors: *W. Martino, N. Aveling*)

**Thompson, G. F.**

Swings & roundabouts: discourses of correctedness in secondary schools.  
(Supervisor: *J. Bell*)

### Master of Education with Honours

**Morris, S.**

Concept Map Tracking and the Generative Learning Model  
(Supervisor: *R. Schibeci*)

## Theses Under Examination

### Doctor of Philosophy

**Peters, C.**

Women in leadership: Rocking the boat, opting out and moving on.  
(Supervisors: *J. Currie, F. Hayes (UWA)*)

### Doctor of Education

**Nevard, J.**

Preparing women leaders and managers for 2010.  
(Supervisor: *J. Currie*)

**Rammolai, M.**

The image of agriculture education in Botswana.  
(Supervisors: *J. Bell, J. Currie*)

## Doctoral and Masters Students Completions continued

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### Theses Under Examination continued

**Suntisukwongchote, P.**

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

*(Supervisor: R. Schibeci)*

**Van Wyke, J.**

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

*(Supervisor: D. Andrich)*

### Master of Education (Research)

**Campbell-Hicks, R.**

An evaluation of community-based adult learning.

*(Supervisors: I. Styles)*

**Griffiths-Heath, D.**

Public relations creating a positive PR profile for the college.

*(Supervisor: J. Pearce)*

**Hartley, V.**

A study and comparison of language students with and without on-line support.

*(Supervisor: D. Maor)*

**Ralph, M.**

Model library characteristics to support on-line learning

*(Supervisor: D. Maor)*

**Shanks, P.**

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

*(Supervisors: D. Smart, M. Champion)*