



GRADUATE
SCHOOLS

MELBOURNE GRADUATE
SCHOOL OF EDUCATION

Shaping minds, shaping the world

Melbourne Graduate School of Education

SHAPING MINDS, SHAPING THE WORLD

2013



Welcome

Professor
Field Rickards

It is an exciting and challenging time to be in Australian education.

With debate raging about issues from school funding to standardised testing and bonus pay, education is rarely out of the headlines.

The Melbourne Graduate School of Education (MGSE) made a significant contribution to these national debates in 2012. Richard Teese continued his insightful commentary on the school funding review and subsequent legislation. Nicky Dulfer, Suzanne Rice and John Polesel conducted the first national study into the impact of NAPLAN (see page 14). John Hattie continued to challenge orthodox thinking, and Stephen Dinham fought back against the teacher 'blame game'.

We have also hosted some of the world's leading education thinkers in our ever popular Dean's Lecture Series, including Pasi Sahlberg, Michael Apple, Ben Levin and Richard Noss.

If you would like to hear what these experts have to say, please visit the MGSE video channel, available on our website.

Our vision is a society in which education enables full and equitable participation.

Our mission through effective collaborations, we will deliver:

- relevant, high quality, high impact research;
- research-informed, clinical teacher education that develops graduates with the capacity to inspire and improve individual learning outcomes; and
- outstanding quality post graduate studies for professionals.

Vale Jack Keating and Rosalind Hurworth

It was with great sadness we farewelled Professor Jack Keating who passed away on July 21, 2012.

Professor Keating had been with the University of Melbourne since 2002. A strong advocate of public schooling and a former teacher, his impact on the Australian education system, as well as international systems, was significant and admirable.

A fund has been established in Jack Keating's name, to support high-impact research into educational equity and the advancement of social justice through education, coordinated by former Victorian premier Steve Bracks and Andrew Ius (formerly of the Victorian Institute of Teaching).

We were also saddened by the loss of Associate Professor Rosalind Hurworth, who passed away on December 16, 2012. Associate Professor Hurworth was the Director of the Centre for Program Evaluation for over ten years, stepping down in 2011. She was a past president of the Qualitative Research Association and considered the stalwart of Australian evaluation, contributing to over 170 evaluations across many disciplines. She was revered among colleagues for her contribution, and she will be missed.

Our deepest condolences go out to the families of Professor Keating and Associate Professor Hurworth.

Professor Jack Keating made a lasting and significant impact on Australia's education systems.



Asia engagement

The 2012 release of the *Australia in the Asian Century* white paper has sharpened our focus on Australia's role in Asia.

One practical way we are responding is by offering a range of placements in schools across Asia. The *Education, Practice and Place* subject runs placements in disadvantaged communities in South Delhi and in rural and coastal Thailand, while the *Global Studies in Education* internship offers placements in international schools in India and China, with plans to expand to Hong Kong, Malaysia and Thailand.

Master of Teaching

Now in its sixth year, the Master of Teaching continues to challenge traditional approaches to teacher education. As political debates consider mandating minimum entry requirements into teacher education, as well as issues like the amount of practicum offered, our approach is weathering the storm.

Our experience has been that moving teacher preparation to the graduate level, and introducing a genuine clinical practice model has, in turn, raised the quality of our candidates both coming into and graduating from our courses.

We received our second year of alumni data at the end of 2012, which again confirmed that close to 90 percent of our alumni are entering the workforce feeling well or very well prepared, and that increasing numbers are taking on significant leadership roles in their schools.

However, we still need to improve our selection procedures, so we recruit the best people into our courses. To that end, we have developed and will continue to trial a new selection tool in 2013, *Teacher Selector*.

Teacher Selector was established through a collaboration with the Commonwealth Department of Education, Employment and Workplace Relations, and is based on an ongoing large scale research study that helps identify the attributes of effective teachers. *Teacher Selector* will inform selection into the Master of Teaching from 2014.

Positive psychology

We are delighted to progress our commitment to positive psychology in 2013, with the launch of a new research centre and the forthcoming appointment of a Chair of Positive Psychology. We are recruiting for this position at the time of writing; please check our website for the latest information.

We are also launching the new Master of Applied Positive Psychology in 2013, and two new Breadth subjects – *Wellbeing, motivation and performance* and *Positive communities and organisations*.

Best Wishes,

Field Rickards

Dean, Melbourne Graduate School of Education

Master of Teaching candidates on a *Global Studies in Education* internship make paper aeroplanes with Chinese school students, as part of a language lesson.



Jack Keating "[The Gonski Review] has come out at a bad time in the economic and political cycles, and is in the hands of a government that is in a weak position to implement it." *The Conversation*, February 2012



Master of Teaching (Primary) candidate Pari Gupte
on placement at Malvern Central School.

Master of Teaching – five years of impact

Renee Christensen

Master of Teaching graduate Renee Christensen is driven by a commitment to humanitarianism and education, and is forging a career path combining the two.

Renee, who graduated from the Master of Teaching (Secondary) in 2010, works for the United Nations Office for the Coordination of Humanitarian Affairs in Geneva. She develops training platforms for local populations in developing countries to help prevent, prepare for and respond to emergencies.

Renee credits her Master of Teaching studies with much of the knowledge she draws on in her current role, and for confirming her passion for education.

"The course component of the Master of Teaching taught me much about education systems, policy, and pedagogy, which I use daily in my work here," she said.

According to Renee, her studies helped her appreciate the true nature of teaching. "The Master of Teaching really made me realise that teaching is a holistic job, so much more than just imparting subject matter," she said.



Master of Teaching (Secondary)
graduate, Renee Christensen, is
now working for the UN in Geneva



From corporation to classroom

Kim Chen, who graduated from the Master of Teaching (Primary) at the end of 2012, has a very special reason for studying teaching.

Arriving with her family from Cambodia as a refugee in 1993, she started primary school in Perth. The new culture and language was initially daunting for 7 year old Kim, who was illiterate and two year levels behind other students her age.

"My teachers were really lovely to me when I started school in Australia, and I really looked up to them. Since then, I've always wanted to be a teacher," explains Kim.

However, she initially took a different path.

"I worked in finance for three years," Kim said. "But it just wasn't for me! At first I didn't have the guts to follow my dream and study teaching, but I'm so glad I've done it now."

"I really like the practical elements of the course. Being in a classroom two days a week means I can apply what I learn at uni – a lot of learning happens in the classroom."

Early Childhood DreamLarge winners

A group of three Master of Teaching (Early Childhood) candidates spent two weeks working with children in the Wakathuni community in remote WA at the end of 2012, supported by a University of Melbourne DreamLarge grant.

Hannah Barber, Laurie Holmes and Rima Ramchandra worked with children at the 0-5 Gumala Early Childhood Education and Care Centre, in a two-way exchange of knowledge and skills with the local community. They worked in the *Abecedarian Approach Australia (3A)* program, a sustainable and self-determining early childhood education and care program customised by MGSE staff to meet the needs of the Wakathuni community.

Ms Holmes was struck by the Wakathuni children's capacity. "They are fantastic children, so capable," she said. "They're walking at one, looking after one another and turning on taps to wash each other."

For Ms Barber, the project confirmed the importance of early learning.

"Reflecting on it now, the project highlighted how critical it is to have early years education in these communities that are lacking in so many other resources," she said. "Education goes beyond the urban niceties of Melbourne."

"One of the most beautiful things we heard there was a little boy who went to school reasonably regularly say to one of the girls, "it's really important you know your alphabet – you need to know it when you grow up."



Children at the 0-5 Gumala Early Childhood Education and Care Centre, where three early childhood candidates taught for two weeks

What the experts say

VCE study day in the Wimmera

Master of Teaching candidates organised the first VCE study day of its kind for local students in the Wimmera, at the end of 2012.

Held at Horsham College, the revision day hosted students from Ararat Community College, Dimboola Memorial Secondary College, Rainbow Secondary College, Murtoa Secondary College, Kaniwa College and Stawell Secondary College also participated.

They received revision support from Master of Teaching candidates, Teach For Australia associates and expert staff from the University, focusing on English.

The day was the brainchild of lecturer Helen Kent, who coordinated placements for Master of Teaching candidates with Wimmera schools this year. She noticed that local VCE students didn't have access to the level of revision support available to city students.

"Revision support is so important for VCE students," she said. "It not only helps to cement their knowledge, but also builds their confidence and shows them how to deal with stress and anxiety. I'm delighted we're able to offer this day to local Wimmera students this year."

Andrew Power, teacher candidate Master of Teaching (Secondary)

"I chose the Master of Teaching because I wanted a really good teaching course. The amount of placement time is particularly useful – you get to put into practice what you're learning at university in front of a class very early on. You learn very fast whether teaching is right for you!"

It's a great course, but not for the faint-hearted."



Andrew Power, Master of Teaching (Secondary)

Peter Wright, principal, Koonung Secondary College

"Koonung was quick to recognise the value of extended periods of time spent in the one setting for pre-service teachers and was part of the first group of schools to deliver the Melbourne University Master of Teaching model.

"The Master of Teaching placement, which sees pre-service teachers spending a whole semester in one school, allows them to develop a sense of belonging and commitment to the school, their classes and the students. They add great value to the school program through their involvement in extracurricular activities such as camps, excursions, sports, debating and much more.

"Benefits to the school over the years of involvement in the Master of Teaching program have been many.

"Up to twenty pre-service teachers have been placed at Koonung each semester adding to the vibrancy and energy of the staff and staffroom. Mentor teachers have opened their classrooms to welcome them and share their experience and expertise."

**Sarah Young, clinical specialist
Master of Teaching (Early Childhood)**

"Because teacher candidates are on placement every week, everything they learn in University directly links to their practice. Being in children's environments every week means they develop a deep understanding of how children learn."

"The clinical specialist's role is to make pedagogical practice richer by helping teacher candidates understand what they're doing, how best to do it and why. We help ensure the teacher candidates' practice is informed by theory and the latest research."

"This connection between theory, practice and mentoring is the most exciting aspect of the program. It means the teacher candidates receive a very holistic learning experience, and become stronger, more reflective teachers as a result."



Sarah Young, clinical specialist
in the Master of Teaching
(Early Childhood)



Master of Teaching (Secondary)
candidate, Cody Miller on
placement at University
High School



SHAPING MINDS, SHAPING THE WORLD

1 Thailand, Myanmar, Philippines, Indonesia and Sri Lanka

Associate Professor Helen Cahill from the Youth Research Centre is working with UNESCO, UNICEF, UNFPA and Youth LEAD to develop *New Generation Leadership Training* for young people from communities affected by HIV in the Asia-Pacific.

2 Indonesia

Associate Professor Helen Cahill from the Youth Research Centre is working with UNICEF on the *Prevention of Violence in Papua* project.

3 Sweden

Gail FitzSimons is working with Malmö University on the *Adults' mathematics: In work and for school* project, funded by the Swedish Research Council.

4 India

Professor Fazal Rizvi is Chief Investigator on an Australian Research Council project investigating the opportunities and challenges globalisation brings to elite schools; and is also leading an Australian International Education Conference project exploring the barriers to effective collaborations between Indian and Australian universities.

5 Canada

Professor Fazal Rizvi is collaborating with colleagues at the University of Western Ontario on the study *Globalization, high-stakes testing and the experiences of differently situated immigrant students in Canadian and Australian schools*.

6 Argentina

Professor Fazal Rizvi will be a visiting professor and teach the course *Globalization and Educational Policy Research* at St Andrew's University in Buenos Aires.

7 Thailand, India and Japan

Master of Teaching candidates teach in schools in rural Thailand, south Dehli and Sendai, Japan as part of the *Education, Practice and Place* elective.

8 The Philippines

The Assessment Research Centre is working with the College of Education, University of the Philippines, and AUSAid to establish an *Assessment, Curriculum and Technology* research centre.

9 France (Paris)

Professor Lynn Meek from the LH Martin Institute is working on the OECD programme on *Innovation, Higher Education and Research for Development* (IHERD), which increases strategic and coherent investments in innovation, higher education and research for global development.

10 Argentina, Brazil, Canada, China and Hong Kong, Finland, France, Germany, India, Japan, Korea, Malaysia, Mexico, Norway, Portugal, Russia, South Africa, The Netherlands, UK, and the US

The LH Martin Institute manages Australia's involvement in the *Study on the Changing Academic Profession*. This 20-country comparative study is the largest ever of its kind, with the book *Job Satisfaction Around the Academic World* published in 2013. Four of the books' five editors are LH Martin staff.

11 China, the Czech Republic, Germany, Israel, Japan, Korea, New Zealand, Norway, The Philippines, Portugal, Singapore, South Africa, Sweden, and the USA

Based in the International Centre for Classroom Research, the *Learner's Perspective Study* has been running for 13 years, documenting 'well-taught' mathematics classes.

12 China, Finland, Israel, Sweden, Singapore, Czech Republic and Japan

Led by the International Centre for Classroom Research, the *Alignment Project* is investigating how cultural settings and good practice combine to produce learning outcomes in mathematics and science.

13 Somalia & USA (Minnesota)

Collaboration with the University of Minnesota, for the development of a National Teacher Preparation College in Puntland, Somalia.

14 New Zealand

Associate Professor Janet Clinton and Professor John Hattie worked with colleagues at the University of Auckland to develop a school based healthy lifestyle assessment tool for classrooms. A unique collaboration between education, health and bio-engineering.

15 Singapore, Finland, USA, Costa Rica and the Netherlands

The Assessment Research Centre leads the international *Assessment and Teaching of 21st Century Skills* project, sponsored by Cisco, Intel and Microsoft.

16 Saudi Arabia

The Centre for the Study of Higher Education is involved in a major university development project, led by Professor Richard James.

17 Japan

Funded by the *Australian Prime Minister's Education Assistance Program for Japan*, the Centre for the Study of Higher Education is providing professional development programs for university academics at Tohoku University in the earthquake and tsunami struck North-East.

18 USA

Professor Simon Marginson from the Centre for the Study of Higher Education collaborated with colleagues from the University of Virginia on the book *The elephant in room: Power, global rankings and the study of higher education organizations*.

19 Hong Kong

The Assessment Research Centre is working with the Hong Kong Education Bureau to monitor the new senior secondary curriculum structure and the associated standards reference reporting system.

20 Vietnam

The Assessment Research Centre and the Centre for the Study of Higher Education are working with the Vietnamese Government on a World Bank project to evaluate the teaching, research and innovation grants provided to higher education institutions in Vietnam.

Supporting children with additional needs

A new approach to supporting children with disabilities and additional needs has been developed by the Assessment Research Centre in partnership with the Victorian Government.

The *Abilities Based Learning and Education Support (ABLES)* program is an extension of a recent Australian Research Council Linkage project. An online assessment determines students' learning levels and links this information to curriculum and teaching advice, making special education teachers' knowledge and experience available to colleagues in other schools.

According to centre director Professor Patrick Griffin, *ABLES* applies the same principles of good teaching practice for all students, regardless of whether they have additional learning needs.

"*ABLES* provides a framework for assessment, reporting and planning that teachers can use for students with additional needs, including those working towards the first level of the Victorian Essential Learning Standards," he said. "This means the learning of all Victorian students can be monitored and linked to the appropriate curriculum stage or level."

Approximately 7 per cent of Victorian students do not attain minimum levels of reading proficiency. According to Professor Griffin, *ABLES* helps teachers meet these students' needs.

"The majority of students with additional needs attend mainstream schools," said Professor Griffin. "These students are sometimes assessed on the type and severity of their disability, which leads to a negative focus based on what they can't do."

"*ABLES* has a different approach. It recognises what these students can learn and do, and offers teachers a way to work with their ability levels."

Working with ArtPlay and Signal

Arts educators and researchers Robert Brown and Associate Professor Neryl Jeanneret work closely with the City of Melbourne's *ArtPlay* and *Signal* – two venues dedicated to bringing together professional artists and young people.

ArtPlay engages children 3 -13 and their families in a range of programs and *Signal* provides a creative studio for young people 13 – 20. Both venues offer artforms such as drama, music, and visual arts, and a variety of combinations.

The partnership started in 2005, a year after *Artplay* was established, and the research team has worked with *Signal* since its launch in 2010. While investigating the venues' programs, participants and outcomes, a very close partnership has emerged.

MGSE students have conducted research projects at both venues. City of Melbourne (CoM) staff have delivered guest lectures at the Graduate School and the research has influenced practice at both venues with, for example, *ArtPlay* establishing an arts learning hub for the public at its premises. Collaborative presentations have been made throughout Australia and internationally.

The six year study *Mapping Engagement, Learning And Cultural Citizenship at Artplay* concluded in 2012. The next step in the partnership is to apply the research findings to other venues in the city, such as libraries, museums and parks. This new project is starting in 2013.



Pasi Sahlberg "The image of being a primary school teacher [in Finland] is pretty close to how you would describe medical doctors". *In Conversation with John Hattie, September 2012*



The Melbourne Graduate School of Education has a close partnership with the City of Melbourne's ArtPlay centre

A photograph showing a woman with long dark hair, wearing a black top and a necklace, smiling as she reads a green patterned book to two young children. A girl in a red vest is looking down at the book, and a boy in a grey shirt is sitting behind her, also looking at the book. They are indoors, with wooden slats visible in the background.

E4Kids is a once in a generation opportunity to consider the quality of Australia's early childhood education and care programs



E4Kids

E4Kids is a 5 year study of how everyday early childhood programs contribute to children's learning and development. It started in 2010, and will run until at least the end of 2014.

The study is a once in a generation opportunity to evaluate the impact of early childhood education and care in Australia. By the end of 2012, *E4Kids* had followed over 2,600 children through early childhood care and into school, with early findings starting to emerge:

- factors that influence the use of early childhood education and care (aside from care by children's primary caregivers) are labour force participation, history of childcare use, family composition, number of children and whether the main caregiver was born overseas
- long day care, kindergarten and 3 year old kindergarten programs were all rated in the mid-high levels for emotional support and class organisation, with 3 year old kindergarten scoring slightly higher
- long day care, kindergarten and 3 year old kindergarten programs scored in the lower ranges for instructional support, although 3 year old kindergarten still scored slightly higher.

With two years of the study remaining, the team will continue to collect data up to when the study participants sit their first NAPLAN test. Ultimately, their findings will inform how Governments invest in early childhood education and care.

Investigating bilingual learning

Conducted by Professor Joseph Lo Bianco, Dr Paul Molyneux, Dr Janet Scull and Renata Aliani, this research is a four year evaluation of a bilingual education initiative in the western region of Melbourne.

The initiative seeks to support children's language and literacy learning in English and Karen (Karen is spoken by people in Myanmar and North Thailand). The study commenced in two pre-schools in 2010 and is continuing into the first three years of primary school.

Findings from the first two years of the research highlight social, linguistic and cognitive advantages for children learning to read, write and communicate in two languages. In addition, this approach to bilingual learning allows these students to negotiate confident bilingual and biliterate identities.

In 2012 the study followed the students into their second year of primary school and investigated teaching, learning and English as a Second Language provision at a neighbouring school as a comparative case study.

The study is highlighting both the successes of bilingual education and alternate, multi-pronged approaches that support diverse learners' language and literacy development in the early years of primary school.

The ultimate aim is to report the long-term impact of this bilingual education model, with a view to informing government policy around possible models of English as a Second Language education.

The first national study into the impact of NAPLAN has highlighted a number of unintended consequences





The impact of NAPLAN

Nicky Dulfer, Dr Suzanne Rice and Professor John Polesel surveyed over 8,300 teachers from every state and territory for the first national study into the impact of the *National Assessment Program – Literacy and Numeracy (NAPLAN)*, commissioned by the Whitlam Institute within the University of Western Sydney.

In the study - *The impacts of high stakes testing on schools, students and their families: An Educator's Perspective* - teachers reported unintended NAPLAN consequences that included:

- narrowing of teaching strategies and of the curriculum
- negative impacts on student health and wellbeing
- negative impacts on staff morale, and
- negative impacts on school reputation and capacity to attract and retain students and staff.

Over half of teachers surveyed reported that NAPLAN impacts the style and content of their teaching, with just over two thirds reporting it has led to a timetable reduction for other subjects in their schools. Roughly two thirds also reported a reduction in 'face-to-face' teaching time.

Lead researcher Nicky Dulfer said NAPLAN is limiting children's exposure to non-tested areas.

"We are narrowing the curriculum in order to test children," she said. "Our findings show concerns NAPLAN might be leading to more 'teaching to the test' are justified."

Improving outcomes for disengaged learners

The Centre for Research on Education Systems is conducting a major study for the Victorian Government on education and training for adults without qualifications.

The study's first phase has produced a report titled *Strategic Review of Effective Re-engagement Models for Disengaged Learners*. Following a literature review and consultations with key agencies, the report identifies the factors that lead to disengagement, the characteristics of disengaged adult learners and effective programs for re-engagement.

Effective programs for re-engagement fell into one of four categories:

1. Outreach – connecting with and informing disengaged learners
2. Learner wellbeing – recognising and responding to welfare needs
3. Pedagogy – considering previous negative experiences and avoiding formal education
4. Pathways – creating meaningful and appealing links to study and work

The second phase of the study surveys Victorian education providers to identify effective practices for re-engaging low skill learners.

The team will report to the Victorian Government on programs most likely to succeed, and associated costs.

Managing challenging classroom behaviour

Special education lecturer Shiralee Poed has worked with the Victorian Government to develop a program to help classroom teachers manage children with complex behaviours.

The *Challenging Behaviour Professional Learning Program* offers four online learning modules featuring video, animation and e-learning activities, and two days of face-to-face teaching.

The online modules cover:

- defining challenging behaviour
- managing challenging behaviour in a safe, supportive environment and complying with legislation and policies
- implications of behaviour management for classroom teachers
- approaches to managing challenging behaviour, based on research.

The face-to-face sessions expand these topics and build participants' leadership capacities.

The program will be available to all Victorian teachers in 2013.

Emerging leaders and managers in tertiary education

Introduced in 2013, *Emerging Leaders and Managers* is a new program from the LH Martin Institute and prepares new and aspiring managers for the increasingly complex world of tertiary education management.

The tertiary education sector is grappling with funding model changes, competition and commercialisation, larger, more diverse and more demanding student populations, growing government scrutiny and rapid changes in technology.

Today's tertiary education managers require a specialist set of skills and knowledge. This course provides the required professional training and development, and due recognition of accredited practitioners as professionals.

Students study four modules online, with the opportunity to digitally interact with one another. Successful completion of the modules can lead to articulation into one of the Institute's Graduate Certificates.



The LH Martin Institute has launched a new course for future leaders in tertiary education

New ways of learning Chinese

Learning Chinese characters often becomes a tedious and ultimately unsuccessful endeavour for many school students – an endless exercise in memorisation for little future benefit.

Re-thinking the task from the learner's perspective, Chinese Teacher Training Centre staff recognised that being literate in Chinese requires new capacities not developed by English literacy. Students have to recognise the components (not strokes) of a character, and how these are physically arranged within a square, not, as in English, on a line.

To master these characters, learners need to practice looking at characters and require motivation for doing so.

The *New Ways into Learning Chinese* project chose the most complex known character (pictured) as the centre of a spy story, in which students (or 'agents') embark on 'missions' to decode components.

This approach is a bold step away from the traditional approach of starting Chinese language learning with the most simple characters (一,人). Students are signing up in high numbers, responding positively to the challenge. Teachers are also positive about the project, reporting that students are now interested in looking at characters to see what they recognise.

The Centre will be introducing other narrative units in 2013 to teach the sound system and to introduce Chinese culture in Australian society.



Internationalising the student experience

Australian higher education has a diverse student population, but institutions are grappling with how to harness the potential of this diversity, and how to monitor and report on 'internationalisation'.

The Centre for the Study of Higher Education's *Internationalising the student experience in Australian tertiary education: Developing criteria and indicators* study, completed in 2012, addresses these challenges.

Conducting a literature review followed by a series of consultative forums in Melbourne, Brisbane and Perth, the researchers explored the definitions, processes and measurement criteria for internationalisation in Australian universities.

They reframed internationalisation as a combined benefit to both domestic and international students and recommended an integrated approach to internationalising the student experience that covers:

- a strategic approach towards achieving agreed outcomes
- better articulation of relevant teaching and learning strategies
- a communication strategy that engages the university community.

Finally, the team produced a range of indicators that measure how the student experience is being internationalised, covering the:

- strategic dimension
- teaching and learning dimension
- university community.

Purposeful Teaching of Mathematics

Since 2008, the maths education team has worked closely with the Catholic Education Office Melbourne to develop and deliver the *Purposeful Teaching of Mathematics Program*.

The two-year program improves teachers' pedagogical knowledge, helps maths leaders develop strategies for improving teaching in their school and focuses on 'assessment for learning'. Schools send teams of teachers on the program, including a maths leader.

Four cohorts completed the program between 2008 and 2012, and the Graduate School is now running a one year follow up course. Over half the secondary Catholic schools in Melbourne will have been involved by the end of 2013.

The program is based on the concept of *Purposeful Teaching*, which requires:

- a clear understanding of the most important learning goals for each curriculum topic
- knowledge of typical students' understanding of the topic, the key conceptual growth which is required and the conceptual obstacles which need to be overcome
- teaching to be based on 'assessment for learning', so it can be personalised for each student
- teaching strategies and practices to directly target the central mathematical ideas
- evaluation and refinement using data on individual and group progress against standards
- a strong professional learning environment within the school mathematics faculty.

Cadet Youth Development Framework

The Youth Research Centre has produced a *Cadet Youth Development Framework* on behalf of the Australian Department of Defence.

The framework is being used by the three ADF Cadet Organisations - the Australian Navy Cadets, the Australian Army Cadets and the Australian Air Force Cadets - in order to help guide and improve their approach to youth development. Together, approximately 24,000 12 to 19 year olds participate in the three organisations every year.

Research conducted with over 3,000 cadets as part of the project found they value a sense of belonging, the opportunity to experience teamwork and to exercise leadership.

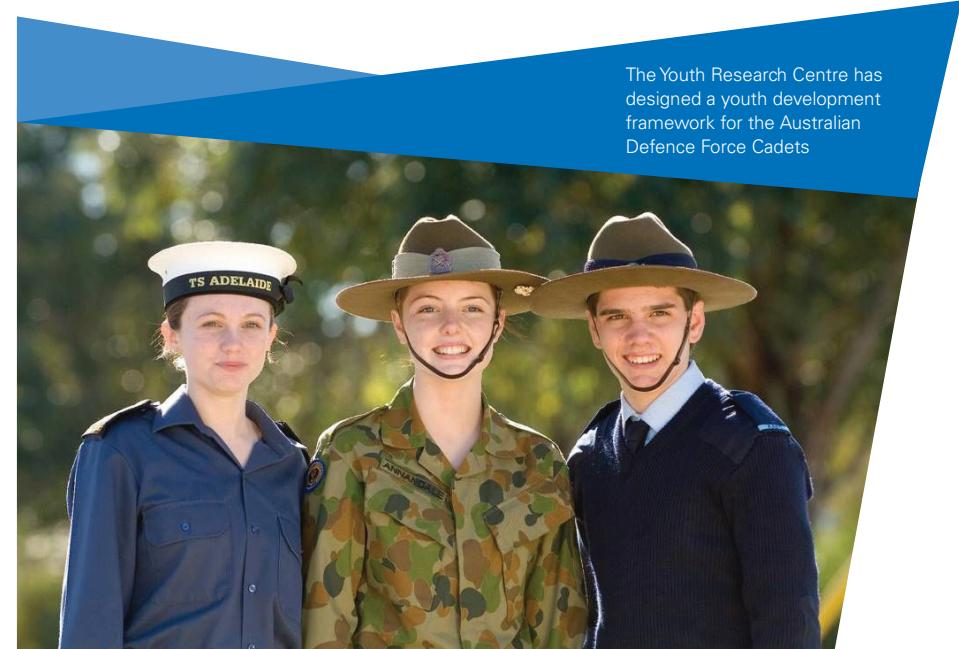
Researchers also found the hierarchical structure of cadets supports participation and the development of leadership skills – in contrast to assumptions underpinning many youth development programs.

According to Dr Ani Wierenga, who led the research, cadets and similar youth organisations fill an important gap in Australian young people's lives.

"In contemporary Australia (sport aside), many young people don't have opportunities to do things as a team, with peers and especially across generations," she said.

"Opportunities for young people to work in teams and actively contribute to their communities are becoming increasingly important."

The Youth Research Centre has designed a youth development framework for the Australian Defence Force Cadets



Problem gambling and family violence

The link between problem gambling and family violence is being investigated by an international Australian Research Council funded study, led by the Problem Gambling Research and Treatment Centre.

The preliminary results of *Problem Gambling and Family Violence in Help-Seeking Populations* show high rates of family violence (physical and verbal) in help-seeking problem gamblers and their family members, with 32 per cent reporting the presence of family violence.

Most of the violence reported was verbal and problem gamblers were most likely to perpetrate against, and be victimised by, their partners.

In 2013, the study will examine:

- The extent to which family violence follows problem gambling, or precedes it (so the gambling becomes an escape from the violence).
- The extent to which problem gambler victims of violence then displace this aggression by abusing their children.
- How all these patterns of violence and coping are influenced by the presence of alcohol abuse and mental illness.
- How different ways of familial coping can affect the impact that violence, in the presence of problem gambling, has on families.

Melbourne Social Equity Institute

The Melbourne Social Equity Institute (MSEI) is the newest of the University of Melbourne's interdisciplinary research institutes, and is hosted by the Melbourne Graduate School of Education.

Led by Interim Director Professor Julie McLeod, the Institute supports social equity research across the full spectrum of social life including health, law, education, housing, work and transport, guided by four themes:

- Access to Public Goods including access to health, education, space, shelter, employment, transport.
- Citizenship and Cultural Difference including cultural identity, social diversity, community, migration, legal pluralism.
- Human Rights including discrimination and anti-discrimination, national and international human rights.
- Social Policy across the life course including labour, taxation and income-support policy, transitions and pathways from early childhood to youth, family and aged care.

The Institute is also committed to developing and refining methodologies for interdisciplinary social equity research. In late 2012, it convened the symposium *Research With and For Children: What is the Rights Approach?*, which examined approaches being developed by University of Melbourne researchers.

In 2013, the Institute will appoint a new full-time director and continue to develop research programs through the four areas of focus. Its activities will include:

- running interdisciplinary seminars and workshops
- strengthening existing partnerships (for example, with the Brotherhood of St Laurence)
- developing new relationships with not for profit organisations and state and local Government departments.

Speaking in and about the mathematics classroom

The International Centre for Classroom Research (ICCR) is investigating the language used in and about international maths classrooms through two studies: the *Spoken Mathematics Project* and the *Lexicon Project*.

Spoken Mathematics

Since 2008, researchers have been analysing over 100 videos of lessons from seven countries to compare how teachers develop students' maths language abilities.

They have found considerable differences between cultures. In Shanghai and Seoul, for example, students did not speak to each other during class, whereas there was extensive communication between students in Melbourne.

This reflects profound differences in instructional approaches, rooted in local cultures.

Lexicon

This study is investigating the language teachers use about the classroom, with terms collected in nine languages.

Particular terms represent significant teaching practices in each country. For example, *Matome* is a Japanese term for drawing together the main threads of a lesson, which has no direct English equivalent.

Understanding these terms has profound implications for teaching standards. *Lexicon* will enrich the international community's capacity to understand and describe what happens in classrooms and thereby improve practice.

The Melbourne Social Equity Institute ran a symposium on researching with and for children in late 2012

Johanna Wyn "[Gen X is] the most educated generation ever. They know that they need to have multiple options open all the time." *ABC Catalyst, October 2012*



Evaluating real time captioning for hearing impaired students

The *Real Time Captioning Pilot Program* run by the Victorian Deaf Education Institute supports deaf and hearing impaired students by capturing the teacher's voice and sending it to the student's iPad or netbook within seconds. The program has been running in nine Victorian schools since 2011.

The Centre for Program Evaluation has been evaluating the program, looking at its impact and making recommendations for improvement.

The evaluation has found preliminary evidence to suggest the program's aims are being met:

- students' access to curriculum material has improved
- students are more included in the learning process, and are more clearly able to understand and communicate with educators
- transcripts are providing a vehicle to support independent study, and supervised study with teachers of the deaf.

Overall, the evaluation found that stakeholders value this program as one of a range of tools that supports deaf and hard of hearing students' needs.

The evaluation has made a suite of recommendations, and will continue throughout 2013 to gather further evidence about the impact of the program for students, teachers and parents. In particular, it will look in more detail at the characteristics of students for whom captioning is most effective.

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