

# **ACTIVITIES REPORT 2005**

## **CENTRE FOR RESEARCH IN EDUCATION, EQUITY AND WORK**

**(a research concentration in the Hawke Research Institute)**



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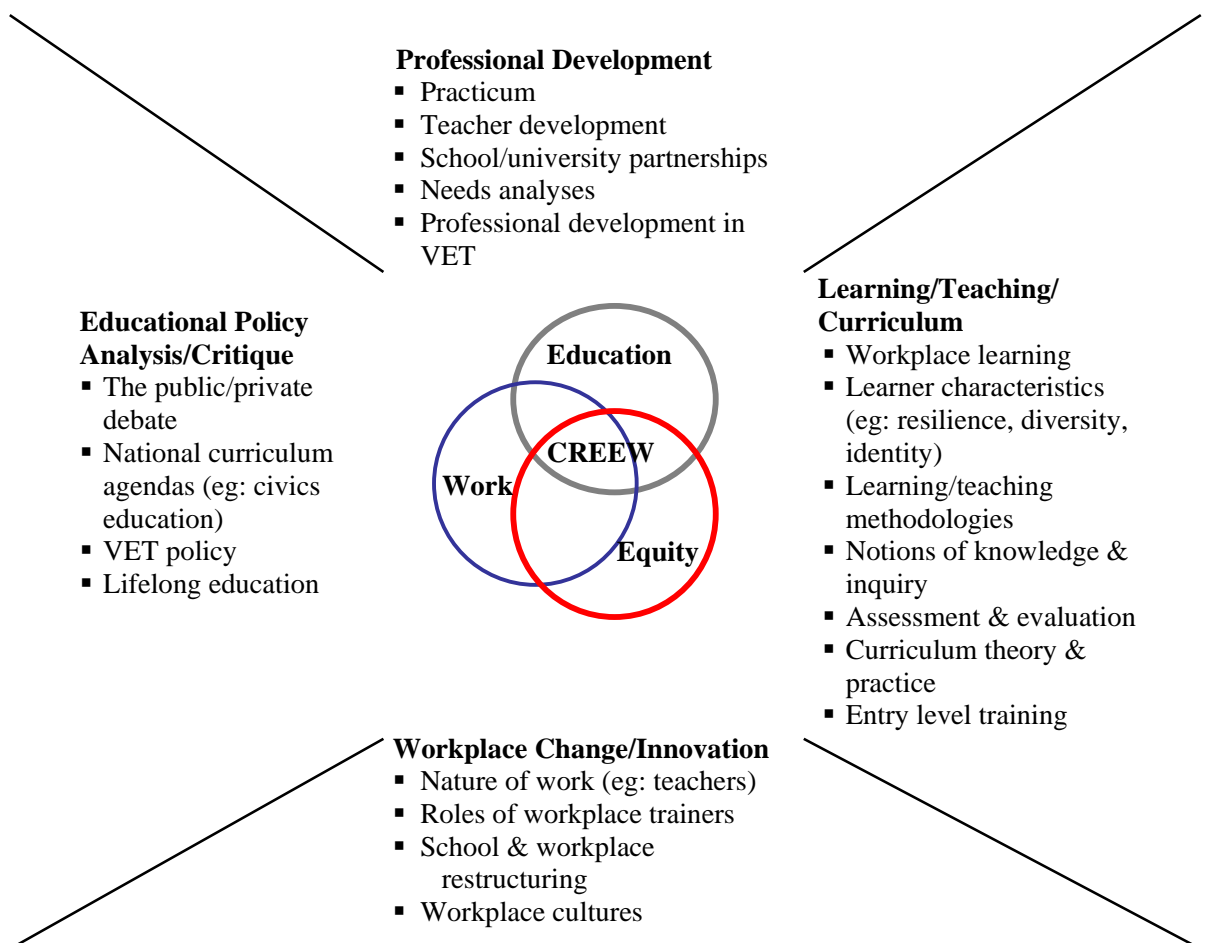
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# 1. ABOUT CREEW

## Introduction to the Centre

The Centre for Research in Education, Equity and Work (CREEW) was formed in 1995 through amalgamation of existing research groups as a means of advancing research into issues at the interface between education, work and the broader civil society. Members of CREEW work collaboratively to research these issues so as to advance knowledge and develop new materials, products, processes and services to enhance education and learning as a means of fostering a society characterised by social justice and equity.

The past twelve years have seen the emergence of four key programs of research within the Centre, as shown in the research 'map' of CREEW below.



Each of these programs is supported by teams of researchers whose interests encompass the full range of educational provision (primary, secondary, post-secondary and workplace) in both formal and informal settings. The development of these research programs has mirrored movements within the education industry itself, where many traditional boundaries (such as those separating secondary schooling from education and training for work) have been lessened in attempts to create a "seamless" system that encourages and values learning across all stages of the life cycle. Clustering research under these four key programs has enabled the growth of a coherence and synergy that enables CREEW to anticipate and respond to the emerging needs of the education industry and its clients.

CREEW has become one of the country's leading research centres, especially in workplace learning, professional development in VET and school sectors, and school-university relationships. It has a strong track record of research grants, publications and partnerships in education and training within its charter.

Over the past two years, CREEW has been contributing to the developing activities of the Hawke Research Institute. It now forms one of the constituent concentrations within that Institute, which was officially launched on 9 June 2005.

### Aims

CREEW aims to exercise a national leadership role in carrying out quality research and consultancy at the interface between education, work and community, with a strong underpinning focus on social justice and equity. It aims to achieve this by:

- contributing to the development of policy and best practice through its quality research and consultancy;
- emphasising collaboration with end-users of research and the application of knowledge through building professional partnerships with industries, governments, educational agencies and workplaces; and
- contributing to the growing research culture within the University through its provision of quality research training for postgraduate students and continuing support for staff in their research endeavours.

### Strategic Plan

**Mission:** To develop a collaborative, democratic and inclusive community of researchers working to achieve national and international excellence in research and consultancy in and between education, work and community, with a focus on equity and social justice

#### Goal 1: Build capacity

**Build a research culture:**

- Work towards support of a specified number of outstanding researchers to work in CREEW as visiting scholars
- Work towards cross-institutional, short-term exchanges between researchers
- Invite leading policy-makers to participate in a process to discuss emerging research priorities
- Establish a conference forum for CREEW members
- Work towards establishing an annual residential workshop for CREEW members on grant writing

**Promote scholarship:**

- Examine the feasibility of establishing a postgraduate scholarship to be attached to an identified CREEW research project
- Examine the feasibility of establishing a post-doctoral fellowship position in CREEW
- Provide seed grants to members for two projects per year through a competitive application process
- Continue to promote CREEW scholarship through regular newsletters, seminars and colloquia

- Continue to promote research activities of members through allocation and disbursement of a designated amount of infrastructure funds

**Implement strategies to recruit and develop quality researchers:**

- Establish mechanisms to support the presentation of two annual prizes to top Honours graduates from the School of Education
- Undertake promotions and marketing activities to all Honours graduates (within and external to the University) in a bid to attract students into the post-graduate research program within CREEW
- Implement processes to facilitate the recruitment of appropriately qualified and experienced CREEW postgraduate students to work in CREEW projects
- Implement a strategy which promotes the mentoring of CREEW members by CREEW key researchers to achieve specified KPI outcomes

**Pursue suitable projects:**

- Identify and seek out suitable research projects which will assist CREEW to achieve excellence in its identified areas of expertise
- Ensure that, wherever possible, social justice and equity concerns are addressed in CREEW research publications and presentations
- Identify significant associations, committees etc. in which CREEW members can participate in order to influence local and national policy-making and practice in education and training
- Build partnerships with state, national and international researchers to develop CREEW's research profile and expertise
- Encourage staff and students to integrate their research interests into CREEW by engagement in various CREEW forums and events

**Goal 2: Enhance profile**

**Develop practices which reward and recognise CREEW membership:**

- Recognise significant milestones in the lives of CREEW members through appropriate celebrations and rewards
- Publicise achievements of CREEW members and research outcomes in appropriate media
- Negotiate sole sponsorship rights to the *Journal of Educational Enquiry* as a key vehicle for the promotion of CREEW research
- Actively promote the use of the *Australian Journal of Adult Learning* as a key vehicle for the promotion of CREEW scholarship by staff and students

**Goal 3: Manage relationships**

**Develop processes to engage with management in research planning within the Division:**

- Ensure Director and Associate Director of CREEW are able to participate fully in all meetings relating to the future development of research structures within the University / Division
- Promote discussion with other Centres' leadership in relation to emerging plans for research within the University / Division
- Develop regular opportunities within CREEW management structures to debate current issues

and concerns and then to use this information in deliberations with management re future directions for research within the University / Division

**Develop processes to engage all CREEW members in planning for future directions for research structures with the University/Division:**

- Regular updates and information are provided to all members using established communication channels
- Conduct a whole of CREEW meeting(s) to discuss issues relating to future research structures within the University / Division
- Negotiate with student members of CREEW regarding strategies to inform and involve them in discussions relating to the development of new research structures within the University / Division

**Develop processes to maintain and enhance the democratic, collaborative and inclusive culture of CREEW in any transition to new research structures with the University/Division:**

- Identify key indicators that defend and support culture and ensure maintenance over time
- Monitor impact of any changes to research structures to established key indicators
- Act strategically to develop new processes that maintain culture and values supported by CREEW members

## 2. 2005 ACHIEVEMENTS AT A GLANCE

### Research grants

- Summary of **external** research grant monies received in 2005:

National competitive grants	\$233,998	(2004: \$122,227)
Other public funding grants	\$244,755	(2004: \$415,930)
Industry & international grants	-	(2004: \$118,811)
Total	\$478,753	(2004: \$656,968)
- Summary of **internal** research grant monies received in 2004:

Internal university grants	\$118,303	(2004: \$98,031)
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### Publications and presentations

- Summary of publication types:  
1 authored research book, 1 edited scholarly book, 11 book chapters, 15 refereed and 7 non-refereed journal articles, 3 editing scholarly journal, 4 research reports, 14 refereed and 10 non-refereed papers in conference proceedings, 18 other major contributions/publications

### Higher degree research

- 3 graduations: 1 PhD, 1 EdD and 1 MEd
- 41 students enrolled in higher degrees by research (31PhD, 5 EdD, 5 MEd)

### Research recognition

- Earned \$74,303 through the Hawke Research Institute for 2005 Infrastructure as a result of Centre research performance
- 15 Supported Researchers (including four associate members)
- 18 CREEW staff listed on the University Research Register as higher degree supervisors (includes four associate members)

### Centre activities

- Visiting Researchers to CREEW this year included academics from England, USA, Canada, New Zealand, Germany, Sweden and Switzerland (Section 8.3)
- Stimulating seminar and colloquium series of 22 sessions, chaired by Peter Willis
- Continuing professional service – journal editing, editorial boards, national executives of professional associations, grant assessments, thesis assessments, consultancies (Section 7.7)
- National editorship of two issues of the *Journal of Educational Enquiry* and three issues of the *Australian Journal of Adult Learning*
- CREEW's participation in the continuing development of the Hawke Research Institute for Sustainable Societies (HRISS)
- Continued development of a cooperative support group for CREEW postgraduates
- Personal awards won by many CREEW members (Section 7.1)

### 3. CENTRE MEMBERSHIP

#### Centre Director

Professor Roger Harris  
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#### Centre Associate Director

Dr Judy Peters  
Telephone: (08) 8302 4603  
Facsimile: (08) 8302 4536  
Email: [judith.peters@unisa.edu.au](mailto:judith.peters@unisa.edu.au)

#### Centre Administrator

Ms Miriam McLean

#### Key Researchers

Ms Rosemary Badenoch  
Professor Roger Harris  
Dr Sue Howard  
Assoc Prof Bruce Johnson  
Mr Steve Keirl  
Dr Rosie Le Cornu

Dr Judy Peters  
Professor Alan Reid  
Dr Michele Simons  
Dr Tom Stehlik  
Dr Peter Willis

#### Associate Researchers

Mr David Badenoch  
Mr Richard Coker  
Prof Marie Brennan (also LPLC)  
Ms Elaine Butler (also RCGS)  
Prof Ed Carson (also Graduate Studies)  
Dr Sue Gelade  
Assoc Prof Judy Gill (also RCGS)  
Dr Robert Hattam (also LPLC)

Mr Bill Lucas  
Ms Denise MacGregor  
Dr Faye McCallum  
Mr Michael O'Donoghue  
Dr Diana Quinn  
Dr David Snewin  
Dr Yvonne Zeegers

#### Adjunct Researchers

Professor Robert Crotty  
Dr Helen Raduntz  
Mr Bob Smith

#### Research Assistants

Ms Linda Rainey  
Ms Val Pudney

## **CREEW Research Students in 2004**

### ***PhD (student and supervisors)***

Jane Bolivar (Canada), Margaret Byrne, Pam Carden, Jenny Carter, Jan Coker, Jane Connell (Canada), Jeannie Daniels, Lisa Davies, Nerilee Flint, Brenton Fopp, Peter Geyer, Kirsty Hammet, Anne Hooper, Miriam Hughes, Janett Jackson, Sharron King, Ann Lawless, Errol Lawson (graduated 2005), Glenna Lear, Karen Plane, Nancy Pynch-Worthylake (Canada), Claire Ralfs, Alexander Rodgers, Dieter Sczesny, Brendyn Semmens, Halia Senu, Tom Short (NZ), Robert Steventon, Kathy Terrell, Deborah Tranter, Gayathri Wijesinghe

### ***EdD***

Naomi Arnold, Catherine Hall, Ruth Honeybone, Suzanne Owen (graduated 2005), Jenny Stanley

### ***MEd***

Lydia Richards (transferred from BUE in 2005), Nicholas Rundle (on leave), Peter Shanahan (graduated 2005), Faith Thorley, Fiona Underwood

## **Research Affiliates**

Mr John Bone	Bone Fide Enterprises
Mr Julian Moore	Private Researcher
Dr Robert Sumner	Private Researcher

#### 4. ACHIEVEMENTS AGAINST UNIVERSITY PERFORMANCE INDICATORS

Summary of infrastructure funding allocated to CREEW by the University as an indicator of research performance:

Year	\$
1994	12,000
1995	13,000
1996	16,000
1997	22,000
1998	20,000
1999	47,828
2000	60,911
2001	62,822
2002	76,299
2003	86,360
2004	81,531
2005	74,303

##### 4.1 Research income (University indicator P1)

National Competitive Grants	2003 (\$)	2004 (\$)	2005 (\$)
67863: Impact of changes to work in VET, NREC	14,418		
68669: VET practitioners in private enterprise, NREC		6,636	6,636
68950: PD needs of staff in flexible delivery, NREC	24,080		
69251: Constructions of learners and learning, NREC	19,700	9,850	19,638
69342: Learning styles and the workplace, NREC	12,100	7,100	12,100
69349: Private providers: characteristics, NREC	15,868	7,934	15,869
69343: Student traffic two-way movement between VET and university, NREC	27,525	18,323	
69812: Choosing VET: Evaluation of career development services, NVETRE		31,960	15,980
69813: Learning pathways for young people, NVETRE		26,925	8,974
80402: ATN Small Grant (Gill/Howard)		3,416	
Reinvigorating middle years' pedagogy, ARC Linkage, (Director, Hattam), for Reid component (one-ninth of \$363,000 over 4 years)		10,083 (\$30,250 over next 3 years)	10,083
52017: Consortium – Supporting VET providers in building capability, DEST/NCVER			115,048

52212: Learning the journey between ACE and VET, NVETRE			29,670
<b>Total:</b>	<b>113,691</b>	<b>122,227</b>	<b>233,998</b>

<b>Category 2 – Other Public Funding</b>	<b>2003 (\$)</b>	<b>2004 (\$)</b>	<b>2005 (\$)</b>
66749: School Based Reform Project, DECS		1,858	
67676: Learning to Learn Project, DETE	18,000	18,000	20,000
68727: Crime prevention national standards, C/W A-Gs Dept.		25,000	
68759: Domestic violence national standards, C/W PM&C	91,703		
68954: Changes in managers' and teachers' work in VET, NCVER	6,000		
68945: Reconceptualising public curriculum, DEST	106,031		
69220: Skills in the community sector, State Government	6,000		
69240: Capacity building of relationship educators, MEAA	3,000	5,483	
69241: Making the links: education of boys project, DECS	7,000	7,905	
69405: Core competencies for asthma education, AEA/NSW	4,545		
69466: Are there unrecognised outcomes from apprenticeship training? Victorian Qualifications Authority		64,610	13,000
69435: Evaluating the Australians Working Together pilot program, Regency TAFE	10,991	8,175	
69525: Rethinking senior secondary education, and developing a system-wide culture of inquiry, DECS		234,000	
69661: Social inclusion research project, SA Primary Principals' Association		49,999	
Child protection curricula in schools, DECS		18,900	
69984: Education: pedagogy, research and inquiry		234,000	82,895
PNG Curriculum reform implementation project: Impact study 4 capacity			48,500
Secondment of Dr Tom Stehlik to Social Inclusion Unit as Research Fellow			44,910
Analysing organisational changes, DECS			15,000
69811: An investigation of child protection curriculum in schools, Department of Education and Children's Services			20,450
<b>Total:</b>	<b>253,270</b>	<b>433,930</b>	<b>244,755</b>

<b>Category 3 – Industry &amp; International</b>	<b>2003 (\$)</b>	<b>2004 (\$)</b>	<b>2005</b>
School to work, AISSA			
PNG curriculum reform implementation impact study, SAGRIC International	41,626	118,811	
<b>Total:</b>	<b>41,626</b>	<b>118,811</b>	<b>-</b>

<b>Total external funding:</b>	<b>396,348</b>	<b>408,587</b>	<b>478,753</b>
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<b>University funding</b>	<b>2003 (\$)</b>	<b>2004 (\$)</b>	<b>2005 (\$)</b>
CREEW Infrastructure Grant (from Research Services)	86,360	81,531	74,303
Supported Researcher funds ('earned' by CREEW members)	15,000	16,500	16,500
Divisional Research Grant (A1): Pedagogical practices in mathematics and science that assist student transition in the middle years of schooling (Yvonne Zeegers <i>et al.</i> )	10,000		
Divisional grant (B3) for support for development of a book (Stehlik/Carden)			1,500
Divisional grant (B3) for support for development of a book (Hattam)	1,500		
Social sustainability and adult/vocational education (Willis <i>et al.</i> ), HRISS			10,000
University Commissioned Teaching Grant (Macgregor)			16,000
<b>Total:</b>	<b>112,860</b>	<b>98,031</b>	<b>118,303</b>

#### **Publications** (University indicator P2)

<b>Audited Publications</b>	<b>2004</b>	<b>2005</b>
A1 – Authored Research Books	1	1
B – Book Chapters	4	11
C1 – Refereed Journal Articles	8	15
E1 – Refereed Conference Papers	21	14

#### **4.3 Research degree completions** (University indicator P3)

<b>Research Degree Completions</b>	<b>2004</b>		<b>2005</b>	
	PhD	Masters	PhD/EdD	Masters
	1	3	2	1

#### **4.4 Development of intellectual property** (University indicator P4)

Nil

**4.5 Documentary evidence of other significant contributions to research and practice in the professions** (University indicator P5)

Refer to the remainder of this report

**4.6 Collaborative ventures** (University indicator P6)

CREEW has strong relationships with state educational sectors, Commonwealth and State Government departments, NCVER, ALA and various counterpart research centres around Australia. These are illustrated by various partnerships in new research projects won this year as well as continuing projects.

## 5. RESEARCH PROJECTS IN CREEW

The following projects were being undertaken during 2005. They are clustered under the four key themes of CREEW's research 'map', and indicate titles, funding bodies and project teams. Those projects in bold type were new projects won in 2005. (Acronyms are explained in the Appendix to this report.)

### Learning/Teaching/Curriculum

Project Title	Fund Body	Project Team
DETYA Technology Project	DETYA	Steve Keirl, <u>with Edith Cowan Univ. &amp; Technology Federation of Australia</u>
Calling Australia home: children's understanding of national identity and place	ATN Research Grant	Judy Gill, Sue Howard
Schooling and the construction of allegiance	UniSA / DEASS	Judy Gill, Sue Howard
An investigation of constructivist classroom cultures in primary schools	Divisional Research Grant	Rosie Le Cornu, Judy Peters
Factors influencing the behaviour of students as bystanders observing peer victimisation in primary and secondary schools	Divisional Research Grant	Bruce Johnson & Rigby
Learning to learn	DETE	Judith Peters, Rosie Le Cornu
Making the links: education of boys project	DETE	Bruce Johnson
Constructions of learners and learning (completed in 2005)	NREC	Michele Simons, Roger Harris, <u>with E. Smith (CSU)</u>
Learning styles and the workplace (completed in 2005)	NREC	Michele Simons, Roger Harris, John Bone, <u>with CIT and Old TAFE</u>
Teaching as risky business: teacher education students' views on 'no touch' and other 'risk management' strategies in schools	CREEW Seed Grant	Bruce Johnson, Faye McCallum, Robyn Nayda
Design as a process: primary teacher practices that encourage students to work technologically through design	CREEW Seed Grant	Yvonne Zeegers, Denise MacGregor
Child protection curricula in schools	DECS	Bruce Johnson
Reinvigorating middle years' pedagogy	ARC Linkage	Rob Hattam, Alan Reid <i>et al.</i>

### Professional Development

Project Title	Fund Body	Project Team
Resilient teachers: resisting stress and burnout	UniSA / DEASS	Sue Howard, Bruce Johnson

Quality Teachers Project	DETE (DETYA)	Bruce Johnson, Bob Smith
<b>Supporting VET providers in building capability for the future</b>	<b>DEST</b>	<b>Roger Harris, Michele Simons, Chris Provis, <u>with 13 others from various universities and VET institutions</u></b>

#### Workplace Change/Innovation

Project Title	Fund Body	Project Team
VET practitioners' ways of working with private enterprises (completed in 2005)	NREC	Roger Harris, Michele Simons, Julian Moore
Private providers: their characteristics and their training activities	NREC	Roger Harris, Michele Simons, Carmel McCarthy
More than just a VET certificate: are there unrecognised outcomes from apprenticeship training? (completed in 2005)	Victorian Qualifications Authority	Michele Simons, Ken Bridge, Roger Harris

#### Educational Policy Analysis/Critique

Project Title	Fund Body	Project Team
Rethinking senior secondary education, and developing a system-wide culture of inquiry	DECS	Alan Reid
Learning pathways for young people	NVETRE	Roger Harris, Linda Rainey, Bob Sumner,
Choosing VET: an evaluation of career development services	NVETRE	Michele Simons, Linda Rainey, Val Pudney, <u>with Berwyn Clayton, Canberra Institute of Technology</u>
<b>Learning the journey between ACE (Adult and Community Education) and VET (Vocational Education and Training)</b>	<b>NVETRE</b>	<b>Peter Willis, Susan Gelade, Tom Stehlik, Julian Moore</b>

**Bold** = new projects in 2005

Underlining = partners with CREEW researchers

## 6. PUBLICATIONS AND PRESENTATIONS

### A1 – Authored research books

Reid A (2005) *Rethinking national curriculum collaboration: Towards an Australian curriculum*, DEST, Commonwealth of Australia, Canberra, ISBN 0642775052, on-line version: [www.dest.gov.au/research/publications/national\\_curriculum/default.htm](http://www.dest.gov.au/research/publications/national_curriculum/default.htm)

### B – Book chapters

Carden, P (2005) 'Joining the funeral procession: Learning journeys and the ethnographic task', in Stehlik, T & Carden, P (eds) *Beyond communities of practice: Theory as experience*, Brisbane: Post Pressed, pp. 179-194

Carden, P & Harris, R (2005) 'Trust and acceptance: The importance of communities of practice to probationary constables', in Stehlik, T & Carden, P (eds) *Beyond communities of practice: Theory as experience*, Brisbane: Post Pressed, pp.245-259.

Raduntz, H (2005) 'Marketization of education within the global capitalist economy', in Apple, MW, Kenway, J & Singh, M (eds.), *Globalizing education: Policies, pedagogies and politics*, Peter Lang, New York.

Reid A (2005) 'Challenging the dominant grammars of an undemocratic curriculum', in Marsh, C (ed.) *Curriculum controversies: Point and counterpoint, 1980-2005*, Australian Curriculum Studies Association, Deakin, Canberra, pp. 97-105.

Reid, A (2005) 'Accountability and education: the great profiles debate', in Marsh, C (ed.) *Curriculum controversies: Point and counterpoint, 1980-2005*, Australian Curriculum Studies Association, Deakin, Canberra, pp. 152-154.

Reid, A (2005) 'Profiles: Real problems or real gains - from whose perspective?' in Marsh, C (ed.) *Curriculum controversies: Point and counterpoint, 1980-2005*, Australian Curriculum Studies Association, Deakin, Canberra, pp. 191-197.

Reid, A (2005) 'Rethinking the democratic purposes of public schooling in a globalising world', in Apple, M, Kenway, J & Singh, M (eds.), *Globalising education: Policies, pedagogies and politics*, Peter Lang, New York, pp. 281-296.

Reid, A (2005) 'The politics of national curriculum collaboration', in Harris, C & Marsh, C (eds.), *Curriculum development in Australia*, Open Book Publishers, Adelaide, pp. 39-52 (chapter 3).

Stehlik, T (2005) 'Applying situated learning as a theoretical model to doctoral research: A case study of a Waldorf School as a community of practice', in Stehlik, T & Carden, P (eds) *Beyond communities of practice: Theory as experience*, Brisbane: Post Pressed, pp.125-140

Willis, P (2005) 'Mythopoetic communities of practice in postgraduate educational research', in Stehlik, T & Carden, P (eds) *Beyond communities of practice: Theory as experience*, Brisbane: Post Pressed, pp. 47-66.

Willis, P (2005) 'Re-enchantment education for democratic educators', in Heywood, P, McCann, T, Neville, B, & Willis, P (eds) *Towards re-enchantment: Education, imagination and the getting of wisdom*, Brisbane: Queensland: Post Pressed, pp. 79-94.

## C1 – Refereed journal articles

- Crotty, R (2005), 'The literary structure of the binding of Isaac in Genesis 22', *Australian Biblical Review*, vol. 53, 31-41.
- Davies, I, Evans, M, & Reid, A (2005) 'Globalising citizenship education? A critique of “global” education and “citizenship education”', *British Journal of Educational Studies*, vol. 53, no.1, March, pp. 66-89.
- Halford, W & Simons, M (2005) 'Couple relationship education in Australia', *Family Process*, vol. 44, no. 2, pp. 147-159.
- Harris, R & Simons, M (2005) 'Exploring the notion of retention in apprenticeship', *Education + Training* (UK), vol. 47, issue 4/5, pp. 350-365, [www.emeraldinsight.com/0040-0912.htm](http://www.emeraldinsight.com/0040-0912.htm)
- Howard, S & Gill, J (2005) 'Learning to belong: Children talking about feeling "Australian"', *Childrenz Issues*, vol. 9, no. 2, pp. 43-49.
- Lawless, A, Tonkin, A, Leaton, T & Ozolins, I (2005) 'Integrating gender and culture into medical curricula: Putting principles into practice', *Diversity in Health and Social Care Journal*, vol. 2, no. 2, November, pp. 143-150.
- Lawless, A (2005) 'Demanding choices', *MP Feminist Journal Online*, vol. 1, Issue 3, 27 September.
- Le Cornu R (2005) 'Peer mentoring: Engaging pre-service teachers in mentoring one another', *Mentoring and Tutoring*, vol. 13, no. 3, December, p.355-366, available on the Taylor & Francis website.
- Le Cornu, R & Peters, J (2005) "Towards constructivist classrooms: The role of the reflective teacher", *Journal of Educational Enquiry*, vol. 6, no. 1, October, available at [www.literacy.unisa.edu.au/JEE](http://www.literacy.unisa.edu.au/JEE)
- Mills, J, Ayre, M, Hands, D & Carden, P (2005) 'Learning about learning styles: Can it improve engineering education?', *MountainRise*, vol. 2, no. 1, Fall/Winter.
- Owen, S (2005) 'The power of collegiality in school-based professional development', *Australian Journal of Teacher Education*, vol. 30, no. 1, February, pp. 1-14.
- Owen, S (2005) 'Collegiality and collective thought in teacher learning', *The International Principal*, vol. 9, no 1.
- Owen, S (2005) 'Situativity theory and emerging trends in teacher professional development', *International Reflections in Educational Leadership*, vol. 8, issue 2, pp. 35-56.
- Reid, A (2005) 'Rethinking approaches to national curriculum: Beyond the railway gauge metaphor', *Unicorn Online Refereed Article (ORA) and Occasional Paper series*, No. 9, Australian College of Educators, pp. 1-33 (ISBN 1 92081908 8)
- Reid, A (2005) 'The regulated education market has a past', *Discourse: Studies in the Cultural Politics of Education*, vol. 26, no. 1, pp. 79-94.

## **E1 – Refereed conference papers**

Badenoch, D (2005) 'Interdisciplinary curriculum design and teaching for integrative learning and development of Graduate Qualities: A case study of reconceptualising physical education', refereed paper presented to the Division of Education, Arts & Social Sciences' Teaching & Learning Colloquium, University of South Australia, 27 September.

George, R, Lucas, J & Tranter, D (2005) 'Portfolio entry: Alternative university access for Year 12 students', paper at HERDSA 2005 conference, *Higher education in a changing world*, University of Sydney, 3-6 July.

Harris, R & Simons, M (2005) 'Playing the right tune in VET research? Using cognitive interviewing to improve our instruments', paper at the *Emerging futures – recent, responsive and relevant research*, 8th Annual National Conference of the Australian VET Research Association, Brisbane, 13-15 April.

Harris, R & Simons, M (2005) "'I'm the meat in the sandwich": Exploring VET practitioners' ways of working with private enterprises', paper to 4<sup>th</sup> Researching Work and Learning International Conference, University of Technology, Sydney, 12-15 December.

Keirl, S (2005) 'Australia expects...skills, creativity, innovation and Nelsonian broadsides - Design and Technology Education and blurry curriculum visions', paper at the Australian Curriculum Studies Association Biennial Conference, University of the Sunshine Coast, 21-23 September.

Keirl, S (2005) 'Critiquing, designing and making in the Middle Years in Design and Technology Education – a commentary on the interplay', paper at the Australian Curriculum Studies Association Biennial Conference, University of the Sunshine Coast, 21-23 September.

Lawless A (2005) 'Radical wisdom: creating safe spaces for dangerous conversations', HERDSA Conference, Activity Session, University of Sydney, 2-6 July.

Lawless A (2005) 'Diversity and inclusivity in medical education? Flying pigs and other UFOs', paper at the HERDSA Conference, University of Sydney, 2-6 July.

Le Cornu, R & Ewing, R (2005) 'Developing richer learning communities in schools: Reconceptualising professional experiences for pre-service teachers', paper presented at the 12th International conference of the International Study Association on Teachers and Teaching, July, Sydney.

Le Cornu, R (2005) 'Positioning the practicum through research and scholarship', paper presented at the Australian Teacher Education Association conference, July, Gold Coast.

Rogers, G, Curry, M, Barton, C, Pekarsky, B, Lawless, A, Oddy, J & Beilby, J (2005) 'Primary health care for homosexually active men: Successful but no more costly', paper to the Public Health Association of Australia Annual Conference.

Simons, M (2005) 'Meeting the skill requirements of VET practitioners in new times', in *Teacher education: Local and global*, Proceedings of the 33<sup>rd</sup> Annual Australian Teacher Education Association Conference, Gold Coast, Australia, 6-9 July, pp. 408-416.

Snegin, D (2005) 'An international professional development program for provincial Vietnamese teacher-educators', paper at the 5th Comparative Education Society of Asia Biennial Conference, 'Education for Peace: The Asian Context', Universiti Kebangsaan Malaysia (UKM), Bangi, Selangor, Malaysia, June.

Willis, P (2005) 'Transformation and the imaginal heart: Mythopoetic pedagogy in an inclusive adult education curriculum', paper to 4<sup>th</sup> Researching Work and Learning International Conference, University of Technology, Sydney, 12-15 December.

### **6.5 Edited scholarly book (A3)**

Stehlik, T & Carden, P (eds) (2005) *Beyond communities of practice: theory as experience*, Flaxton, Queensland: Post Pressed.

### **6.6 Non-refereed journal articles (C2)**

Clayton, B & Harris, R (2005) 'Visions for Australian VET', *The Australian TAFE Teacher*, vol. 39, no. 3, October, p. 16-17.

Harris, R (2005) 'Opportunity to participate in VET research', *The Australian TAFE Teacher*, vol. 39, no. 2, p. 12.

Harris, R, Sumner, R & Rainey, L (2005) 'Student traffic: Two-way movement between vocational education and training and higher education', *Professional Educator*, vol. 4, no. 3, pp. 10-13.

Reid A (2005) 'Beyond managerialism: Inquiry-based leadership in an education system', *Professional Voice*, vol. 3, no. 3, pp. 11-16.

Rigby, K & Johnson, B (2005) 'Introduction to the International Bystander Project', *Pastoral Care in Education*, vol. 23, no. 2, pp. 6-9.

Rigby, K & Johnson, B (2005) 'Student bystanders in Australian schools', *Pastoral Care in Education*, vol. 23, no. 2, pp. 10-16.

Stehlik, T (2005) 'Educating for humanity: The worldwide Waldorf School movement and its outcomes', *International Journal of the Humanities (online)*, vol. 10.

### **6.7 Editor, scholarly journals (C5)**

Harris, R (2005) Editor, *Australian Journal of Adult Learning*, vol. 45, nos. 1 & 3 (April, November)

Johnson, B (2005) Editor, *Journal of Educational Enquiry*, <http://www.literacy.unisa.edu.au/JEE/>

Lawless, A (2005) Guest editor, *Australian Journal of Adult Learning*, vol. 45, no. 2 (July)

### **6.8 Non-refereed conference papers (E2)**

Gelade, S (2005) a paper at The First International Conference on Enhancing Teaching and Learning Through Assessment.

Howard, S & Gill, J (2005) 'Learning to belong: Children talking about feeling "Australian"', paper at the Sixth Child and Family Policy Conference, The Children's Issues Centre, University of Otago, Dunedin, NZ, 7-9 July.

Howard, S & Johnson, B (2005) 'Eight years on: Trajectories of childhood and adolescent resilience', paper presented at the Annual Conference of the Australian Association for Research in Education, University of Western Sydney, Sydney, Australia, 27 November – 1 December.

Johnson, B (2005) 'Trialling a new child protection curriculum: Tensions and dilemmas', paper presented at the Annual Conference of the British Educational Research Association, University of Glamorgan, Wales, UK, 14-17 September.

Johnson, B (2005) 'Networking to trial a new child protection curriculum: A micropolitical analysis of contrived collegiality', paper presented at the Annual Conference of the Australian Association for Research in Education, University of Western Sydney, Sydney, Australia, 27 November – 1 December.

Johnson, B, McLaughlin, C & Rigby, K (2005) 'Young adolescents' reasons for helping or ignoring victims of bullying: an international comparison', paper presented at the Annual Conference of the British Educational Research Association, University of Glamorgan, Wales, UK, 14-17 September.

Le Cornu, R & White, B (2005) 'A pedagogical partnership approach to professional experience', paper presented at the British Educational Research Association conference, University of Glamorgan, Pontypridd, 14-17 September.

Le Cornu, R, Peters, J, Foster, M, Barrett, R & Stratfold, J (2005) 'What constitutes significant change in reforming schools?', paper presented at the British Educational Research Association conference, University of Glamorgan, Pontypridd, 14-17 September.

Simons, M & Harris, R (2005) 'How much do they really need to know? What VET teachers and trainers learn about learners and learning from their initial training', presented to Sixth International Conference for Researching Policy and Practice in Vocational Education and Training, Harris Manchester College, Oxford University, Oxford, 13-15 July.

Stehlik, T (2005) 'Building a university research culture – what does it look like?', paper at the ATN Research on Research Conference, UniSA, 7 February.

## **6.9 Research reports**

Harris R, Sumner, R & Rainey, L (2005) *Student traffic: Two-way movement between vocational education and training and higher education*, Adelaide: NCVER,

Full report (49 pages): [www.ncver.edu.au/research/proj/nr3003.pdf](http://www.ncver.edu.au/research/proj/nr3003.pdf)

Support Document (90 pages): [www.ncver.edu.au/research/proj/nr3003s.pdf](http://www.ncver.edu.au/research/proj/nr3003s.pdf)

Harris R, Simons, M & Clayton, B (2005) *Shifting mindsets: The changing work roles of vocational education and training practitioners*, Adelaide: NCVER, [www.ncver.edu.au/research/proj/nr0005.pdf](http://www.ncver.edu.au/research/proj/nr0005.pdf)

Harris R, Simons, M & Moore, J (2005) *A huge learning curve: TAFE practitioners' ways of working with private enterprises*, Adelaide: NCVER,

Full report (57 pages): [www.ncver.edu.au/publications/1596.html](http://www.ncver.edu.au/publications/1596.html)

Support document: [www.ncver.edu.au/research/proj/nr2006s.pdf](http://www.ncver.edu.au/research/proj/nr2006s.pdf)

Johnson, B. (2005) *An examination of the small scale trial of a draft child protection curriculum*. Commissioned Report to the Department of Education and Children's Services. Adelaide: University of South Australia.

## **6.10 Other major contributions / presentations**

- Byrne, M (2005) Book review of Frank, AW, *The wounded storyteller: Body, illness and ethics and The renewal of generosity: illness, medicine and how to live*, in *Australian Journal of Adult Learning*, vol. 45, no. 2, July, pp. 267-277
- Gelade, S (2005) Book review of Dadds, M & Hart, S (eds.), *Doing practitioner research differently*, in *Australian Journal of Adult Learning*, vol. 45, no. 1, April, pp. 138-141
- Gelade, S (2005) Book review of Findsen, B, *Learning later*, in *Australian Journal of Adult Learning*, vol. 45, no. 3, November, pp. 425-428
- Harris, R (2005) Chaired Symposium No. 2, 'Research supporting VET providers in building capability for the future', at the 4<sup>th</sup> International Conference on *Researching Work and Learning*, UTS, 14 December
- Harris, R (2005) 'Moving students: experiencing both VET and higher education', keynote presentation to TAFE Development Centre workshop, "Understanding TAFE students", at the Hemisphere Conference Centre, Moorabbin, Victoria, 26 September
- Harris, R (2005) 'Cross-sectoral transfer', presentation to AVCC Deputy and Pro Vice Chancellors (Academic), National Wine Centre, Adelaide, 23 November
- Harris, R (2005) 'Supporting VET providers in building capability for the future', presentation and workshop to the Annual VISTA Conference, Lorne, 23-24 May
- Harris, R (2005) 'Learning pathways or crazy paving? Moving between VET and higher education', address at OctoberVET, Port Club, Adelaide, 21 October
- Harris, R (2005) 'Using research: An overview of private providers in Australia', presentation to Annual Conference of ACPET (Australian Council for Private Education and Training), 'Private education and training in Australia: A fundamental shift', Convention Centre, Adelaide, 26-27 August
- Harris, R & Rainey, L (2005) 'Two-way student movement between VET and higher education', address to the SA Post-Compulsory Education and Training Association (PCETA) Annual Conference 2005, Education Development Centre, Hindmarsh, 22 August
- Harris, R & Simons, M (2005) 'Supporting VET providers in building capability for the future', VET Quality Forum, Hilton International, Adelaide, 6-7 June
- Raduntz, H (2005) 'Constructing a critical democratic education: Is it possible?' in *Journal for Critical Education Policy Studies*, vol. 3, no. 1, March, a critical review essay of Brosio, RA (2000) *Philosophical scaffolding for the construction of critical democratic education*, Peter Lang Publishing, New York
- Raduntz, H (2005) Review of Rikowski, R, *Globalisation, information and libraries: The implications of the World Trade Organisation's GATS And TRIPS Agreements*
- Rainey, L (2005) Evaluating career development services, address at OctoberVET, Port Club, Adelaide, 21 October
- Reid, A (2005) 'Plain English - the Nelson way', *The Independent Weekly*, 4-10 September, p. 8
- Reid, A (2005) 'Creating an educational crisis', *The Independent Weekly*, 9 October, 2005

Reid, A (2005) presented an invited address to a national seminar of the Australian Government Primary Principals Association (AGPPA) in Melbourne on commonwealth funding policy in relation to schools, 11 August

Simons, M (2005) 'Journal scan', in *Australian Journal of Adult Learning*, vol. 45, pp.142-150, 278-282 and 434-441

## 7. OTHER RESEARCH ACTIVITIES

### 7.1 Scholarships, prizes and other significant achievements

CREEW warmly congratulates the following members who were winners of scholarships, prizes and awards this year:

- Our Adjunct member, Professor Robert Crotty, was awarded the title 'Emeritus Professor' by the University at one of the April graduation ceremonies – well done, Robert – what an achievement!
- 3 members graduated/completed during 2005: Errol Lawson (PhD), Susanne Owen (EdD) and Peter Shanahan (MEd)
- Denise Macgregor won a University Commissioned Teaching Grant (for \$16,000) to explore assessment strategies implemented in the TAFE courses offered in the LBDT program with a view to developing collaborative assessment strategies between the sectors.
- David Badenoch won a Supported Teacher Award. This award recognises teachers who have gained above average evaluation from students, as identified in the Student Evaluation of Teaching (SET) data. Recipients are awarded \$1500 each to be used for further professional development to improve teaching. David also won a 2004 Scholarly Teaching Award.
- Jane Connell, a CREEW PhD candidate and Professor of Problem Centred Studies in the School of Arts and Community Studies at Cape Breton University, Canada, received the 'Cape Breton University Award for Instructional Leadership' at the President's Dinner during Convocation in May. This award recognises substantial contributions to the development of the teaching and learning community at Cape Breton University.
- Rosemary Badenoch, one of CREEW's Key researchers, was promoted to Senior Lecturer.
- The following paper, published last year, received a Highly Commended Award from the Emerald Literati Club's Awards for Excellence 2005: Harris, R, Simons, M & Carden, P (2004) 'Peripheral journeys: Probationary constables, learning and acceptance in an Australian police service', *The Journal of Workplace Learning*, vol. 16, no. 4, May, pp.205-218, [www.emeraldinsight.com/1366-5626.htm](http://www.emeraldinsight.com/1366-5626.htm)
- Jeannie Daniels was awarded the General Excellence Category Prize 2005 in the Women in Vocational and Adult Education (WAVE) Writers Awards. She received this award for her essay, 'A place in the world: women, VET and the global economy', which discussed the implications of Objective One of Women: Shaping Our Future, the supporting paper to the National VET Strategy 2004-2010.
- Bill Lucas and Fiona Underwood won Chancellor's Awards for Community Service. They were team members in the respective projects: Seaford 6-12 School 'City School' and the University Orientation Program. These awards are offered each year to acknowledge and celebrate activities undertaken by University staff and students which provide a significant benefit to community groups.
- In March 2005 at the University of South Australia Postgraduate Awards, Dr Peter Willis was named the 2004 University of South Australia Research Degree Supervisor of the Year; Associate Professor Bruce Johnson was Runner-up 2004 University of South Australia Research Degree Associate Supervisor of the Year; and Dr Rosie Le Cornu was Runner-up University of South Australia Lecturer of the Year.

- Rosie Le Cornu was announced on 24 December 2004 as a winner of a UniSA 2004 Teaching & Learning Grant, “Practicum scholarship in education”.
- Rosie Le Cornu was successful in winning a Scholarship of Teaching Fund Award announced in November 2005. The Committee rewarded 10 published papers with \$1,000 each for their contribution to the scholarship of teaching. Publications are listed on the Scholarship of Teaching Fund website.
- Alan Reid was a member of the three-person Panel, chaired by former Education Minister Greg Crafter, reviewing the South Australian Certificate of Education (SACE). The Review Report was handed to the Minister of Education, Hon Jane Lomax-Smith, on Friday, April 29.
- Tom Stehlik was seconded to the Social Inclusion Unit, Department of Premier and Cabinet as part of a memorandum of agreement with the Hawke Research Institute for Sustainable Societies from June 2005 to January 2006. During the secondment, Dr Stehlik fulfilled the role of Social Inclusion Research Fellow, leading action research projects across a suite of Social Inclusion School Retention Reference initiatives.
- Robert Crotty was appointed by SSABSA as Chief Assessor in Year 12 Studies of Religion for 2006-2007.
- Alan Reid was the external member of the panel that reviewed the teacher education programs at Melbourne University's Faculty of Education, 22 October.

## 7.2 University Supported Researchers

Each year the University appoints Supported Researchers based on their performance over two earlier years. These funds are used to provide assistance to research activities. Such assistance may include buying back time from teaching and contributions towards attendance at conferences. Supported researchers are determined on a points based system as follows: (each \$5,000 of Australian Competitive Grant income = 1 point; each \$10,000 of any other external research funding income = 1 point; publication categories and weightings are as set out in the Research and Research Education Management Plan; supervisor of a research degree completion = 1 point).

CREEW had 15 University Supported Researchers announced during 2005 (11 Key Researchers and four Associate Researchers). The efforts of all of these individuals contributed greatly to the achievements of the Centre, mentoring others through cooperation, informal sharing of research methodologies and skills, joint projects and publishing. The successful members were:

Ms Rosemary Badenoch	Mr Steve Keirl
Prof M Brennan (also LPLC)	Dr Rosie Le Cornu
Prof Ed Carson (also Graduate Studies)	Dr Judy Peters
Professor Robert Crotty	Professor Alan Reid
Assoc Prof Judy Gill (also RCGS)	Dr Michele Simons
Professor Roger Harris	Dr Tom Stehlik
A/Prof Rob Hattam (also LPLC)	Dr Peter Willis
A/Prof Bruce Johnson	

### 7.3 Contribution to Divisional research education/coordination

A number of CREEW members provided active support for the University's and Division's higher degree program, particularly Ed Carson - University Dean of Graduate Studies, Bruce Johnson – Divisional Dean of Research Degrees, Sue Howard - School Coordinator of Research Degrees and Michele Simons, School Publications Officer. Other members contributed as facilitators within the Structured Program and as supervisors.

The following 18 CREEW members (including four associate members) were listed on the University Research Register of Supervisors:

Prof Marie Brennan	Dr Rosie Le Cornu
Prof Ed Carson	Dr Faye McCallum
Prof Robert Crotty	Mr Michael O'Donoghue
Dr Sue Gelade	Prof Alan Reid
Assoc Prof Judy Gill	Dr Michele Simons
Prof Roger Harris	Mr Bob Smith
Dr Robert Hattam	Dr David Snewin
Dr Sue Howard	Dr Tom Stehlik
Assoc Prof Bruce Johnson	Dr Peter Willis

### 7.4 Higher degree research students, thesis topics and supervisors

CREEW staff supervised the following higher degree research students during 2005. The table presents their thesis topic, type of higher degree, and CREEW supervisor(s).

Type of HD	Name	Supervisor	Thesis topic
EdD	Arnold, Naomi	Johnson	An investigation of resilient school leaders
PhD (Canada)	Bolivar, Jane	Harris	Teaching the residents to teach: medical resident education in Canada
PhD	Byrne, Margaret	Willis, Smith	Teaching care of the spirit in palliative care education
PhD	Carden, Pam	Willis, Gill	Joining the funeral procession: learning journeys and the ethnographic task
PhD	Jennifer Carter	Butler, Hattam	The constitution of the teacher as ethical subject: adult literacy reform policy and practice
PhD	Coker, Jan	Willis	By whose design? Industrial design education in the University
PhD (Canada)	Connell, Jane	Harris	Addressing adult learner barriers in a university context: an holistic approach
PhD	Daniels, Jeannie	Butler	Work (paid and unpaid), women as knowers, and VET
PhD	Davies, Lisa	Stehlik, Carden,	Entering the maelstrom:

		Harris	working with employees with depression
PhD	Flint, Nerilee	Johnson, Smith	Tertiary students' perceptions of fairness of educational assessment
PhD	Fopp, Brenton	Howard, Gill	An investigation of the impact of education upon children adopted in South Australia between 1940 and 1970
PhD	Geyer, Peter	Harris, Willis	Differing personalities: constructions of personality and levels of understanding of the MBTI by trained professionals
EdD	Hall, Catherine	Harris, Simons	Law curriculum in nursing: a study of what is taught, learnt and applied
PhD	Hammet, Kirsty	Willis, Hattam	Resistance, contingency and HIV/AIDS education - a description of HIV positive people's experience in providing community education
EdD	Honeybone, Ruth	Howard, Stehlik	A study of the home schooling movement in South Australia
PhD	Hooper, Anne	Willis	The knowing of the heart
PhD	Hughes, Miriam	Brennan, O'Donoghue	Women and Jehovah's Witnesses
PhD	Jackson, Janett	Willis	Transformative learning through performance drama
PhD	King, Sharron	Howard	A collaborative research study investigating and supporting the development and implementation of a PBL curriculum for the School of Medical Radiations
PhD	Lawless, Ann	Willis	Learning for social justice
PhD	Lawson, Errol ( <i>graduated 2005</i> )	Willis (Assoc Supervisor)	Systems learning
PhD	Lear, Glenna	Stehlik, Cross	Third age learning for sustainable communities in regional and rural Australia
EdD	Owen, Suzanne ( <i>graduated 2005</i> )	McCallum, Stehlik	New trends in teacher professional development: A study of performance management as a form of professional development
PhD	Plane, Karen	Harris	The challenges to small business/Vocational Education and Training partnerships in learning and promulgating a lifelong learning community in the Adelaide Hills region
PhD	Pynch-Worthylake,	Johnson	The impact of professional and

	Nancy		staff development on teaching practices and on student attainment of learning outcomes
PhD	Ralfs, Claire	Willis, Hattam	The role of training in organisational change
PhD	Rodgers, Alexander	Crotty, O'Donoghue	Mithras and Jesus - a comparative study of Mithraism and Christianity and the syncretism arising from their parallel growth in the Western Empire of the late first and second century
PhD	Sczesny, Dieter	Willis, Harris	The experiences and meanings of informal learning exchange between architect and client
PhD	Semmens, Brendyn	Hattam, Reid	Professional enquiry and public education policy formation
PhD	Senu, Halia	Harris, Willis	Commitment risk: towards project team effectiveness
PhD	Short, Tom	Harris, Willis	An exploration of strategic alignment and learning in HRD
EdD	Stanley, Jenny	McCallum, Stehlik	Student retention looking for pathways forward
PhD	Steventon, Robert	Johnson	Developing reflectivity in primary school teachers
PhD	Terrell, Kathy	Le Cornu, Peters	Self-managed learning: what is it?
PhD	Tranter, Deborah	Gill, Reid	Why University? School culture and student aspirations to higher education in disadvantaged secondary schools
PhD	Wijensinghe, Gee	Willis (Assoc Supervisor)	Tourism and hospitality reception practice

MEd	Richards, Lydia	Harris	Challenges in evaluating safety training for continuous improvement
MEd	Rundle, Nicholas (on leave)	Willis	Mentoring grief: a phenomenological examination of the design, presentation and significance of a grief ritual and its implications for the minister as ritual practitioner
MEd	Shanahan, Peter ( <i>graduated 2005</i> )	Harris, Simons	Police culture and the learning organisation
MEd	Thorley, Faith	Willis	Triumph over disability through creative art experiences
MEd	Underwood, Fiona	Howard, Snewin	Learning from experiences of workplace violence

### 7.5 CREEW seminar and colloquium program

An active seminar and colloquium program for staff and postgraduates was held throughout 2005, and advertised in both the Hawke Institute *Calendar of Events* and the *UniSA News*. Sessions occurred on mostly on Fridays between 2.30pm and 4.00pm in G1-18 at Mawson Lakes Campus.

Date	Presenters	Topic
18 March	Tom Stehlik, Pam Carden, Peter Willis	Communities of practice and CREEW research culture
24 March	Silke Hellwig, University of Konstanz, Germany	Vocationalism and the competency debate in Germany
1 April	Alan Reid	Reflections on possible future directions for senior secondary education
20 May	Jeannie Daniels  Jan Coker	Lifting the curtain and finding the voice: confronting the framework of VET in women's education Using narrative 'readings' in interpretative research
3 June	Roger Harris	Research for the building of VET workforce capability: Managing a National Consortium
10 June	Bruce Johnson, Sue Howard, Jenny Carter	The PhD experience
21 July	Tim Leonard, University of Cincinnati	Mythology in Educational Practice
5 August	Halia Senu	Project team commitment and its impact on projects when it is missing
19 August	Deb Tranter  Helen Raduntz	Why not university? Students from disadvantaged schools and the University experience Critique of Brosio's book on Philosophical scaffolding for constructing a critical democratic education
2 September	Glenna Lear Catherine Hall	Learning in the Third Age in rural communities The law curriculum in Bachelor of Nursing: What is taught and learnt?
16 September	Ann Lawless Sharron King	Caring for the Democratic Spirit Emotional dimensions on radical change
7 October	Colleen McLaughlin, Cambridge University	Spectators in school bullying
14 October	Rebecca Spence, University of New England	Building relationships across deep divisions: the challenge of achieving social sustainability in war torn societies
21 October	Deiter Sczesny Tom Short, University of Auckland	Informal learning in the pub Aligning workplace learning with business strategy: a fanciful dream of HRD professionals, or absolute reality?
4 November	Lisa Davies Peter Willis	The challenges of qualitative research Mythopoesis and mythopoetic pedagogy
11 November	Rob Pattenden, Macquarie University	Artists do the Big Picture: Arts Practice as Cultural Re-imagining

## 7.6 Participation in the Division Research Forum

The annual Division Research Forum was held on 6 August, hosted by Bruce Johnson, with more than 100 attending. Presenters included the following CREEW members:

- Nerilee Flint, Grounded theory research – how does one get there?
- Jeannie Daniels, ‘What did you say? What *did* you say?’ Making sense of interview text in narrative inquiry research
- Ann Lawless, Resistance is meaning: exploring the research question
- Sharron King, Ethical dilemmas of insider research
- Deb Tranter, Becoming self-conscious – exploring habitus
- Jenni Carter, The PhD – working with/in a difficult text
- Rob Hattam, Who are ‘we’? Thinking ‘community’ through Rose, Agamben and Baumann

## 7.7 Professional service

CREEW members contributed to research in many other ways besides grants, publications and supervising higher degree candidates. Some of these activities (with indicative examples) are listed below:

Editing of professional journals:

- *Australian Journal of Adult Learning* continues to be edited from CREEW, with Roger Harris as editor, and Peter Willis, Michele Simons, Tom Stehlik and Ann Lawless as sub-editors. Ann was Guest Editor for the July issue. Details on the journal may be found at: <http://www.ala.asn.au/pubs/AJAL>
- *Journal of Educational Enquiry* is continuing to be very successful as an online journal and attracts national and international interest. This publication is edited from within the University, and members of CREEW who are on the editorial board include: Bruce Johnson, editor-in-chief, with Judy Gill, Sue Howard, Alan Reid, Bob Smith, David Snewin and Dave Williams. The *Journal of Educational Enquiry* is available on the web at: <http://www.education.unisa.edu.au/JEE>

Members serve on journal editorial boards, as national research grant assessors, and examine higher degree theses for other universities.

Members serve on research committees and other relevant committees and boards, both:

- within the University, e.g. Bruce Johnson (as Dean), Sue Howard (DRDC), Michele Simons (Divisional HREC, alternate on University HREC), Roger Harris (DRC; Hawke Research Institute Steering Committee, and Executive Committee)
- and outside the University, e.g. Michele Simons is on the Roundtable of Australian Institute of Family Studies); Alan Reid is a member of the Senior Secondary Assessment Board of South Australia (SSABSA), a member of the Reference Group for the National Review into Teaching and Teacher Education, a member of the Education Advisory Committee of the RMIT Education Faculty, Melbourne

Numerous requests for CREEW key researchers to speak at various state and national forums and conferences, some of which are listed in Section 6 above.

Service on national executives of professional associations:

- Michael O'Donoghue was elected President and Heather Foster Vice-President of the Australian Association for the Study of Religion held at the University of Sydney. Robert Crotty was honoured with an Emeritus Membership of the Association.
- National executive member of the Australian Curriculum Studies Association (ACSA) – Alan Reid
- Secretary/Treasurer of, and SA State Representative on, the Board of the Australian Council of Deans of Education Incorporated (ACDE) – Marie Brennan
- National executive member of the Australian VET Research Association (AVETRA) – Roger Harris
- National executive member of the Australian Women's Studies Association (AWSA) – Judy Gill

Members of professional associations:

- Adult Learning Australia – Roger Harris, Peter Willis, Tom Stehlik
- Australian Association for Research in Education - Bruce Johnson, Robert Crotty, Judy Peters, Faye McCallum, Sue Howard, Alan Reid
- Australian Curriculum Studies Association – Judy Peters and Alan Reid
- Australian College of Education – Alan Reid, David Williams, Faye McCallum, Roger Harris, David Snewin
- Australian Council for Health, Physical Education and Recreation – Rosemary Badenoch
- Australian Council for Children's Films and Television – Sue Howard
- Australian Health Promoting Schools Association – Rosemary Badenoch
- Australian Teacher Education Association – Judy Peters, David Williams, Faye McCallum
- Australian Teachers of Media Association – Sue Howard
- Australian VET Research Association – Roger Harris, Michele Simons
- American Association for Research in Education – Judy Gill
- British Educational Research Association – Judy Gill
- Centre for Intercultural Studies and Multicultural Education – Robert Crotty
- Practical Experiences in Professional Education, Inc. – Judy Peters

## 8. OTHER CENTRE ACTIVITIES

### 8.1 Infrastructural achievements

- CREEW continued our very informative *CREEW's News* publication (on the web), under the energetic editorship of Linda Rainey
- We are continuing to update the CREEW website to conform with the new corporate environment as well as the format for the Hawke Research Institute
- This year has seen the continued enveloping of CREEW within the Hawke Research Institute (together with the Centre for Studies in Literacy, Policy and Learning Cultures and the Research Centre for Gender Studies, and three research groups) as the University establishes several new Institutes to further its research capability.

### 8.2 CREEW members' international activities

Apart from papers presented at overseas conferences (listed in Section 6):

- Yvonne Zeegers is working overseas in Mindanao for 18 months and hopes to develop opportunities for research partnerships while there in pre-service education and/or the practicum.
- Peter Willis is organising for an international colloquium in April 2006 to held in Adelaide on Adult Education and Social Sustainability.

### 8.3 Visiting researchers

International visiting researchers to CREEW (some of whom presented seminars) included:

- Colleen McLaughlin, Senior Lecturer, Faculty of Education, University of Cambridge, who worked with Bruce Johnson and others in the Centre in September and October
- Silke Hellwig, University of Konstanz, Germany
- Tim Leonard University of Cincinnati, USA
- Tom Short, University of Auckland (PhD candidate with Roger Harris)
- Lloydetta Quaiocoe, St John's in Newfoundland, Canada (PhD candidate with Sue Howard)
- Associate Professor Britt-Marie Berge, Education, Umea University, Sweden
- Dr Andre Schlafli, Director, Switzerland Federation for Adult Education

### 8.4 CREEW-hosted events

- **Book launch** – CREEW co-hosted the launch of the book, *Beyond communities of practice: Theory as experience*, edited by Tom Stehlik and Pam Carden and published by PostPressed, at Murray House, Magill Campus, on 7 December. Alison Mackinnon gave the address. Chapter authors in the book include: Peter Willis, Sharron King, Judy Peters and Rosie Le Cornu, Tom Stehlik, Susanne Owen, Pam Carden and Roger Harris.

- **Book launch** – CREEW co-hosted the launch of the book, *One pencil to share: Stories of teacher transformation in science and mathematics from the Eastern cape of South Africa*, by Kathryn Paige and Mike Chartres, at the South Australian School of Art Gallery, 25 November. Dr Basil Hetzel, AC, Chair of the Bob Hawke Prime Ministerial Centre, presented the address.
- **OctoberVET 2005** – CREEW co-hosted a morning for 60 participants at the Port Club on VET research entitled, “VET pathways, programs and career development: the state of play” as this State’s contribution to the OctoberVET series of mini-conferences around Australia under the auspices of the Australian VET Research Association (AVETRA). CREEW members gave two of the five main addresses: Roger Harris and Linda Rainey.

### 8.5 Centre Management Committee / Key Researchers’ Group

The CREEW Management Committee (CMC) met several times throughout 2005. Members included: Judy Peters (Chair), Roger Harris, Bruce Johnson, Alan Reid, Michele Simons, Peter Willis, Miriam McLean (Centre Administrator) and Ann Lawless (postgraduate representative). At the August meeting, the decision was taken to re-constitute this group from a Management Committee to a Key Researchers’ Group, because of the changing relationship between the Centre and the Hawke Research Institute.

### 8.6 CREEW Planning Workshop

The annual CREEW Planning Workshop was held on Tuesday 15 February 2004 at Next Generation, War Memorial Drive, North Adelaide, and was attended by 25 members. Professor Ian Davey (PVC: Research and Innovation) addressed the centre on ‘Internationalisation’. Roger Harris (Director) noted Centre highlights in 2004 and raised some challenges ahead in 2005, and led discussion on the Centre’s developing relationship with the Hawke research Institute. Later in the afternoon, Lia Bryant, Director, Research Centre for Gender Studies, and Helen Nixon, representing the Director of the Centre for Studies in Literacy, Policy and Learning Cultures, spoke about their perceptions of their centres and the Hawke Research Institute.

### 8.7 Advisory Committee

As the Centre is no longer directly funded by Research Services as a University “Research Centre”, there is no longer the requirement to have a separate Centre Advisory Committee. While networks and other means of keeping up with research opportunities should and will continue, the Centre as a research concentration within the Hawke Research Institute will come under the umbrella of the Institute’s Advisory Committee. The Advisory Committee for the HRI comprises:

**Chair:** Hon RJL Hawke, AC

Professor Stuart Cunningham, Queensland University of Technology

Professor Ian Davey, Pro Vice Chancellor: Research and Innovation, UniSA

Ms Helen M Disney, Director, Morgan Disney & Associates, ACT

Professor Margaret Gardner, Vice-Chancellor, RMIT University

Professor Ross Garnaut, Research School of Pacific and Asian Studies, ANU

Professor Gerry Griffin, PVC: Business and Enterprise, UniSA

Hon Brian Howe AM, Professorial Associate, Centre for Public Policy, University of Melbourne

Dr Tom Karmel, Managing Director, National Centre for Research in Vocational Education

Professor Meaghan Morris, Chair Professor of Cultural Studies, Lingnan University,  
Hong Kong  
Professor Alison Mackinnon, Director, Hawke Research Institute, UniSA  
Professor Allan Luke, Dean, Centre for Research in Pedagogy and Practice, National  
Institute of Education, Singapore  
Professor Michael Rowan, PVC: Education, Arts & Social Sciences, UniSA  
Professor Rhonda Sharp, Deputy Director, Hawke Research Institute, UniSA

## Appendix

### Explanation of acronyms

AARE:	Australian Association for Research in Education
ACE:	Adult and Community Education
ACSA:	Australian Curriculum Studies Association
AEA/NSW	Asthma Educators' Association of NSW
ALA:	Adult Learning Australia
ARC:	Australian Research Council
ATN:	Australian Technology Network
AVETRA:	Australian Vocational Education and Training Research Association
AVTEC:	Adult and Vocational Teacher Educators' Colloquium
CITB:	Construction Industry Training Board
DEASS:	Division of Education, Arts and Social Sciences
DETE:	Department of Education, Training & Employment
FACS:	Family and Community Services
HREC:	Human Research Ethics Committee
MEAA	Marriage Educator's Association of Australia
NCVER:	National Centre for Vocational Education Research
NREC:	National Research and Evaluation Committee
SPIRT:	Strategic Partnerships with Industry - Research & Training (SPIRT) Scheme
TAFE:	Technical and Further Education
VET:	Vocational Education and Training