



## CREEW'S News

Centre for Research in Education, Equity and Work

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(a research concentration within HRISS)

### July - September 2008

- [CREEW Seminar Program](#)
  - [Publications](#)
  - [Keynote Addresses](#)
  - [Presentations](#)
  - [Professional Involvement](#)
  - [CREEW Member News](#)
  - [Other News](#)
  - [Future CREEW News](#)
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#### CREEW Seminar Program

**11 July** - joint student presentation

**Hannah Soong:** *Asking the right question in educational research: The quest for an appropriate methodology and method*

**Agneta Esposito:** *The friend in Lovence*

**8 August** – *Pedagogies of the Imagination*

**Peter Willis:** *Mythopoesis and identity formation*

**Tom Stehlik:** *The mythopoesis of Steiner Education*

A key role of the CREEW seminars is to provide a safe, supportive and rigorous (although not too critical) venue for PhD students to present their work. If you would like to be added to the seminar mailing list, please contact [Miriam.mclean@unisa.edu.au](mailto:Miriam.mclean@unisa.edu.au).

## Publications

- FOSTER, H 'Religious Maintenance and Adaptation: An example from the South Australian Hindu Diaspora'. *Religion Compass*, Volume 3, April 2008.
- PETERS, J & LE CORNU, R (2008) 'Leading Educational Redesign', *International Journal of Learning*, 15 (4), 99-110
- REID, A (forthcoming, 2008) 'Toward a post-compulsory learning space' in *Professional Voice*.
- Zipin, L & REID, A (2008) 'A justice-oriented citizenship education: Making community curricular' in the *SAGE Handbook of Education for Citizenship and Democracy*, Sage.
- GELADE, S and Fox, T (2008) 'Reality Check: Matching training to the needs of regional Australia', NCVET report 18<sup>th</sup> June 2008. <http://www.ncver.edu.au/publications/2005.html>
- HARRIS, R (accepted March), 'Crossing boundaries? Australian learners' experiences of teaching and learning in both the higher education and vocational education sectors', European Education Research Association, Göteborg, Sweden, 10-12 September 2008, refereed conference paper.
- LE CORNU, R & Ewing, R (2008) Reconceptualising professional experiences in pre service teacher education...reconstructing the past to embrace the future, *Teaching and Teacher Education*, 24 (7), 1799-1812.
- REID, A (in press, 2008) A national curriculum for the future? in *Professional Educator*
- Leonard, T & WILLIS, P (2008) *Pedagogies of the imagination: Mythopoetic curriculum in educational practice*, Springer Publishing, The Netherlands.
- LE CORNU, R (2008). The changing role of the 'university supervisor' in professional experience, Paper presented at the ATEA conference, 8<sup>th</sup> – 11<sup>th</sup> July, Sunshine Coast and published in the conference proceedings entitled Teacher Educators at work: What works and where is the evidence? ISBN 0 9775685 1 2.
- Davies, I., Evans, M., & REID, A (2008) 'Globalising citizenship education? A critique of 'global' education and 'citizenship education' in J. Arthur and I. Davies (ed) *Citizenship Education, Volume 2, Chapter 21*, Sage Library of Educational Thought and Practice, Sage, London.
- STEHLIK, T (2008), 'Mind the gap: researching school leaver aspirations', paper presented at the NCVET "No-frills" conference on research in vocational education and training, Launceston, Tasmania, July 8-11, published on VOCED database <http://www.voced.edu.au/>

## Keynote Addresses

- Alan Reid presented the invited keynote address on '*Democratic organisational change*' to the North Island Region Principals Association, August 21, 2008, at Lake Taupo, Wairakei, New Zealand.
- Alan Reid presented the invited keynote address on '*Trends in in-service teacher education*', to a conference of the School Support Advisors, on August 22, 2008, at Hamilton, New Zealand

- Alan Reid (with Greg Crafter) presented the invited keynote address to a public meeting of the Australian College of International Educators, on August 5, 2008, on '*Challenges facing Australian education*', at Annesley College, Adelaide.

### **Presentations**

- Harris, R (accepted March), 'Crossing boundaries? Australian learners' experiences of teaching and learning in both the higher education and vocational education sectors', European Education Research Association, Göteborg, Sweden, 10-12 September 2008, refereed conference paper.
- Alan Reid gave an invited presentation on professional learning at the DECS/AEU Enterprise Bargaining session on 8 August, 2008.
- Harris, R & Clayton, B (2008), 'Process and impact of VET research: the Consortium approach as a case study', 17<sup>th</sup> National VET Research Conference, University of Tasmania, Launceston, 9-11 July.
- Alan Reid gave the dinner speech at the annual dinner of the Boards of the Combined Schools of Golden Grove on August 7, 2008.
- Roger Harris and Tom Stehlik attended the NCVET 'No Frills' 2008 National Vocational Education and Training Research Conference in Launceston in July. Roger presented two sessions with Berwyn Clayton on their recent VET consortium



work, and Tom presented a paper entitled 'Mind the gap: Researching school leaver aspirations'. Tom's paper is available on the VOCED website

<http://www.voced.edu.au> or via the NCVET website <http://www.ncver.edu.au/>

*Roger delivering one of the sessions in Launceston*

- Alan Reid gave an invited presentation on the public purposes of education at the Education Summit held at the New South Wales State Library on June 28, 2008.

### **Professional Involvement**

- Alan Reid represented the University at the state consultation on the National Goals of Schooling, held at the Education Development Centre, Hindmarsh, on 29 July, 2008.
- Tom Stehlik attended a briefing and consultation session conducted by NCVET on September 16 in relation to their contract to manage the Longitudinal Surveys of Australian Youth (LSAY) data and projects.
- Alan Reid has accepted an invitation to be a member of the Board of the recently established National Centre for Equity in Higher Education
- Roger Harris, Peter Willis, Tom Stehlik and Sharon Zivkovic attended a one-day workshop on August 29 at the WEA with representatives from NCVET, Adelaide University, Charles Darwin University and Adult Learning Australia (ALA) to discuss

the establishment of a research framework for ALA and its potential role in sponsoring, brokering and promulgating research in adult learning.

- Alan Reid has accepted an invitation to review the curriculum of the School of Education, Deakin University, Victoria.

### CREEW Member News

- **Vale, Alan Reid**

Relax, he isn't dead. Actually, he's not even going anywhere quickly. But he has retired.

Recently another fellow retiree, Leigh Matthews, remarked that it was better to leave a year earlier than a year later. Alan has



made it at least a decade earlier. He has retired at the peak of his mental acuity, at the apogee of his public fame and occupying the epicentre of educational activity.

Where did it begin? Alan started out at the chalkface as a teacher in the Department and rose rapidly to be Deputy Principal at Clare HS within a decade. Then he moved into the halls of Academe with two years spent in York taking out a Master of Education. In 1987 he made the transit to SACAE (soon to become part of UniSA) and there met his great mentor, Basil Moore. Basil saw the promise in this rising star and there was no turning back, from lecturer in curriculum to senior lecturer to Head of the Centre for University Teaching and Learning (CUTL).

After the CUTL stint there was no stopping Alan. He finished his doctorate, became Associate Professor, Dean and Professor of Education and, eventually and importantly, Director of CREEW. Along the way he won the consultancy to write the Birth-Year 12 curriculum for the Department, setting the trend for the next generation of school students and in 2001 he led the major Review of Education at the University of South Australia. In 2004-5 he became part of the triumvirate that undertook the SACE Review. He went to Canberra with a DEST Fellowship and was responsible for the review of Teacher Education programs.

By 2004 *The Bulletin* rightly named him as one of Australia's Ten Smartest Thinkers in Education.

And so Alan has decided to hang up his pen while the accolades are still rolling in. He will still be around though. He may not be so regular at School Board Meetings, but his friendly presence will still grace the university corridors and he may even find more time to pursue some of his nemeses who write the odd educational tripe in the popular press.

Once again, *Vale* Alan. You deserve more time for yourself and you deserve more time to read, write and think. We'll all benefit from that. And thanks for all you have contributed to CREEW.

(Robert Crotty)

- **Dr Sue Gelade**, who also retired recently, made a huge contribution to the Centre for Research in Education, Equity and Work and is very much missed, especially by her colleagues on the 4<sup>th</sup> floor of the Garth Boomer Building at Mawson Lakes.

Having gained her PhD at UniSA in 1999, Sue was engaged to work on CREEW projects, including Project Manager for Indigenous Post-Course Destinations: VET outcomes and the impact of differing learning locations on student career

opportunities (NCVER); Pilot Student Destinations Study (Initial Survey) (AISSA); Principal Researcher, Accounting for change: Adult & Community Education Organisations and the GST (ALA); and Evaluator: Traffic Engineering Basics Course (Transport SA).

After relocating to the University of New England as an Adult and Vocational Education lecturer in 2001-2003, she returned to South Australia to take up the position of Lecturer, Professional Development Internationalisation with Learning Connection but continued as a researcher with CREEW and an honorary fellow with UNE to finish supervision of Masters and PhD students. In 2005 she was the Principal Investigator for Learning the Journey between ACE and VET: Good practice partnerships (NCVER) and contributor, (CREEW) Understanding Career Pathways in VET project and followed this in 2006 – 2007 as Principal Investigator, (CREEW) Skilling for Development: Matching needs and learning in regional Australia (NCVER).

At various times through 2005 - 2007 Sue was also a research fellow with the School of Education, mostly undertaking work with Michele Simons and also with Peter Willis on the AVES project.

Sue hopes to keep in touch with colleagues and friends, so please note her new email at: [sgelade@optusnet.com.au](mailto:sgelade@optusnet.com.au)

- David Badenoch was selected by the International Olympic Academy & Australian Olympic Committee (AOC) to be Australia's sole representative at the 8<sup>th</sup> International Olympic Academy Session for Educators & Officials of Higher Education Institutes of Physical Education in Olympia, Greece. David gave two presentations. Both will be published in the 2008 International Olympic Academy conference proceedings.
- Ann Lawless (PhD candidate) was admitted to the South Australian Women's Honour Roll 2008 in recognition of her work on Indigenous rights, women's issues, health and education.
- Dr Jeannie Daniels was farewelled by a number of her colleagues on Friday 22<sup>nd</sup> August when submission of her final thesis revision was also celebrated. Jeannie received the examiners' reports on her doctoral thesis 'Negotiating learning: women, the everyday and VET': one pass forthwith and one pass with minor changes. She has now received formal conferral of her doctorate and has taken up a postdoctoral teaching fellowship at Liverpool Hope University in the UK. Congratulations Jeannie.  
*Jeannie said ... whilst this is an exciting opportunity for me, the move back to the UK is not without regrets, for I leave behind colleagues who have supported and encouraged me through the doctoral journey, all of whom I have high regard for and some of whom I've become quite close to. I take this opportunity to thank all my CREEW colleagues, and especially those of you on the fourth floor of Garth Boomer Building, for your collegiality, support and friendship over the years, both at Underdale and Mawson Lakes. I hope to come back to Adelaide for my graduation in 2009, and look forward to seeing you all once again.*
- Ann Lawless was invited to join the Editorial Advisory Board of the Journal for Critical Education Policy Studies in the UK.



## Training and workshops

How to win an Australian Research Council Linkage-Project Grant - resources available

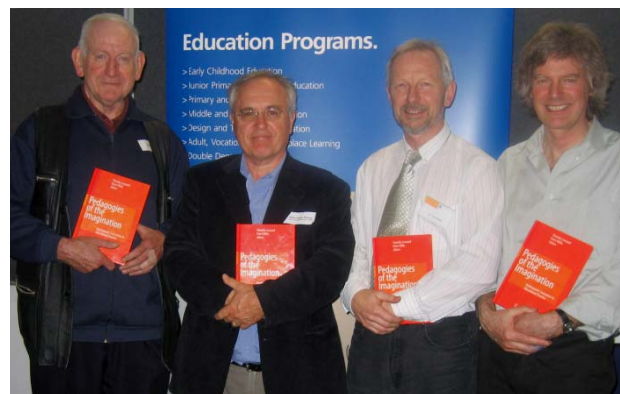
### Other News

60 people attended the *Book Launch* on Friday 19<sup>th</sup> September 5.30 – 8pm in the Mawson Centre. Leonard, T. & Willis, P. *Pedagogies of the imagination: Mythopoetic curriculum in educational practice*. The book was launched by Professor Peter Lee, Deputy Vice Chancellor and Vice President, Academia, UniSA and a special address was given by Dr Jamie Bradbeer (author of *Imagining Curriculum*, Teachers' College Press).

Two chapters were written by CREEW members, Peter Willis and Tom Stehlik.

The collection of essays explores pedagogic ways in which educators encouraging personal change in their learners, seek to evoke in them a special direction of their imagination known as mythopoetic.

In mythopoetic pedagogy, the imagination is evoked not as a vehicle of fantasy but as a direct way to the learners' unspoken feelings and their unconscious mind. They are encouraged to imagine themselves having taken on the learning being promoted with its



embedded changes to their personal ideas and practices and then to dwell on and attend to their reactive desires, fears and aspirations. Gut reactions to such

implied change evoked in reaction to this mythopoetic contemplation, can precipitate a personal crisis, in which the learner can hardly avoid confronting fully the implied changes, and either rejects or embraces them wholeheartedly.

Pedagogies of the imagination are complementary to pedagogies of information and skilling more commonly encountered in educational practice. The chapters in this practical book explore theoretical and applied approaches to the mythopoetic agenda, which it is suggested require radically different approaches and skills, in a range of educational settings from schools and tertiary colleges to arenas of adult, vocational and workplace learning

The distinctive feature of this collection is that it has gathered a significant number of the best and brightest English speaking academic practitioners in Canada, UK, USA and Australia to talk about something that has been neglected and dormant for more than a quarter of a century.

The need for an alternative and complementary approach in educational practice across the board, has become achingly clear in the drying out of instructional and testing based forms of education and the lack of depth or holism in the educational agenda. There is as far as is generally known, very little educational writing that shares this approach.

Besides the contribution of **Peter Willis** as co-editor and co-author of the introductory chapter, individual chapters have been provided by four academics from the University of South Australia.

Peter Bishop addresses the Australian Aboriginal reconciliation movement in chapter 3, through his intense analysis of reconciliation pedagogy in Australia, he asserts a strong hope that imaginal dialogue among conflicting cultures in any nation may become a source for what might be called in other contexts peace learning and "peace education."

Brenton Prosser, in chapter 15, directly confronts the inadequacy of critical theory, when it emphasizes the rationality of its approach to such an extent that it ignores imagination and emotion. Through reporting research among teachers in an impoverished area of South Australia, Prosser synthesizes critical theory and mythopoesis and demonstrates the power of mythopoesis to perform both its demystifying and demythologizing functions in the education of teachers.

In chapter 17, **Tom Stehlik** integrates the Waldorf education of Rudolph Steiner into the conversation about mythopoesis and imagination in pedagogy. Stehlik shows how Waldorf education grounds the development of mind in the development of imagination, thus affirming that mind is a function of imagination rather than imagination being a function of mind. This chapter describes the way Waldorf education cultivates the imagination of the young to provide them a firm emotional foundation upon which to build a sound intellectual life.

In the eighteenth chapter **Peter Willis** nicely rounds out the book. It considers the engagement of the whole person through story-telling, sociodrama, dialogue, and a carefully organized set of evocative experiences as an example of mythopoetic pedagogy in the preparation of teachers and health professionals. The combination of what Willis calls "expressive phenomenology" and "mythopoetic reflection" is described as a pedagogy that moves the mind and heart of human sector professionals so that they, as he says, "get a feel" for the work.

In current visions and policies of education, it is hoped that this collection will make its contribution to a more holistic approach to learning and its facilitation.

### **Future CREEW News**

CREEW News is your newsletter, so please keep us informed of all your activities and help maintain the democratic, collaborative and inclusive culture of CREEW.

Please start sending all contributions for October - December (this should include anything that has not been reported in previous newsletters this year) to [Miriam.McLean@unisa.edu.au](mailto:Miriam.McLean@unisa.edu.au)