Annual Research Report

Graduate School of Education

2018

Cover image: Data collection from Year 8 students at Clarkson Community High School.

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Dean's Message

Kaya wanjoo wanjoo

Welcome to the 2018 Research Report

Research is not just about what we investigate and discover; it is also about how we communicate these insights and understand this new knowledge. The Graduate School of Education is an intellectually vibrant community of researchers and research candidates whose research focusses on many of the key educational issues and challenges of our local and global communities. We celebrate research, innovation and excellence and showcase the impacts of our work with teachers, practitioners, industry professionals, policy makers and students. We are acknowledged national and international leaders in the field, and the publications and activities highlighted in this Research Report highlight the breadth and depth of our expertise.

I would like to take this opportunity to thank the Research Committee – under the leadership of Associate Professor Christine Howitt – for their foresight and work collating this volume. This is the first of our annual reports, and I hope you all take the opportunity to follow the success of our research and researchers as we continue to advance knowledge and tackle the 'wicked problems' that are present in our ever changing world.

Professor Tanya Fitzgerald

Dean and Head, Graduate School of Education

Overview of 2018

52

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$1.66M

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consultancies won

18

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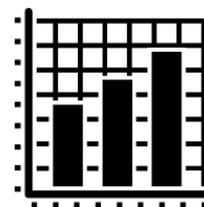
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Publications

Books

Karareba, G., **Clarke, S.** & **O'Donoghue, T.** (2018). *Primary school leadership in post-conflict Rwanda. A narrative arc*. Cham: Palgrave Macmillan. (ISBN: 978-3-319-86820-2).

Kheang. T., **O'Donoghue, T.** & **Clarke, S.** (2018). *Primary school leadership in Cambodia: Context-bound teaching and learning*. Cham: Palgrave Macmillan. (ISBN: 9783319763231).

O'Donoghue, T. (2018). *Planning your qualitative research thesis and project: An introduction to interpretivist research in education and the social sciences*. London: Routledge. (ISBN: 9780815349037).

Edited books

Campbell, C., Jobling, W. & **Howitt, C.** (Eds.). (2018). *Science in early childhood* (3rd ed.). Victoria: Cambridge University Press. (ISBN: 9781108436755).

Robinson, C., Treasure, T., O'Connor, D., **Neylon, G.**, Harrison, C. & Wynne, S. (Eds.). (2018). *Learning through play. Creating a play-based approach within early childhood contexts*. Melbourne: Oxford. (ISBN: 9780190304829).

Book chapters

Andrich, D. (2018). Advances in social measurement: A Rasch measurement theory. In F. Guillemin, A. Leplège, S. Briançon, E. Spitz, and J. Coste (Eds.), *Perceived health and adaptation in chronic disease: Stakes and future challenge*, (pp 66 – 91). CRCS Press, Taylor and Francis.

Blake, E. & **Howitt, C.** (2018). Enhancing young children's science identity through pedagogical practices. In C. Campbell, W. Jobling & C. Howitt (Eds.), *Science in early childhood* (3rd ed.), (pp. 124-135). Victoria: Cambridge University Press.

Campbell, C. & **Howitt, C.** (2018). The place of science in the early years. In C. Campbell, W. Jobling & C. Howitt (Eds.), *Science in early childhood* (3rd ed.), (pp. 9-17). Victoria: Cambridge University Press.

Campbell, C., Jobling, W. & **Howitt, C.** (2018). The science learning environment In C. Campbell, W. Jobling & C. Howitt (Eds.), *Science in early childhood* (3rd ed.), (pp. 157-169). Victoria: Cambridge University Press.

Churchill, D., **Pegrum, M.** & Churchill, N. (2018). The implementation of mobile learning in Asia: Key trends in practices and research. In J. Voogt, et al. (Eds.), *Second handbook of information technology in primary and secondary education* (2nd ed.), (pp.817-857). New York: Springer.

Dawson, V., Carson, K. & Venville, G. (2018) Microbiology. In K. Kampourakis, & M. Reiss (Eds), *Teaching biology in schools: Global research, issues, and trends,* (pp. 178-191). Abingdon: Routledge.

Howitt, C. (2018). Planning for teaching science in the early years. In C. Campbell, W. Jobling & C. Howitt (Eds.), *Science in early childhood* (3rd ed.), (pp. 209-221). Victoria: Cambridge University Press.

Howitt, C. (2018). Intentional teaching of science. In C. Campbell, W. Jobling & C. Howitt (Eds.), *Science in early childhood* (3rd ed.), (pp. 222-234). Victoria: Cambridge University Press.

Howitt, C. & Campbell, C. (2018). Science education professional learning through reflective practice. In C. Campbell, W. Jobling & C. Howitt (Eds.), *Science in early childhood* (3rd ed.), (pp. 258-271). Victoria: Cambridge University Press.

Kukulska-Hulme, A. & **Pegrum, M.** (2018). Linguistic diversity in online and mobile learning. In A. Creese & A. Blackledge (Eds.), *The Routledge handbook of language and superdiversity*, (pp.518-532). London: Routledge.

Mayne, F., **Howitt, C.** & Rennie, L. (2018). Using interactive nonfiction narrative to enhance competence in the informed consent process with 3-year-old children. In R. Bourke (Ed.), *Ethical and inclusive research with children*, (pp. 69-84). London: Routledge.

Merrotsy, P. (2018). Creativity and giftedness. In J. Jolly & J. Jarvis (Eds.)*, Exploring gifted education: Australian and New Zealand perspectives*, (pp. 32–49). Abington: Routledge.

Neylon, G. & Treasure, T. (2018). International perspectives on play-based approaches. In C. Robinson, T. Treasure, D. O'Connor, G. Neylon, C. Harris & S. Wynne (Eds.). *Learning through play. Creating a play-based approach within early childhood contexts*, (pp. 279-301). Melbourne: Oxford.

Pegrum, M. (2018). MALL 的三个阶段. In A. Palalas & M. Ally (Eds.), 移动技术辅助语言学习国际手册 (pp.78-102). 北京: 国家开放大学出版社. [Chinese version of 'Three agendas for MALL', 2016.]

Rennie, L., Wallace, J. & **Venville, G.** (2018). Natural disasters as unique socioscientific events. Curricular responses to the New Zealand earthquakes. In D. Corrigan, C. Buntting, A. Jones & J. Loughran (Eds.), *Navigating the changing landscape of formal and informal science learning opportunities*, (pp. 105-125). Cham: Springer International Publications.

Rennie, L., Wallace, J. & **Venville, G.** (2018). Reinvigorating primary school science through school-community partnerships. In D. Corrigan, C. Buntting, A. Jones & J. Loughran (Eds.), *Navigating the changing landscape of formal and informal science learning opportunities*, (pp. 87-103). Cham: Springer International Publications.

Robinson, C. & **Neylon, G.** (2018). The indoor environment. In C. Robinson, T. Treasure, D. O'Connor, G. Neylon, C. Harris & S. Wynne (Eds*.), Learning through play. Creating a play-based approach within early childhood contexts*, (pp. 71-89). Melbourne: Oxford.

Savage, **G. C.** (2018). A national curriculum in a federal system? In A. Reid & D. Price (Eds.), *The Australian Curriculum: Promises, problems and possibilities*, (pp. 241-252). Canberra: Australian Curriculum Studies Association.

Savage, G. C. & Lingard, B. (2018). Changing modes of governance in Australian teacher education policy. In N. Hobbel & B. Bales (Eds.), *Navigating the Common Good in Teacher Education Policy: Critical and International Perspectives*, (pp. 64-80). New York: Routledge.

Vidovich, L. (2018). Institutional accountability in higher education. In J. Shin & P. Teixeira (Eds.). *Encyclopaedia of International Higher Education Systems and Institutions*. Dordrecht: Springer.

Wynne, S. & **Neylon, G.** (2018). Documentation within play-based approaches. In C. Robinson, T. Treasure, D. O'Connor, G. Neylon, C. Harris & S. Wynne (Eds.). *Learning through play. Creating a play-based approach within early childhood contexts*, (pp. 196-220). Melbourne: Oxford.

Journal articles

Andrich, D. (2018). Controlling response dependence in the measurement of change using the Rasch model. *Statistical Methods in Medical Research, 27*(12), 3709-3725. https://doi.org/10.1177/0962280217710834

Andrich, D. & **Marais, I.** (2018). Controlling bias in both constructed response and multiple-choice items when analysed with the dichotomous Rasch model, *Journal of Educational Measurement, 55*(2), 281-307. https://doi.org/10.1111/jedm.12176

Andrich, D. & Pedler, P. (2018). Modelling ordinal assessments: fit is not sufficient. *Communication in Statistics, 48*(12), 2932-2947. https://doi.org/10.1080/03610926.2018.1473595

Bennetts, S. K., Cooklin, A. R., Crawford, S., D'Esposito, F., Hackworth, N. J., Green, J., Matthews, J., Strazdins, L., **Zubrick, S. R.** & Nicholson, J. M. (2018). What influences parents' fear about children's independent mobility? Evidence from a state-wide survey of Australian parents. *American Journal of Health Promotion, 32*(3), 667-676. https://doi.org/10.1177/0890117117740442

Beswick, A. & **Clarke, S.** (2018). Network principals in Western Australia: An examination of their influence and strategies. *Issues in Educational Research, 28*(3), 545-549.

Bromley, T. A. B., **Oakley, G.** & **Vidovich, L.** (2018). The enactment of literacy curriculum policy by early childhood teachers in two Australian schools. *Literacy, 53*(3), 160-169. https://doi.org/10.1111/lit.12166

Büker, P., Hüpping, B., **Mayne, F.** & **Howitt, C.** (2018). Kinder partizipativ in Forschung einbezienhen-ein kinderrechtsbasiertes Stufenmodel [Children participating in research – a child rights-based hierarchical model]. *Diskurs Kindheits-und Jugendforschung* [Discourse in Childhood and Youth Research], *13*(1), 109-114. (German e-journal). https://doi.org/10.3224/diskurs.v13i1.10

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Carroll, A., McCarthy, M., **Houghton, S.**, Sanders O'Connor, E. & Zadow, C. (2018). Reactive and proactive aggression as meaningful distinctions at the variable and person level in primary school-aged children. *Aggressive Behavior, 44*(5), 431-441. https://doi.org/10.1002/ab.21763

Chow, C. W. & **Chapman, E.** (2018). Construct validity of the two-factor revised learning process questionnaire in a Singapore high school. *Journal of Educational and Developmental Psychology, 8*(2), 159-173. https://doi.org/10.5539/jedp.v8n2p159

Dawson, V.M. & Carson, K. (2018). Introducing argumentation about climate change socioscientific issues in a disadvantaged school. *Research in Science Education*. Published online March 27 2018.

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Gill, A. & **Oakley, G.** (2018). Agency workers' perceptions of cross-system collaboration to support students in out-of-home care, *Children Australia, 43*(1), 47-56. https://doi.org/10.1017/cha.2018.1

Goh, H.E., **Marais, I.** & Ireland, M.J. (2018). The impact of differential item functioning on the Warwick-Edinburgh Mental Well-Being Scale. *Journal of Applied Measurement, 19*(2), 162-172.

Hancock, K. J., Gottfried, M. & **Zubrick, S.** (2018). Does the reason matter? How student-reported reasons for school absence contribute to differences in achievement outcomes among 14–15 year olds. *British Educational Research Journal, 44*(1), 141-174. https://doi.org/10.1002/berj.3322

Hancock, K. J., Mitrou, F., Taylor, C. L. & **Zubrick, S. R.** (2018). The diverse risk profiles of persistently absent students: implications for attendance policies in Australia. *Journal of Education for Students Placed at Risk, 23*(1-2), 53-69. https://doi.org/10.1080/10824669.2018.1433536

Hielscher, E., Connell, M., **Lawrence, D.**, **Zubrick, S.**, Hafekost, J. & Scott, J. G. (2018). Prevalence and correlates of psychotic experiences in a nationally representative sample of Australian adolescents. Australian and New Zealand *Journal of Psychiatry, 52*(8), 768-781. https://doi.org/10.1177/0004867418785036

Houghton, S., **Lawrence, D.**, **Hunter, S. C.**, Rosenberg, M., Zadow, C., Wood, L. & Shilton, T. (2018). Reciprocal relationships between trajectories of depressive symptoms and screen media use during adolescence. *Journal of Youth and Adolescence, 47*, 2453–2467. https://doi.org/10.1007/s10964-018-0901-y

Humphry, S. (2018). The impact of levels of discrimination on vertical equating in the Rasch Model. *Journal of Applied Measurement, 19*(3), 216-228.

Ireland, M.J, Goh, H.E. & **Marais, I.** (2018). A Rasch model analysis of the Emotion Regulation Questionnaire. *Journal of Applied Measurement, 19*(3), 1-13.

Johnson, S. E., **Lawrence, D.**, Sawyer, M. & Zubrick, S. (2018). Mental disorders in Australian 4- to 17- year olds: Parent-reported need for help. *Australian and New Zealand Journal of Psychiatry, 52*(2), 149-162. https://doi.org/10.1177/0004867417706032

Johnson, S. E., **Lawrence, D.**, Perales, P., Baxter, J. & Zubrick. S. (2018). Prevalence of mental disorders among children and adolescents of parents with self-reported mental health problems. *Community Mental Health Journal, 54*, 884-897. https://doi.org/10.1007/s10597-017-0217-5

Johnstone, O. & **Wildy, H.** (2018). Teachers' perspectives of lower secondary school students in streamed classes – A Western Australian case study. *Education Studies, 44*(2), 212-229. https://doi.org/10.1080/03055698.2017.1347494

Kaur, T., Blair, D., Stannard, W., Treagust, D., **Venville, G.**, Zadnik, M., Matthews, W. & Perks, D. (2018). Determining the intelligibility of Einsteinian concepts with middle school students. *Research in Science Education*, https://doi.org/10.1007/s11165-018-9791-y

King, M., **Pegrum, M.** & Forsey, M. (2018). MOOCs and OER in the Global South: Problems and potential. *The International Review of Research in Open and Distributed Learning (IRRODL), 19*(5), 2-20. https://doi.org/10.19173/irrodl.v19i5.3742

Ledger, S. & **Vidovich, L.** (2018). Australian teacher education policy in action: The case of pre-service internships. *Australian Journal of Teacher Education, 43*(7), 11-29. https://doi.org/10.14221/ajte.2018v43n7.2

Mayne, F., **Howitt, C.** & Rennie, L. (2018). A hierarchical model of children's research participation rights based on information, understanding, voice and influence. *European Early Childhood Education Research Journal, 26*(5), 644-656. https://doi.org/10.1080/1350293X.2018.1522480

Mayne, F., **Howitt, C.** & Rennie, L. (2018). Rights, power and agency in early childhood research design: Developing a Rights-Based Research Ethics and Participation Planning Framework. *Australasian Journal of Early Childhood, 43*(3), 4-14. http://dx.doi.org/10.23965/AJEC.43.3.01

McGrane, J. A., **Humphry, S. M.** & Heldsinger, S. (2018). Applying a Thurstonian, two-stage method in the standardized assessment of writing. *Applied Measurement in Education, 31*(4), 297-311. https://doi.org/10.1080/08957347.2018.1495216

McHardy, J. M. & **Chapman, E.** (2018). The teaching focus of adult-reading teachers when developing word reading skills: Teacher focus in adult word reading. *Literacy (Oxford)*. https://doi.org/10.1111/lit.12168

McHardy, J. M., **Wildy, H. R.** & **Chapman, E. S.** (2018). How less-skilled adult readers experience word-reading. *The Australian Journal of Language and Literacy, 41*(1), 21-29. https://search.informit.com.au/documentSummary;dn=321076118756765;res=IELIND

Noret, N., **Hunter, S. C.** & Rasmussen, S. (2018). The relationship between peer victimization, cognitive appraisals and adjustment. *Journal of School Violence, 17*(4), 451-471. https://doi.org/10.1080/15388220.2017.1423492

Oakley, G. (2018). Early career teachers' knowledge and practice in spelling instruction: Insights for teacher educators. *The Australian Journal of Teacher Education, 43*(12), 59-75. https://ro.ecu.edu.au/ajte/vol43/iss12/5/

Oakley, G., **Wildy, H.** & Berman, Y. (2018). Multimodal digital text creation using tablets and open-ended creative apps to improve the literacy learning of children in early childhood classrooms. *Journal of Early Childhood Literacy*, pp. 1-25. https://doi.org/10.1177/1468798418779171

Oakley, G., **Pegrum, M.**, Xiong, X., Lim, C. & Yan, H. (2018). An online Chinese-Australian language and cultural exchange through digital storytelling. *Language, Culture and Curriculum, 31*(2), 128-149. https://doi.org/10.1080/07908318.2017.1386193

O'Donoghue, T. (2018). Investigating the experience of being a lay teacher in Catholic secondary schools in the English-speaking world from the 1940s to the present: A life story approach. *Espacio, Tiempo y Educación (Spain), 5*(2), 163-178.

O'Neil, F. & **Pegrum, M.** (2018). Keeping up the momentum: A longitudinal evaluation of professional development in digital technologies for academic librarians at an Australian university. *The Journal of Academic Librarianship, 44*(4), 439-445. https://doi.org/10.1016/j.acalib.2018.05.009

Pegrum, M., Dudeney, G. & Hockly, N. (2018). Digital literacies revisited. *The European Journal of Applied Linguistics and TEFL, 7*(2), 3-24.

Robinson, C., O'Connor, D., **Wildy, H.** & **Neylon, G.** (2018). Contemporary perspectives of the child in action: An investigation into children's connectedness with, and contribution to, the world around them. *Education 3-13*. https://doi.org/10.1080/03004279.2018.1457704

Rosenberg, M., **Houghton, S.**, **Hunter, S.**, Zadow, C., Shilton, T., Wood, L. & **Lawrence, D.** (2018). A latent growth curve model to estimate electronic screen use patterns amongst adolescents aged 10 to 17 years. *BMC Public Health, 18*, 332. https://doi.org/10.1186/s12889-018-5240-0

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Savage, G. C. (2018). Policy assemblages and human devices: A reflection on 'Assembling Policy'. *Discourse: Studies in the Cultural Politics of Education, 39*(2), 309-321. https://doi.org/10.1080/01596306.2017.1389431

Sawyer, M. G., Reece, C., Sawyer, A., Johnson, S. E. & **Lawrence, D.** (2018). Has the prevalence of child and adolescent mental disorders in Australia changed between 1998 and 2013-14? *Journal of the American Academy of Child and Adolescent Psychiatry, 57*(5), 343-350.e5. https://doi.org/10.1016/j.jaac.2018.02.012

Sawyer, M. G., Reece, C., Sawyer, A., Johnson, S. E., Hiscock, H. & **Lawrence D**. (2018). Access to health professionals by children and adolescents with mental disorders: are we meeting their needs? *Australian and New Zealand Journal of Psychiatry, 52*(10), 972-982. https://doi.org/10.1177/0004867418760713

Shieh, C-J., Chou, J-R. & **Ersozlu, Z. N.** (2018). Performance Evaluation of Special Education in China Based on Data Envelopment Analysis. *Quality and Quantity: International Journal of Methodology, 52*, 1319-1327. https://doi.org/10.1007/s11135-018-0706-9

Slater, E. & **Howitt, C.** (2018). Teacher perceptions of a pilot process for identifying intellectually gifted 6- and 7-year-old children in the classroom. *Australasian Journal of Gifted Education, 27*(1), 5-20. https://doi.org/10.21505/ajge.2018.0002

Spence, S. H., **Zubrick, S.** & **Lawrence, D.** (2018). A profile of social, separation and generalized anxiety disorders in an Australian nationally representative sample of children and adolescents: prevalence, comorbidity, and correlates. *Australian and New Zealand Journal of Psychiatry, 52*(5), 446-460. https://doi.org/10.1177/0004867417741981

Stout, R., Cumming-Potvin, W. & **Wildy, H.** (2018). Torch bearer, Weary juggler, and Heckler: Representations of teacher leadership. *McGill Journal of Education, 52*(3), 637-655. https://doi.org/10.7202/1050907ar

Wong, E., Kwong, T. & **Pegrum, M.** (2018). Learning on mobile augmented reality trails of integrity and ethics. *Research and Practice in Technology Enhanced Learning, 13*(22), 1-20. https://doi.org/10.1186/s41039-018-0088-6

Wong, E. Y, Law, L., Kwong, T. & **Pegrum, M.** (2018). Experiences from augmented reality trails of integrity and ethics to help students learn abstract concepts. *Journal on Excellence in College Teaching, 29*(3-4), 37-52.

Peer reviewed conference proceedings

Andrich, D. (2018). On an identity between the Gaussian and Rasch measurement error distributions: making the role of the instrument explicit. *Journal of Physics: Conf. Series 1065 072001*. doi:10.1088/1742-6596/1065/7/072001

Andrich, D. & Pedler, P. (2018). On a law of ordinal error. *Journal of Physics. Conf. Ser. 1044 012055*. doi:1088/1742-6596/1044/1/012055

Research reports

Harris, B., Duggan, M., Batterham, P., Bartlem, K., Clinton-McHarg, T., Dunbar, J., Fehily, C., **Lawrence, D.**, Morgan, M. & Rosenbaum, S. (2018). *Australia's mental and physical health tracker: Background paper*. Australian Health Policy Collaboration issues paper no. 2018-02, Melbourne, AHPC.

Kickett-Tucker, C. S., Tucker, J., Leslie, R., McHugh, T., Redman, M., Cunneen, R., **Lawrence, D.**, Lynch, D., Cooper, G., Abdullah, L., Leslie, M., Meredith, M., Tucker, P. & Trainer, P. (2018). *Guthoo (we are one): Stage 2 - Kalgoorlie survey final report*. Perth: Koya Aboriginal Corporation and Pindi Ltd, Centre for Research Excellence in Aboriginal Wellbeing.

Lawrence, D., Kyron, M., Rikkers, W., Bartlett, J., Hafekost, K., Goodsell, B. & Cunneen, R. (2018). *Answering the Call: National survey, National Mental Health and Wellbeing Study of Police and Emergency Services – Final report*. Melbourne: Beyond Blue. www.beyondblue.org.au/pesresearch

Lawrence, D., Kyron, M., Rikkers, W., Bartlett, J., Hafekost, K., Goodsell, B. & Cunneen, R. (2018). *Answering the call: National Survey of the Mental Health and Wellbeing of Police and Emergency Services. Detailed Report*. Perth: Graduate School of Education, The University of Western Australia. www.beyondblue.org.au/pesresearch

Oakley, G., **Pegrum, M.**, Kheang, T. & Seng, K. (2018). *An evaluation of the integration of m-learning in Total Reading Approach for Children Plus (TRAC+): Enhancing literacy of early grade students in Cambodia*. Washington, DC: World Vision and Foundation for Information Technology Education and Development, pp. 150.

Oakley, G., King, R. & **Scarparolo, G.** (2018). *An Evaluation of ELLN Digital: Technology-Supported Teacher Professional Development on Early Language, Literacy, and Numeracy for K-3 Teachers*. Manilla, Philippines: Digital Learning for Development, pp. 88.

Conference Presentations

Keynote addresses/Invited presentations

Andrich, D. & **Marais, I.** (2018). A law of logarithmic growth in reading and mathematics. International Association for Educational Assessment, Oxford, England.

Houghton, S. (2018). Mass school shooting: "I guess it was (is) just a matter of time." School Psychologists National Conference, Perth, Australia.

Houghton, S. & **Hunter, S.** (2018). Reciprocal relationships between screen use and depressive symptoms in Australian children. World Child & Adolescent Psychiatry and Psychology Congress, Prague, Czech Republic.

Lawrence, D. (2018). Data sovereignty: Australia - Empowered data. International Indigenous Health and Wellbeing Conference. Perth, Australia.

Lawrence, D. (2018). Lifting the lid on mental illness: Young Minds Matter. Australian Rotary Health Forum. Perth, Australia.

Marais, I. (2018). The Rasch model as a tool for building better assessments. Indonesia's First National Conference on Educational Assessment and Policy, Jakarta, Indonesia.

Oakley, G. (2018). Mobile technologies and inclusivity in language and literacy education. International Conference on Language, Literature and Linguistics (L3), Singapore.

O'Donoghue, T. (2018). Troubling aspects of the history of education in Ireland to reveal possible myths regarding revolutions, remembrances and revisions. History of Education Society (UK) Annual Conference, Limerick, Ireland.

Pegrum, M. (2018). Smart learning, smart universities, smart cities: Where will mixed reality lead us? Technology Assisted Teaching and Learning Symposium, Hong Kong Baptist University, Hong Kong.

Pegrum, M. (2018). Learning in an age of mobility and superdiversity. Superdiversity and Coexistence in Our Changing World Conference, Thammasat University, Bangkok, Thailand.

National/international conference presentations

Andrich, D. (January, 2018). The Law of Ordinal Error: On a relationship between the Rasch and Gaussian measurement distributions. Seventh International Conference on Probabilistic Models for Measurement, Perth, Australia.

Andrich, D. (June, 2018). The Gaussian distribution as a culmination of the Rasch measurement model: making explicit the role of the unit. History and Philosophy of Measurement Conference, Paris, France.

Andrich, D. (September, 2018). On an identity between the Gaussian and Rasch measurement error distributions: making the role of the instrument explicit. International Measurement Confederation (IMEKO) Conference, Belfast, Northern Ireland.

Andrich, D. & **Marais, I.** (April, 2018). Constraints arising from a decelerating logarithmic growth in mathematics proficiency. National Council for Measurement in Education, New York, United States.

Andrich, D., **Marais, I.** & Sappl, S. (April, 2018). Disentangling guessing from discrimination in multiple choice items using the Rasch measurement model. International Objective Measurement Workshop, New York, United States.

Bromley, T., **Oakley, G.** & **Vidovich, L.** (July, 2018). The enactment of school literacy policy by early childhood teachers in an Australian context: Policies impact practice. ALEA National Conference, Perth, Australia.

Clarke, S. (July, 2018). Sustaining '21st Century educational leadership': Engaging in new learning, dispositions and behaviours. British Educational Leadership, Management and Administration Society (BELMAS) Conference, Windsor, England.

Clarke, S. (January, 2018). Teachers nourishing their capacity to create and sustain innovative change in schools: The nutrients of leading and learning. Presentation in the symposium, Leading the Capacity for Change: International Perspectives across Practice and Research at the International Congress of School Effectiveness and Improvement (ICSEI) Conference, Singapore.

Dawson, V. (September, 2018). Developing critical thinking skills in lower secondary science. Paper presented at 2018 STEM Learning Conference, Perth, Australia

Dawson, V. (June, 2018). Using socio-scientific issues to promote critical thinking in disadvantaged schools. Australasian Science Education Research Association (ASERA) Conference, Gold Coast, Australia.

Dolan, L. (November, 2018). Educational revolution through reformation? The locus of increasing educational provision in sixteenth-century Northern England. History of Education Society (UK) Annual Conference, London, England.

El Masri, Y. & **Andrich, D.** (January, 2018). The trade-off between model fit, invariance and validity in PISA and other large-scale assessments. Seventh International Conference on Probabilistic Models for Measurement, Perth, Australia.

Ferns, S., **Dawson, V.** & **Howitt, C.** (June, 2018). Partnerships for employability: the role of universities, industry, professional accrediting bodies, and students in an Australian Context. World Association of Cooperative Education Research Symposium, Stuttgart, Germany.

George, R., **Howitt, C.** & **Oakley, G.** (September, 2018). Young children's use of an augmented reality sandbox for spatial thinking through play. Early Childhood Australia Conference, Sydney, Australia.

Harford, J., O'Doherty, T. & **O'Donoghue, T.** (May, 2018). Recruiting and educating the best teachers: Reflections from Ireland on the current crisis in teacher recruitment and retention. TEPE Conference. Braga, Portugal.

Houghton, S. & Hunter, S. (September, 2018). Electronic screen use and trajectories of depression: An accelerated longitudinal study of Australian adolescents. European Health Psychology Conference, Padua, Italy.

Humphry, S.M. (January, 2018). A two-staged educational assessment method based on paired comparisons. Seventh International Conference on Probabilistic Models for Measurement. Perth, Australia.

Lawrence, D. (September, 2018). Answering the Call: Mental health and wellbeing in the Police and Emergency Services Sector. Australasian Fire and Emergency Service Authorities Council Conference AFAC18. Perth, Australia.

Marais, I. & **Andrich, D.** (January, 2018). Using Coefficient alpha to assess the conformability of an item with other items. Seventh International Conference on Probabilistic Models for Measurement, Perth, Australia.

Marais, I. & **Andrich, D.** (April, 2018). Comparisons between cross-sectional and longitudinal growth in large, Rasch scaled, reading and mathematics achievements. American Educational Research Association, New York, United States.

Marais, I. & **Andrich, D.** (April, 2018). Demonstrating the equivalence of sequential and simultaneous equating of a large-scale vertically equated test. International Objective Measurement Workshop, New York, United States

Mayne, F. & **Howitt, C.** (August, 2018). Empowering families to support young children's participation in research through a story-based approach to informed consent. European Early Childhood Education Research Association Conference, Budapest, Hungary.

Merrotsy, P. (April, 2018). A young person's introduction to integral calculus. British Congress of Mathematics (BCME 9), Celebrating Mathematics Education, University of Warwick, England.

Merrotsy, P. (April, 2018). Lessons from history. British Congress of Mathematics (BCME 9), Celebrating Mathematics Education, University of Warwick, England.

Moir, V., Lee, C. & **Marais, I.** (January, 2018). The effects of item placement in the Young Schema Questionnaire. Seventh International Conference on Probabilistic Models for Measurement, Perth, Australia.

Oakley, G. (January, 2018). Mobile technologies, language and literacy in Early Childhood and Primary education: 10 cool considerations for professional learning. MiTE Conference Galway, Ireland.

Oakley, G. (July, 2018). The art and science of using mobile devices in literacy learning. ALEA National Conference, Perth, Australia.

Oakley, G. (September, 2018). Mobile technologies for Inclusive Education. Opening talk at Google Educator Conference, Perth, Australia.

Pegrum, M. (November, 2018). Connecting cultures via intercultural, ethical and critical literacies. Paper presented as part of the symposium CALL for help: Critical CALL for diversity, inclusion and sustainability at WorldCALL, Concepción, Chile.

Reinders, H. & **Pegrum, M.** (June, 2018). An evaluative framework for mobile-assisted language learning resources. Materials Development Association (MATSDA) Conference, Shanghai, China.

Sappl, S. & **Andrich, D.** (January, 2018). Diagnosing the degree of guessing in multiple-choice items. Seventh International Conference on Probabilistic Models for Measurement, Perth, Australia.

Savage, G. C. (June, 2018). How are national schooling reforms re-shaping the work of state-level policymakers in Australia's federal system. Public Management Research Conference, Singapore.

Savage, G. C. & Di Gregorio, G. (September, 2018). Examining the OECD's role in influencing international debates about school funding. European Conference on Educational Research (ECER,) Bolzano, Italy.

Savage, G. C. & Lingard, B. (December, 2018). Imagining a 'system-less' system: A critical analysis of federal strategies to align schooling through funding and data. Australian Association for Research in Education (AARE), Sydney, Australia.

Scarparolo, G. & MacKinnon, S. (December, 2018). Differentiation: What do Year 6 boys think? London International Conference on Education, University of Cambridge, London, England.

Scarparolo, G. & Subban, P. (July, 2018). Teacher Education: Preparing teachers for diversity through the practice of differentiation. Australian Teacher Education Association (ATEA)/ Teacher Education Forum of Aotearoa New Zealand (TEFANZ), Melbourne, Australia.

Tymms, B., Aleksic, G., Bartholo, T., Boereboom, J., Ivanova, A., Howie, S., Liu, H., Kardanova, E., Kosinski, M., Merrell, C., Vidmar, M. & **Wildy, H.** (April, 2018). The ability to read numbers: A universal measure? American Educational Research Association Conference, New York, United States.

Wildy, H. & Kelly, M. (September, 2018). Leading in remote, Indigenous community schools: Principals' perspectives. European Conference on Educational Research (ECER), Bolzano, Italy.

Wildy, H. & Sekulla, G. (September, 2018). Independent Public Schools: Multiple perspectives of policy and practice. European Conference on Educational Research (ECER), Bolzano, Italy.

Wishart, J., **Oakley, G.** & **Shand, J.** (July, 2018). Informed Choices: Investigating the resources used by WA primary school teachers to inform the teaching of written grammar: The numbers and the stories. ALEA National Conference, Perth, Australia.

Grants and Consultancies Won in 2018

Australian Competitive Grants

Houghton, S., Wray, J., Hattie, J., Carroll, A. & Hunter, S. (2018-2020). *Neurodevelopmental disorders and loneliness: School predictors and outcomes*. Australian Research Council Discovery Grants Scheme. ($425,150).

Houghton, S. J., MacLeod, C., **Lawrence, D.**, Grafton, B., Page, A., Rosenberg, M. & Carroll, A. (2018-2020). *Online for a healthy mind: Promoting mental health the health(y)way*. Healthway. ($401,332).

O'Donoghue, T. & **Vidovich, L.** (2018-2020). *University curriculum reforms: An international comparative study*. Australian Research Council Discovery Grants Scheme ($198,000).

Other Public Sector Research Income

Andrich, D. & **Marais, I.** (2018). *Review of and advice on statistical methodology*. New South Wales Department of Education and Training (Australia). ($5,000).

Andrich, D., **Marais, I.**, Sappl, S. & **Humphry, S.** (2018). *National Assessment Program: Science Literacy Field Trial*. Australian Curriculum Assessment and Reporting Authority. ($55,575).

Humphry, S. (2018). *NAPLAN 2018 Longitudinal equating of writing*. Australian Curriculum Assessment & Reporting Authority (ACARA). ($60,000).

Industry and Other Research Income

Andrich, D. & **Marais, I.** (2018). *Technical support to for the ongoing development of the Indonesian National Assessment Program (AKSI)*. Indonesia's Centre for Educational Assessment (Puspendik.) ($23,700).

Attwell, K., **Savage, G.**, **Lawrence D.**, **Dawson, V. M.** & Lee, J. (2018-2020). *No jab, no play: which way?* FABLE Research Accelerator Grant. ($70,000).

Dawson, V. M., **Houghton, S. J.**, **Lawrence, D.** & Goodsell, B. (2018). *Promoting adolescent mental health: Translating research to real world contexts*. UWA Research Impact Grant. ($19,690).

Humphry, S. (2018). *Graduate teacher performance assessment: Pairwise comparison standard setting project*. Australian Catholic University. ($60,000).

Pey, T. E., Benson, S. Stevenson, M. & **Pegrum, M.** (2018-2019). *Mobile-Assisted STEM Learning*. University of Macau. ($26,418).

Tao, Y., Baldassar, L., Song, X., He, J., Letch, N., **Oakley, G.** & Lui, F. (2018-2020). *Enhancing the student experience of Chinese students in Australian universities*. FABLE Research Accelerator Grant. ($60,000).

Wildy, H. (2018). *Performance Indicators for Primary Schools (PIPS)*. ($254,352).

Organisations that grants were submitted to

Australia-Germany Joint Research Cooperation Scheme

Australian National Commission for UNESCO

Australian Research Council

Beyond Blue

Channel 7 Telethon Trust

National Health and Medical Research Council

NSW Department of Education

Perpetual Impact Philanthropy

Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research

Western Australia Mental Health Commission

Editorial Boards

Editorial roles

Australasian Journal of Early Childhood, Deputy Editor, **Christine Howitt**

British Journal of Educational Psychology, Associate Editor, **Steve Houghton**

Critical Studies in Education, Editor, **Glenn Savage**

Education Research and Perspectives, Editor in Chief, **Elaine Chapman**

International Journal of Virtual and Personal Learning Environments, Associate Editor, **Mark Pegrum**

Leading & Managing, Guest Editor, **Simon Clarke**

Professional Development in Education, Associate Editor, **Simon Clarke**

Research in Science Education, Assistant Editor, **Christine Howitt**

TalentEd, Editor, **Peter Merrotsy**

Editorial boards that staff are on

Applied Psychological Measurement

Australian Journal of Teacher Education

British Journal of Educational Studies

Education 3-13. International Journal of Primary and Early Years Education.

History of Education

History of Education Review

International Journal of Science and Mathematics Education

International Journal of Science Education

International Studies in Catholic Education

Interactive Technology and Smart Education

Irish Educational Studies

Journal of Applied Measurement

Journal of Curriculum and Pedagogy

Journal of Education Policy

Journal of Educational Administration

Journal of Educational Administration and History

Psychological Tests and Assessment Modelling

Research in Science Education

Research in Science and Technological Education

System

Teaching Science

Technology in Language Teaching and Learning

The Internet and Higher Education

HDR Training

HDR completions

Doctor of Philosophy

Sonia Ferns. Developing a professional identify: Work Integrated Learning (WIL) as a mechanism for enhancing professional capacity Supervisors: Vaille Dawson and Christine Howitt

Sashya Gunasekera. From stability to mobility: The changing goals, reputational orientations, antisocial behaviour and school connectedness of adolescents from African refugee backgrounds following transition to mainstream schooling. Supervisors: Stephen Houghton and Ken Glasgow

Anne Palmer. Plagiarism in the digital era: A study of Australian transnational higher education in Singapore. Supervisors: Grace Oakley and Mark Pegrum

Jelena Rakovic. A study of school leaders and leadership in the Republic of Serbia. Supervisors: Tom O'Donoghue and Simon Clarke

Doctor of Education

Benjamin Chan. Chemistry reasoning among college students. Supervisors: Keith Punch and Stephen Houghton.

Yoke Chin. Understanding of mentoring of beginning teachers in Singapore. Supervisor: Tania Aspland.

Siew Kwek. Level of commitment to engineering education in a polytechnic in Singapore. Supervisors: Keith Punch and Elaine Chapman.

Edwin Lim. Educators' perspectives on positive education: A case study in Singapore. Supervisors: Anne Chapman and Christine Howitt.

Weiliang Lim. Predictors and correlates of readiness for problem-based learning in Singapore Polytechnic courses. Supervisor: Elaine Chapman and David Andrich.

Genevieve McSporran. The Australian Professional Standards for Teachers: A policy trajectory analysis. Supervisors: Supervisors: Lesley Vidovich and Ger Neylon.

George Sekulla. Independent Public Schools in Western Australia: Stakeholders' perspectives on implementation. Supervisors: Helen Wildy and Simon Clarke

Sam Yeo. English communication skills and the teaching of law: A study of the Singaporean tertiary sector. Supervisors: Anne Chapman and Mark Pegrum.

Master of Education (Thesis & Coursework)

Amanda Brien. The Australian Professional Standards for Teachers: Perspectives on policy enactment of the lead standards. Supervisors: Lesley Vidovich and Rachel Wicking.

Katherine Carson. Youth climate change activists in Western Australia: A locally-based theory of their journey to activism. Supervisors: Tom O'Donoghue and Lesley Vidovich.

Sonia Heuppauff. Thinking science professional development program: Teacher perspectives. Supervisors: Lesley Vidovich and Loretta Dolan.

Claire Howard. Independent Public Schools: An evaluation using large scale test data. Supervisors: Stephen Humphry and Simon Clarke.

Marisa Kelly. Leading in remote, indigenous community schools: Principals' perspectives. Supervisors: Simon Clarke and Helen Wildy.

Lynette McGivern. Western Australian independent school leaders and school law: Do they feel equipped to deal with the legal issues they are presented with in the course of their work? Supervisors: Simon Clarke and Kate Offer.

Research training workshops

Andrich, D. & Ng Yee Ping. D. (2018) Workshop. Construct Validation of a Scientific Reasoning Test using Rasch Measurement Theory. Preconference (The 44th International Association for Educational Assessment (IAEA) Annual Conference), Oxford.

Andrich, D. (2018) One day course and workshop. Rasch measurement. Department of Education, Oxford University.

Andrich, D. Marais, I. & Sappl, S. (2018). Course in Rasch Measurement Theory. Preconference and Post Conference (Seventh International Conference on Probabilistic Models for Measurement: Application to Education, Psychology, Health, Marketing and Social Science), The University of Western Australia.

Fogarty Foundation Postgraduate Research Forum

The Fogarty Foundation Postgraduate Research Forum provides an opportunity for Western Australian postgraduate education students to present their research and explore their ideas in a supportive environment. It provides an excellent opportunity for the sharing of minds in education related research. In 2018 there were 27 postgraduate education presentations representing PhD, EdD and Masters' students from across all five WA universities, along with one Doctoral Research fellow in Physics Education from the University of Oslo who was a Visiting Research Fellow from The University of Western Australia.

Staff with Fellowships

David Andrich - Fellow of the Academy of the Social Sciences in Australia

Simon Clarke - Fellow of the Australian College of Educators

Simon Clarke - Fellow of the Australian Council for Educational Leaders

Vaille Dawson - Fellow of the Royal Society of Biology

Tom O'Donoghue - Fellow of the Academy of the Social Sciences in Australia

Tom O'Donoghue - Fellow of the Royal Historical Society

Steve Zubrick - Fellow of the Academy of the Social Sciences in Australia

Steve Zubrick - Fellow of the Australian Academy of Medicine and Health Sciences

Impact & Engagement

David Andrich

- Member of the organising committee for the 2018 Seventh International Conference on Probabilistic Models for Measurement: Applications to Education, Psychology, Health, Marketing and Social Science at UWA (see vignette, page 24)
- Member of the Expert Measurement Advisory Group, Australian Curriculum, Assessment and Reporting Authority
- Member of the Board of the School Curriculum and Standards Authority of Western Australia
- Visiting Professor, Oxford University, Fellow of St Anne's College, UK
- Software development of RUMMss (Rasch Unidimensional Measurement Models Simulation Studies software) and User Guide

Simon Clarke

- Member of the Non-Government Schools Planning Advisory Panel (Government of Western Australia, Department of Education Services) advising Minister for Education on applications for proposed new non-government schools

Vaille Dawson

- Australian Research Council (ARC) Social Science Panel Member Engagement and Impact (EI) Assessment 2018
- Assessor for Australian Research Council Discovery Grant
- Senior Research Associate, University College, London
- Part of team who undertook a series of workshops for teachers and parents in metropolitan and regional areas on child and adolescent mental health and education (see vignette, page 25)

Christine Howitt

- Member of the organising committee for the national 2018 Australasian Journal of Early Childhood Research Symposium

Steve Houghton

- Assessor for Australian Research Council Discovery, Linkage, Early Career and Fellowship Grants Schemes
- Assessor for National Health and Medical Research Council
- Part of team who undertook a series of workshops for teachers and parents in metropolitan and regional areas on child and adolescent mental health and education (see vignette, page 25)

Steve Humphry

- Standards Committee, School Curriculum and Standards Authority (Elected Member)
- Tertiary Institutions Service Centre, Scaling Committee

David Lawrence

- Radio interview ABC Radio Great Southern, June 2018
- Member of the National Mental Health Services Planning Framework Epidemiology Expert Group
- Co-chair, WA Suicide Prevention Data Taskforce
- Small area estimates of child and adolescent mental health conditions provided to Department of Education to support funding model for mental health in schools
- Part of team who undertook a series of workshops for teachers and parents in metropolitan and regional areas on child and adolescent mental health and education (see vignette, page 25)

Ida Marais

- Member of the organising committee for the 2018 Seventh International Conference on Probabilistic Models for Measurement: Applications to Education, Psychology, Health, Marketing and Social Science at UWA (see vignette, page 24)
- Software development of RUMMss (Rasch Unidimensional Measurement Models Simulation Studies software) and User Guide

Ger Neylon

- Radio interview ABC Radio Perth, October 2018

Grace Oakley

- State director and national council member of the Australian Literacy Educators' Association (ALEA)
- Co-convenor of The Art of English. ALEA National Conference, Perth
- Member of COLAB (Collaborate for Kids) Research Consultation Group

Mark Pegrum

- Top Education Blogs to Follow in 2018 by myJobmag (voted No. 10). http://bit.ly/2YyviW
- Co-Convenor, AILA research network Mobile Gaming in Language Learning & Teaching
- Advisory Council, Laureate-Cambridge Online Language Learning Research Network (OLLReN)

Glenn Savage

- 'Busting the myth of 'sector blind' school funding'. ABC News Online, 4 October.
- 'NAPLAN 2018 summary results: A few weeks late, but otherwise little change from previous years'. The Conversation, 28 August.
- 'Budget 2018: What's in store for education?' The Conversation, 8 May.
- 'Gonski review reveals another grand plan to overhaul education: But do we really need it?' The Conversation, 30 April. [Republished by ABC News Online].
- 'Why is the funding of Catholic schools so controversial?' ABC News Online, 28 March.

UWA International Rasch Measurement conference

In 2018 the Seventh International Conference on Probabilistic Models for Measurement: Applications of Rasch Measurement to Education, Psychology, Health, Marketing and Social Science was held at UWA. **David Andrich**, **Ida Marais** and Sonia Sappl were the organising committee of this three-day conference, with Natalie Carmody the administrator. Some 70 delegates from Austria, Canada, China, Denmark, France, Italy, Japan, Norway, Russia, Singapore, South Africa, Sweden, Switzerland, Turkey, United Kingdom, the United States of America, and from across Australia attended the conference. The keynote speakers were Derek Briggs, University of Colorado (Boulder), Skye Barbic, University of British Columbia (Vancouver) and Thomas Salzberger, University of Vienna.

A poignant moment of the conference was the reception of the Tim Dunne award for a South African student. Tim Dunne, then Professor of Statistics at the University of Cape Town, spent 2010 on study leave in the GSE and worked on Rasch measurement theory in which UWA is one of the world's leading locations. He introduced many students in South Africa to this theory and found support for their studies. Tragically, he was killed in a car accident. To commemorate his contribution, an award which covered travel, accommodation, conference registration and attendance at the pre-conference course, was provided on a competitive basis to a student from South Africa. The photograph shows the South African delegation at the conference dinner with Ida Marais and David Andrich at the far right.
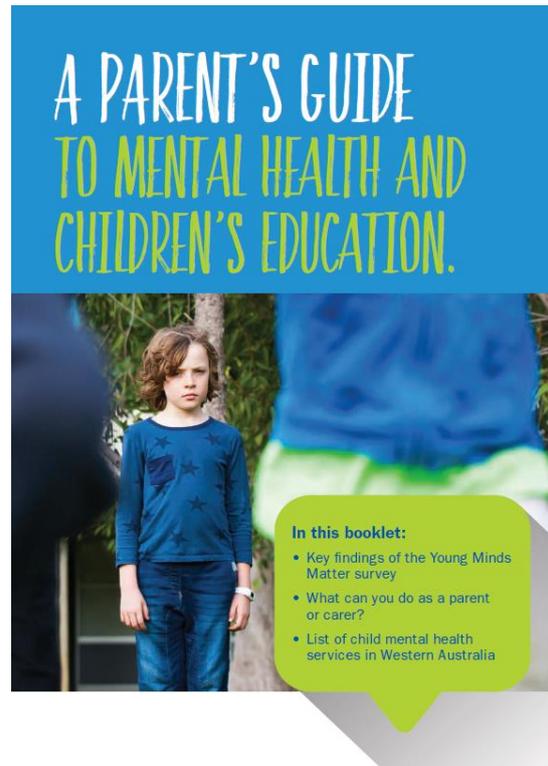
Before the conference, 33 delegates paid to attend an intensive five-day course, and following the conference, 28 attended a three-day advanced workshop. Susan Bartlett, Professor of Medicine, McGill University, Canada, summarised her feedback with:

> "Perth and UWA proved to be an ideal environment and exceptional learning opportunity for nuanced study across the three interleaving events" describing these as a "fantastic series of events".

Translation of research on child and adolescent mental health and education

Through a UWA Research Translation Grant, **Steve Houghton**, **Vaille Dawson and David Lawrence** conducted workshops for teachers and parents on child and adolescent mental health and education. These workshops were focussed on disadvantaged metropolitan areas including Armadale, Rockingham and Mandurah, as well as visiting Albany and Geraldton. Workshops were also conducted through Aspire with visiting teachers from the Midwest, Kimberley and Pilbara.

The workshops were based on the findings from the Young Minds Matter research on the prevalence and impact of mental health disorders in schools, and approaches to assisting students with social and emotional issues based on Healthway-funded work related to cognitive bias modification. Approximately 600 teachers and 200 parents participated across 15 workshops.

A PARENT'S GUIDE TO MENTAL HEALTH AND CHILDREN'S EDUCATION.

In this booklet:
- Key findings of the Young Minds Matter survey
- What can you do as a parent or carer?
- List of child mental health services in Western Australia

International Visitors

Associate Professor Daleen Casteleijn, University of Witwatersrand, South Africa

Dr Tine Nielsen, University of Copenhagen, Denmark

Professor Curt Hagquist, The University of Karlstadt, Sweden

Professor Simon Hunter, Glasgow Caledonian University, Scotland

International Collaborations

Staff and Research Expertise

Professor David Andrich

Educational measurement and assessment, Item response theory, Psychometrics, Rasch measurement

Dr Elaine Chapman

Social psychology of education, Research methods

Professor Simon Clarke

Educational leadership, School improvement, Change in education, Teachers' work, Industrial relations in education

Professor Vaille Dawson

Science education, STEM education, Thinking skills, Disadvantaged schools, Scientific literacy

Dr Loretta Dolan

History of Education, History of Childhood, History Education

Professor Steve Houghton

Child and adolescent mental wellbeing and developmental psychopathology examining trajectories of childhood onset conduct disorder, adolescent antisocial behaviour, loneliness, adolescents electronic screen use, and depressive symptoms

Associate Professor Christine Howitt

Young children's science learning, Science identity, Learning in informal contexts, Participatory research, Rights of the child, STEM education

Dr Steve Humphry

Educational Assessment, Educational Measurement, Quantitative Methods

Professor Simon Hunter (Honorary Research Fellow)

Children and young people's experiences of bullying, Loneliness, Screen media use, Mental illness stigma

Associate Professor David Lawrence

Child and adolescent mental health and wellbeing, Youth suicide prevention, Mental health and wellbeing of emergency services personnel

Dr Ida Marais

Psychological and educational measurement, Psychometrics, Rasch measurement, Quantitative research methods in Psychology and Education, Data simulation

Dr Fiona Mayne

Early childhood education, Participatory research, Rights of the child

Professor Peter Merrotsy

Creativity, Mathematics education, Education of gifted and talented children, Academic acceleration, Creative problem solving, Hermeneutics

Dr Gerardine Neylon

Quality in early childhood education and care

Associate Professor Grace Oakley

Literacy and technology, Reading comprehension, Mobile technologies for learning schools and Higher Education, Literacy across the curriculum, Innovations in Higher Education

Professor Tom O'Donoghue

Comparative education/international education, History of education, Education in conflict, Teacher education, Curriculum theory, Parental involvement in education

Associate Professor Mark Pegrum

Digital learning, e-learning, Mobile learning, m-learning, Digital literacies, New technologies

Dr Glenn Savage

Education reform, Federalism, Intergovernmental relations, Global policy mobilities

Dr Gemma Scarparolo

Differentiation, Inclusive practice, Gifted education, Student voice, Professional development

Dr Jennifer Shand

Literature education, Writing pedagogy, Young adult fiction and reading

Professor Lesley Vidovich

Education policy and practice, Globalisation and internationalisation of education, Comparative education, Educational leadership, management and administration

Professor Helen Wildy

School leadership, School improvement, Educational measurement, School reform, Educational standard, Educational leadership, Professional standards

Professor Steve Zubrick

Child development, Sociology of education, Mental health

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