Annual Research Report

Graduate School of Education

2020

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Dean's Message

Kaya wanju wanju

Welcome to the 2020 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 educators, practitioners, industry professionals, policy makers and students. The publications and activities featured in this Research Report highlight the breadth and depth of our expertise.

Against the backdrop of a global pandemic our research focuses on the 'wicked problems' that are present in our ever changing world. Our publications and research activities continue to advance knowledge, tackle critical issues, and contribute to the educational challenges of our communities. I draw attention to the increase in income, as well as the

establishment of two research entities which further draw us together in a scholarly community.

I 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 has been a remarkable year and I acknowledge the collegiality, care, commitment and professionalism of all staff.

Professor Tanya Fitzgerald

Dean and Head, Graduate School of Education

Overview of 2020

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Publications

Books

Abdulla Kunhi, P A., **Vidovich, L.,** & **O'Donoghue, T.** (2020). *Twenty-first century curriculum policy: Insights from Australia and implications globally.* Springer. ISBN: 978-3-030-61455-3.

Ali, A., Hameed, H., & **Vidovich, L.** (2020). *Education in the Maldives 1900-2015: Policies, themes & (or and) outcomes.* Dhivehi Publishing Group. ISBN-13: 123-4-567-8910-X.

Ribeiro, S., **Clarke, S.,** & **O'Donoghue, T.** (2020). *Mapping primary school leadership: The case of Timor Leste.* Cambridge Scholars Publishing. ISBN: 1-5275-5814-2.

Valdebenito, V., **O'Donoghue, T.,** & **Vidovich, L.** (2020). *Transforming university curriculum policies for a global knowledge society.* Cambridge Scholars Publishing. ISBN: 1-5275-5442-2.

Edited books

Fitzgerald, T. (Ed.) (2020). *Handbook of historical studies in education: Debates, tensions, and directions.* Springer International Handbooks in Education. Springer. ISBN: 978–9811023613.

Harford, J., & **O'Donoghue, T.** (Eds.) (2020). *A cultural history of education in the modern age (1920 - present).* Bloomsbury Academic. ISBN: 9781350035560.

Book chapters

Di Gregorio, E., & **Savage, G. C.** (2020). Global school funding debates and reforms. In *Oxford Research Encyclopedia of Education* (pp. 1-22). (Oxford Research Encyclopedias, Education). Oxford University Press. https://doi.org/10.1093/acrefore/9780190264093.013.517.

Dolan, L. (2020). Irregular schools and schooling. In T. Fitzgerald (Ed.), *Handbook of historical studies in education: Debates, tensions, and directions,* (pp. 297-312). Springer International Handbooks in Education. Springer. ISBN: 978–9811023613.

Fitzgerald, T. (2020). Feminist leadership. In M. David & M. J. Aimey (Eds), *The SAGE encyclopaedia of higher education,* (pp. 537–539). SAGE Publications. ISBN: 978-1473942912.

Fitzgerald, T. (2020) Histories of education: Connections and directions. In T. Fitzgerald (Ed.), *Handbook of historical studies in education: Debates, tensions and directions*. Springer International Handbooks of Education, (pp. 1–10). Springer. ISBN: 978–981–10–0942–6.

Furlong, Y., & **Chen, W.** (2020). Child and adolescent neuropsychiatry. In N. Agrawal R. Faruqui, & M. Bodani, (Eds.), *Oxford textbook of neuropsychiatry.* Oxford University Press. Print ISBN-13:9780198757139.

Lawrence, D., Carrington-Jones P., & **Kyron M.** (2020). Textual analysis of suicide notes: how a new approach could yield fresh insights? In A. C. Page & W. G. K. Stritzke (Eds**.**), *Alternatives to*

suicide: Exploring the ideation-to-non-action framework, (pp 221-234). Academic Press. ISBN-10:0128142979.

Lynne, S., Carroll, A., **Houghton, S.**, & Bower, J. (2020). Emotion socialization in peer groups. In M. Zimmer-Gembeck (Ed*.), The encyclopedia of child and adolescent development,* (pp. 1-10). Wiley. ISBN: 9781119161899.

Merrotsy, P. (2020). Tolerance for ambiguity. In M. Runco & S. Pritzker (Eds.), *Encyclopedia of creativity* (3rd edition, Volume 2, pp. 645–648). Elsevier, Academic Press. ISBN: 9780128156148.

Oakley, G. (2020). Inclusivity and young children's digital literacy practices in early education. In O. Erstad, R. Flewitt, B. Kümmerling-Meibauer, & Í. Pires Pereira (Eds.), *The Routledge handbook of digital literacies in early childhood* (pp. 200-213). Routledge. ISBN 9781138303881.

O'Donoghue, T. (Ed.), *Schools as contested sites: Research in the field.* In T. Fitzgerald (Ed.), *Handbook of historical studies in education: Debates, tensions, and directions,* (pp. 173-185). Springer International Handbooks in Education. Springer. ISBN: 978–9811023613.

O'Donoghue, T., & Harford, J. (2020). Education in the twentieth century. In J. Harford, & T. O'Donoghue (Eds.), *A cultural history of education in the modern age* (Vol. 6, pp. 1-12). Bloomsbury Academic. ISBN: 9781350035560.

Journal articles

Andrich, D. (2020) The Rasch Distribution: a discrete, general form of the Gauss distribution of uncertainty in scientific measurement. *Measurement. 173,* 108672. https://doi.org/10.1016/j.measurement.2020.108672

Andrich, D. & Sappl, S. (2020). A-priori weighting of items with the Rasch model, *Journal of Applied Measurement, 20(3),* 243-255.

Attwell, K., Seth, R., Beard, F., Hendry, A., & **Lawrence, D.** (2020). Financial interventions to increase vaccine coverage. *Pediatrics, 146*(6): e20200724. https://doi.org/10.1542/peds.2020-0724

Buckley, N., Glasson, E. J., **Chen, W.**, Epstein, A., Leonard, H., Skoss, R., Jacoby, P., Blackmore, A. M., Srinivasjois, R., Bourke, J., Sanders, R. J., & Downs, J. (2020). Prevalence estimates of mental health problems in children and adolescents with intellectual disability: A systematic review and meta-analysis. *Australian and New Zealand Journal of Psychiatry*. https://doi.org/10.1177/0004867420924101

Carroll, A., **Houghton, S.**, Forrest, K., McCarthy, M., & Sanders-O'Connor, E. (2020). Who benefits most? Predicting the effectiveness of a social and emotional learning intervention according to children's emotional and behavioural difficulties. *School Psychology International, 41*(3), 197-217. https://doi.org/10.1177/0143034319898741

Carroll, A., McCarthy, M., **Houghton, S.**, & Sanders O'Connor, E. (2020). Evaluating the effectiveness of KooLKIDS: An interactive social emotional learning program for Australian

primary school children. *Psychology in the Schools*, *57*(6), 851-867. https://doi.org/10.1002/pits.22352

Clarke, S., & Dempster, N. (2020). Leadership learning: The pessimism of complexity and the optimism of personal agency. *Professional Development in Education, 46*(4) 711-727. https://doi.org/10.1080/19415257.2020.1787196

Clarke, S., & **O'Donoghue, T**. (2020). A research agenda to illuminate the blackbox of school leadership in post-conflict contexts. *Leading & Managing, 26*(1) 31-39. https://doi.org/10.3316

Dawson, V.M., & Carson, K. (2020). Introducing argumentation about climate change socioscientific issues in a disadvantaged school. *Research in Science Education*, *50*(3), 863-883. https://doi.org/10.1007/s11165-018-9715-x

Dawson, V., & Venville, G. (2020). Testing a methodology for the development of socioscientific issues to enhance middle school students' argumentation and reasoning, *Research in Science & Technological Education*. https://doi.org/10.1080/02635143.2020.1830267

Dawson, V., & Di Camillo, K. (2020). Using metacognitive strategies to support the application of mathematics skills of three Year 11 physics students. *Teaching Science, 66*(2), 43-52.

El Masri, Y. H., & **Andrich, D.** (2020). The trade-off between model fit, invariance, and validity: The case of PISA science assessments. *Applied Measurement in Education*, *33*(2), 174-188. https://doi.org/10.1080/08957347.2020.1732384

Ersozlu, Z., **Wildy, H.,** Ersozlu, A., **Lawrence, D.**, Karakus, M., Sorgo, A., Usak, M., Kubiatko, M., & Chang, C. Y. (2020). Self-esteem, bullying perpetration/victimization and perceived parental support in a nationally representative sample of Australian students. *Revista de Cercetare si Interventie Sociala* [Review of Research and Social Intervention] 69: 49-68. https://doi.org/10.33788/rcis.69.3

Ferrie, J., Miller, H., & **Hunter, S. C.** (2020). Psychosocial outcomes of mental illness stigma in children and adolescents: A mixed-methods systematic review. *Children and Youth Services Review, 113,* 104961. https://doi.org/10.1016/j.childyouth.2020.104961

Fitzgerald, T. (2020). Revisiting and rethinking histories of education: A reply to Gary McCulloch. *International Journal for the Historiography of Education*, *20*(2), 218–220.

Fitzgerald, T. (2020). Mapping the terrain of leadership: Gender and leadership in higher education. *Irish Educational Studies*, 39(2), 221–232. https://doi.org/10.1080/03323315.2020.1729222

Fitzgerald, T. (2020). Claiming their intellectual space: Academic women at the University of New Zealand 1909–1941. *Paedagogica Historica* 56(6): 819–830. https://doi.org/10.1080/00309230.2019.1676270

Fitzgerald, T. (2020). Contesting higher education: student movements against neoliberal university. *Educational Review*, 1-2. https://doi.org/10.1080/00131911.2020.1861863

Galbally, M., Watson, S. J., van Rossum, E. F. C., **Chen, W.**, de Kloe, E. R., & Lewis, A. J. (2020). The perinatal origins of childhood anxiety disorders and the role of early-life maternal predictors. *Psychological Medicine*. https://doi.org/10.1017/S0033291720002147

Garcia-Rosales, A., Vitoratou, S., Faraone, S., Rudaizky, D., Banaschewski, T., Asherson, P., Sonuga-Barke, E., Buitelaar, J., Oades, R., Rothenberger, A., Steinhausen, H-C., Taylor, E., & **Chen, W**. (2020). Differential utility of teacher and parent-teacher combined information in the assessment of Attention Deficit Hyperactivity Disorder symptoms. *European Child & Adolescent Psychiatry*. https://doi.org/10.1007/s00787-020-01509-4

George, R., **Howitt, C**. & **Oakley, G**. (2020). Young children's use of an augmented reality sandbox to enhance spatial thinking. *Children's Geographies*, *18*(2), 209-221. http://dx.doi.org/10.1080/14733285.2019.1614533.

Glasson, E. J., Buckley, N., **Chen, W.**, Leonard, H., Epstein, A., Skoss, R., Jacoby, P., Blackmore, A. M., Bourke, J., & Downs, J. (2020). Systematic review and meta-analysis: Mental health in children with neurogenetic disorders associated with intellectual disability. *Journal of the American Academy of Child & Adolescent Psychiatry*, *59*(9), 1036-1048. https://doi.org/10.1016/j.jaac.2020.01.006

Houghton, S., Lawrence, D., Hunter, S. C., Zadow, C., Kyron, M., Paterson, R., Carroll, A., Christie, R., & Brandtman, M. (2020) Loneliness accounts for the association between diagnosed Attention Deficit-Hyperactivity Disorder and symptoms of depression among adolescents. *Journal of Psychopathology and Behavioral Assessment,* 42, 237-247. https://doi.org/10.1007/s10862-020-09791-x

Houghton, S., Marais, I., Hunter, S. C., Carroll, A., **Lawrence, D.**, & Tan, C. (2020). Loneliness in adolescence: a Rasch analysis of the Perth A-loneness scale. *Quality of Life Research*. https://doi.org/10.1007/s11136-020-02635-x

Humphry, S. & Bredemeyer, K. (2020). The effect of interactions between item discrimination and item difficulty on fit statistics. *Journal of Applied Measurement, 21*(4), 379-399.

Humphry, S., & Heldsinger, S. (2020). A two-stage method for obtaining reliable teacher assessments of writing. *Frontiers in Education*, *5*, [6]. https://doi.org/10.3389/feduc.2020.00006

Johnston, O., **Wildy, H.** & **Shand, J.** (2020). Projecting student voice by constructing grounded theory. *The Australian Educational Researcher*. https://doi.org/10.1007/s13384-020-00410-y

Johnson, S., & **Lawrence, D.** (2020). Decisions, challenges and lessons learnt in undertaking a national survey of the mental health of young people in Australia. *SAGE Research Methods Cases*. https://doi.org/10.4135/9781529718669

Johnson, S., Mitrou, F., **Lawrence, D.,** Zubrick, S., Wolstencroft, K., Ennals, P., Hall, C., & McNaught, E. (2020). Feasibility of a Consumer Centred Tobacco Management intervention in community mental health services in Australia. *Community Mental Health Journal*. https://doi.org/10.1007/s10597-020-00573-z

Kaye, L. K., Orben, A., Ellis, D. A., **Hunter, S. C.,** & **Houghton, S**. (2020). The conceptual and methodological mayhem of "screen-time". *International Journal of Environmental Research and Public Health, 17*(10), 3661. https://doi.org/10.3390/ijerph17103661

Kirkham, J., & **Chapman, E.** (2020). Gendered decision-making about mathematics courses: Contributions of self-perceptions, domain-perceptions, and sociocultural factors. *Journal of Educational and Developmental Psychology*, *10*(1). https://doi.org/10.5539/jedp.v10n1p43

Kyron, M., **Carrington-Jones, P.**, Page, A. C., **Bartlett, J., & Lawrence, D.** (2020). Factors differentiating adolescents who consider suicide and those who attempt: results from a national survey of Australian adolescents. *Australian Journal of Psychology, 72*(2), 145-155. https://doi.org/10.1016/B978-0-12-814297-400011-X

Kyron, M., Podlogar, M., Joiner, T. E., McEvoy, P. M., Page, A., & **Lawrence, D.** (2020). Allowing non-disclosure in surveys with suicide content: characteristics of non-disclosure in a national survey of emergency services personnel. *Psychological Assessment, 32*(12), 1106-17. https://doi.org/10.1037/pas0000949

Kyron, M. J., **Rikkers, W.,** Page, A. C., O'Brien, P., **Bartlett, J**., LaMontagne, A., & **Lawrence, D.** (2020). Prevalence and predictors of suicidal thoughts and behaviours among Australian police and emergency services employees. *Australian and New Zealand Journal of Psychiatry*. https://doi.org/10.1177/0004867420937774

Kyron, M. J., Rikkers, W., O'Brien, P**., Bartlett, J.,** & **Lawrence, D.** (2020). Experiences of Police and Emergency Services Employees with Workers' Compensation Claims for Mental Health Issues. *Journal of Occupational Rehabilitation*. https://doi.org/10.1007/s10926-020-09909-8

Lawrence, D., Houghton, S., Dawson, V., Sawyer, M., & Carroll, A. (2020). Trajectories of academic achievement for students with Attention-Deficit/Hyperactivity Disorder. *British Journal of Educational Psychology*. Early View. http://dx.doi.org/10.1111/bjep.12392

Lim, W., & **Chapman, E.** (2020). Development and preliminary evaluation of a brief epistemic beliefs instrument. *Journal of Applied Learning and Teaching*, *3*(1), 42-50. https://doi.org/10.37074/jalt.2020.3.1.9

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McHardy, J., **Chapman, E.**, & O'Neill, M. (2020). What strategies do less-skilled adult readers use to read words, and how aware are they of these strategies? *Adult Education Quarterly*. https://doi.org/10.1177/0741713620952348

Merrotsy, P. (2020). Expressing a thought of God: Ramanujan (1887–1920). *TalentEd, 32*, 38–51.

Merrotsy, P. (2020). The profound legacy of the Indian mathematician Ramanujan (1887–1920). *Australian Mathematics Education Journal, 2*(4), 36–39.

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Noret, N., **Hunter, S. C.**, & Rasmussen, S. (2020). The role of perceived social support in the relationship between being bullied and mental health difficulties in adolescents. *School Mental Health, 12,* 156-168. https://doi.org/10.1007/s12310-019-09339-9

Oakley, G. (2020). Developing pre-service teachers' technological, pedagogical and content knowledge through the creation of digital storybooks for use in early years classrooms. *Technology, Pedagogy and Education*, 1-13. https://doi.org/10.1080/1475939X.2020.1729234

O'Connor, P., Harford, J., & **Fitzgerald, T.** (2020). Mapping an agenda for gender equality in the academy. *Irish Educational Studies, 39*(2), 131–137. https://doi.org/10.1080/03323315.2020.1754880

O'Connell, A. & **Clarke S**. (2020). A school in the grip of COVIV-19: Musings from the principal's office. *International Studies in Educational Administration, 48*(2) 4-11.

O'Donoghue, T. (2020). The historiography of female religious teachers and schooling in Ireland, *History of Education, 49*(6), 839-855. https://doi.org/10.1080/0046760X.2020.1739760

O'Donoghue, T., & Harford, J. (2020). Challenging the dominant Church hegemony in times of risk and promise: Carysfort women resist. *Gender and Education*. https://doi.org/10.1080/09540253.2020.1763924

O'Donoghue, T. & Harford, J. (2020). Investigating the potential of cultural-historical activity theory for studying specific transitions in the history of education, *Paedagogica Historica*. https://doi.org/10.1080/00309230.2020.1822886

O'Leary, C., **Lawrence, D.**, Hafekost, K., Zubrick, S., & Bower, C. (2020). Maternal alcohol-use disorder and child outcomes. *Pediatrics, 145*(3) e20191574. https://doi.org/10.1542/peds.2019-1574

Polenghi, S., & **Fitzgerald, T.** (2020). Breaking boundaries: Women in higher education. *Paedagogica Historica, 56*(6,: 724–728. https://doi.org/10.1080/00309230.2020.1822890

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Preece, D., Becerra, R., Robinson, K., Allan, A., Mark, B., **Chen, W.**, Hasking, P., & Gross, J. (2020). What is alexithymia? Using factor analysis to establish its latent structure and relationship with fantasizing and emotional reactivity. *Journal of Personality*, *88*(6), 1162-1176. https://doi.org/10.1111/jopy.12563

Rennie, L. J. & **Howitt, C.** (2020). The Children's Engagement Behavior Framework: Describing young children's interaction with science exhibits and its relationship to learning. *International Journal of Science Education, Part B: Communication and Public Engagement, 10*(4), 355-375. https://doi.org/10.1080/21548455.2020.1851425

Rizvi, F., **Savage, G.C.,** Quay, J. Acquaro, D., Sallis, R. J. T., & Sobhani, N. (2020). Transnationalism and the international baccalaureate learner profile. *Prospects*, *48*, 157–174. https://doi.org/10.1007/s11125-019-09447-z

Russell, K., Rasmussen, S., & **Hunter, S. C.** (2020). Does mental wellbeing protect against self-harm risk during adolescence? A six-month prospective investigation. *International Journal of Environmental Research and Public Health, 17*(18), 6771. https://doi.org/10.3390/ijerph17186771

Savage, G. C. (2020). What is policy assemblage? *Territory, Politics and Governance*, *8*(3), 319-335. https://doi.org/10.1080/21622671.2018.1559760

Savage, G. C., & Dang, T. K. A. (2020). Lost in translation? Polycentricity and the mutation of concepts across fields. *Discourse: Studies in the Cultural Politics of Education*, Available Online: https://doi.org/10.1080/01596306.2020.1730304

Schnyder, N., Sawyer, M., **Lawrence, D.,** Panczak, R., Burgess, P., & Harris M. (2020). Barriers to mental health care for Australian children and adolescents in 1998 and 2013-14. *Australian and New Zealand Journal of Psychiatry, 54*(10), 1007-1019. https://doi.org/10.1177/0004867420919158

Thornberg, R., **Hunter, S. C.**, Hong, J. S., & Rönnberg, J. (2020). Bullying among children and adolescents. *Scandinavian Journal of Psychology*, *61*(1), 1-5. https://doi.org/10.1111/sjop.12610

Wallner, J., **Savage, G. C.**, Hartong, S., & Engel, L. C. (2020). Laboratories, co-producers, and venues: Roles played by subnational governments in standards-based reforms in four federations. *Comparative Education Review*, *64*(2), 249-268. https://doi.org/0010-4086/2020/6402-0005$10.00

Wyatt-Smith, C., **Humphry, S.**, Adie, L., & Colbert, P. (2020). The application of pairwise comparisons to form scaled exemplars as a basis for setting and exemplifying standards in teacher education. *Assessment in Education: Principles, Policy and Practice*, *27*(1), 65-86. https://doi.org/10.1080/0969594X.2020.1712326

Peer reviewed conference proceedings

Hunter, S. C. (2020). Adolescent screen media use and psycho-social adjustment. Invited seminar, *Edge Hill University, 5 February*.

Pegrum, M., Oakley, G., Kheang, T., & Seng, K. (2020). *'They just wanted to play': A mobile-enhanced early literacy intervention in Cambodia.* In 19th World Conference on Mobile, Blended and Seamless Learning (mLearn2020) (pp. 18-24). International Association for Mobile Learning. https://www.iamlearn.org/mlearn-2020-proceedings/

Conference Presentations

Keynote addresses/Invited presentations

Dawson, V. (February, 2020). *Where can climate change fit into the Australian curriculum?* Invited presentation for the UN Content Expert Contribution Workshop: Climate across the curriculum: Educational resources for teachers. Fremantle, Western Australia.

Pegrum, M. (March, 2020). *Gamifying m-learning: Acquiring language and literacy skills on AR learning trails.* Keynote presentation at Global Knowledge Academics (GKA) Edutech Conference [moved online due to COVID].

Pegrum, M. (October, 2020). *Digital language learning: Informational, social and contextual.* Keynote presentation at Mother Tongue Languages Branch, Ministry of Education, Singapore [moved online due to COVID].

Savage, G. C. (November, 2020). *Mourning the social life of schools: Citizenship and the making of publics.* Keynote address at the Global Teaching and Learning Summit, Independent Schools, Brisbane, Queensland.

National/international conference presentations

Chung, C., & **Chapman, E.** (September, 2020). *Motivation and intent to apply and pursue further learning: Influencing factors and effects of support for adult learners*. Paper presented at Continuing Education and Training. Masters Series Symposium 2020, Ngee Ann Polytechnic, Singapore.

Dawson, V. (June, 2020). *Development of water socioscientific issues to assess argumentation skills with Year 7 students*. Paper presented at the Annual Australasian Science Education Research Association (ASERA) Conference (Online), University of Wollongong, NSW.

Dolan, L. (November, 2020). *Irregular schools and schooling in the twentieth century: an international perspective*. History of Education Society (UK) Annual Conference (Online).

Pegrum, M., Oakley, G., Kheang, T., & Seng, K. (November, 2020). *'They just wanted to play': A mobile-enhanced early literacy intervention in Cambodia*. mLearn 2020 (Online).

Grants and Consultancies Won in 2020

Australian Competitive Grants

Hielscher, E., Scott, J., **Lawrence, D.,** Batterham, P., & McGrath, M. (2020-2021). *Mapping the regional variability of self-harm, suicide attempts and related risk and protective factors in Australian adolescents to inform suicide prevention strategies.* Suicide Prevention Australia Innovation Grant. ($66,065).

Houghton, S., Page, A., **Lawrence, D., Hunter, S.,** Qualter, P. (2021-2023). *"I think therefore I am": Cognitive distortions and loneliness in adolescents with neurodevelopmental disorders.* Australian Research Council (ARC) Discovery Grants Scheme. ($205,833).

Ji, J., Saulsman, L., **Houghton, S.,** Perry, Y., Lim, M., Hood, S., Davis, A., Russell, P., Wylde, T. (2021-2023). *Resilience in a pandemic world - an online intervention for young people.* Healthway. ($417,657).

Lawn, S., **Lawrence, D.,** Van Hooff, M., Daraganova, G., Roberts, L., & **Rikkers W**. (2020 – 2021). *How can families improve help-seeking for veterans and emergency services first responders with current or emerging mental health needs.* The Road Home. The Colonel Susan Neuhaus CSC (Ret'd) Fellowship. ($100,000).

Lawrence, D., Houghton, S., Chapman, E., Page, A., Small, M., Sheil, B., Freshwater, D., Milroy, H., Sawyer, M., & **Fitzgerald, T**. (2020-2024). *UWA Young Lives Matter Foundation: Reducing self-harm and suicidal behaviours in young people in Western Australia*. Stan Perron Charitable Foundation. ($850,000).

Lawrence, D., Rikkers, W., Van Hooff, M., Lawn, S., & **Houghton S.** (2020-2023). *Supporting the ongoing wellbeing and resilience of Australia's first responders following the 2019/20 bushfires.* NHMRC Medical Research Future Fund. ($642,195.60).

Taylor, A., Van Hooff, M., Lawn, S., **Lawrence, D., Rikkers, W.,** Roberts, R., Delfabbro, P., McFarlane, S., Roberts, L., & Ashe, M. (2020). *Maintaining positive mental health and wellbeing for young adult emergency service volunteers.* Bushfire and Natural Hazards Cooperative Research Centre and Hospital Research Foundation. ($149,865).

Other Public Sector Research Income

Humphry, S. (2020). NAPLAN writing rubric review 2020. $46,656. Australian Curriculum and Reporting Authority. ($46,656).

Pegrum, M., Soledad Ramírez Montoya, M., McGreal, R., Cox, G., Goodman, L & Weber, J. (2021-2022). *Open and Inclusive education: WUN and UNESCO Training and Research Networks*. Worldwide Universities Network Grant. (AUD $17,834 (approx.) [GBP £10,000]).

Kelly, O., **Dawson, V.**, Chapman, S., Illingsworth, S., Manetow, R., Huyen, M., Martens, P., Butera, F. & Syeinberger, J. (2021). *Education in a warming world: A collaborative research network on*

Education and Climate Change. World Universities Network Research Development Fund 2021. ($18,000).

Industry and Other Research Income

Houghton, S., Lawrence, D., Page, A., Gunasekera, S., & **Hunter, S.** (2020). *Loneliness in adolescents as a component of developmental risk for vulnerability to suicidal behaviours.* UWA Young Lives Matter Foundation. ($10,000).

Savage, G. C. & de Carvalho, D. (ACARA). (2020-2021). *Collaborative decision-making and policy co-design in Australian schooling policy.* UWA Research Collaboration Award ($28,571).

Wildy, H. (2020). *Performance Indicators in Primary Schools* (PIPS). ($252,099).

Organisations to which grant applications were submitted

Australian Research Council

Australia-Germany Joint Research Cooperation Scheme

Federal Government National Research Priorities Fund

Healthway

Leverhulme Trust

Navitas Education Trust

Editorial Boards

Editorial roles

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

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

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

Frontiers in Psychology, Associate Editor, **Elaine Chapman**

International Journal of Bullying Prevention, Associate Editor, **Simon Hunter**

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

Irish Educational Studies, Co-Editor [Special Issue: Women Leaders in Higher Education], **Tanya Fitzgerald**

Paedagogica Historica, Co-Editor [Special Issue: Breaking Boundaries: Women in Higher Education], **Tanya Fitzgerald**

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

Stigma and Health, Consulting Editor, **Simon Hunter**

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

Educational Innovations and Emerging Technologies

Educational Review

Educational Psychology

Educational and Developmental Psychologist

History of Education

History of Education Review

International Journal of Primary and Early Years Education

International Journal of Science Education

International Journal of Science and Mathematics Education

Interactive Technology and Smart Education

International Studies in Catholic 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

Journal of Informal Science and Environmental Learning

Language Learning & Technology

Psychological Test and Assessment Modelling

Research in Educational Administration & Leadership (REAL)

Research in Science Education

Research in Science and Technological Education

Technology in Language Teaching and Learning

The Australasian E-Journal of Catholic School Studies

The Internet and Higher Education

Series Editorship

Vaille Dawson

- Contributions from Biology Education Research, Springer

Tanya Fitzgerald

- Perspectives on Leadership in Higher Education, Bloomsbury Academic Press

Tom O'Donoghue

- Emerald Studies in Teacher Preparation in National and Global Contexts, Emerald

HDR Training

HDR completions

Doctor of Philosophy

Olivia Johnston. *Students' reconciling with their teachers' expectations of them: A grounded theory.* Supervisors: Emeritus Professor Helen Wildy, Dr Jennifer Shand and Associate Professor Christine Howitt (This thesis received an honourable mention on the Graduate Research School Dean's List.)

William John Mortimer. *The construction of the geography curriculum as a subject for the senior years of state secondary schooling in Western Australia: A historical analysis of developments from 1917 to 1997.* Supervisors: Professor Tom O'Donoghue and Dr Loretta Dolan

Dragana Surla. *Application of the Rasch model of modern test theory to equate multiple tests using their total scores.* Supervisors: Emeritus Professor David Andrich and Dr Stephen Humphry

Doctor of Education

Amalia Hasanah. *Madrassa School Leadership in Remote Districts in Indonesia.* Supervisors: Professor Tom O'Donoghue and Professor Simon Clarke

Pratima Majal. *Teaching adult learners online: A Case study in Singapore.* Supervisors: Emeritus Professor Anne Chapman and Dr Elaine Chapman

Ramesh Narayanan. *Public Art Museums: Their Work in the Visual Arts in Singapore with Special Reference to Sponsorship.* Supervisors: Emeritus Professor Keith Punch and Professor Stephen Houghton

Jeannine Wishart. *Informed choices: Investigating the resources used by Western Australian primary school teachers to inform the teaching of written grammar.* Supervisors: Associate Professor Grace Oakley and Dr Jennifer Shand

Master of Education (Thesis & Coursework)

Alexander Robins. *Youth Peace Building Programs in Post-Conflict Societies: An Interpretivist Study.* Supervisors: Professor Tom O'Donoghue and Professor Simon Clarke

Rachael Stevens. *Montessori educators and the Australian early years learning framework in Montessori early childhood environments in Western Australia: A qualitative study.* Supervisors: Dr Gerardine Neylon and Professor Tom O'Donoghue

Master of Educational Leadership (Thesis & Coursework)

Wayne Houden. *Western Australian teachers' perspectives on delivering road safety education to Year 10 students.* Supervisors: Associate Professor Christine Howitt and Professor Stephen Houghton

Research training workshops

David Andrich: A seven day international workshop in Rasch measurement theory and applications in conjunction with the Centre for Educational Measurement and Assessment at The University of Sydney.

Tom O'Donoghue: A one day workshop to doctorate (PhD) students at the Thurles Campus, University of Limerick, Ireland.

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. Due to COVID there was no forum in 2020.

Olivia Johnston runner up in the international 3MT competition

UWA PhD graduate Olivia Johnston was awarded runner up in the Matariki Network of Universities' Three Minute Thesis (3MT) competition. After a round of local competition at UWA, Olivia was selected as one of three finalists to enter the international round of the competition. Bringing students from UWA, Queen's University, Durham University and the University of Otago together, the competition challenges research students to communicate the significance of their projects to a non-specialist audience in just three minutes.
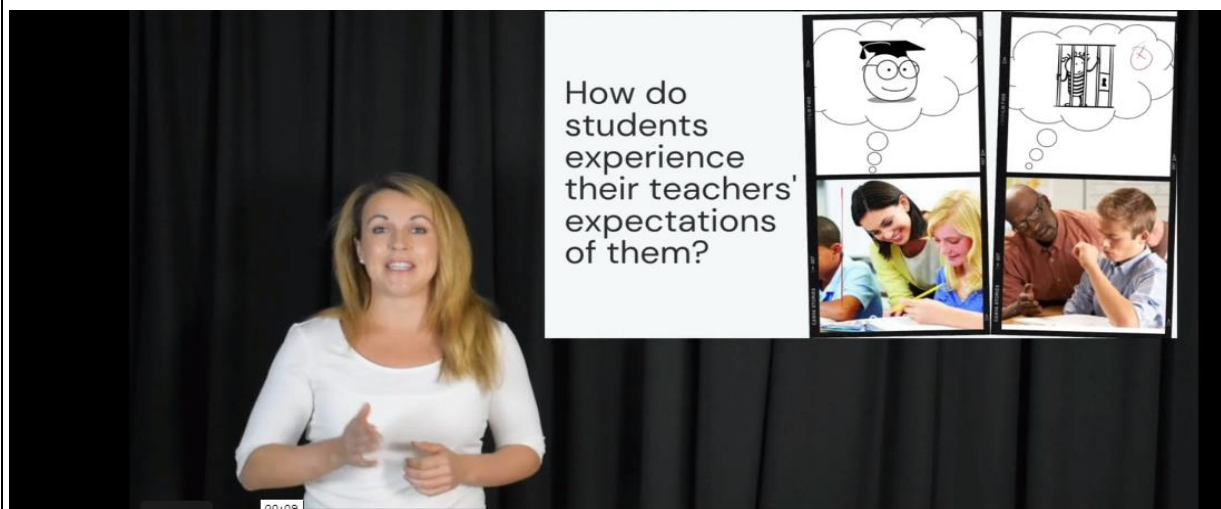
"My 3MT condensed my whole thesis into a 3 minute talk, with one slide only. I had to focus on the very essential core of the PhD, which was all about teachers' expectations of students. I chose to research teachers' expectations because I'm interested in how schools and teachers perpetuate disadvantage, and what we might be able to do to challenge and change that. Even one student who decides to give up on education because their teachers don't believe they will ever amount to much is one student too many. Every single student deserves better than that.

I entered the 3MT because I love a challenge. My first draft was 10 minutes, so getting it down to 3 was the first major challenge. Then there was memorising it … I rehearsed while I was on a 6 day hike on the Bibbulmun Track, and I think I will have it memorised for the rest of my life. Talking in front of a live audience was very scary but quite an adventure. The whole experience was very helpful for me in terms of consolidating what has been accomplished through my PhD. Now, when people ask me what my PhD was about, I have some go-to lines and phrases from my 3MT talk that summarise it really well."

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 of Educational Leaders

Vaille Dawson - Fellow of the Royal Society of Biology

Vaille Dawson - Honorary Fellow of the Australia-India Institute

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

Tom O'Donoghue - Fellow of the Royal Historical Society

Research Entities

Child and Adolescent Mental Health and Wellbeing Research Clinic (CAMHWRC)

Childhood and adolescence are critical junctures for developing effective prevention and intervention, and young people themselves are powerful agents for the promotion of their own mental health and wellbeing (Patton et al., Lancet Commission, 2016). However, young people experience co-occurring multiple problems or challenges to their mental wellbeing each day. These tend to be multiple and inter-related, and often wax and wane with the everyday environmental pressures from school, peers, and family (Arbel et al., 2017). Mental health and wellbeing is therefore a complex issue. The Child and Adolescent Mental Health and Wellbeing Research Clinic (CAMHWRC) aims to provide a local, national and international focus for multi-disciplinary research in child and adolescent mental health and wellbeing and developmental psychopathology. This field is *the* primary concern in educational contexts and family settings, and seemingly more so since the coronavirus event. CAMHWRC is aligned with UWA's Vision and Strategic Planning in that it incorporates a leading team of researchers that seek to resolve real world challenges (mental health and wellbeing, including loneliness and suicidal behaviours and their management) that are critical to the planet and its people.

The team are very active and currently have external research funding for the following investigations:

- Reducing Self-harm and Suicidal Behaviours in Young People in Western Australia. **($850,000).** *Stan Perron Charitable Foundation Research Round (child health and medical research), Western Australia. 2020-2024.* (Associate Professor David Lawrence, Professor Stephen Houghton, Dr Elaine Chapman, Professor Andrew Page, Professor Michael Small, Dr Barbara Sheil, Professor Dawn Freshwater, Professor Helen Milroy, Professor Michael Sawyer, Professor Tanya Fitzgerald)

- Supporting the ongoing wellbeing and resilience of Australia's first responders following the 2019/20 bushfires. (**$678,000). National Health and Medical Research Council – MRFF scheme 2020-2023) (Three years)** (Associate Professor David Lawrence, Ms Wavne Rikkers, Dr Miranda Van Hooff, Professor Sharon Lawn and Professor Stephen Houghton).

- A whole of school mindfulness approach in schools. *($35,000). Mindfulness Meditation Australia. (One year)* (Associate Professor David Lawrence, Professor Stephen Houghton).

- Loneliness in adolescents as a component of developmental risk for vulnerability to suicidal behaviours. *($10,000). Young Lives Matter Foundation, UWA. (One year).* (Professor Stephen Houghton, Professor David Lawrence, Professor Andrew Page, Dr Sashya Gunasekera, Professor Simon Hunter).

- Neurodevelopmental disorders and loneliness: School predictors and outcomes **($425,150).** *The Australian Research Council (ARC) Discovery Grants Scheme, 2018-2021 (Four years).* (Professor Stephen Houghton Dr John Wray Senior Paediatrician WA Child Development Centre; Professor John Hattie, University of Melbourne; Professor Annemaree Carroll, University of Queensland; Professor Simon Hunter University Strathclyde, Glasgow, Scotland).

- Online for a Healthy Mind: Promoting Mental Health the Health(y)way. **($401,000). *Healthway. 2017-2020 (Three years).*** (Professor Stephen Houghton, Professor Colin MacLeod; Professor David Lawrence; Dr Ben Grafton UWA; Professor Andrew Page; Dr Simon Hunter, Strathclyde; Mr Chris Gostelow, WA Department of Education).

Education Policy, Leadership and Practice (EPLP) Research Group

The Education Policy, Leadership and Practice Research Group (EPLP) research group was established in May 2020 as an interdisciplinary cluster of experts with a reputation for quality research that shapes contemporary education debates in Australia and beyond. EPLP researchers have close links to government and the education profession. They are committed to working strategically at the nexus between research, policy and practice to lead conversations across the education lifespan from the early years to higher education. Our researchers are engaged in a rich variety of research projects ranging from large-scale government and commissioned grants to smaller-scale bespoke projects.

In the first 8 months the groups has achieved:

1. Establishment of **group website** to generate public presence: https://www.uwa.edu.au/schools/research/Education-Policy-Leadership-and-Practice-Research-Group

2. A series of **development workshops**, which led to the establishment of five strategic research strengths to guide the development of the group into the future: 1. Equity and inclusion; 2. Curriculum and pedagogy; 3. Leadership for learning; 4. Education politics and governance; 5. Globalisation and policy mobilities.

3. Development of **research partnership** with the University of Manchester's 'Critical Education Policy' research group, with the plan to organise a webinar series in 2021.

4. A diverse range of **new research grants and initiatives** have been pursued, with several projects under review by the ARC, WA Department of Health, and the Economic and Social Research Council.

5. Multiple book projects. Various members are producing books to be published in 2021.

International Collaborations
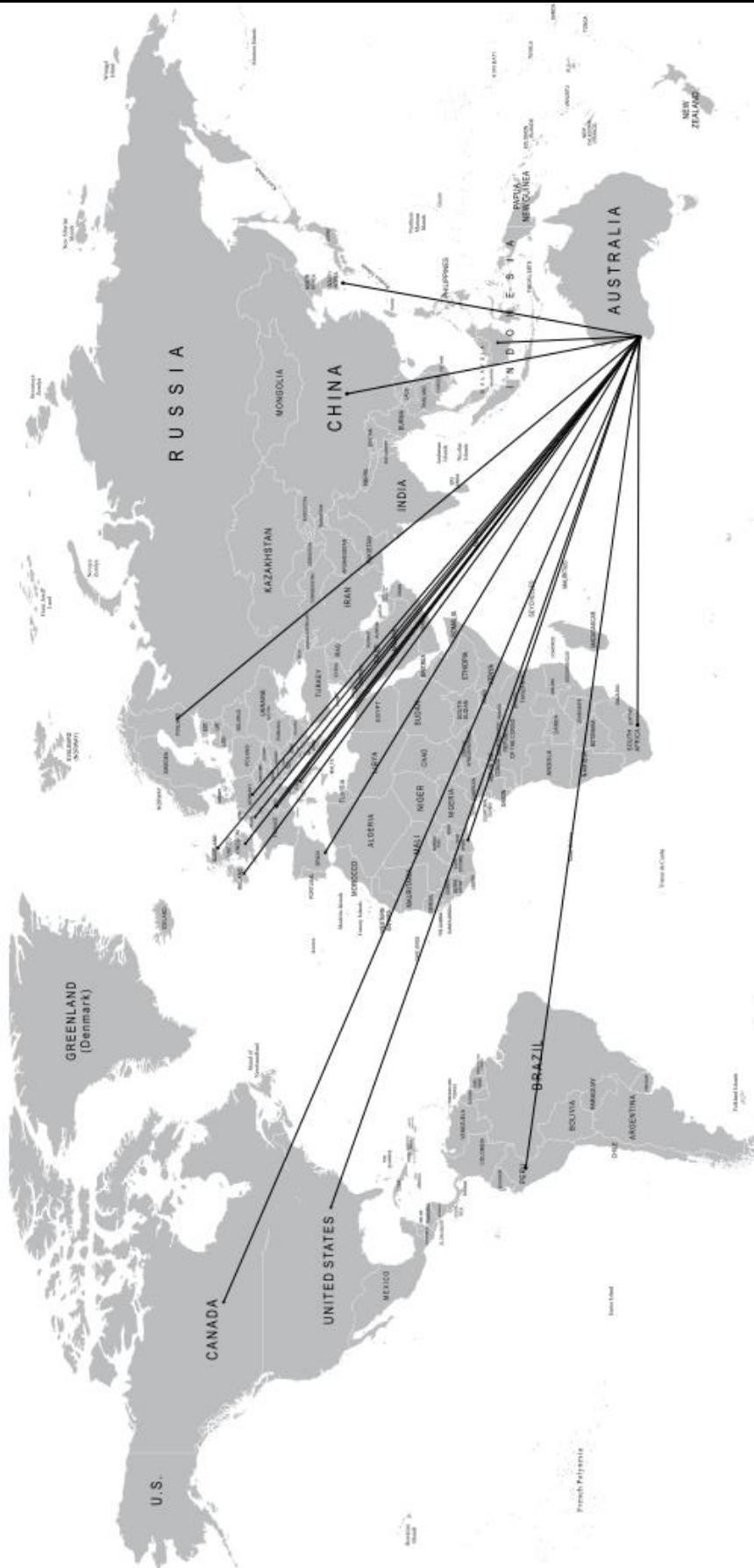
Staff and Research Expertise

Academic Staff

Professor David Andrich

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

Dr Elaine Chapman

Social psychology of education, Research methods

Professor Wai Chen (Adjunct Professor)

ADHD, neurodevelopmental disorders, emotional dysregulation, dissociation, resilience and social recovery

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 (Honorary Research Fellow)

History of education, History of childhood, History education

Professor Tanya Fitzgerald

Higher education, Gender, Policy, Leadership, History

Professor Stephen Houghton

Neurodevelopmental disorders in childhood and adolescence, Child and adolescent

loneliness, mental health and developmental psychopathology, Development of 3-D animated gamified platforms.

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, Physics Education, Quantitative Methods, Philosophy of Science

Professor Simon Hunter (Adjunct Professor)

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

Associate Professor 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

Emeritus Professor Lesley Vidovich

Education policy and practice, Globalisation and internationalisation of

education, Comparative education, Educational leadership, management and administration

Emeritus Professor Helen Wildy

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

Research Assistant/Officer

Jennifer Bartlett

- Mental health and wellbeing of fire and emergency service personnel
- Evaluation of a whole school mindfulness program

Ken Bredemeyer

- Educational psychometrics, specialising in pairwise comparisons of student assessments

Anna Hunt

- Mental health and wellbeing of fire and emergency service personnel

Michael Kyron

- Quantitative research methods and advanced statistical modelling in mental health and loneliness.

Leslie Macqueen

- Adolescent mental health and wellbeing: 3D-animated, school-based program designed to therapeutically alter unhelpful negative thought patterns in young people

Wavne Rikkers

- Help-seeking experiences of families of veterans and emergency services

first responders with mental health problems
- Positive mental health in young (16-25 year old) emergency services volunteers
- Validation of the Post-Traumatic Stress Disorder (PTSD) Severity Scale

Sonia Sappl

- Psychometrics using the Rasch measurement model - analysis of educational assessment data using psychometric and statistical software

Vivienne White

- BASE early childhood education assessment
- InCAS interactive education assessment

Corinne Zadow

- Adolescent friendships and mental health, neurodevelopmental disorders, loneliness and depressive symptoms

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