



THE UNIVERSITY
of ADELAIDE

2021-2022

School of Education Report



make
history.

make
history.





Introduction

Since 1913 the University of Adelaide's School of Education has been committed to advancing research-led practice for pre- and post-service teachers and leaders in education.

Our research has a positive impact on student outcomes and underpins our Bachelor of Teaching double degrees, Master of Teaching, and Master of Education. We cultivate teachers who are part of a community of professionals able to evaluate and research their professional practice.

Vision

To develop evidence-based pedagogies which stimulate a positive vision of educational futures.

Mission

To create teaching and learning environments that promote positive educational environments, creative educational solutions, and wellbeing for teachers and learners, embracing Indigenous and minority students and their communities.



Interim Head of School Report

Welcome to the School of Education report.

2021-2022 was another year of COVID-19 disruption. Since 1913, the University of Adelaide has been committed to advancing evidence-based professional practice for pre-and post-service teachers and leaders in education. 110 years later and learning to teach and live with COVID-19 and its impact on schools and society has been a significant theme this year.

Despite the disruption of the COVID-19 pandemic it was another year of research activity, engagement, and impact on society for the School of Education. Together academics, professional staff, preservice teachers, and Higher Degree by Research candidates have risen to the significant challenges that have been faced. Highlights during 2021-2022 include:

- It was pleasure to welcome Dr Samantha Schulz and Professor Chris Boyle to the academic team during 2021.
- Dr Stephen Kelly (Lecturer) and Dr Samantha Schulz (Senior Lecturer) being awarded an ARC Discovery Project 'Culturally Responsive Schooling' (DP220100651, 2022-24) on 24 December 2021 with co-chief investigators Professor Irabinna-Lester Rigney (UniSA, project lead), Professor Robert Hattam (UniSA), Professor Michalinos Zembylas (Open University of Cyprus), and Dr Nadeem Memon (UniSA - Centre for Islamic Thought and Education, CITE).
- Hosting Emeritus Laureate Professor John Hattie ONZM, Melbourne Graduate School of Education from the University of Melbourne and Chair of the Australian Institute of Teaching and School Leaders, to present the 2021 Kevin Marjoribanks Memorial Lecture.
- Providing a submission to the Federal Government's Quality Initial Teacher Education Review (QITER).
- The launch of the first new online short courses and micro-credentials for the University.
- The launch of eight research books with Springer and Routledge in two years.
- The School of Education awarded Apple Distinguished School (ADS) status for 2021-2024.
- The University of Adelaide joining the Assessment for Graduate Teaching consortium adopting the approved Teaching Performance Assessment (TPA) instrument. The consortia is led by the University of Melbourne and includes many other G08 Universities.
- The reaccreditation of the Bachelor of Teaching degree for five years.
- Professor Christopher Boyle and Dr Igusti Darmawan secured \$1,119,176 for 12 months in the Australian Federal Government's Emerging Priorities Program (Category 1 Grant).
- Dr Igusti Darmawan 2022 appointment to the leadership position of Associate Dean International for the Faculty of Arts, Business, Law, and Economics.
- Dr Linda Westphalen 2022 appointment to the leadership position of Associate Dean Curriculum Faculty of Arts, Business, Law, and Economics.

We are delighted that Education at the University of Adelaide has been ranked #75 in the world by the Times Higher Education World University Rankings 2023 by subject highlighting education, teacher training, and academic studies in education.

New Head of School of Education

After an international search, the University of Adelaide is pleased to announce the appointment of a new Head of School of Education.

Professor Susan James Relly said she was thrilled to be joining the University.

"I am very much looking forward to contributing to the high calibre of research and excellence the University of Adelaide is known for," she said.

"Education is fundamental to individuals and society. I look forward to bringing my skills and experience to work with colleagues in the school to build upon their already impressive achievements in research. I would like to achieve growth in the school to continue delivering world-class teaching and learning across a broad range of subjects, growing inter-disciplinarity and a focus on the knowledge economy and the skills economy."

Professor Relly said the School of Education is forward thinking in its delivery of teacher education, providing an excellent platform for pre-service teachers to enter the profession incredibly well-prepared.

Executive Dean of the Faculty of Arts, Business, Law and Economics, Professor John Williams, said Professor Relly will be a fantastic addition to the School and University.

"Professor Relly will bring a wealth of knowledge and experience to our School and University. I am looking forward to working closely with her to shape the future of education in South Australia," he said.

Professor Relly joins the University of Adelaide from the University of Oxford where she has held the positions of Deputy Director, Department of Education, and Associate Head (Education) of the Social Sciences Division at the University of Oxford. She is a Governing Body Fellow at Green Templeton College, Oxford.

Susan will begin her role in January 2023.



Professor Susan James Relly

Associate Professor Mathew White

Interim Head, School of Education
Acting Deputy Dean, Learning and Teaching
Faculty of Arts, Business, Law, and Economics
Program Director, Master of Education

Learning and Teaching

Re-accreditation

During 2021 the School of Education reviewed and re-accredited all programs offered for the Bachelor of Teaching, Master of Teaching and Master of Education (and nested awards). Innovations have focused on addressing Pillar 2: *A Magnet for Talent* and Pillar 4: *A 21st Century Education for A Growing Community of Learners* of the University's Strategic Plan. Collaboration with Learning Enhancement and Innovation (LEI) within the University of Adelaide has focused on enhancements to the School of Education's face-to-face, blended and fully online learning opportunities. Innovations have included academics collaborating with learning designers in direct consultation and structured, co-design workshops. During redevelopment, the School of Education has included students employed as casual staff and Learning Enhancement Partners (student volunteers) to road-test developments and provide feedback on innovations throughout.

Assessment for Graduate Teaching

In 2021 the University of Adelaide joined the Assessment for Graduate Teaching consortium and will adopt the approved Teaching Performance Assessment (TPA) instrument in 2022. The Assessment for Graduate Teaching (AfGT) is an approved Teaching Performance Assessment (TPA) instrument developed and implemented by a consortium of Australian higher education providers that have Initial Teacher Education (ITE) faculties or schools. Led by the University of Melbourne other members of the consortium include the University of Sydney and the University of Western Australia. The University of Adelaide will host 40 Initial Teacher Educators in November 2022 for an AfGT workshop.



School of Education hosts Assessment for Graduate Teaching (AfGT) Year-End Moderation & Strategic Planning Workshop

The School of Education at the University of Adelaide hosted the Cross-Institutional Moderation for the AfGT Year-End Moderation & Strategic Planning. The Assessment for Graduate Teaching (AfGT) is an approved Teaching Performance Assessment (TPA) instrument developed and implemented by a consortium of Australian higher education providers that have Initial Teacher Education (ITE) faculties or schools. The AfGT is designed to capture the sophisticated intellectual work of teaching and enable pre-service teachers to demonstrate the various ways in which they can meet the Australian Professional Standards for Teachers (Graduate level). Participants from the consortium who attended the weekend workshop include:

Melbourne Graduate School of Education
The University of Melbourne

- College of Education Charles Darwin University
- School of Education Curtin University
- School of Education Federation University Australia
- Sydney School of Education and Social Work The University of Sydney

- Graduate School of Education The University of Western Australia
- Faculty of Education The University of Canberra
- The School of International Studies and Education University of Technology Sydney
- College of Arts and Education Victoria University
- Teaching and Education Courses Excelsia College Sydney
- Education Department Melbourne Polytechnic
- Teacher Training Courses Montessori Institute
- Southern Cross Education Southern Cross Education Institute, Higher Education
- School of Education The University of Adelaide
- Australian College of Christian Studies

Online Short Course

Launched in December 2021, the School of Education has created two online short courses:

- Global Responses to Wellbeing Education
- Online Blended Learning and Teaching

Micro-credentialing

The School of Education has collaborated with Professional and Continuing Education to launch the first University-wide micro credential nested within the Master of Education degree. The following micro-credentials are now available for enrollment:

- Contemporary Theories of Mentoring
- Mentoring Practices in Leadership
- Mentoring in Diverse Leadership Contexts

Building on the above, two new micro-credentials were developed and introduced aimed at providing learners with greater flexibility, relevant professional development and in some cases, credit towards award programs and further study. Addressing Pillar 1: *Connected to the Global World of Ideas*, Pillar 2: *A Magnet for Talent* and Pillar 4: *A 21st Century Education for a Growing Community of Learners* we created the following:

- Global Responses to Wellbeing Education: an introduction to international developments to wellbeing in schools. Combining asynchronous and synchronous teaching material in an overview of the field and case studies to support wellbeing in schools.
- Online Blended Learning and Teaching comprehensively explore the most influential theories and practices for effective digital technologies in middle and secondary school classrooms. Combining asynchronous and synchronous teaching material, participants learn how to plan lessons, design assessments, provide feedback and create learning resources through contemporary pedagogies and cutting-edge digital tools.

Apple acknowledges School of Education's unique eLearning program

Australian schools are among the most digitally connected in the world and The School of Education at the University of Adelaide is leveraging this new reality through the one-of-a-kind eLearning Program in the Bachelor of Teaching degree. Led by Dr Walter Barbieri, the innovative eLearning Program at the School of Education is helping

undergraduates acquire cutting-edge skills in the use of learning technologies on iPad through a comprehensive series of workshops and tech-rich assessments. Many of these skills are already being put to good use in school placements.

Undergraduates have been observing lessons in schools hand-picked for their rich, mature use of learning technologies, such as St Peter's College and Seaview High School. But rather than simply sitting back, our pre-service teachers are contributing to the schools' digital journeys. They have been able to facilitate professional learning workshops at these schools, assisting more experienced teachers in the use of iPad technologies.

Apple now acknowledges this unique eLearning approach from the School of Education by featuring Walter on their website.

Augmented Reality in Edu competition

Australia's schools are among the most technologically advanced in the world, such that proficient digital capabilities are considered an essential skill for teachers to be effective.

The School of Education's unique eLearning Program assists pre-service teachers in developing cutting edge technological-pedagogical skills through a range of learning activities, workshops and competitions.

Among these is the Augmented Reality (AR) in Edu Comp, which focuses on the great potential that AR holds in ushering in a new era of immersive learning experiences. The competition invites School of Education students to create innovative lesson plans and resources by using AR. This year's winner is Zach Lamont, a Bachelor of Teaching student, who has a passion for using this cutting-edge technology.

Dr Walter Barbieri, Coordinator, eLearning Program

"As a media student and aspiring teacher, I have a passion for innovating the use of technology within the classroom. By using AR as a pedagogical tool, teachers can engage students by immersing them in a new world without detaching them from the educational environment. I'm excited at the opportunity to use AR to create quality learning experiences in the future."

Zach Lamont

School of Education's e-Learning Strategy highlighted at 2022 EduTech Conference

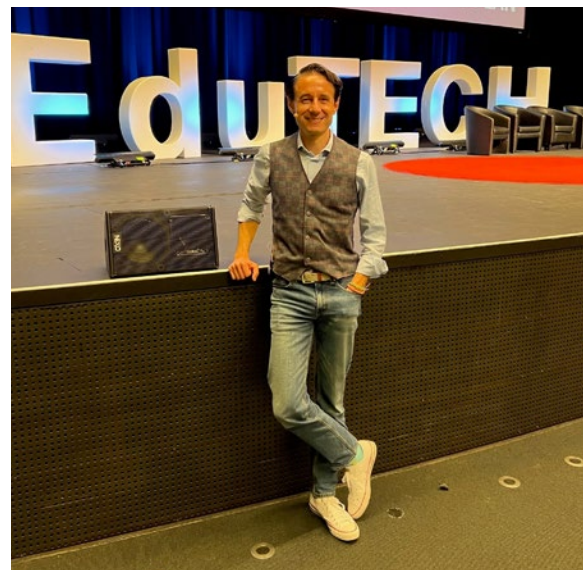
On 10 August 2022, Dr Walter Barbieri presented a keynote speech at the EduTech conference at Melbourne Convention Centre before a live audience of over 2,000.

EduTech is the premier event for educational and classroom technologies in Australia and New Zealand, attracting over 10,000 delegates in person and online this year. Walter's presentation summarised findings from research into classroom technologies over the past 150 years.

It proposed optimal approaches for professional learning around technologies, including the pioneering work of the eLearning Program at the School of Education of the University of Adelaide.

Negotiations are already underway to establish teaching and research partnerships with three schools.

More schools have expressed interest in engaging further with the eLearning Program at the School of Education.



Dr Walter Barbieri



Recognized by Apple as a distinguished school for continuous innovation in learning, teaching, and the school environment.



Visit from Indonesian University Deans of the Faculty of Teachers Training and Education

On 4 October 2022, the School of Education was visited by nine “Faculty of Teachers Training and Education” (FKIP) Deans from Indonesia.

Although the Deans were from the FKIP of their respective universities, they were representing their universities to explore possibilities of collaboration between UoA, particularly the School of Education, to support the development of the human capital of Indonesia in the areas of joint/dual degree programs, PhD supervisions, research and mobility programs (student and academic staff).

School of Education Awarded Apple Distinguished School Status 2021-2024

A particular highlight of the year was receiving the news that the School of Education has been awarded Apple Distinguished School (ADS) status for 2021-2024. The ADS award recognises the pioneering work of the School of Education and its eLearning Program, which Apple has highlighted as an exemplar of innovation in teacher education. With this award, the School of Education is internationally recognised as using contemporary technologies in tertiary education. The eLearning Program has enhanced the digital capabilities of all pre-service teachers and academics in the School of Education. Academics have revisited resources, content, and assessments in their courses to make meaningful and scaffolded use of contemporary technologies. Highlights of our achievements include:

- Over 600 pre-service teachers (and all academics) have achieved Apple Teacher status.
- All teaching spaces used by School of Education academics use wireless, mobile projection technology.
- Printing by School of Education pre-service teachers has been reduced by 63%.
- The School of Education regularly hosting events that attract the most innovative teachers in Australia and beyond.
- While on school placements, pre-service teachers have led professional development workshops to enhance the digital capabilities of their mentor teachers.
- Dr Walter Barbieri, who has led the eLearning Program since its inception and pioneered these innovative approaches, and the academic team for their ongoing commitment to the strategy Professor Faye McCallum (Head of School) introduced the eLearning Program concept, in line with the University of Adelaide’s strategic plan and graduate attributes.

The School of Education thanks Professor Jennie Shaw, Deputy Vice-Chancellor and Vice-President (Academic), and Abhinay Katakam, Acting Faculty of Arts Executive Manager, for their ongoing support. The School of Education looks forward to engaging with other ADS schools worldwide to continue to innovate teaching and learning into the future. It will be inspiring to see the positive impact of graduates of the eLearning Program as our pre-service teachers become ready to lead the way in Australia’s connected classrooms.



Future Teachers Professional Development Workshops

On Monday, July 5th, Giannina Hoffman, the Senior Years Leader of Learning STEM and SACE Coordinator presented two Professional Development workshops to our Final Year Bachelor of Teaching and Master of Teaching Students. In the first session, which was open to all our students, Giannina gave an interactive workshop on the nuts and bolts of the SACE. Given her previous work at the SACE Board, our students were able to gain valuable insight into this, preparing them for their teaching careers. In the afternoon, Giannina’s workshop focused on all Subject Outlines related to the Stage 1 and Stage 2 Science curricula. Students engaged well and the workshops were well received by all participants. On Tuesday, July 6th, our HASS C&M tutors, Matthew Muscat (Senior Years Leader of Learning at St Paul’s College), Simon Baker (Nuriootpa High School), and Reegan Mastrangelo (Adelaide High School), led a full-day PD session for our final year HASS students, focusing on the Australian Curriculum (7 to 10) and HASS based SACE subjects in Years 11 and 12.

Students undertook workshops from the Virtual War Memorial of Australia, Stage 1 and Stage 2 Legal Studies, Modern History, and Geography. They also participated in a Q&A session with 7 past Alumni, who are now successful Early Career Teachers, gaining further insight into the teaching profession.

Matthew Muscat and Giannina Hoffman

2021 and 2022 World Teachers' Day

On Friday 29 October 2021, the University of Adelaide's Master of Teaching graduate Catherine James was awarded Educators SA World Teachers' Day Award. In a ceremony attended by the John Gardner MP, Minister for Education, Government of South Australia, and the sector heads from the Association of Independent Schools of South Australia Department for Education, Catholic Education South Australia, and leaders from across the State held at the National Wine Centre.

Catherine James was initially a practising lawyer before commencing a Master of Teaching pre-service teacher at the University of Adelaide specialisation in Legal Studies and Humanities in 2020. Since starting her studies, she has demonstrated excellent discipline knowledge and classroom engagement. Her professional experience reports emphasise that she is well placed to be classroom-ready and has developed good relations with students on professional experience. She is a member of the

Legal Education Teachers Association of South Australia. Teachers (with support from parents and carers) have ensured education continues across the country this year, despite major challenges.

It has reinforced the significant role teachers play in the lives of children and students, their families, and communities.

On Friday, 28 October 2022, the University of Adelaide's Master of Teaching graduate Dr Heath Nash was awarded Educators SA World Teachers' Day Award in a ceremony attended by education leaders across South Australia, the sector heads from the Association of Independent Schools of South Australia, Department for Education, Catholic Education South Australia, and leaders from across the State held at the National Wine Centre.

Dr Heath Nash is a father to a young family by day, a writer by night, a musician, and a golfer when time allows. He has spent every other spare moment studying for his Master of Teaching at the University of Adelaide.

Heath also holds a first-class honours degree in Science, a Masters degree in English, and a PhD in English/Creative writing. Heath's area of specialisation is English literature and creative writing. He has had short stories published in literary magazines and is putting the finishing touches on his second novel. Heath is a member of the Australian Association for the Teaching of English.

Teachers (with support from parents and carers) have ensured education continues across the country this year, despite major challenges. It has reinforced teachers' significant role in the lives of children and students, their families, and communities.



“

The flexibility of course selection was definitely one of the best aspects of the degree. Witnessing the passion of some lecturers about their area of study was one of my favourite experiences that spurred my own excitement about entering my future profession. I have now entered my profession as someone who is qualified, confident and employed!”

Anastasia Markou

Bachelor of Teaching with Bachelor of Arts



School Advisory Board

The School of Education enjoys a strong and active Industry Advisory Board comprised of senior School leaders across all sectors in South Australia and South Australian Certificate of Education (SACE).

Representation is appointed by the Head of School. This Board was newly constituted in 2017, and members committed to a two-year term.

During 2021 we welcomed the following new members:

Ms Susan Hart-Lamont,
Deputy Head, Trinity College

Mr Warren Symonds,
Principal, Mount Barker High School

Mrs Kath McGuigan,
Principal, Mary MacKillop College

Ms Rebecca Clarke,
Principal, Walford Anglican
School for Girls

Mr John Mula OAM,
Deputy Director, Catholic Education
South Australia

Mr Kym Grant,
Principal, Mark Oliphant College

The Queen's Birthday 2021 Honours List

The School of Education congratulates two of our Advisory Board members awarded honours in the Queen's Birthday 2021 Honours List.

Ms Wendy Johnson AM, Principal, Glenunga International High School, appointed a Member of the Order of Australia for her significant service to secondary education in South Australia.

Mr John Mula OAM, Deputy Director, Catholic Education South Australia, awarded a Medal of the Order of Australia for service to Catholic education.



Ms Wendy Johnson AM



Mr John Mula OAM

The School Advisory Board members

Prof Faye McCallum,
Head of School, School of Education
(Term ends March 2022)

A/Prof Mathew White,
Interim Head of School,
School of Education

Dr Nicole Archard,
Principal, Loreto College Marryatville

Mr Alistair Brown,
Principal, Adelaide Botanic High School

Ms Wendy Johnson AM,
Principal, Glenunga International
High School

Mr Hassan Mekawy,
Manager, Professional Learning
and Networks, South Australian
Certificate of Education

Ms Susan Hart-Lamont,
Deputy Head, Trinity College

Mr Warren Symonds,
Principal, Mount Barker High School

Mrs Kath McGuigan,
Principal, Mary MacKillop College

Ms Rebecca Clarke,
Principal, Walford Anglican School
for Girls

Mr John Mula OAM,
Deputy Director, Catholic Education
South Australia

Mr Kym Grant,
Principal, Mark Oliphant College



Our academic programs

Undergraduate (ITE) programs

- Bachelor of Teaching (Secondary) with Bachelor of Arts
- Bachelor of Teaching (Secondary) with Bachelor of Mathematical & Computer Sciences
- Bachelor of Teaching (Secondary) with Bachelor of Music
- Bachelor of Teaching (Secondary) with Bachelor of Science

Non-Award programs

- University Preparatory Program

Postgraduate (ITE) programs

- Master of Teaching (Secondary)

Master of Education programs

- Master of Education
- Graduate Diploma in Education Studies
- Graduate Certificate in Education
- Professional Certificate in Education

Higher Degree by Research programs

- Doctor of Philosophy
- Master of Philosophy

Awards and achievements



2021 Staff Awards

During 2021 several School of Education Staff were recognised with awards:

- **Dr Walter Barbieri** was awarded a Faculty of Arts Excellence in Teaching Prize for Individual Teachers and Teams: Innovation in Teaching
- **Dr Lynda MacLeod** was awarded a Certificate of Appreciation by Educators SA (an independent peak body representing 60+ professional educator associations)
- **Dr Julia Miller** was awarded an inaugural Award for Academic Integrity
- **Professional Experience Team** were awarded a Faculty of Arts Service Team Award
- **Associate Professor Mathew White** was awarded a Certificate of Appreciation by Educators SA for voluntary service
- **Associate Professor Mathew White** was awarded the 2021 Fellowship of the International Positive Psychology Association (IPPA) on 16 July 2021
- **Ms Louise Young** was awarded the Faculty of Arts Unsung Hero Award.



- **Associate Professor Mathew White** was awarded Highly Commended for Leadership, Support and Enhancement of Teaching Practice in the Stephen Cole the Elder Awards for Teaching Excellence

Awards. We thank the support given by the Industry Associations for providing a wealth of knowledge to our final-year pre-service teachers as they grow into confident and professional graduate teachers.

2022 Staff Awards

During 2022 several School of Education Staff were recognised with awards:

- **Dr Brendan Bentley** was awarded a Faculty of Arts, Business, Law, and Economics Prize for Professional Experience in Placement Supervisor
- **Dr Igusti Darmawan** was jointly awarded a Faculty of Arts, Business, Law, and Economics Prize for the Supervision of Higher Degree Research, Masters Research and Honours
- **Associate Professor Edward Palmer** was awarded a Faculty of Arts, Business, Law, and Economics Prize for Excellence for Individual Teaching in a Continuing Position. In addition, the panel unanimously agreed to award him the Executive Dean's Prize for Teaching Excellence.
- **Dr Samantha Schulz** was awarded a Faculty of Arts, Business, Law, and Economics Research Engagement Award

2021 Student Awards and prizes

On Thursday, 4 November 2021, 100 guests attended the School of Education's annual awards evening, joining graduate teachers and professional association representatives. The School of Education also welcomed donors who generously support pre-service teachers, including Mr Peter Routley AM (P.H. Routley Award) and the Patten Family (Anthony Patten Master of Education Award). The School of Education was proud to acknowledge our outstanding pre-service teachers in various categories.

This year has been a year of challenges for pre-service teachers and schools across the teaching community because of COVID-19. Feedback from our pre-service teachers tells us about the resilience shown by teachers to ensure their students learning continues despite the challenges and the strength of school communities.

Among the presentations were the Educators SA World Teachers' Day Award, Credit Union SA recognising our outstanding graduate teachers, and the South Australian Teaching Associations

Our students head into a rapidly changing teaching environment, and through their degrees, they have gained knowledge, 21st-century skills, and confidence to commence their careers. We wish them all the best for their future teaching careers.

Geography Teachers' Association of South Australia (GTASA)

- Amber Dias - Bachelor of Teaching/ Bachelor of Arts

History Teachers' Association of South Australia (HTASA)

- Regan Lambert (Years 8-10) - Bachelor of Teaching/Bachelor of Arts
- Isabella Hamblin (Years 11-12) - Bachelor of Teaching/Bachelor of Arts

South Australian Association for Teaching English to Speakers of other Languages (SATEASOL)

- Yihua Wei - Master of Teaching (Middle and Secondary)

Modern Languages Teacher' Association of South Australia (MLTASA)

- Adriana Positano - Bachelor of Teaching/Bachelor of Arts



The Mathematical Association of South Australia (MASA)

- Matthew Harris (Years 8-10) - Master of Teaching (Middle and Secondary)
- Jamie Humphrys (Years 11-12) - Bachelor of Teaching/Bachelor of Mathematics and Computer Sciences

Australian Association for Music Education (ASME)

- Madeleine Stewart - Master of Teaching (Middle and Secondary)
- Hannah Tivendale - Master of Teaching (Middle and Secondary)

South Australian Science Teachers Association (SASTA)

- Science: Masha Sudareva - Bachelor of Teaching/Bachelor of Science
- Science Studies: Jaclyn Steffan - Master of Teaching (Middle and Secondary)
- Biology: Anna Karaganova - Master of Teaching (Middle and Secondary)
- Chemistry: Jamie Humphrys - Bachelor of Teaching/Bachelor of Mathematics and Computer Sciences
- Physics: Lachlan Loader - Master of Teaching (Middle and Secondary)
- Psychology: Adriana Positano - Bachelor of Teaching/Bachelor of Arts

Scholarships

Esther Burns Scholarship

- Dominick Hentschke - Master of Teaching (Middle and Secondary)
- Brody Virgo - Bachelor of Teaching/Bachelor of Science
- Sarah Welsh - Master of Teaching (Middle and Secondary)

Australian Education Union

- Takuto Nijima - Bachelor of Teaching/Bachelor of Science

Independent Education Union

- Lucinda Paech - Bachelor of Teaching/Bachelor of Arts (*in absentia*)

Anthony Patten Master of Education Award

- Glen Arthur - Master of Education

Education SA, World Teachers Day Award

- Catherine James - Master of Teaching (Middle and Secondary)

P.H. Routley Award

- Sarah Welsh - Master of Teaching (Middle and Secondary)

Credit Union SA Award

- Heath McCallum - Master of Teaching (Middle and Secondary)

Teaching Association Awards

South Australian English Teacher Association (SAETA)

- Katrina Homes (Years 8-10) Master of Teaching (Middle and Secondary)
- Jennifer Phelan (Years 11-12) Master of Teaching (Middle and Secondary) (*in absentia*)

2022 Student Awards and prizes

On 2 November 2022, over 100 guests attended the School of Education's annual awards evening, joining graduate teachers and professional association representatives.

The School of Education also welcomed donors who generously support pre-service teachers, including Mr Peter Routley AM (P.H. Routley Award) and the Patten Family (Anthony Patten Master of Education Award). Below are the details of the 2022 award recipients.

Australian Education Union Pre-service Teacher Award

- Sara Scholz

Independent Education Union Prize

- Imogen Cox

Outstanding Student Award in eLearning

- Luke Mollet

Economics Teachers' Society of South Australia Accounting/Business/Economics Awards

- Maria Tsimiklis
- Zhiye Lu

South Australian English Teachers Association Outstanding Student Award

- Alison Lloyd

Geography Teachers' Association of South Australia Outstanding Student Award

- Annie Boyd

History Teachers' Association of South Australia Outstanding Student Award

- Gina Caltabiano

Humanities and Social Sciences SA Association Outstanding Student Award

- Tsz Yan Wong

South Australian Association for Teaching English to Speakers of Other Languages Outstanding Student Award

- Ahmadi Sakineh

Modern Language Teachers' Association of South Australia Outstanding Student Award

Alison Lloyd

The Mathematical Association of South Australia Outstanding student Award

Maria Tsimiklis

Economics Teachers' Society of South Australia Outstanding Student Awards

- Maria Tsimiklis
- Zhiye Lu

Australian Society for Music Education Outstanding Student Award for Classroom Music

Ruby Mensforth

Australian Society for Music Education Outstanding Student Award for Instrumental Music

Ruby Mensforth

South Australian Association for Media Education Outstanding Student Award

Jacob Tyler

EdTech SA Outstanding Student Award

Michael Lindsay

Legal Education Teachers Association of South Australia Outstanding Student Award

Hugo Prescott

South Australian Science Teachers Association Outstanding Student Awards

- Science: Samuel Deed
- Science Studies: Thomas Doerfer
- Biology: Priya Verma
- Chemistry: Paul Beecroft, Sebastian Stenchlik and Zhiye Lu
- Physics: Alison Cichowski
- Psychology: Nicole McKenna

Scholarships

Esther Burns Scholarship

- Mikayla Southern
- Imogen Cox
- Connaire Burns

The Anthony Patten Master of Education Prize

John Stewart

Educators SA 2022 World Teachers Day 2022 Award

Dr Heath Nash

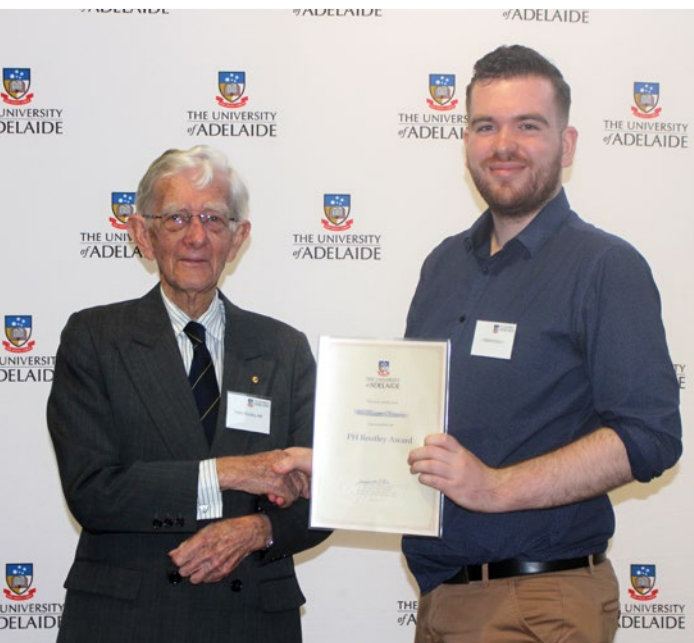
P.H. Routley Awards

- William Davis
- Chloe Santostefano

Credit Union SA Prize

Kelly Schmidt





Donors and partners

The School of Education would like to thank our donors and partners.



Esther Burns (left) at Quorn Area School

Esther Burns Scholarship

Awarded to Dominick Hentschke (Master of Teaching (Middle and Secondary)), Brody Virgo (Bachelor of Teaching/Bachelor of Science) and Sarah Welsh (Master of Teaching (Middle and Secondary))

Established by the University of Adelaide with the Department for Education, this scholarship is provided by Esther Burns, a respected teacher who taught at Port Augusta High School in 1968 and then Quorn Area School from 1970 until her retirement in 1976.

The scholarship assists final-year students who are qualified to teach Science or Maths and who intend to complete a country teaching practicum at a South Australian Public Primary or High School.



Peter Routley AM

P.H. Routley Awards

Awarded to Sarah Welsh (Master of Teaching (Middle and Secondary))

Having held a career in education and serving as headmaster of three high schools, Peter Routley AM established this fund to promote and reward excellence in the study and practice of education and to develop and nurture a rural placement of pre-service teachers.

The Anthony Patten Postgraduate Prize

Awarded to Glen Arthur (Master of Education)

This prize was established through a kind donation from Virginia Earle, the widow of Anthony Patten (Master of Education 2018), in recognition of Anthony's belief in the power of education and the wonderful legacy he left in supporting and promoting the educational achievements of students with a disability.

Watch Anthony Patten's [valedictory address](#) at the graduation ceremony of September 2018.



Anthony Patten (left) and Professor Kevin Marjoribanks (right)

Marjoribanks Oration

On the 20th of October 2021, the School of Education was honoured to host Emeritus Laureate Professor John Hattie ONZM, Melbourne Graduate School of Education, University of Melbourne, and Chair of the Australian Institute of Teaching and School Leaders, to present the 2021 Kevin Marjoribanks Memorial Lecture.

Over 600 teachers, parents, and representatives from government, independent and Catholic sectors in Victoria, Queensland, ACT and New South Wales, and worldwide, including the United Kingdom, United States, Canada, New Zealand, South Africa and Singapore joined this online event.

View the lecture on [Youtube](#)

Joining also were VIP guests Mrs Janet Marjoribanks, Professor Timothy Marjoribanks, Professor Karen Farquharson and Genevieve Marjoribanks.

Emeritus Laureate Professor John Hattie's talk on how COVID-19 has shown the power of parents knowing about the language of learning outlined the 10 major mind frames for parents to engage with their children and the implications for schools. Professor Hattie's discussion highlighted how these mind frames relate to parents developing high expectations, making reasonable demands, being highly responsive, developing a love of learning, knowing optimal feedback, valuing struggle and error, knowing how to communicate with schools and teachers; with focus on evaluating the impact on their students.

To learn more on Visible Learning, click here: <https://visible-learning.org/>

The Kevin Marjoribanks Memorial Lecture is named in honour of Professor Kevin Marjoribanks (1938 - 2006) who was appointed a Professor of Education at The University of Adelaide in 1974, served as Vice-Chancellor of the University of Adelaide from 1987 to 1993, and retired as Dean of the School of Education in 2006. His life-long research focused on the analysis of inequalities in education.

For more information about Professor Kevin Marjoribanks, his career and his research click here: <https://www.adelaide.edu.au/adelaidean/issues/12121/news12143.html>

Smolicz Languages Education Travel Award

Named in honour of Professor J. J. (George) Smolicz (1935-2006) and awarded to provide support for Education students in the curriculum area of languages, to enable them to travel overseas (or within Australia, in the case of Indigenous languages), with the aim of enhancing their knowledge and subsequent teaching of a language other than English.

Not awarded in 2021.

A portrait of John Stewart, a middle-aged man with short, graying hair, smiling at the camera. He is wearing a dark navy blue suit jacket over a light blue patterned shirt and a blue patterned tie. The background is a blurred outdoor setting with a stone wall and some greenery.

“

The courses I have undertaken have increased my professional knowledge and reignited my desire to learn more and improve how I lead my school. The intensive sessions are well structured and are a wonderful way to bring the course members together.”

John Stewart
Master of Education student

Research achievements

Our research groups

Wellbeing and Culture Research Group

Our research is focused on wellbeing, leadership, international and indigenous education, education policy and scholarship.

The Wellbeing and Culture group is a transdisciplinary research team undertaking specialist studies in education projects focusing on student wellbeing, teacher wellbeing, and culture. The group focuses on evidence-based approaches that can be used to have a positive impact on education and to narrow the gap in contemporary and emerging topics in education.

Learning, Technology and Assessment Research Group

Our research is focused on assessment and evaluation, the role of technology in education, higher education and curriculum design.

The Learning, Technology and Assessment group investigates issues of assessment, creativity, language, and technology in education. Our aim is to enhance the educational experience of the broader community at all levels. Our international perspective allows us to study in depth the cultures, language and general diversity of 21st-century students and our research on digital teaching and learning underpins our understanding of new technologies such as virtual reality for enhancing the student experience.

Our research strengths

Assessment and Evaluation

We investigate the role of different approaches to the assessment of learning outcomes using robust statistical approaches.

Cognitive Load Theory (CLT)

This research group focuses on the incorporation of Cognitive Load Theory across school curriculums. We research how to measure the success of Cognitive Load Theory in schools and investigate the characteristics of education based on Cognitive Load Theory.

Curriculum Design

We are focused on creativity and transformational learning, researching novel approaches to creativity and transformation that include the unconscious as a dynamic factor.

Education Policy, Sociology and Philosophy

This research group informs research in the areas of educational policy, curriculum theory, the politics of education, educational history, higher education and research methodologies.

Higher Education

Our investigation into student culture and language use enable us to promote a more equitable higher education experience for a wide range of students.

Indigenous and International Perspectives

We focus on strategies to understand and teach International students and Aboriginal and Torres Strait Islander students.

Technology in Education

Our own research on digital teaching and learning underpins our understanding of technology for enhancing the student experience.

Wellbeing

We focus on evidence-based approaches to enhance student and teacher wellbeing across primary years, middle years, secondary years and the tertiary sector.

2021 Internal DIGI+ FAME Strategy Success

Associate Professor Edward Palmer (Education) has been successful in his internal DIGI+ FAME Strategy grant application submitted with Associate Professor John Culton from the Andy Thomas Space Centre for Space Resources (ECMS) (\$100,000) for the project 'Developing situational awareness in moon exploration activities' submitted with colleagues from Engineering (Bennett, Robertson, Davies and Ding), Media (Cook), and Psychology (Turnbull and Searston). The project researches the role of a virtual reality simulation to evaluate situational awareness and performance in a scenario involving loss of pressure in a moon buggy. Dr Kathryn Bowd (Humanities) led a successful internal DIGI+FAME Strategy grant (\$20,000) with Associate Professor Palmer and Associate Professor Nick Falkner (Computer Science) for the project 'Providing a critical evaluation of media news through innovative approaches'.

2021 Category 3-4 Grant Success

Dr Samantha Schulz and Dr Stephen Kelly have secured a research consultancy contract with Catholic Education South Australia to develop CESA's Aboriginal and Torres Strait Islander Education Strategy. The project includes developing a detailed literature review covering best practices in teaching Aboriginal and Torres Strait Islander children and young people, racial awareness of education staff, creation of cultures of belonging through education, and community-connected education.



2022 Australian Research Council Discovery Project Success

On 24 December 2021 chief investigators Dr Stephen Kelly (Lecturer) and Dr Samantha Schulz (Senior Lecturer), who are chief investigators on the newly awarded ARC Discovery Project 'Culturally Responsive Schooling' (DP220100651, 2022-24) on 24 December 2021 with co-chief investigators Professor Irabinna-Lester Rigney (UniSA, project lead), Professor Robert Hattam (UniSA), Professor Michalinos Zembylas (Open University of Cyprus), and Dr Nadeem Memon (UniSA - Centre for Islamic Thought and Education, CITE) were awarded an ARC Discovery Project grant for their project 'Culturally Responsive Schooling' (DP220100651, 2022-24). The project explores how the affective environments of schools attend to the

diverse cultural, academic and emotional needs of their communities in the process of becoming culturally responsive, bringing together ethnography, critical policy analysis, and educational action research. Dr Kelly and Dr Schulz will share their research as the project unfolds.

2021 Australian Association for Research in Education Conference (AARE)

Fourteen School of Education Researchers and PhD candidates presented at the 2021 Australian Association for Research in Education (AARE) Conference between 29 November 2021 – 2 December 2021 in an online format. The conference theme investigated the topic of Reimagining Education Research and was co-hosted in partnership with RMIT School of Education and USQ School of Education.

Teacher Education Research and Innovation: SIG 2 Symposium: The Tudge Review: How the AfGT teaching performance assessment represents professionalism during rapid policy churn and frequent review of Initial Teacher Education.

Chair: Professor Janet Clinton, Melbourne Graduate School of Education, The University of Melbourne

Discussant: Associate Professor Mathew White (The University of Adelaide)

- Professor John Buchanan, (University of Technology Sydney), *Discerning key principles for a nationally mandated teacher performance assessment: Literature Review for AfGT*

- Associate Professor Rebeca Walker, (Curtin University), *Collaboratively designing a national, mandated teaching performance assessment in a multi-university consortium: leadership, dispositions and tensions*
- Associate Professor Kim Keamy, (Melbourne Graduate School of Education, University of Melbourne), *The impact of a nationally mandated assessment task on initial teacher educators' work using readers' theatre: Act 2'*
- Dr. Jeana Kriewaldt, (Melbourne Graduate School of Education, University of Melbourne), *Activating and reinforcing graduate capabilities: Early lessons learned from a Teaching Performance Assessment*

Featured Symposium: Culturally Responsive Pedagogies for Thinking and Feeling

- Dr. Samantha Schulz and Dr. Stephen Kelly (The University of Adelaide), *The affective power of counter stories*

Featured Symposium: Crisis or catalyst? Examining COVID-19's implications for wellbeing and resilience education research

- Professor Faye McCallum (The University of Adelaide), *Teachers' wellbeing during times of change and disruption*
- Associate Professor Mathew White (The University of Adelaide), *Enhancing school –University pre-service teacher professional experience with online wellbeing masterclasses during COVID-19*
- Professor Lindsay Oades, (Melbourne Graduate School of Education, University of Melbourne), *Wellbeing literacy as an emancipatory and transformative capability*
- Dr. Denise Quinlan, *Destruction to regeneration: How community trauma and disruption can precipitate collective transformation*

Teaching & Learning Special Interest Group Symposium: Technological shifts in teaching and learning: Theory and practice

- Dr. Walter Barbieri and Associate Professor Edward Palmer (The University of Adelaide), *Learning theories and learning technologies: A tangential history*
- Ngoc (Ruby) Nhu Nguyen (The University of Adelaide), *Screen in teaching before and during COVID-19: Online option VS. online context*
- Dr. Walter Barbieri (The University of Adelaide), *Student engagement in a university LMS amid campus closure: A comparative analysis*
- Dr. John Willison (The University of Adelaide), *Reimagining student use of LMS-based feedback*
- Andrew Kemp, Sarah Dart, and Associate Professor Edward Palmer (The University of Adelaide), *Student attitudes towards using Zoom for learning: findings and recommendations*

Effective Teaching Profile (ETP) Special Interest Group Concurrent Session 1

- Dr. Steven Stolz (The University of Adelaide), *Educational Theory and Philosophy*
- Dr. Steven Stolz (The University of Adelaide), *Narrative, leadership, and higher education*

Inclusive Education Special Interest Group Concurrent Session 1

- Professor Christopher Boyle (The University of Adelaide), *Leadership for inclusive education: The 'dark side' of principal practice*
- Professor Christopher Boyle (The University of Adelaide), *The structures and processes governing education research in the UK from 1990-2020: A systematic scoping review*
- Professor Christopher Boyle (The University of Adelaide), *Leadership for inclusive education: The 'dark side' of principal practice*
- PhD Candidate, Mutinta Sifelani Musindo (The University of Adelaide), *Reimagining Curriculum and Environmentality in Post-Colonial Contexts: A Case of Zambia.*

School of Education Researchers Present at the 2022 Australian Association for Research in Education (AARE) Conference

The Australian Association for Research in Education (AARE) returned to a face-to-face conference for the first time since 2020. School of Education Researchers and PhD candidates presented at the 2022 Australian Association for Research in Education (AARE) Conference between 27 November – 1 December in Adelaide. This year's conference theme investigated the topic of Transforming the Future of Education: The Role of Research and was co-hosted with UniSA.

Below are the details of University of Adelaide academics and PhD candidates who presented::

- **Addressing the impacts of COVID-19 in higher education in Australia: Results of a systematic literature review**
Associate Professor Edward Palmer, Dr Thomas Wanner, Associate Professor Jennifer Charteris,
- **At the Nexus of Schooling: The Conflict Between 'Special' and 'Inclusive' Education**
Dr Joanna Anderson, Dr Angela Page, Professor Chris Boyle
- **Moderation within and across institutions in the AfGT Consortium: The why, the how and the what next?**
Dr Damian Maher, Dr Kim Keamy, Ms Katina Tan, Associate Professor Mathew White, Dr Val Morey, Dr Wayne Cotton, Dr Janet Clinton
- **Building a sustainable pipeline of high-quality teachers: Policy implications and Preservice Teachers' Perspectives of a Teacher Performance Assessment**
Associate Professor Mathew White, Dr Lynda MacLeod, Dr Brendan Bentley
- **Quality teacher debate, policy background and intention of the Teacher Performance Assessment**
Dr Lynda MacLeod
- **An Exploration of the Quality Teachers Debate, Teaching Performance Assessments, and the implications from the Quality Initial Teacher Education Review**
Associate Professor Mathew White

- **Preservice teacher perceptions of the benefits and efficacy of undertaking a TPA to measure classroom readiness and competence while undertaking final professional experience placement**
Dr Brendan Bentley
- **Memory and Narrative Templates in history education: The case of Singapore**
Dr Rachel Bleeze, Dr Yeow-Tong Chia
- **National Collective Perspective on Professional Experience**
Dr Brendan Bentley, Professor Susan Ledger, Associate Professor Matthew Winslade, Dr Chad Morrison, Associate Professor Chris Morrissey, Mrs Sandi Fielder, Dr Claire Bartlett, Mrs Alison Hilton, Dr Michelle Parks, Mrs Kathryn Dehle, Dr Tania Leach, Ms Anita Wheeldon, Ms Jackie Thomson, Mr Brent Willsmore and Dr Linda Westphalen
- **Mentor Teacher Participation in Professional Experience: Implications and Considerations of Rapid Workforce Change**
Dr Chad Morrison, Alison Hilton, Dr Claire Bartlett, Associate Professor Chris Morrissey, Dr Michelle Parks, Dr Brendan Bentley, Mrs Sandi Fielder, Mrs Kathryn Dehle, and Professor Susan Ledger
- **Rural placements in times of dislocation**
Dr Brendan Bentley, Dr Jackie Thomson, Brent Willsmore, Dr Claire Bartlett, and Dr Linda Westphalen
- **Reimagining professional experience in the modern world?**
Dr Matthew Winslade, Professor Susan Ledger and Dr Brendan Bentley
- **Sekolah vs. Madrasah: Gaps in Learning Behaviours, Wellbeing, and Their Impact on Achievement**
Mr Abu Nawas, Dr Igusti Darmawan and Dr Nina Maadad
- **Interdisciplinary Climate Education with the Models of Engaged Learning and Teaching: ICE MELT**
Dr John Willison
- **Pre-service Teacher Action Research Skill Development: the second Spiral**
Dr John Willison and Dr Shauna Hockley

- **Equality and education: a metaphysical analysis**
Dr Steven Stolz and Dr Maurizio Toscano
- **Unpacking some dilemmas of the culturally responsive school**
Dr Stephen Kelly, Professor Robert Hattam, Ms Abigail Diplock, Professor Weili Zhao, Dr Nadeem Memon, Professor Michalinos Zembylas, Professor Catherine Manathunga

Research Success

\$1 million Emerging Priorities Program Grant Awarded to Professor Christopher Boyle, Dr Igusti Darmawan

Professor Christopher Boyle and Dr Igusti Darmawan from the School of Education, and their research team have been awarded \$1,119,176 for 12 months in the Australian Federal Government's Emerging Priorities Program (Category 1 Grant) for the project *Preparing for Parenting in a Post-Pandemic world - School seminars to skill parents and teachers to support the wellbeing, behaviour and self-regulation of students*. The School of Education, University of Adelaide is the administering organisation for this significant Category 1 award. The research team will be led by Professor Christopher Boyle (The University of Adelaide) with Professor Matt Sanders (The University of Queensland), A/Professor Karen Healey (The University of Queensland), A/Professor Julie Hodges (The University of Queensland), Dr Cassie Dittman (Central Queensland University), Dr Kelly Allen (Monash University) and Dr Igusti Darmawan (The University of Adelaide).

Details of the project follow:

Preparing for Parenting in a Post-Pandemic world - School seminars to skill parents and teachers to support the wellbeing, behaviour and self-regulation of students.

The pandemic has exacerbated difficulties many Australian students have in managing their emotions and behaviour. This project addresses grant objectives by engaging families and teachers in education to improve student wellbeing. This is a major priority for schools; parents can substantially help achieve this by

working consistently and skilfully with teachers to support students (including those with disabilities). 300 primary schools will host three 2-hour seminars to teach parents and teachers how to help students manage their feelings, behaviour and relationship problems. Seminars will cover positive behaviour management, helping children manage anxiety, and supporting children with relationship problems (like bullying). Parents will report on child emotional wellbeing and behaviour before the seminars, at 6 weeks & 12 weeks. We will compare outcomes for schools randomly assigned to have the seminars immediately with those that have the seminars after 12 weeks.



Professor Christopher Boyle and Dr Igusti Darmawan

Research grants & projects

Researchers	Project Description
Rigney, L-I., Hattam, R., Kelly, S., Schulz, S. Memon, N., Zembylas, M.	Culturally Responsive Schooling (ARC Discovery Grant). University of South Australia
Falkner, K., Thushari Dilhani Atapattu Mudiyansele; Palmer, E., Vivian, R	Artificial intelligence resources to support the artificial intelligence in schools initiative. Department of Education, Skills and Employment
Schulz, S., Kelly, S., Blanch, F., Buckskin, J.	Research Consultancy: Developing CESAs Aboriginal and Torres Strait Islander Education Strategy. Adelaide. South Australia: Catholic Education of South Australia (CESA)
Palmer E., Culton J., Searston R., Bennett T. Cook S., Davies M., Ding B., Robertson W. Turnbull D.	Developing situational awareness in lunar exploration activities. (Digi+ FAME Accelerate Grant). University of Adelaide
Bowd K., Falkner N., Palmer E.	Providing a critical evaluation of media news through innovative approaches. (Digi+ FAME Initiate Grant). University of Adelaide
Ma-Wyatt, A., Dummin, R., Palmer, E., Cook, S. Thewlis, D., Wiederman, S.	Investigation of the Impact of placement of visual information in the visual field on a user's ability to navigate in the environment and deploy attention. Australian Government
White, M., & McCallum, F.	Catholic Education Western Australia Wellbeing Pilot Project: Re-conceptualising teacher professional practice through a community-led wellbeing framework
White, M., & McCallum, F.	The Moreton Bay Colleges' 2021 Wellbeing Report



“

I have loved the teaching placements in schools I have completed so far, which includes one for both first and second year. The tutorials and workshops have also been a great experience with excellent tutors, and for making friends with other students taking my classes.”

Izabella Rosenzweig

Bachelor of Teaching (Secondary),
Bachelor of Mathematical and
Computer Sciences student



Retirements



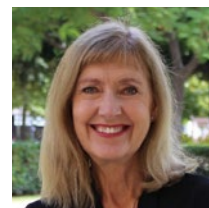
Professor Faye McCallum

Professor Faye McCallum retired from the University of Adelaide on 1 July 2022. Earlier this year, we celebrated Faye's five-year leadership as Head of School of Education. After a 35-year career in higher education, Faye's retirement from the academy marks a significant milestone in her award-winning career. Faye is an alumna of the School of Education. Among her many leadership, research, and teaching achievements, highlights include:

- 2019 Dr Alby Jones AO Gold Medal from the Australian Council for Educational Leaders South Australian Branch
- 2020 Finalist in the Telstra Business Women's Awards
- Active member and presenter at Australian Association for Research in Education, British Educational Research Association, American Educational Research Association and European Educational Research Association
- Aust Council of Deans of Education (ACDE) Board member as SA Chair and member of South Australian Council of Deans of Education (SACDE), New South Wales Council of Deans of Education (NSWCDE) and Queensland Council of Deans of Education (QCDE)
- Board member, Teachers Registration Board SA, and advisor to NT Teachers Registration Board
- Expert consultant to the Organisation for Economic Co-operation and Development (OECD) on Teacher Wellbeing
- Expert Reviewer, Australian Research Council and American Educational Research Association

- Internationally recognised research on teacher and educational leader wellbeing
- Over 100 publications, including 5 books and over 20 book chapters
- Over 35 years experience in Higher Education across South Australia, New South Wales and Queensland and nearly ten years as a Dean of Education

On behalf of the School of Education, I warmly thank Faye for her significant leadership, service and passion for education. I am delighted that she will continue her association with the School of Education and the University of Adelaide as an Adjunct Professor. As an Adjunct Professor, Faye will continue co-supervising PhD candidates and has recently signed a new book contract with Springer.



Dr Lynda MacLeod

Dr Lynda MacLeod joined the University of Adelaide in 2012 as a casual lecturer in the Master of Education Program, teaching the Educational Leadership in Diverse Contexts course. Dr MacLeod intended this to be a one-off; however, Lynda taught as a casual academic in the Bachelor of Teaching, Master of Teaching and Master of Education until the end of 2018.

In 2019 Dr MacLeod was offered the permanent position of lecturer teaching in the Master of Teaching and Master of Education programmes, continuing her role as Coordinator of the Teaching Dissertation. Lynda has recently held the Associate Head Learning and Teaching portfolio. She has been an integral member of the School of Education's leadership team. She has been a staff representative on the Faculty of Arts Board and a member of the University of Adelaide's Human Research Ethics Committee's Low-Risk Review Group.

Dr MacLeod's retirement from the University of Adelaide highlights the arc of an extraordinary career in education. Lynda has served the broader education community locally and nationally, most notably through her role as Chair of Initial Teacher Education Accreditation Committees over the past five years.

A Fellow of the Australian College of Educators and the Australian Council of Educational Leaders (both State and National), below is a summary of Lynda's contribution to education, including her 10-year membership of the Teachers Registration Board of South Australia:

- Chair of the South Australian Branch Executive Committee, Australian College of Educators

- Member of the Australian College of Educators National Publications Committee
- Member of Ruth Gibson Memorial Trust Committee for advancing women's lifelong education
- Member of the Flinders Leadership and Management in Education
- Member of the Independent Schools Council of Australia Representative for Senior Secondary Outcomes Working Group
- Member of the Independent Schools Council of Australia Representative for Consultative Networks-Supporting Australian Curriculum On-line Program through Education Services Australia
- Member of the National Australian Curriculum Directors Group
- Member of the SACE Accreditation, Recognition and Certification Committee
- Member of the SACE Board Special Provisions Advisory Committee
- Member of the School Sector and SACE Board Senior Officers Liaison Group
- Member of the University of South Australia School of Education Advisory Committee

Many of us have benefitted from Dr MacLeod's wise counsel and mentoring. For this and your collegiality and friendship, the School of Education is very grateful.



Academic staff



Professor Faye McCallum
Head of School Head of School
(until March 2022)

Researcher Profile

Faye McCallum, PhD, is an award-winning researcher and Professor of Education at the University of Adelaide. She has worked in higher education for 30 years across Australia leading accreditation, curriculum reform and the implementation of online teaching and learning. Her most important and significant research has investigated teacher and educational leader wellbeing. She has led research projects to measure wellbeing, both in Australia and internationally. Professor McCallum has published extensively with over 100 publications, including a book entitled *Nurturing Wellbeing Development in Education: From little things, big things grow*. Her research has been cited in the 2019 *Global Happiness, and Wellbeing Policy Reports* tabled at the World Government Summit in Dubai.

Professor McCallum is an expert consultant to the Organisation for Economic Co-operation and Development (OECD) on Teacher Wellbeing; was invited to write the Foreword to the WISE 2022 Report on Teacher Wellbeing. Other publications include: *Wellbeing Education and Professional Practice: Transforming Teaching* (Springer 2022 co-authored with Associate Professor Mathew White); *Wellbeing and Resilience Education* (Routledge 2021 co-authored with Associate Professor Mathew White); and, *Critical Perspectives on Teaching, Learning and Leadership: Enhancing Educational Outcomes* (Springer 2020) co-authored with Associate Professor Mathew White). The Australian Council for Educational Leaders South Australian Branch awarded her the highest honour, the 2019 Dr Alby Jones AO Gold Medal for her contribution to the study and practice of educational leadership and wellbeing.



Associate Professor Mathew White
Interim Head of School of Education (March 2022 - January 2023)
Acting Deputy Dean (Learning and Teaching) (until 30 December 2022)
Program Director, Master of Education

Researcher Profile

Mathew A. White, Ph.D., is Interim Head of the School of Education and Acting Deputy Dean in the Faculty of Arts, Business, Law, and Economics at the University of Adelaide. Mathew is Chair of the Wellbeing & Culture Research group and the Program Director for the Master of Education. He is also a principal fellow at the Melbourne Graduate School of Education, University of Melbourne. He has over 50 publications, including five books, *Wellbeing and Resilience Education: COVID-19 and Its Impact on Education* (with Faye McCallum, Routledge, 2021), *Critical Perspectives on Teaching, Learning and Leadership: Enhancing Educational Outcomes* (with Faye McCallum, Springer, 2020), *Future Directions in Wellbeing: Education, Organisations and Policy* (with Gavin Slemm and Simon Murray, Springer, 2017) and *Evidence-Based Approaches in Positive Education: Implementing a Strategic Framework for Wellbeing in Schools* (with Simon Murray, Springer, 2015). Mathew was an IB Diploma, VCE, SACE English, Theory of Knowledge and French teacher for 20 years and had a decade's senior leadership-level experience in schools. His next book, co-authored with Professor Faye McCallum, focuses on *Wellbeing and Professional Practice* and will be published by Springer in 2022.



Dr John Willison
Associate Head, Research (2021)
Program Director, Bachelor of Teaching (Middle)

Researcher Profile

Over the past 15 years John collaboratively developed the Models of Engaged Learning and Teaching (MELT)*. In two Federally-funded, competitive Innovation and Development projects, he led investigations of implementations of MELT in a variety of disciplines across five universities. One project concerned course-level implementation of MELT (2007-2009) and the other program-level implementation (2011-2013). These projects and the new AQF level 9 research requirements led to demand for research-oriented versions of MELT to inform coursework at Masters levels which led to John's National Teaching Fellowship on this theme in 2014-2015.

As the use of various versions of MELT continued to escalate nationally and internationally, John led the uptake in primary and high school contexts, as well as promoting the consolidation of MELT use in undergraduate, masters and PhD studies across all disciplines. This across-sectors use was the focus of the National Senior Teaching Fellowship from the Office of Learning and Teaching, 2016-2018. The international collaborations led to current projects that span the Pacific and Rim nations.

As Director of the Bachelor of Teaching program, John is focusing his research on the development of sophisticated thinking in high school, pre-service teacher and in-service teacher contexts.



Dr Lynda MacLeod
Associate Head, Learning and Teaching

Researcher Profile

Lynda's research investigates the contribution of education leaders in developing high performing schools and systems through the application of research to practice. She is specifically interested in supporting practising teachers and leaders to enhance their capacity. Current areas of interest are educational leadership, especially leading the professional learning of teachers, as well as leading self-learning. Another focus area is middle management expectation, and teacher expectation, of principal leadership. Lynda is also interested in looking at the progress of the whole-school improvement agenda over the past 20 years with a particular focus on the contribution and impact of expert teaching, whole-school improvement, and ongoing professional learning for teachers and leaders in facilitating high-quality learning for all students.

Lynda's current research is evaluating the research component in the Master of Teaching degree and the role of research in postgraduate Initial Teacher Education programs. Lynda is currently also contributing to research on the impact of the Teacher Performance Assessment on Pre-service teachers' classroom readiness. Other areas of research interest are investigating what practitioners really want from educational research on professional learning and educational leadership and case study approaches to exploring educational leadership.



Associate Professor Edward Palmer
Associate Head, Research

Researcher Profile

I am interested in how media, technology, creativity, assessment and learning design drives student learning. My research investigates these areas and, considering how quickly technology is changing the way we see and interact with the world, as there's always plenty to study across all disciplines. I have attracted over 3 million dollars in collaborative ventures to support my work and worked in fields ranging from defence, physics and medicine to creative writing and educational media.

My most recent work has looked at the effectiveness of the flipped classroom and technology acceptance models. I'm currently working on a number of exciting VR projects on situational awareness, space training and science education with colleagues in Science, the Andy Thomas Space Centre and Psychology. I am always happy to work with schools and industry on learning, training and measurement in the Arts, Sciences or Medicine.



Dr Brendan Bentley
Director, Partnerships and Engagement

Researcher Profile

Brendan Bentley is the Director of Partnerships and Engagement at the University of Adelaide. He is currently the Chairperson for the South Australian Chapter of the Network of Academic Directors of Professional Experience (NADAPE) and is the Deputy Chair of the Network of Academic Directors of Professional Experience (NADAPE National Steering Group). Brendan is an award-winning teacher and has been a school principal and senior lecturer in higher education, working in excess of 35 years in education.

He currently leads the Professional Experience team in the School of Education supporting the placement of pre-service teachers in schools. Brendan's research interests focus on general learning theory, cognitive load theory, STEM Education, Online and Networked learning and Character and Values Education. He has worked as a consultant and chief author on several reports including *South Australian Certificate of Education and Gender: Report on discrepancies between assessments of SACE subjects* (2018) that investigated the difference in South Australian Certificate of Education outcomes between male and female students. Brendan was awarded a Fellowship by the Australian Council for Educational Leaders South Australian Branch in 2018 and has won grants in excess of \$400k in the area of Professional Experience.

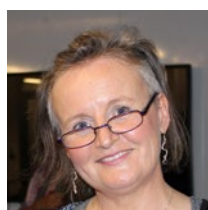


Dr I Gusti Ngurah Darmawan
Associate Head, International
Associate Dean, International for
the Faculty of Arts, Business, Law,
and Economics (from April 2022)

Researcher Profile

Dr Darmawan is a Senior Lecturer and the Associate Head (International) within the School of Education at the University of Adelaide. He is also Associate Dean, International for the Faculty of Arts, Business, Law, and Economics. His research interests are wide and varied. From a strong initial interest in ICT, Science and Mathematics Education, he has extended his field of inquiry in these areas to cross-national and comparative perspectives, and consequently developed a strong interest in educational research methodology, measurement, assessment, and evaluation.

In the past five years, he has been successful in securing more than three million dollars in research and training grants. His most recently completed research project, funded by SA's DfE, focused on the evaluation of the Brightpath program in public schools across South Australia; and he is currently involved in an Australian Federal Government Emerging Priorities Program, which focuses on Preparing for Parenting in a Post-Pandemic world - School seminars to skill parents and teachers to support the wellbeing, behaviour and self-regulation of students.



Dr Linda Westphalen
Associate Dean, Curriculum for
the Faculty of Arts, Business, Law,
and Economics (from April 2022)
Program Director, Master of
Teaching (from September 2022)

Researcher Profile

A teacher for 36 years, Linda is a national Office of Learning and Teaching Citation winner in 2012, and a 2008 Winner of the Dean of Professions' Prize for Excellence in Postgraduate Teaching. Linda's current teaching is in the areas of culture, diversity and inclusion, pedagogy and engagement, and student well-being.

Linda is a previous Associate Head of Learning and Teaching for the School of Education from 2019 – 2020, and had the role of Deputy Dean of Learning and Teaching for the Faculty of Arts until its amalgamation with the Faculty of Professions in March 2022. Linda currently serves on the Adelaide College of Reviewers and is the co-convenor of the Student Wellbeing in Learning and Teaching Community of Practice.

Linda was instrumental in developing the School's capstone assessment requirement in Teacher Education, the ePortfolio, and has worked in program and course review, university teaching quality and pedagogy, and student support and mentoring. As a pedagogy specialist, she developed *Unreal High School*, an online simulation, to involve her Master of Teaching students in more authentically targeted and professionally focused learning, and drew on the creative possibilities of podcasts and Lego people to teach pedagogies during the COVID pandemic.



Dr Walter Barbieri

Researcher Profile

I am a Lecturer at the School of Education of the University of Adelaide. I teach and coordinate courses in the Bachelor of Teaching and Master of Teaching degrees. I also lead the eLearning Program that is embedding sophisticated use of technologies throughout the school's courses. My research interests span the breadth of educational technologies, but also explore school culture and change, augmented and virtual reality and its application to education.

My teaching has been recognised by Apple as an exemplar of innovation. At the University of Adelaide, I have been awarded a Commendation for the Enhancement and innovation of Student Learning (2019) and a Faculty of Arts Prize for Excellence in Teaching (2021). I am also a member of the Adelaide Education Academy and the College of Reviewers.



Dr Rachel Bleeze

Researcher Profile

Dr Rachel Bleeze is a Lecturer at the University of Adelaide in the School of Education. Rachel is also a qualified teacher. Over the last six years, she has held various teaching positions at the University of New England and Tabor College of Higher Education (South Australia). In 2019, Rachel completed her PhD in comparative education, which focused on developing and implementing lower secondary history curricula in Singapore and Australia. She received a 2018 Oceania Comparative and International Education Society New Scholar Award and was named the History Council of South Australia's 2020 Emerging Historian of the Year. Rachel's expertise in qualitative research methods previously led to her employment as a research consultant for the Royal Australasian College of Surgeons. Most recently, Rachel was appointed as an Advisory Board Member for *Heliyon*. Her main research interests include Australian and Southeast-Asian histories, historical empathy, social inclusion and developing intercultural understanding in secondary classrooms.



Professor Chris Boyle

Researcher Profile

Christopher Boyle, PhD is a Professor of Inclusive Education and Psychology at the University of Adelaide. He is a Fellow of the British Psychological Society and a Senior Fellow of the Higher Education Academy. He was previously Editor in Chief of *The Educational and Developmental Psychologist* (2012-2017) and is currently the co-inaugural founding editor of the new journal *Belonging and Human Connection* (with Kelly Allen) launched in 2022. He is an internationally recognised and respected academic and author on the subjects of inclusive education, and psychology. He is a registered psychologist in the UK and Australia. Chris is available to discuss doctoral supervision with prospective students.



Dr Stephen Kelly

Researcher Profile

Dr Stephen Kelly is a lecturer in education. He completed his PhD at the Queensland University of Technology in 2015 and his thesis was titled *Governing Civil Society: How literacy, education and security were brought together*. This work was recently redeveloped and published by Routledge in their *Research in Education* series with the title, *Governing literate populations: The political uses of literacy and education in securing civil society*.

Dr Kelly's research is influenced by post-structuralist approaches to education and has drawn on Foucault studies to pursue interests in the politics, policies, history and philosophy of education and the connection of these domains of thought to contemporary educational practice. He is interested in applying these sociological and philosophical approaches to research curriculum and its connection to the ontologies of diverse cultures, the subjectivities of educators and children, the work of leaders in cultivating school cultures, and arts and literacy education.

He is currently a Chief investigator in the ARC Discovery Project: *Culturally Responsive Schooling* (2022-2024) with Dr Samantha Schulz (The University of Adelaide), Professor Irabinna Rigney (University of South Australia), Emeritus Professor Robert Hattam (University of South Australia), Dr Nadeem Memon (University of South Australia), Professor Michalinos Zembylas (The Open University of Cyprus).



Dr Nina Maadad

Researcher Profile

Dr Nina Maadad research interest is in comparative studies, refugee education, culture, education and languages and has taught these at tertiary and secondary school levels. She is currently involved in a longitudinal study focusing on "Schooling and Education for Refugees". She has published a number of books, including the following titles: *The Education of Arabic Speaking Refugee children and Young Adults* (2021); *Syrian Refugee Children in Australia and Sweden: Education and Survival among the Displaced, Dispossessed and Disrupted* (2020); *Schooling and Education in Lebanon for Syrian and Palestinian Refugees Inside and Outside the Camps* (2017); *Academic Mobility: International Perspectives on Higher Education Research* (2014); and *The Adaptation of Arab Immigrant to Australia: Psychological, Social, Cultural and Educational Aspects* (2007).



Adjunct Associate Professor Julie Matthews

Researcher Profile

I am a sociologist of education with over 25 years of research experience developing innovative research approaches to investigate complex and controversial issues relating to minority and vulnerable populations. My research has addressed antiracism, multiculturalism, cultural diversity, reconciliation, internationalisation and international education and sustainability education.



Dr Robert Matthews

Researcher Profile

Dr Robert Matthews is a Senior Lecturer in the School of Education, having joined the school in 2003. He teaches in both undergraduate and postgraduate levels, preparing beginning teachers for their classroom practice and guiding postgraduate researchers in their research. Prior to this position, Robert was a post-doctoral research physicist at Flinders University doing theoretical calculations of electron scattering experiments in various materials. Although this work was of great interest, a desire to work with people took hold. This led to training to be a teacher, and consequently, Robert wrote curriculum for the ASMS and taught as a secondary physics and mathematics teacher. Around this time, Robert also commenced training as a Jungian analyst in Switzerland. His earlier seeking to understand the depths of the physical world, were now accompanied by the same scrutiny of the inner world of the psyche. Robert's research interests in education centre on transformative learning and authenticity in teacher education, creativity and the learning process from a depth psychological perspective.



Dr Julia Miller

Researcher Profile

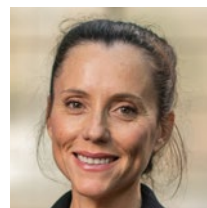
Julia's research covers a diverse range of topics exemplified by the key publications listed on her research profile, with a focus on dictionary use, idioms and English for academic purposes. Her other main interests are in developing innovative materials for the English for Uni website, funded by an Australian Office for Learning and Teaching grant, and in researching the use of idioms in English academic writing.



Ms Amy Kay Robinson

Researcher Profile

Amy is Program Director of the University Preparatory Program (UPP), an access and equity pathway program for alternative entry into bachelor degrees at the University of Adelaide. Amy has experience in lecturing research skills, literacy development and academic preparation courses at foundations level. Amy is Course Coordinator for the Assessment for Graduate Teaching (AfGT) for final year Bachelor of Teaching and Master of Teaching students, delivering professional preparation and AfGT training seminars. Simultaneously, she supports pre-service teachers on professional experiences as a University Liaison Officer. Areas of interest include History/ Humanities curriculum and teaching, teacher education and the development of how pre-service teaching competencies and the role of equity and access programs in Australian universities, particularly the transformative experiences of students from groups who higher education has been previously inaccessible.

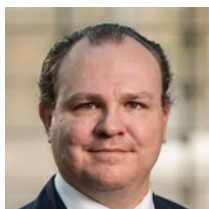


Dr Samantha Schulz

Researcher Profile

Dr Samantha Schulz, is a sociologist of education with extensive teaching experience in the tertiary sector, research and teaching experience across a diversity of global contexts, and awards for teaching excellence. Sam's research includes race critical theorising, culturally responsive schooling, gender equity, violent extremism, and decoloniality.

As a key body of work, Sam has explored cultural reproductions of race in remote Aboriginal schools using white governmentality as a conceptual lens and has extended this work to explore decoloniality in university-led study abroad programs. She is co-chief investigator on the ARC Discovery Project Culturally Responsive Schooling (DP220100651, 2022-24), and chief research-consultant developing Catholic Education of South Australia's Aboriginal and Torres Strait Islander Education Strategy.



Dr Steven Stolz
Program Director,
Master of Teaching

Researcher Profile

Dr Stolz has a background in analytical and continental traditions of philosophy, and this has led to a diverse array of research interests that range from: epistemology, phenomenology, embodied cognition, ethics or applied ethics, narrative inquiry, psychology, virtue and character development, particularly the Bildung tradition. At the moment, his primary area of scholarship is concerned with philosophy of education/educational philosophy and theory, but he also has a particular interest in the cultivation of the intellectual virtues, the application of embodied cognition in educational contexts, the use of narrative or stories to make sense of human experience, and how phenomenology can be used in education and educational research. His scholarship is best described as being located at the intersection between education and philosophy. He is passionate about philosophy and education, and hence why he is interested in, and also an expert in the area of educational philosophy and theory.



Adjunct Lecturer
Mr Richard Warner

Researcher Profile

Richard's research interests include:

- Cultural dimensions of academic writing, particularly in relation to plagiarism and feedback.
- Development of lifelong learning through reflective practice.
- Pedagogical approaches to student diversity, focusing on transcultural reflective practices.
- Relevance of postgraduate research skills courses to thesis outcomes.
- Curriculum innovation, design and renewal, including new technologies
- Role of pathway programs for English as an Additional Language (EAL) students in enhancing their future success.



Highlights



Research highlights

Four new publications for School of Education researchers in 2021

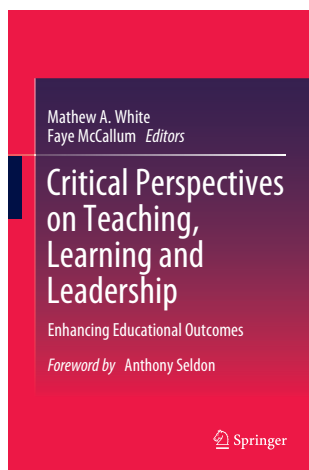
On Monday 26th July 2021, the School of Education hosted the launching of four recent publications.

This event was held online with attendees both nationally and internationally.

"These four publications make a valuable contribution to evidence-based research and theoretical developments in education policy, philosophy of education, teacher education, professional development of teachers, education assessment and evaluation, and of course teacher and student wellbeing."

Professor Anton Middelberg

Deputy Vice-Chancellor &
Vice President (Research),
University of Adelaide



Critical Perspectives on Teaching, Learning, and Leadership: Enhancing Educational Outcomes

Edited by: White MA; McCallum F

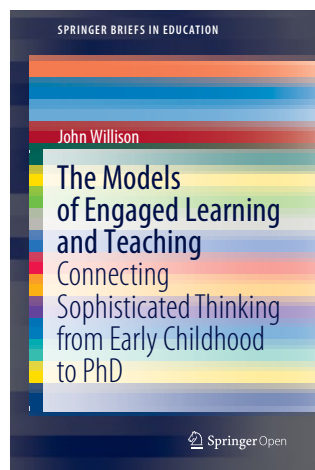
Published by: Springer

Published: 2020

Critical Perspectives on Teaching, Learning and Leadership: Enhancing Educational Outcomes features ten chapters written by eight academics all from the School. Congratulations to our University of Adelaide authors:

- Dr Walter Barbieri
- Dr Brendan Bentley
- Dr Gusti Ngurah Darmawan
- Dr Robert Matthews
- Dr Lynda MacLeod
- Professor Faye McCallum
- Dr Linda Westphalen
- Dr John Willison
- Associate Professor Mathew White

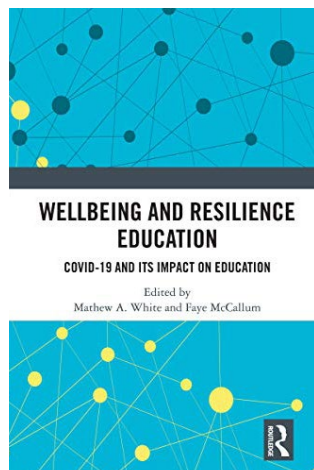
This book addresses the significant problems that can arise for pre-service teachers, teachers and school leaders who are unprepared for the complexities of 21st century teaching. It focuses on major factors impacting teacher preparation during an era of significant change, including student learning, academic growth, classroom practice, and the efficacy of teachers. In turn, the book considers crucial aspects that can enhance educational outcomes and investigates questions including what impact the changing nature of teachers' work has on teacher preparation; how educators can evaluate blended learning; and what impact teachers have on learners. This book provides evidence-based approaches that can be used to achieve a positive impact on education and narrow the gap in contemporary and emerging global topics in education.



The Models of Engaged Learning and Teaching: Connecting sophisticated thinking from early childhood to PhD

Authored by: Willison J
Published by: Springer
Published: 2020

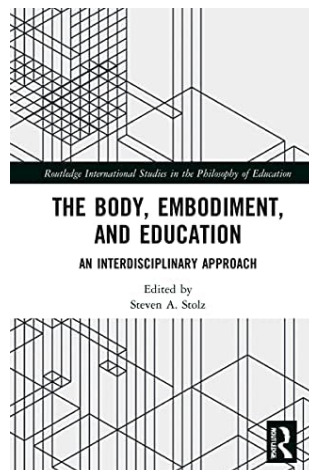
This book provides a practical philosophy for promoting students' sophisticated thinking from Early Childhood to PhD in ways that explicitly interconnect across the years of education. It will help teachers, academics and the broader learning and teaching community to understand and implement these connections by introducing a conceptual framework, the Models of Engaged Learning and Teaching (MELT). By covering the nature, philosophy, practice and implications of MELT for teachers and students alike, the book will help teachers to facilitate students' awareness of, and increasing responsibility for, the thinking demanded by subject and discipline-specific learning as well as interdisciplinary learning, whether face to face, online or in blended modes.



Wellbeing and Resilience Education: COVID-19 and Its Impact on Education

Edited by: White MA; McCallum F
Published by: Routledge
Published: 2021

Wellbeing and Resilience Education engages with the immediate impact of the Covid-19 pandemic and the theoretical and applied elements of wellbeing and resilience education worldwide. With thirteen chapters written by 27 academics worldwide, it includes new transdisciplinary research by organisational psychologists, neuroscientists, policy experts and education researchers.



The Body, Embodiment, and Education: An Interdisciplinary Approach

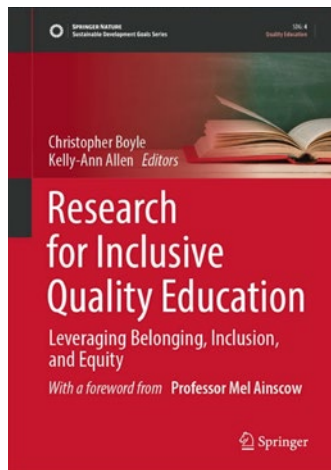
Edited by: Dr Steven A. Stolz
Published by: Routledge
Published: 2021

With chapters from international experts in philosophy, sociology, and psychology and emerging areas in related fields, such as embodied cognition, neuroscience, and cognitive science, this book seeks to set a new research agenda in education and educational research.

School of Education research books launched in 2022

On 9 November 2022, the School of Education hosted a book launch for four new research books published by academics in inclusive education, refugee education, education psychology and wellbeing.

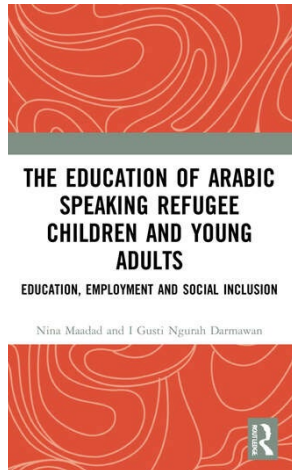
Professor Laura Parry, the University of Adelaide's Pro Vice-Chancellor (Research), launched the publications. Professor Parry was very generous in her praise of the research direction of the School of Education and the publications celebrated.



Research for Inclusive Quality Education: Leveraging Belonging, Inclusion, and Equity

Authored by: Boyle, C. & Allen, K-A
Published by: Springer
Published: 2022

This book explores contemporary perspectives and research on inclusion, providing a platform for discussing inclusion at an international level and its intersections with belonging and equity. How inclusion is defined and applied between schools, districts, and even countries can vary markedly; thus, an international understanding of inclusion is urgently needed. Experts from several countries in different regions present the latest research in the field of inclusion and provide practices and strategies guided by empirical research to address some of these issues. Schools are contextual organisations that represent the broader society, culture, and values in which they reside. Thus, how inclusion is practised at the societal level has an implication for schools. The way we think about inclusion has shifted dramatically in the last decade - we now recognise that inclusion represents a broad spectrum of racial, ethnic, cultural, and sexual diversity that is seen in almost all modern schools. This book presents international perspectives and research on inclusion, belonging and equity to work towards a more consistent, collaborative, and global understanding.

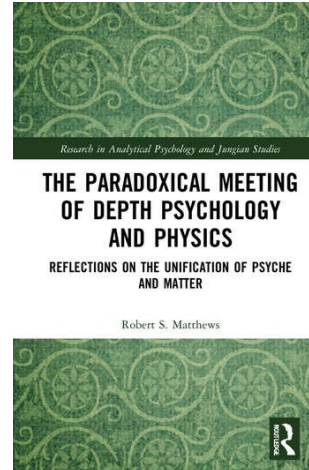


The Education of Arabic Speaking Refugee Children and Young Adults: Education, Employment and Social Inclusion

Authored by: Maadad, N and Darmawan, I.G.N.
Published by: Routledge
Published: 2022

Sustained political and socioeconomic crises can potentially deprive generations of young people and adults of their economic and employment prospects, stability, mental health and freedom.

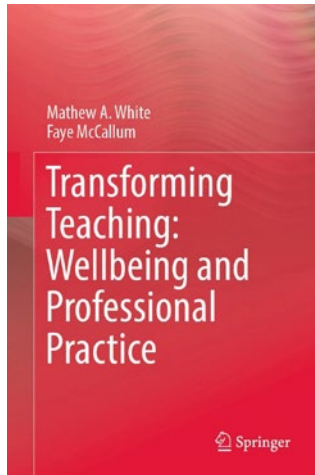
The Education of Arabic Speaking Refugee Children and Young Adults provides a comprehensive overview of the situation of Arabic-speaking refugee children and their psychosocial, schooling and employment experiences in three case countries: Australia, Italy and Indonesia. The book considers what education arrangements were put in place for refugee children, how they were supported in schools for physical and psychological needs, how the school environment hindered or assisted their learning experience, and how these students were affected by the global COVID-19 pandemic. The authors provide recommendations for educational practices and employment pathways as informed by the refugee children and young adults, teachers, parents, schools and state officials.



The Paradoxical Meeting of Depth Psychology and Physics: Reflections on the Unification of Psyche and Matter

Authored by: Matthews, R.
Published by: Springer
Published: 2022

This book unites the worlds of physics and depth psychology through analysis of carefully selected existing and new dream materials. Their interpretation by Matthews provides fertile ground for the unifying of the extreme opposites of psyche and matter and forms a continuation of the deep dialogue between acclaimed psychologist Carl Jung and Nobel physicist Wolfgang Pauli. What emerges is an individuation process where inner and outer worlds are intertwined through a succession of dream images, culminating with that of the ring i , the mathematical function at the heart of quantum physics. This mysterious function unites waves and particle and symbolically carries the quality of paradox. The occurrence of the ring i in Pauli's and the author's dreams suggests paradox is a necessary psychological state to experience a living union between psyche and matter. Analysis of accompanying materials further indicates a new world view where inner and outer, mind and matter, may again be seen as a unified whole. This book is an engaging read for academics and researchers in the field of Jungian psychology and will appeal to those interested in the novel application of quantum physics to philosophy, psychology and spirituality.



Transforming Teaching: Wellbeing and Professional Practice

Authored by: White, M. and McCallum, F.
Published by: Springer
Published: 2022

This book focuses on evidence-based approaches to teaching from a wellbeing lens. It addresses significant issues in wellbeing education in initial teacher education, teacher, and leaders' wellbeing during, schooling disruption and in teaching more broadly through innovative multi-disciplinary research. This book addresses how to lead wellbeing within schools, and showcases a unique strategy adopted by an Australian university to integrate a wellbeing framework throughout initial teacher education preparation. It explores different evidence-based models of wellbeing education and focuses on the significance of culture and context. Readers can learn how teachers can integrate evidence-based wellbeing approaches to transform their professional practice and promote student flourishing and academic growth.



“

I really enjoy interacting with international students from diverse communities, and learning their unique cultures gave me a sense of cross-cultural understanding during my University life.”

Wai Maung
Master of Education graduate



Community engagement highlights

External Seminars/ workshops/presentations 2021

Barbieri, W. Student engagement in a university LMS amid campus closure: A comparative analysis. 17 November.

Bentley, B. *Cognitive load and the human movement effect*. Australian College of Educational Leaders. Immanuel College. 11 March.

Darmawan, I. *Mathematics and Science Education: Roles and Challenges*. A keynote presentation at the 5th International Conference on Mathematics and Science Education (ICoMSE). Malang – Indonesia, 3-4 August.

McCallum, F., & Davis, G. *On Life's Lottery*. Hugh Stretton Oration. University of Adelaide. 18 February.

McCallum, F. *Examining Positive Education's role in a COVID-19 landscape? International Case Studies of Wellbeing during the pandemic*. Education Division, International Positive Psychology Association. Evidence in Action Conference. Online. 18-19 March.

Professor Faye McCallum participated on the Review Panel for the Review of Education Programs at University of Sunshine Coast. 10 – 12 May 2021 (attended via Zoom).

McCallum, F., White, M., Waters, L., & Oades, L. *COVID-19 and its impact on Schooling, Teaching and Student Wellbeing*. Stretton Institute Webinar. University of Adelaide. 28 May.

Professor Faye McCallum and Associate Professor Mathew White presented a webinar 'Teachers' Wellbeing During Times of Change and Disruption' for the Australian Curriculum Studies Association (ACSA). 15 June 2021.

Professor Faye McCallum and Associate Professor Mathew White presented to senior leadership at Scotch College regarding Pre/Early Adolescent Wellbeing Program. 28 June 2021.

Julia Miller was part of the panel discussion for the 2nd annual Academic Integrity Colloquium. 15th April 2021.

Palmer, E. Virtual Reality (VR) - Its role in Education. 15 September.

Stolz, S. MacIntyre, rationality, and education: against education of our age. 7 December.

White, M. *Leading school cultures to support learning and positive wellbeing*. Australian Schools Plus. Online. 10 March.

White, M. President of Education Division International Positive Psychology Association and Conference Organising Committee. Evidence in Action Conference. 18-19 March 2021.

Interview with **Associate Professor Mathew White and Professor Faye McCallum** on *Wellbeing Education & Covid-19 for Australian Educators*. 24 September 2021.

Associate Professor Mathew White presented an online Masterclass at the Positive Education Schools Association Conference. 2 October 2021.

Whitehead, K., Schulz, S. & MacGill, B. *Two Aboriginal women teachers navigate white educational institutions from the 1930s*. Australian Women's and Gender Studies Association (AWGSA) National Conference, Unknowing institutions: Decolonisation and critical intersectional practice. Flinders University Victoria Square/ Tarntanyangga, Adelaide. 13 – 16 July.

External Seminars/ workshops/presentations 2022

Barbieri, W. Artificial Intelligence in the Classroom - Preparing for the Next Wave of Disruption. 10 November.

Bentley, B and Walters, K. Using Iconic Hand Gestures in Teaching a Science Lesson – Further Insights and Developments. 10 August.

Fadhil, M. Journeys of Strength – An Appreciative Study of Older Workers in Singapore. 13 July.

Kelly, S and Rigney, L. (UniSA) Unsettling the reason of time: Indigenist epistemology and the child in the Australian Curriculum. 27 April.

Maadad, N. Online Schooling Amidst the COVID-19 Pandemic in Australia - Perspectives from Students from Refugee Background. October.

Matthews, R. Teaching Individuation – towards a pedagogy of personality growth.

Schulz, S. Research Seminar: The affective power of counter stories: Race critical pedagogy for thinking and feeling. 23 March.

Westphalen, L. Mental Health First Aid and Implications for University Teaching and Teachers. 28 September.

Willison, J. (2022). Teachers' research thinking. 14 September.

White, M. A Decade of Wellbeing Education: Implications for Schools During the Disruption and Recovery from COVID-19. 25 May.

Higher Degree by Research

2021 Candidates

Name	Thesis Title	Supervisors
Nemwel Aminga	Influence of the Competency Based Curriculum Approach on Teachers' Pedagogical Choices and Resultant Effect on the Learning Process	Principal: Dr John Willison Co-Supervisor: Dr Brendan Bentley
Yuli Astiana	Anti-Radicalisation and Education in Indonesia	Principal: Assoc. Professor Julie Matthews Co-Supervisor: Dr Stephen Kelly
Richard Burton	A Focus on the Secondary Math Textbook as a Tool for Tertiary Mathematical Success	Principal: Dr I Gusti Darmawan Co-Supervisor: Assoc. Professor Edward Palmer
Steven Cook	Biometrics and Virtual Reality (VR) for Situation Awareness (SA) Assessment and Trainings	Principal: Assoc. Professor Edward Palmer Co-Supervisor: Assoc. Professor Anna Ma-Wyatt
Wendy Cowan	Power and Emergence: Teaching in Central Australia	Principal: Assoc. Professor Julie Matthews Co-Supervisor: Dr Robert Matthews External Supervisor: Dr Craig San Roque
Ari Arifin Danuwijaya	An Investigation on Teacher Assessment Literacy in Indonesia	Principal: Dr I Gusti Darmawan Co-Supervisor: Dr Nina Maadad
Kristy Davis	Innovating with the Red Queen: A qualitative study modelling innovation within contemporary learning environments	Principal: Dr Linda Westphalen Co-Supervisor: Assoc. Professor Edward Palmer Co-Supervisor: Dr Barbieri Walter
Allyson Dutschke	The Impact of the Vocational Education and Training (VET) Organisation on Student Success and Study or Employment Pathways	Principal: Dr John Willison Co-Supervisor: Dr Brendan Bentley
Hilmiyati Engriyana	A multilingual language acquisition between Lani, Bahasa and English based on language awareness and language comparison	Principal: Dr Nina Maadad Co-Supervisor: Dr I Gusti Darmawan,
Safiah Hakami	Saudi International Female Students: Challenges and Cultural Experiences in Australian Universities	Principal: Assoc. Professor Julie Matthews Co-Supervisor: Dr Fizza Sabir
Ricky Fernandez	An investigation of facilitating critical thinking in English language classes when speaking and listening are practised at senior schools in Pekanbaru, Indonesia	Principal: Dr John Willison Co-Supervisor: Professor Chris Boyle
Mohamed Fadhil Ismail	Journeys of Strength: An Appreciative Study of Older Workers in Employment in Singapore	Principal: Professor Faye McCallum Co-Supervisor: Assoc. Professor Mathew White
Andrew Kemp	The Design, Application and Evaluation of a Comprehensive Model to Assess Attitudes Towards Educational Technologies	Principal: Assoc. Professor Edward Palmer Co-Supervisor: Dr Peter Strelan External Supervisor: Dr Helen Thompson
Khusaini	Factors Influencing Physics Achievements of Indonesian Senior High School Students based on National Examination	Principal: Dr I Gusti Darmawan Co-Supervisor: Professor John Keeves
Chinh Ngan Nguyen Le	A corpus-based, semantic analysis of semi-technical medical vocabulary	Principal: Dr Julia Miller Co-Supervisor: Dr Stephen Kelly
Yang Li	Student online classroom engagement: Investigation of the automatically reporting students' academic engagement during content delivery stage in online classes	Principal: Dr I Gusti Darmawan Co-Supervisor: Assoc. Professor Edward Palmer

Name	Thesis Title	Supervisors
Ursula McGowan	Accelerating Academic Literacy Development: Issues, Possibilities and Challenges for Integrating Scholarly Writing Development into Mainstream Curriculum in Australian Higher Education	Principal: Dr John Willison Co-Supervisor: Dr Margaret Secombe
Fatemeh Mehdiabadi	Sociolinguistic Perspective of the Language Attrition and Acculturation: In Terms of Speech Acts	Principal: Dr Nina Maadad Co-Supervisor: Dr I Gusti Darmawan
Mutinta Musindo	De-colonising the Curriculum: Fostering Sustainability in Higher Education in Zambia	Principal: Assoc. Professor Julie Matthews Co-Supervisor: Dr Stephen Kelly
Abu Nawas	The Impact of School-level and Student-level Factors on Students' Reading Literacy in Public and Islamic Schools	Principal: Dr I Gusti Darmawan Co-Supervisor: Dr Nina Maadad
Parivash Mohamed Nezhad	Teachers professional Learning needs and barriers; Teachers' perspectives from greater Adelaide	Principal: Dr Steven Stolz Co-Supervisor: Dr Lynda MacLeod
Ngoc Nhu Nguyen	Towards the Optimal Efficacy of Feature Films/TV Series in Higher Education Pedagogies	Principal: Dr Cally Guerin Co-Supervisor: Assoc. Professor Peter Pugsley
Shaun Oakey	A Study of the Effectiveness of South Australian Independent Schools Character Education Programs and their Impact on Student Wellbeing	Principal: Professor Faye McCallum Co-Supervisor: Assoc. Professor Mathew White
Valeriia Sibakova	The Formation of Cognitive Universal Education Actions of Primary School Students in South Australia and Central Russia	Principal: Dr Robert Matthews Co-Supervisor: Assoc. Professor Julie Matthews
Adam Slater	Identifying how strengths-based teacher attitudes and approaches towards reading, literature and storytelling make a visible impact on building positive wellbeing of their students	Principal: Assoc. Professor Mathew White Co-Supervisor: Professor Faye McCallum
Liwen Tan	How teacher empowerment in light of motivation theories might influence teacher personal and professional wellbeing from a global perspective	Principal: Assoc. Professor Mathew White Co-Supervisor: Professor Faye McCallum
Jiachen Teng	Parents' and first child's wellbeing in two child family in China and it's relationship with school performance	Principal: Professor Chris Boyle, Co-Supervisors: Dr Nina Maadad and Dr I Gusti Darmawan
Tania Zebian	An Appreciative Cross-Cultural Study of Secondary School Students' Perspectives of Wellbeing	Principal: Assoc. Professor Mathew White Co-Supervisor: Professor Faye McCallum



2022 Candidates

Name	Thesis Title	Supervisors
Saadia Adnan	Neoliberal Surge in Pakistani Education Leadership Practices in Patriarchal Society: Inquiry through Narratives of Control	Principal: Assoc. Professor Mathew White Co-Supervisor: Dr Stephen Kelly
Nemwel Aminga	Kenyan and Australian Science Teachers' Knowledge of Inquiry Based Learning and Learner Autonomy	Principal: Dr John Willison Co-Supervisor: Dr Brendan Bentley
Yuli Astiana	Anti-Radicalisation and Education in Indonesia	Principal: Assoc. Professor Julie Matthews Co-Supervisor: Dr Stephen Kelly
Steven Cook	Biometrics and Virtual Reality (VR) for Situation Awareness (SA) Assessment and Training	Principal: Assoc. Professor Edward Palmer Co-Supervisor: Professor Anna Ma-Wyatt
Wendy Cowan	Power and Emergence: Teaching in Central Australia	Principal: Dr Samantha Schulz Co-Supervisor: Dr Stephen Kelly Co-Supervisor: Assoc. Professor Julie Matthews External-Supervisor: Dr Craig San Roque
Ari Danuwijaya	Modelling the Interrelationships among Multi-levels Factors in Predicting English as a Foreign Language Achievement in Secondary Schools in Indonesia: A Mixed-methods Approach	Principal: Dr I Gusti Darmawan Co-Supervisor: Dr Nina Maadad
Kristy Davis	Perspectives on innovative teaching and learning: A qualitative study modeling innovation within contemporary learning environments	Principal: Assoc. Professor Edward Palmer Co-Supervisor: Dr Linda Westphalen Co-Supervisor: Dr Walter Barbieri
Allyson Dutschke	The Impact of the Vocational Education and Training (VET) Organisation on Student Success and Study or Employment Pathways	Principal: Dr John Willison Co-Supervisor: Dr Brendan Bentley
Hilmiyati Endriyana	Transition of Saudi Women Students in South Australia: Push-Pull Factors, Academic and Socio-cultural Experiences, Supporting Factors and Acculturation Strategies	Principal: Dr Nina Maadad Co-Supervisor: Dr I Gusti Darmawan Co-Supervisor: Assoc. Professor Robert Amery
Ricky Fernandes	An investigation of facilitating critical thinking in English language classes when speaking and listening are practised in Indonesian senior high schools	Principal: Dr John Willison Co-Supervisor: Professor Chris Boyle
Safiah Hakami	Transition of Saudi Women Students in South Australia: Push-Pull Factors, Academic and Socio-cultural Experiences, Supporting Factors and Acculturation Strategies	Principal: Dr Robert Matthews Co-Supervisor: Assoc. Professor Julie Matthews Co-Supervisor: Dr Fizza Sabir
Mengyuan He	Students' Remote Learning During COVID-19 Pandemic in Melbourne: Perspectives of Chinese Parents	Principal: Assoc. Professor Edward Palmer Co-Supervisor: Dr Walter Barbieri
Andrew Kemp	The Design, Application and Evaluation of a Comprehensive Model to Assess Attitudes Towards Educational Technologies	Principal: Assoc. Professor Edward Palmer Co-Supervisor: Assoc. Professor Peter Strelan External-Supervisor: Dr Helen Thompson
Wenfei Li	Gender Identity Construction of Chinese Rural Girls	Principal: Dr Samantha Schulz Co-Supervisor: Dr Stephen Kelly
Yang Li	Effects of timely intervention to secondary students' off-task behaviour in online mathematic lecture on their academic performance and cognitive load.	Principal: Dr I Gusti Darmawan Co-Supervisor: Assoc. Professor Edward Palmer
Shaun Mc Carthy	Precision Education: Using Artificial Intelligence to Enhance Real World Learning	Principal: Assoc. Professor Edward Palmer Co-Supervisor: Assoc. Professor Nikolas Falkner
Ursula McGowan	Accelerating Academic Literacy Development: Issues, Possibilities and Challenges for Integrating Scholarly Writing Development into Mainstream Curriculum in Australian Higher Education	Principal: Dr John Willison External-Supervisor: Dr Margaret Secombe
Fatemeh Mehdiabadi	Sociolinguistic Perspective of the Language Attrition and Acculturation: In Terms of Speech Acts	Principal: Dr Nina Maadad Co-Supervisor: Dr I Gusti Darmawan
Parivash Mohammad Nezhad	Teachers' Professional Learning Needs and Barriers: Teachers' Perspective from Greater Adelaide	Principal: Dr Steven Stolz Co-Supervisor: Dr Lynda MacLeod

Name	Thesis Title	Supervisors
Abu Nawas	Achievement Gap: School System Differences Between Public and Madrasah Schools	Principal: Dr I Gusti Darmawan Co-Supervisor: Dr Nina Maadad
Chinh Ngan Nguyen Le	A Corpus-Based, Semantic Analysis of Semi-Technical Medical Vocabulary	Principal: Dr Julia Miller Co-Supervisor: Dr Stephen Kelly
Ngoc Nhu Nguyen	From media users to media-enhanced knowledge creators: Identifying issues with integrating feature films and television series into university teaching	Principal: Dr Cally Guerin Co-Supervisor: Assoc. Professor Edward Palmer Co-Supervisor: Assoc. Professor Peter Pugsley
Shaun Oakey	A study of South Australian Independent Schools programs in values education and their perceived impacts on student wellbeing	Principal: Assoc. Professor Mathew White Co-Supervisor: Professor Chris Boyle
Stella Panozzo	Exploring the general causality orientation of tertiary students across disciplines and its interaction with low-level daily-commitment interventions on mental health	Principal: Assoc. Professor Edward Palmer Co-Supervisor: Dr Michael Proeve
Safitri Ratri	Exploring the Predictors of Indonesian Reading Literacy based on PISA Data	Principal: Dr I Gusti Darmawan Co-Supervisor: Dr Stephen Kelly
Amy Robinson	Reflection and Equity: A case study of pre-service teachers' demographic reflection for AfGT Element 4.	Principal: Dr Nina Maadad Co-Supervisor: Dr I Gusti Darmawan
Xuanye Shen	Investigating the perceptions of parents, teachers and school leaders concerning children's traumatic experiences based on Jungian theory	Principal: Dr Robert Matthews Co-Supervisor: Dr Matthew Doherty
Valeriia Sibakova	The Formation of Cognitive Universal Educational Actions of Primary School Students in South Australia and Central Russia	Principal: Dr Robert Matthews Co-Supervisor: Assoc. Professor Julie Matthews
Adam Slater	Appreciative Case Studies of the Impact of Strength-based Teaching Practices on Primary School Student Literacy	Principal: Assoc. Professor Mathew White Co-Supervisor: Professor Faye McCallum
Jennifer Stokes	Enabling Pedagogy: Analyzing New Student Perspective At A South Australian University College in Order to Inform Enabling Program Curricula and Teaching Practice	Principal: Dr Cally Guerin Co-Supervisor: Assoc. Professor Edward Palmer Co-Supervisor: Dr Linda Westphalen
Christina Surmei	Voices of the South Australian Establishment on the Nurture or Omission of Emotional Development in the Early Years Learning Framework	Principal: Dr I Gusti Darmawan External-Supervisor: Dr Fransisco Ben
Liwen Tan	An investigation of teacher perceptions about the impact of motivation on wellbeing across teacher professional phases: a mixed-methods study	Principal: Assoc. Professor Mathew White Co-Supervisor: Professor Faye McCallum
Jiachen Teng	An investigation of Chinese university students' wellbeing	Principal: Dr I Gusti Darmawan Co-Supervisor: Professor Chris Boyle Co-Supervisor: Dr Nina Maadad
Yuran Wang	Personalisation of Mobile-assisted Language Learning in German classrooms: A comparative study of students' and teachers' experiences in China and Australia	Principal: Assoc. Professor Edward Palmer Co-Supervisor: Dr Simon Walsh
Sam Willis	Immersive Virtual Reality (IVR) Communities of Practice (CoP) for supporting undergraduate student paramedics during Work Integrated Learning (WIL).	Principal: Assoc. Professor Edward Palmer Co-Supervisor: Assoc. Professor John Rae External-Supervisor: Professor Lyn Karstadt
Natalia Zarina	What are the characteristics and perception of authentic assessment that foster international ESL student learning, engagement and progression through Science degrees?	Principal: Dr John Willison Co-Supervisor: Professor Simon Pyke
Hanaa Zebian'	Nutrition Education in Australian Tertiary Level: Engagement and Dietary Patterns of Students	Principal: Dr Nina Maadad Co-Supervisor: Dr I Gusti Darmawan
Tania Zebian	The Impact of Culture on Australian LOTE Teachers' Motivation to Teach and their Wellbeing: An Appreciative Mixed Methods Study	Principal: Assoc. Professor Mathew White Co-Supervisor: Professor Faye McCallum

“

The skills and content I have been learning I have been able to apply immediately in my current role, but will certainly help with my future roles also.”

Hannah Donhardt

Graduate Certificate in Education

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