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## APPENDIX 1: PUBLICATIONS 2008
I am pleased to present the 2008 Annual Report of the Faculty of Education.

This report reflects my fifth year as Dean of the Faculty and focuses on the talents of our students, graduates and staff who are leading and transforming their communities through teaching and research within an ethical, spiritual and moral framework.

The Faculty values its unique position within the University, with the University growing from teacher training colleges and hence with a long-standing history in tertiary education. Offering teacher education programs for beginning teachers, both at the undergraduate and graduate entry levels, and a range of advanced coursework and research programs for specialist and experienced teachers and educational leaders, it also offers undergraduate programs in the area of disability studies.

The Faculty is the University’s largest, and Australia’s second largest Faculty of Education with 6,135 students and 185 staff across six Schools - four state-based and two national Schools. The Faculty offers courses at Ballarat, Brisbane, Canberra, Melbourne and Sydney, and with our partners internationally in Pakistan, East Timor, New Zealand and Mauritius.

During 2008 the Faculty continued to build on its historic strengths in providing high quality academic programs in pre-service teacher education and postgraduate professional development for practising teachers and leaders. The importance of research and teaching based on current research continued to be priorities in 2008. Staff were successful in publishing in a wide range of journals, writing books and book chapters, and in attracting research funds. The focus of research is in areas that are aligned with the University’s mission to impact on the common good and social justice.

2008 was the last year of the University’s Strategic Plan (1999-2008) and the Faculty’s three year plan. It also was the year that the Australian Universities Quality Agency (AUQA) reviewed the University and provided the impetus for a complete review of the Faculty’s operations. As part of this process, a Faculty academic staff conference was held in May and the theme of the conference, “Enacting the mission, realising the vision,” celebrated the successes of the Faculty to date and provided an opportunity to identify goals and targets to inform the strategic planning activities of the Faculty for 2009 – 2011.

To enhance administrative efficiency, the Faculty was supported by the Information Technology Directorate to pilot SharePoint, a web based document storage and management system. As a result of the successful pilot SharePoint is to be used across the University.

The work of the Faculty continues to be supported by strong leadership from members of the Faculty Executive. The key academic leadership staff within the Faculty in 2008 were:

Associate Dean (Research, Research Training and Partnerships): Professor Elizabeth Warren

Associate Dean (Teaching, Learning and International): Associate Professor Marj Horne

Head of School of Education (ACT): Dr Carolyn Broadbent

Head of School of Education (NSW): Associate Professor Marea Nicholson

Head of School of Education (Qld): Dr Judith Mulholland

Head of School of Education (Vic): Associate Professor Sue McNamara

Head of School of Educational Leadership: Associate Professor Michael Bezzina

Head of School of Religious Education: Professor Peta Goldburg rsm
MISSION HIGHLIGHTS

Our reputation for teaching, research and community engagement continues to grow thanks to the commitment, dedication and quality of the work of the Faculty’s staff. Some of the achievements in the different spheres are highlighted in this Annual Report.

Teaching and Learning

Recognition for quality teaching and learning continued in 2008 with members of the Faculty receiving two Australian Learning and Teaching Council (formerly Carrick Institute) citations for their work in Science Education.

Postgraduate programs continue to be offered nationally and internationally, and in different dioceses across Australia. Partnerships in these areas are significant in contributing to the Faculty’s postgraduate offerings. Further Memoranda of Understanding have been developed in partnership with external agencies for the delivery of academic programs and pathways into postgraduate programs.

The delivery of postgraduate units online to enable participation of a wider range of students has progressed. During 2008 a number of units in Master’s level programs commenced online. The Faculty continued to provide support for online teaching, maintaining an online advisor and leader throughout the year. Towards the end of 2008 an online coordinator to support staff in the production of quality online materials was appointed.

Teaching Development Grants Scheme

The recipients of University Teaching Development Grants are:

- School of Education (Qld): Dr Anne Drabble and Dr Nereda White, Weemala Indigenous Unit. An infusion of confidence to facilitate Indigenous students’ use of WebCT. $5,000;
- School of Education (Vic): Ms Dianne Cullen. Maximising quality learning and teaching for first year students studying linguistics. $2,850;
- School of Education (Vic): Ms Donna Gronn. ICT Necessities for ACU Education Students. $4,642.85; and
- School of Education (Vic): Dr Anne Scott and Mr Adam Staples. Partnerships in pre-service teacher education. $4,000.

The recipients of University Teaching and Learning Enhancement Scheme (TALES) are:

School of Education (Vic): Ms Ann Downton, Ms Donna Gronn, Dr Anne Scott, Ms Mellita Jones and Ms Karen McLean. Student-centred teaching and learning with IWBs. Awarded $10,000.

Course development and implementation

The Faculty continued its focus on working nationally to enhance the depth, breadth and quality of its teaching. Highlights in the development and implementation of new programs include the activities described below.

New Academic Programs 2008

- The Bachelor of Educational Studies as an exit point from the Bachelor of Education (Primary), Bachelor of Education (Primary) (Indigenous Education); Bachelor of Education (Early Childhood and Primary); and Bachelor of Education (Primary) (ATSI), effective from semester 1, 2008
- Step Up Into Teaching Program (SUIT) (Non Award): Making the transition from school to higher education (July 2008) as a NSW Board of Studies endorsed program
- Certificate in Teaching and Learning (Non Award) in Mauritius.

Introduction of Associate Degrees

In line with the Australian Qualifications Framework, during 2008 programs which were originally called Diploma programs and of two years in length were changed to Associate Degrees.

Course Reviews in Progress

- The Master of Education program and the related Postgraduate Certificates in Education
- The Master of Teaching (Primary)
- The Graduate Certificate in Religious Education and Graduate Diploma in Religious Education
- The Master of Teaching and the Graduate Diploma in Education (Secondary).

International

The Faculty continued its programs in partner institutions in Pakistan and East Timor as well as offering programs in Mauritius and New Zealand.

Unfortunately, due to the security risks in Pakistan, graduation award ceremonies have not been held since 2005 although students are still undertaking courses. The graduates continue to be sought after for the unique perspectives they bring to education in Pakistan.
Thirty-eight students graduated with Bachelor of Teaching from the Catholic Teachers’ College, Baucau. This College is the only primary teacher education institute in East Timor and its graduates are highly regarded. Significantly, in 2008 the East Timorese Government granted the College a licence to operate as a tertiary institution.

Some of the staff of the Catholic Teachers’ College, Baucau, commenced studies in the Master of Education program.

The School of Educational Leadership and the Flagship for Creative and Authentic Leadership organised an international study tour, led by Associate Professor Michael Bezzina and Professor Patrick Duignan. The group included senior leaders from different Catholic Education Offices and was a valuable means of profiling the Faculty both nationally and internationally. The tour provided the opportunity to explore developments in educational leadership, with particular focuses on leading learning and Catholic identity.

Research

Quality in Educational Research

The Faculty continues to be recognised in the wider sector by its increase in research funded from external competitive grant schemes. In 2008, research funding for the Faculty increased from $838,923 to $1,100,438 across three categories, namely Australian Competitive Grant Schemes, other public sectors, and grants from industry. Forty-five percent of funding was obtained in the area of Mathematics Education, an existing research strength within the Faculty. There are a total of 54 active grants with 51 academics participating.

Research Students

Research students within the Faculty demonstrated outstanding commitment and dedication in 2008, with 13 Higher Degree by Research students graduating and 7 students successfully passing their thesis awaiting graduation. This comprises: 16 Doctor of Education (EdD) students, 3 Doctor of Philosophy (PhD) students, and 1 Master of Education (Research) (MEd (Research)) student.

Research Projects

- Bridging the Numeracy Gap for Students in Low SES and Indigenous Communities: Extending Mathematical Understanding

This project, submitted by Dr Ann Gervasoni, School of Education (Vic) Ballarat campus under the auspices of the Western Australian Catholic Education Office (CEOWA), was awarded a Federal Government grant of $1.3 million in 2008. Partners in the project are the CEOWA and Catholic Education Offices in Ballarat, Sale and Sandhurst Dioceses and ACU National.

- Principals as Literacy Leaders Project

Professor Michael Gaffney, Chair of Educational Leadership, was a Project Design and Steering Group Member of the successful Principals as Literacy Leaders Project submission. This joint project is run in conjunction with the Australian Primary Principals Association, Griffith University, Edith Cowan University, and the SA, NT, WA, Qld Governments and Catholic school systems and independent schools. The Project received Federal Government funding of $2 million. The pilot will develop the capabilities of principals in low socio-economic and Indigenous school communities across Australia. Principals will be provided with the necessary support to allow them to develop and implement strategies for improving and sustaining high levels of literacy achievement in their schools and across the system.

- Contemporary Teaching and Learning of Mathematics

This four-year research and professional development collaboration commenced in February 2008 between ACU National, under the Mathematics and Literacy Education Research Flagship, and the Catholic Education Office Melbourne (CEOM) and Melbourne Catholic primary schools. Total funding to ACU National for the project will be $854,000. A particularly exciting aspect of this project is that the CEOM are keen for students as well staff to be involved in the project. Around 40 final year students were involved in data collection and classroom support of teachers in the project, with very positive feedback. It is envisaged that this model might be extended to other curriculum areas.

- Leading Aligned Numeracy Development (LAND)

An ACU National team involving Creative and Authentic Leadership and the Mathematics and Literacy Education Research Flagship staff, in partnership with different Catholic Education Offices, was successful in obtaining funds for a pilot in two different locations – Northern
Territory and Western Australia. This project is designed to improve numeracy achievement in disadvantaged communities. Professors Michael Gaffney, Michael Bezzina and Doug Clark are the leaders of this project.

Faculty Journals

- Journal of Catholic School Studies
  The readership of the Journal continues to grow with an increase in subscriptions and article contributions. It has moved to the appointment of a sub-editor, Associate Professor Jeff Dorman, to support Dr Paul Hansen, and an International editorial board. It is intended to publish a Special Edition focussing on Catholic school studies at the international level in 2009.

- Journal of Religious Education
  In January 2008 the administration unit of the Journal was moved from Canberra to Ballarat campus and Ms Angela Rieusset was appointed to assist the Editor, Dr Marian de Souza. With a distribution list of over 680, the number of subscribers continues to increase. The aim is to lift the international profile of the journal through invited contributions and presence at international conferences.

Community Engagement and Partnerships

Clemente Program

Using a whole-of-community approach the staff of the Faculty of Education at Ballarat has collaborated with The Smith Family, Centacare, University of Ballarat, Ballarat Cares, Central Highlands Regional Library and the City of Ballarat to run the Clemente Program in Ballarat. The Clemente Program builds community capacity and unlocks opportunities for people to participate and to engage and contribute to the wellbeing of others.

Mathematical Development of Young Children with Down Syndrome

Dr Rhonda Faragher, School of Education (ACT) has developed a program to improve the educational outcomes of children with Down Syndrome in Singapore and Australia. Collaboration with colleagues at the National Institute of Education, Singapore and the Down Syndrome Association of Singapore includes sharing research and approaches to teacher education. On-going links between Singapore and Australia in Down Syndrome research and practice will be established.

Supporting Indigenous Teaching

Over 60 delegates from remote schools in Western Australia, Northern Territory and South Australia participated in the Tri-State Conference in Alice Springs facilitated by Faculty Professor Tony d’Arbon, School of Educational Leadership, and Dr Jack Frawley, from the Creative and Authentic Leadership Flagship.

The Conference was sponsored by the Australian Principals Associations Professional Development Council (APAPDC) and co-funded by the New South Wales Department of Education, Employment and Workplace Relations (DEEWR) in conjunction with research partners from the Batchelor Institute for Indigenous Tertiary Education (BIITE) in Darwin. Professor d’Arbon and Dr Frawley facilitated a workshop with a special focus on educational leadership in remote communities. The workshop is a component of data gathering for the ARC Linkage project - Linking Worlds - being conducted by the Flagship for Creative and Authentic Leadership at ACU National.

Solomon Islands-Sale Partnership

Dr Caroline Smith, School of Education (Vic), was appointed by the Sale Catholic Education Office to lead the Catholic Teachers’ Conference as the Solomon Islands-Sale Partnership Liaison Officer. This is the third year the Faculty has been involved in this conference where primary and secondary teachers from the Diocese of Sale and Archdiocese of Honiara work together to plan and lead a three day conference that addresses the identified needs of the Solomon Islander teachers. Dr Smith’s role also involves further development of the vision and direction for the Partnership, as well as continuing to explore the feasibility of a proposed Teachers’ Learning Centre in Honiara.
Staff Achievements

Australian Learning and Teaching Council (ALTC) Citations

ALTC citations were awarded to Faculty staff for Outstanding Contributions to Student Learning. Formerly known as the Carrick Institute Citations, the 2008 recipients of the ALTC Citations also received $10,000.

- Dr Judith Mulholland (Head of School of Education (Qld): For international collaborative scholarship in science education that has influenced and enhanced the teaching and learning of science for preservice primary teachers and their students
- Dr Caroline Smith and Dr Lyn Carter, School of Education (Vic): For leadership in the development and implementation of an Education for Sustainability focus within teacher education and professional learning programs.

Business-Higher Education Round Table Awards (BHert awards)

Mrs Anne Forbes, School of Education (NSW), won the Best Education and Training Collaboration award for the MyScience program in collaboration with IBM, the NSW Department of Education and Training, Western and Northern Sydney Regions, The University of Sydney, The University of Western Sydney, RESMed and BASF. MyScience, a primary school science and technology program, has created a sustainable model of collaboration between schools, industry and universities.

Vice-Chancellor's Award for Community Engagement

The Ballarat Learning for Life Project led by Dr Ann Gervasoni from the School of Education (Vic) was awarded the 2008 Vice-Chancellor's Award for Outstanding Community Engagement. Dr Gervasoni and Ms Heather Le Roy of The Smith Family, partnered with others to give hope to marginalised children, families, people and communities, through teaching and learning, and reflection and scholarship. The Smith Family expects to use the model as a basis for policy and practice nationally.

Excellence in Postgraduate Supervision Award

Associate Professor Jeffrey Dorman, School of Education (Qld), was awarded the 2007 Excellence in Postgraduate Supervision Award for ACU which was presented in 2008. The award, valued at $2,000, is made mainly on the basis of testimonials from past and present supervised postgraduate students.

Endeavour Executive Award

Dr Rhonda Faragher, School of Education (ACT), was awarded an Endeavour Executive Award for her program to improve the educational outcomes of children with Down syndrome in Singapore and Australia through working with colleagues at the National Institute of Education and the Down Syndrome Association of Singapore.

Honorary Fellow of the Australian Council for Educational Leaders

Dr Carolyn Broadbent, Head of School of Education (ACT), was made an Honorary Fellow of the Australian Council for Educational Leaders.

Faculty Awards

- Dr Jan Long, School of Education (NSW), received the 2008 Faculty of Education Award for Excellence in Teaching.
- Dr Michael Buchanan, School of Education (Vic), won the inaugural Faculty Community Engagement award for his contribution to the program for children of refugee and migrant parents on the Atherton Gardens Housing Estate in Melbourne.

Recognition of Service: 25 Years

The Faculty has been enriched by the commitment of staff over many years. Dr Carolyn Broadbent, Head of School of Education (ACT) and Dr Eugene Kaminski, School of Education (Qld) were honoured for their 25 years of service to the University at the Faculty’s Academic Conference in May.

Dr Broadbent started out in primary and secondary teaching in Melbourne and moved into tertiary teaching at Signadou Dominican College of Education (now ACU National). Dr Kaminski worked at two of the University’s predecessor colleges, the McAuley College at Dutton Park and Mitchelton.
Student and Graduate Achievements

United Nations Conference in Korea

Alison Stary, who is completing a Bachelor of Education degree from the Ballarat campus, represented Australia and ACU National at the Asia-Pacific Model United Nations Conference in Korea.

NSW Scholarship: Beth Southwell Research Award

Dr Mauri Hamilton, an EdD graduate was awarded the Beth Southwell Research Award by the NSW Institute for Educational Research, for her thesis ‘We grow in the shade of each other: A study of connectedness, empowerment and learning in the middle years of schooling’. Dr Hamilton was supervised by Dr Caroline Smith and Prof Philip Clarkson from the School of Education (Vic).

Eureka Prize for Science Teaching

Ranjith Dediwalage, a recent Melbourne graduate received the $10,000 Australian Museum Eureka Prize. The prize considered the “Oscars of Australian science”, includes amongst its categories of research and innovation, leadership and science journalism, and an award for the most outstanding secondary school science teacher for motivating pupils to become involved in science. Ranjith received his award for his ASISTM funded project Sustainability by the Bay.

This Report acknowledges the commitment and dedication of our students and staff in making a difference in the lives of those around them by rigorous intellectual scholarship. They are to be congratulated and thanked for their many rich and varied achievements presented here.

Marie Emmitt
Professor and Dean of Education
TEACHING AND LEARNING

INTRODUCTION

The Teaching and Learning goal for the Faculty in the Strategic Plan 2005-2008 was to provide a culture where research and scholarship inform the way teaching and learning is conceptualised and practised, in order to foster flexible, responsive and collaborative authentic learning communities. The final year of the Plan provided an opportunity to reflect on the Teaching and Learning achievements of the Faculty.

The Associate Dean, Teaching and Learning and International, Associate Professor Marj Horne provided leadership of this Faculty agenda throughout 2008.

The Academic Staff conference in May 2008 gave the staff an opportunity to celebrate current individual and group Teaching and Learning success stories and to showcase Faculty scholarship and research.

In 2008 6,135 students were enrolled in Faculty of Education courses representing an equivalent of 4,191 full-time students. The Faculty of Education in Australian Catholic University continues to be one of the largest Faculties of Education in Australia.

2008 saw the introduction of several initiatives to enhance the quality of Faculty programs. Course Coordinators and Course Administrators met face-to-face to discuss a range of program related issues. Course Implementation Committees were established to ensure consistent implementation of national programs, assessment and moderation across the Faculty’s four jurisdictions.

During 2008 the number of units available online was extended to 40. The Bachelor of Education Fourth Year Upgrade program was offered fully online for the first time.

The Faculty continued providing preservice teacher education in offshore locations. The Catholic Teachers’ College (Instituto Catholico Para Formacao de Professores (ICFP)) Baucau obtained a licence to operate as a tertiary education institute from the government of East Timor, and the Dean was able to attend the third graduation ceremony of the Bachelor of Teaching cohort in Baucau in October.

The University’s Academic Board approved the extension of the Certificate of Teaching and Learning to Mauritius. This builds on an existing successful partnership in providing educational leadership education to teachers of the Catholic Education Bureau, Mauritius.

Planning towards a graduation for completed students of International Graduate Certificate in Education and Masters of Education at the Notre Dame Institute of Education, Karachi, is well underway. The conditions under which these programs run is often challenging.

The Faculty is proud of the contribution made by the academic staff in progressing the teaching and learning agenda. Faculty and University awards acknowledge these achievements.
ACADEMIC PROGRAM DEVELOPMENTS

New Academic Programs 2008

- The Bachelor of Educational Studies as an exit point from the Bachelor of Education (Primary), Bachelor of Education ( Primary) (Indigenous Education); Bachelor of Education (Early Childhood and Primary); and Bachelor of Education (Primary) (ATSI) from semester 1, 2008
- Step Up Into Teaching Program (SUIT) (Non Award): Making the transition from school to higher education (July 2008)
- Certificate in Teaching and Learning (Non Award) in Mauritius.

Introduction of Associate Degrees

In line with the Australian Qualifications Framework, the Faculty implemented title changes to Diploma programs of two years in length to Associate Degrees namely:

- Associate Degree in Early Childhood Education
- Associate Degree in Inclusive Education and Disability Studies
- Associate Degree in Indigenous Education

Reviewed Programs

The review of the Master of Education program and the related Postgraduate Certificates in Education was completed with Academic Board approving the Course Review proposal in May. The Review recommended a new core unit as a foundation for all the curriculum specialisations. The specialisations were also reviewed with a rationalisation of units in some specialisations and the inclusion of specialisations such as Science and Technology Education and Arts Education.

Other reviews completed and approved by Academic Board in May included the Master of Teaching (Primary) and the Graduate Certificate and the Graduate Diploma in Religious Education.

The review of the Master of Teaching and the Graduate Diploma in Education (Secondary) began in mid 2008.

Extended Programs

- Extension of the Associate Degree in Early Childhood Education, Bachelor of Teaching (Early Childhood) and Bachelor of Education (Early Childhood and Primary) to the Melbourne campus and the offering of the courses in mixed mode from semester 1, 2009
- Extension of the Bachelor of Teaching (Primary), to the Catholic Teachers’ College (ICFP), Baucau, East Timor
- Extension of the Bachelor of Education (Early Childhood and Primary), Bachelor of Teaching (Early Childhood) and Associate Degree in Early Childhood Education in mixed mode to Indigenous students in Queensland from semester 1, 2010.

Discontinued and Suspended Programs

- Graduate Diploma in Education (Primary) at the Ballarat, Brisbane, Canberra and Melbourne campuses from semester 1, 2008 and the Strathfield campus from semester 1, 2009
- Bachelor of Education (Graduate Entry) from semester 1, 2008
- Graduate Certificate in Professional Leadership from July 2008.

Courses Delivered Off-shore

- Master of Religious Education, Catholic Institute of Theology, Auckland, New Zealand
- Master of Educational Leadership, Centre de Formation pour Educateurs, Mauritius
- Bachelor of Teaching (Primary), Catholic Teachers’ College (ICFP), Baucau, East Timor
- Master of Education and the International Graduate Certificate in Education, Notre Dame Institute of Education, Karachi, Pakistan
- Master of Educational Leadership, Wellington Catholic Education Centre, New Zealand.

Photo 5: In October, 36 students of the Catholic Teachers’ College, Baucau, were awarded the Bachelor of Teaching (Primary). Jose Mendes (centre of this group) was presented the College’s first ever Master of Educational Leadership.
Course Changes

Academic Board approved changes in:

- Admission Rules for the Bachelor of Teaching (Early Childhood), Bachelor of Teaching/Bachelor of Arts (Humanities) and the Bachelor of Teaching/Bachelor of Arts (Mathematics);

- the International English Language Testing System (IELTS) for all non-award Faculty of Education courses to 6.0 and all teacher preparation courses to 7.0, with a minimum of 7.0 in each individual test, effective from 1 January 2009; and

- change of unit codes, addition and deletion of units and consequential changes to course rules for the Master of Teaching (Primary).

(A list of the Faculty of Education courses for 2008 is shown in Table 3.)

OTHER DEVELOPMENTS

Course Implementation Committees

A one day conference of Course Coordinators was held in 2008 following the Faculty Academic Staff Conference. A key outcome was the establishment of Course Implementation Committees for the main programs within the Faculty. The main objectives in the establishment of Course Implementation Committees were the promotion of excellence in teaching and learning across the Faculty, and the national implementation of all programs with a commitment to student-centred learning.

The Course Implementation Committees (CICs) which have been established are:

- Primary undergraduate preservice programs
  - Early Childhood/Primary undergraduate preservice programs
  - MTeach(Primary)

- Secondary undergraduate preservice programs
  - GDED(Secondary) and MTeach(Secondary)

- Indigenous programs

- Religious Education

- Educational Leadership

- Master of Education programs (including the Postgraduate Certificates).

Specific outcomes were set out for all CICs to plan and implement moderation of one unit in semester 2 2008, and to map the inclusion of graduate attributes/skills across the course. Tasks for individual committees included:

- Primary undergraduate preservice programs: review unit and course evaluation data to inform the Course Review due to be completed by June 2009;

- Secondary preservice programs: investigate cross-campus cooperation in mixed mode delivery of curriculum and teaching units;

- Master of Teaching (Primary): produce a proposal for developing the background discipline knowledge for literacy, mathematics and science; and

- Master of Education: organise and oversee the writing of the new 20 credit point unit EDFD659 Leading Teaching and Learning online.

UniAccess Program: Step Up Into Teaching (SUIT)

The intent of the Step Up Into Teaching program is to assist students cross the boundary between studies in high school and the tertiary sector. Its aim is to increase awareness of selected high school students of a university's facilities and expectations while presenting two foundation units in the teacher education course.

The program began in 1998 at Loyola College and was extended to include other schools in the Parramatta Diocese in 2000.

In 2008, two units (Education Studies 1 and Introduction to Information Technology) were packaged as 60-hour NSW Board of Studies endorsed units with students able to gain credit for their school studies subsequently in the undergraduate teacher education course. Students from both the Loyola Program and SUIT are provided with $2,000 by the Diocese if they enrol at ACU National. There are more than 20 teachers in the Parramatta Diocese who have completed the SUIT program.

Implementation of the Early Childhood Programs

The introduction of the Early Childhood programs on the Ballarat, Canberra and Sydney campuses was well received. Over eighty students enrolled in NSW across the Bachelor of Education (Early Childhood and Primary), Bachelor of Teaching (Early Childhood) and Associate Degree in Early Childhood programs. The courses have met the regulatory requirements for qualifications in Children’s Services set by the NSW Department of Community Services.
In August, at the Ballarat campus, the Hon Maxine McKew MP, Member for Bennelong and Parliamentary Secretary for Early Childhood Education and Childcare, delivered a public lecture on Government Plans for Early Childhood.

In Queensland the Early Childhood courses have been assessed by the Queensland Government as meeting requirements for positions in the childcare sector of assistant, group leader, director and coordinator.

**Australian Learning and Teaching Council (ALTC)**

In 2008 Dr Anne Drabble, School of Education (Qld), was asked to submit a full proposal to ALTC entitled “Strengthening the capacity of indigenous students’ confident participation in an online community of teaching practice”.

Associate Professor Paul White, School of Education (NSW), was invited to serve as Assessor on a panel assessing the 2008 ALTC Citations for Outstanding Contributions to Student Learning.

Ms Christine Dennis, School of Education (NSW), and Associate Professor Paul White were successful in having their Expression of Interest “Virtual Worlds for learning: A three university model to enhance the professional understanding of pre-service teachers” move forward to the next phase. This application was submitted under ‘Innovative uses of Technology’. The three participating universities are University of New Enland, Charles Sturt University and Australian Catholic University. Education.au is a critical partner to the project and provides intellectual and technical programming skill.

**National Moderation of Assessment**

National moderation of assessment was a priority for professional development in 2008. This built on the continuing experience of national moderation in the School of Educational Leadership and the School of Religious Education. Moderation of assessment in other programs across the campuses has been piloted by staff involved in Literacy Education.

**Use of Technology**

E-portfolios, embedded in undergraduate courses in 2008, have provided a vehicle to capture students’ learning, to develop clear links between academic and professional learning, and to reflect the achievement of graduate attributes and generic skills.

Interactive Whiteboards (IWBs) are now available on all campuses and are being used in teaching. IWBs enable a computer to be controlled directly by contact with the touch-sensitive screen. A number of interesting programs were developed, for example, students in ACT wrote resources for the use of IWBs in classrooms in the Canberra and Goulburn Diocese.

The online Blackboard Learning Management System is being widely used to provide flexible learning opportunities and support for students in on-campus units as well as the offering of units in professional learning courses.

The Bachelor of Education (Primary), Master of Teaching (Primary) and Graduate Diploma in Education (Secondary) courses have been approved by Education Queensland as aligning with the ICT (Information, Communication and Technologies) Certificate level of it’s Smart Classrooms Professional Development Framework. Graduating students in 2008 received a voucher which can be redeemed for the ICT Certificate upon gaining employment.

**STUDENT PROFILE**

2008 saw an increase in the total number of students enrolled in the Faculty. Of the 6,135 enrolments, 3,585 were undergraduates and 2,550 were postgraduate students (Table 4).

**Student Awards**

The Faculty takes great pride in the achievements of its students. In order to acknowledge academic excellence, the Faculty awards a Faculty Medal annually to a student enrolled in and completing a four-year equivalent full-time undergraduate program within the Faculty.

The 2008 Faculty Medal was awarded to Ms Lauren Ann Armstrong from the School of Education (NSW) who completed a Bachelor of Teaching/Bachelor of Arts (Humanities).

Ms Armstrong achieved outstanding results throughout her degree, with 16 high distinctions and 13 distinctions. Also nominated for their high achievements were Susan Marie Wilkins, School of Education (Qld), Karen Haywood, School of Education (ACT) and Alison Clare Stary, School of Education (Vic).

In addition, awards from a number of professional associations and dioceses are given annually. Details are listed in Table 1.
Dean’s List

Students who achieve outstanding results in each year of their preservice degree are eligible to be included in the Dean’s List (Table 2) and to receive a certificate in recognition of academic excellence. Students in all preservice courses in each State or Territory who achieve a grade point average (GPA) which places them in the top 10% of students at each year level at each campus are eligible for the Dean’s List.

Indigenous Student Enrolments

The Faculty’s Indigenous programs continued to experience support from Indigenous communities and employers. The quality of the programs has been attested to in both State and Federal government reports in Indigenous education. In 2008, 208 Aboriginal and Torres Strait Islander (ATSI) students were enrolled in the Faculty. The majority of these students were enrolled through the School of Education (NSW) [74%] and School of Education (Qld) [26%]. This represents significant advances for Indigenous communities. Increasing numbers of the Faculty’s Indigenous graduates are employed in positions of responsibility, for example, as school principals, university lecturers and as Aboriginal education consultants in various organisations.

International Student Enrolments

The Faculty has continued its commitment to attracting international students. New courses such as Master of Teaching (Secondary), Master of Teaching (Primary)/Graduate Diploma in Education (Primary) have been developed to include the needs of international students. The Faculty also continues to maintain relationships with a number of international institutions.

In 2008 there were more than 288 international students enrolled in the Faculty’s courses. Postgraduate and higher degree enrolments continue to constitute the bulk of international enrolments. The majority of on-shore international students were enrolled at the Strathfield and Melbourne campuses (Table 5).

Support for International Students

A pilot project “Tea ‘n Talk” was launched in NSW to assist international students enrolled in Education courses to improve their English language proficiency. These students engaged in pre-developed learning activities involving informal conversations guided by local pre-service teacher education students as language mentors. The initiative was well received by both international students and staff, and produced positive results for the participants.

Study Abroad and Student Exchange

Students are encouraged to broaden their professional experience in the international context. In 2008 the Faculty continued to work with the University’s International Office to maintain and develop international links to offer further opportunities for staff and students. A small number of students chose to spend one or two semesters on exchange with the Faculty’s partner institutions abroad. English-speaking countries such as Ireland, the United Kingdom, Canada and the United States were the most popular destinations for these students.

Three third year BEd (Primary) preservice teachers from the School of Education (ACT) undertook a practicum in an international setting: two in Oxford, England, and the other in Hastings, New Zealand. One Level 4 student undertook her practicum in Te Puke, New Zealand and a BEd (Grad Entry) (Primary) preservice teacher undertook her Community Engagement Program in Fisherton Estate Preschool, London.

Students from the Bachelor of Education (Primary) course in Queensland undertook six weeks teaching English at the University Daegu in South Korea. This is a state-of-the-art boarding and teaching facility in the Korean tourist precinct of Boman Lake.

In December 2008, a student exchange agreement between ACU National and St Tomas University (Chile) was signed. This is another interesting opportunity for our students and promises to be a productive relationship in South America.

Employment of Graduates

The Faculty actively reviews its programs on a cyclical basis to ensure that graduates are making a positive difference in their learning community. Continuing the trend of previous years, the 2008 employment rates of graduates from undergraduate education (preservice) courses were high, and overall show a stronger increase from the previous year (Tables 6 and 7).

Graduand Numbers

Graduation ceremonies are important events for the Faculty, with many staff attending the ceremonies to support and celebrate the achievements of our students. In 2008 there were a total of 1,562 graduating students across the Faculty’s programs including 1,031 from preservice onshore programs and 481 from onshore postgraduate offerings which included 14 Research degrees (Tables 8, 9 and 10).
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<th>Award/Scholarship</th>
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<td>ACU National Faculty of Education Medal (2007 Graduates)</td>
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<td>• Bachelor of Teaching/Bachelor of Arts (Indigenous Studies)&lt;sup&gt;1&lt;/sup&gt;</td>
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<td>• Information and Communication Technology</td>
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### Higher Degrees

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<td>• Information and Communication Technology</td>
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<td>• TESOL</td>
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<td>• Wellbeing in Inclusive Schooling&lt;sup&gt;1&lt;/sup&gt;</td>
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<td>• Master of Education Studies (TESOL)</td>
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### Non-award Courses

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<sup>1</sup>Only available to students with a recognised undergraduate tertiary qualification
<sup>2</sup>International students only
<sup>3</sup>Only offered in Karachi
<sup>4</sup>Also offered in New Zealand and Mauritius
<sup>5</sup>Also offered in New Zealand
<sup>6</sup>Also offered in Singapore
<sup>7</sup>Only offered in East Timor and South Africa
Table 4: TOTAL ACTUAL STUDENT NUMBERS (ENROLMENTS) 2008

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Source: 2008 Statistical Digest, Section 1
Table 5: INTERNATIONAL STUDENT LOAD 1998-2008

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Source: 2008 ACU National Statistical Digest, Section 3

Table 6: GRADUATE EMPLOYMENT RATES 2008

Employment results of 2008 graduates looking for full time employment

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Table 7: AVERAGE GRADUATE EMPLOYMENT RATES 2002-2008

Annual Employment Averages

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Source: 2008 ACU National Statistical Unit Submission, Section 7
### Table 8: 2008 GRADUANDS BY COURSE

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Source: 2008 Statistical Digest, Section
## Table 9: 2008 EFTSL Commencing Student Load by School

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EFTSL: Effective Full-time Student Load Source: 2008 Statistical Digest, Section 3
INTRODUCTION

The Faculty of Education is committed to research that enhances the quality of teaching, learning and leadership within the educational sector, promotes equality of opportunity and social inclusion for all, and supports diversity. This is underpinned by the core values of the Catholic tradition that prioritise fairness, integrity and concern for human dignity. The Faculty’s research focus is expressed as Quality, Equity and Diversity in Education.

The Faculty seeks to maintain its priority on research supporting quality teaching and learning. Its research strengths exemplify the principles of mission centrality, research capacity and proven research success. The Faculty is building on its existing strengths in the areas of learning and leadership in education, mathematics education and religious education, while augmenting its emerging capability in Indigenous education, inclusive schooling and literacy education.

Professor Elizabeth Warren, Associate Dean of Education (Research, Research Training & Partnerships), led the Research agenda and chaired the Faculty Research Committee.

A wide range of research projects were carried out or continued during 2008. The Faculty’s commitment to equity and diversity is best evidenced by its continued support for research into Indigenous education, gender issues in mathematics, student wellbeing and promoting interfaith and intercultural understanding in school settings. Indigenous education research, for example has been focused on:

- building sustainable community engagement for Indigenous peoples within educational structures in rural and remote areas;
- strengthening the leadership capacity of Indigenous education leaders as leaders of Education at the tertiary and community level;
- assisting Indigenous students’ learning in numeracy and literacy as they transition from home to school; and
- monitoring the professional progress of beginning teachers.

The Faculty is proud of the commitment and achievements of its Higher Degree Research students. Thirteen students graduated in 2008 and another seven theses have been passed and students are awaiting graduation. This comprises: 16 Doctor of Education (EdD) students, 3 Doctor of Philosophy (PhD) students, and 1 Master of Education (Research) (MEd (Research)) student.

A full list of Faculty Higher Degree Research students and theses titles is included in Table 13 of this report. Students who have successfully passed their theses and are ready to graduate are listed in Table 14.
GRANTS AND FUNDING

Research funding for the Faculty increased from $838,923 in 2007 to $1,100,438 in 2008. External grants fall into three categories: Australian Competitive Grant Schemes, other public sector funding, and grants from industry. Forty five percent of funding was obtained in the area of mathematics education.

The value of external grants for 2008 was $975,181 consisting of:

<table>
<thead>
<tr>
<th>Grants Type</th>
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<tr>
<td>Continuing Grants</td>
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<td>New Grant Applications</td>
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The Faculty reports a total of 54 active grants with 51 academics participating in 2008.

The University provided funding for a range of projects and assistance for research during 2008 as summarised below.

<table>
<thead>
<tr>
<th>Grant Type</th>
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<tr>
<td>SiMERR Hub</td>
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<td>Research Incentive Scheme Grant</td>
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Research support by the Faculty included:

<table>
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<tbody>
<tr>
<td>Early Career Incentive Award</td>
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<td>Discovery Grant</td>
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<tr>
<td>Research Student Grants</td>
<td>$2,500</td>
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</table>

The Faculty sponsors two international journals.

Journal of Catholic School Studies

The readership of the Journal continues to grow with an increase in subscriptions and article contributions. Associate Professor Jeffrey Dorman was appointed the role of Sub-Editor to support Dr Paul J Hansen as Editor.

An International Editorial Board was established during 2008 and consists of the following members:

- Dr Timothy J. Cook, Creighton University, Omaha, USA
- Professor James C. Conroy, University of Glasgow, UK
- Mr B.A. (Adrian) Hayes, Our Lady Immaculate R.C. Primary School, Essex, UK
- Professor Gerald Grace, University of London, UK
- Professor Leona M. English, St. Francis Xavier University, Canada
- Ms Lyn Smith, Catholic Institute of Theology, New Zealand
- Br Kevin Wanden fms, National Centre for Religious Studies, New Zealand
- Dr G.P. (Joe) Fleming, Catholic Education Office, Melbourne.

Journal of Religious Education

The Journal of Religious Education was edited by Dr Marian De Souza. In January 2008 the administration of the Journal moved from Canberra to Ballarat and a new part-time administrative assistant, Ms Angela Riusset was appointed. A database of the 620 subscribers was established, including an additional six international institutional memberships. The journal is circulated to all members and 63 complimentary copies of the Journal were distributed.

<table>
<thead>
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<tr>
<td>Total Publications</td>
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<td>152</td>
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</tbody>
</table>

PUBLICATIONS

The research and scholarly achievements of the staff and students exemplify this commitment. Publications data collected for 2008 indicates an overall increase of 20% in the number of Department of Education, Employment and Workload Relations (DEEWR) recognised refereed publications across all categories. A full list of Faculty publications for 2008 can be found in Appendix 1.

(Refer Tables 15-19)
The Journal aims to continue raising its profile at the international level by inviting further contributions from international writers and displaying the journal at international conferences. The special August issue drew many positive comments about the calibre of writers. Every effort will be made to continue this trend in 2009.

**FLAGSHIPS AND CENTRE**

Two Flagships and one Centre are closely affiliated with the Faculty of Education. These are:

- The Flagship for Creative and Authentic Leadership: Associate Professor Michael Bezzina, Director
- The Mathematics and Literacy Education Research Flagship: Professor Doug Clarke, Director
- The Centre for Lifelong Learning: Professor Judith Chapman, Director.

**The Flagship for Creative and Authentic Leadership**

The Flagship for Creative and Authentic Leadership focus is on moral and ethical leadership, leadership for social justice and social responsibility, emerging leadership paradigms, and leadership formation and effectiveness. Key initiatives and partnerships undertaken during 2008 included:

**Leaders Transforming Learning and Learners 2 (LTLL2)**

The Flagship’s project with the Dioceses of Broken Bay, Maitland-Newcastle, Parramatta, Wollongong, Sydney and Lismore to develop and pilot a professional learning program to assist educational leaders transform their teaching and learning processes through shared, distributed leadership continued into 2008 with the enthusiastic support of the partner Catholic Education Office (CEO). Fifty participants from 13 schools and 15 from the Education Offices of the six Dioceses participated.

**Catholic Education Office (CEO) Bathurst Review**

The Flagship’s review of CEO Bathurst was completed in June 2008. The project brief was to determine the major challenges facing the CEO and the type of governance and structures capable of meeting these challenges.

**Scoping Study into Approaches to Student Wellbeing**

This project was undertaken for the Department of Education, Employment and Workplace Relations (DEEWR) jointly by Erebus International and Dr Toni Noble, School of Education (NSW), working with the Flagship to develop an evidence base showing the relationship between student wellbeing and student learning outcomes in order to more effectively address students’ academic potential and improve their life outcomes.

**Anglicare Leadership Development Program**

A second cohort of around 30 managers from Anglicare commenced the Anglicare Leadership Development Program (ALDP). The ALDP is an initiative of the Flagship and is run under the banner of the Australian Leadership Consortium (ALC), a partnership between the Flagship and the Australian Centre for Educational Leadership within the University of Wollongong.

**Australian Leadership Award (ALA) Fellows Project**

Fourteen ALA Fellows from India, Nepal, Cambodia, Laos, Vietnam, Papua New Guinea and the Philippines, returned to the Strathfield campus to commence the second stage of a three-stage professional development program at the University’s Flagship. The Flagship was again successful, for the second year in a row, to host the ALA Program, receiving $490,000 from AusAID as the host organisation for 2008.

**Linking Worlds Project**

The Flagship, in partnership with the Batchelor Institute of Indigenous Tertiary Education (BIITE) continued to make progress in the Australian Research Council funded Linking Worlds project. The Linking Worlds project was established to investigate cultural influence on educational leadership in remote Aboriginal communities and how an understanding of this might assist in strengthening the leadership capacity of educational leaders. Researchers have presented their draft findings to the project’s collaborating organisations.

**ALTC Project**

Major project activities of the Excellence in Learning and Teaching project, which was undertaken in partnership with the Batchelor Institute of Indigenous Tertiary Education (BIITE) and funded by the ALTC, concluded and was reported to the World Indigenous Peoples Conference: Education in Melbourne, in December 2008.
The purpose of the project was to strengthen institutional leadership capacity to develop and deliver culturally appropriate and relevant Indigenous teaching and learning programs within the participant institutes. The project targeted those higher education institutes already engaged in significant work with Indigenous students across a range of course offerings. A series of articles in a special edition of BIITE's Ngoonjook journal will be published next year.

Promoting interfaith and intercultural understanding in school settings

In partnership with the Institute for Advancing Community Engagement, the Flagship was invited to quote for a review on the impact of a Pilot Program on the sixteen pilot schools and their local communities in Lakemba and Macquarie Fields. The focus of the review is to assess the extent to which the Pilot Program achieved the outcomes in the National Action Plan to build Social Cohesion, Harmony and Security within Australia.

Leading Aligned Numeracy Development (LAND)

The LAND proposal under the DEEWR Literacy and Numeracy Pilots in Low Socio-Economic Status School Communities initiative was successful. This collaborative proposal was developed with the Mathematics and Literacy Education Research Flagship in consultation with Catholic Education authorities across Australia.

LAND is a multisite nationwide project involving the Northern Territory Catholic Education Office, Sydney Catholic Education Office, Adelaide (SA) Catholic Education Office, Archdiocese of Canberra and Goulburn Catholic Education Office, and Catholic Education - Western Australia. The purpose of the project is to achieve sustainable, higher levels of numeracy for students in low SES school communities. This will be done by focusing on essential aspects of quality numeracy teaching and learning, and the key educational leadership capabilities needed to develop and align what happens in classrooms, at school level, in central offices and across education systems.

Principals as Literacy Leaders (PALL)

Another successful proposal was submitted in 2008 under the DEEWR Literacy and Numeracy Pilots in Low Socio-Economic Status School Communities initiative. This proposal was developed collaboratively through the partnership of the Flagship, Australian Primary Principals Association, South Australian Department of Education, Edith Cowan and Griffith Universities, and in consultation with Catholic Education authorities and government education systems across Australia.

PALL is a multisite nationwide project proposal involving the Northern Territory Catholic Education Office, Adelaide Catholic Education Office, Brisbane Catholic Education, and Catholic Education - Western Australia, and their state/territory government system colleagues. The purpose of the project is to develop principals’ leadership capabilities in supporting literacy learning in their schools and systems.

Tri-level Leadership in Numeracy - Aligning Classroom, School and System to Raise Student Achievement

Work has begun on a proposal for an ARC Linkage Grant. The proposed project developed through the partnership of the Flagship and the Mathematics and Literacy Education Research Flagship, is founded on the premise that in order to bring about sustained, system-wide transformational change in student numeracy learning achievement, attention to both the numeracy and educational leadership dimensions is needed, and that this leadership needs to be examined from the perspective of each of the three levels: classroom, school and system. Industry partners will be drawn from education authorities across Australia, reflecting a range of diverse classroom, school and system settings, with their variation in numeracy policy, and system and school support structures.

Visiting Scholar – Professor Jerry Starratt

Professor Jerry Starratt from Boston College USA was the Distinguished Visiting Scholar for the Flagship in May and June 2008. Whilst in Sydney Professor Starratt conducted sessions with Catholic Education Office leadership teams for Lismore, Maitland-Newcastle, Broken Bay and Parramatta, as well as workshops with the participants of Leadership Transforming Learning and Learners 1 and 2. He was a keynote speaker in the Faculty of Education conference and he also conducted a public seminar on June 5.

The Mathematics and Literacy Education Research Flagship

The Mathematics and Literacy Education Research Flagship promotes quality research and a national perspective on mathematics and literacy teaching and learning, with a commitment to ensure access to quality learning for all.
The Director of the Flagship is Professor Doug Clarke, School of Education (Vic), and the Executive members are Professor Philip Clarkson, School of Education (Vic), Associate Professor Paul White, School of Education (NSW), Associate Professor Maureen Walsh, School of Education (NSW) and Dr Janelle Young, School of Education (Qld).

In 2008, 19 staff members drawn from all ACU National campuses qualified as members. The full members of the Flagship were:

- Professor Doug Clarke (Director)
- Ms Jill Brown
- Professor Philip Clarkson
- Ms Ann Downton
- Dr Rhonda Faragher
- Mr Vince Geiger
- Dr Ann Gervasoni
- Associate Professor Marj Horne
- Associate Professor Peter Howard
- Dr Andrea McDonough
- Ms Anne Roche
- Dr Jo Ryan
- Dr Anne Scott
- Associate Professor Maureen Walsh
- Professor Elizabeth Warren
- Associate Professor Paul White
- Ms Sue Wilson
- Dr Janelle Young
- Dr Matthew Zbaracki.

A number of Flagship members are involved in professional associations, have memberships of curriculum committees, or belong to advisory boards. The influence of ACU National staff on state and national policy in mathematics and literacy education is considerable.

Three of the largest projects in which the Flagship was involved in 2008 were:

**Contemporary Teaching and Learning of Mathematics**

In partnership with the Catholic Education Office (CEO) (Melbourne) and schools in the Melbourne Archdiocese, this Flagship project will receive funding of $850,000 (2008-2012).

The ACU National team and CEO School Advisers Mathematics (SAMs) work with schools which have identified mathematics as an area needing greater focus in Prep to Year 6. These schools receive extensive professional development and within-school support, focusing on enhanced teacher pedagogical content knowledge. The project collects data on changed classroom practice, teacher knowledge and student learning as a result of the collaboration.

**Bridging the Numeracy Gap for Students in Low SES and Indigenous Communities**

This project is a collaboration between the Catholic Education Office Western Australia and Catholic Education Offices in Ballarat, Sale and Sandhurst Dioceses and schools in Western Australia and Victoria. It is funded for 2008-2010 by the Australian Government over three years and will receive $1,319,200.

This pilot focuses on training teachers in a specific one-on-one diagnostic method (drawn from the Early Numeracy Research Project and the Extending Mathematical Understanding (EMU) program, to assess students in basic mathematics. Using a specially developed growth point framework, and working closely with colleagues, teachers are developing a teaching program that is tailored to the specific needs of each student. “At risk” students are more likely to be identified and supported in a whole-of-school environment that recognises and prioritises numeracy skills development.

**Indigenous students’ oral language: Building a foundation for numeracy**

This project is a collaboration with the Association of Independent Schools (Queensland), Cairns Catholic Education, and teachers in the Cairns Diocese. Its total funding is $85,000 (2006-2009).

Many young Indigenous Australian students continue to underachieve in Western mathematics. Success in mathematics is important to Indigenous students as it leads to employment opportunities and can assist in identifying power differences among socio-economic groups. This Indigenous students’ oral language initiative is qualitative, interpretive and adopts “empowering outcomes” with a strong collaborative aspect in that the researchers study how to improve Indigenous students’ mathematics language and the language of literacy by putting into practice processes to improve and sustain these outcomes.

**The Centre for Lifelong Learning**

The Centre for Lifelong Learning aims to promote lifelong learning for a more personally fulfilling life, a stronger democracy and more inclusive society and a more highly skilled and knowledgeable workforce.
The Centre operates with a core team of academic staff associated with ACU; other colleagues from within the University and the broader academic and professional community become involved in specific projects relevant to their expertise. The core team of staff include:

- Professor Judith Chapman AM (Director)
- Dr Michael Buchanan
- Dr Marian de Souza
- Dr Janet Gaff
- Associate Professor Sue McNamara
- Mr Adam Staples.

The Centre for Lifelong Learning is engaged in a progressive program of policy analysis, research and publication, community outreach and professional engagement. The work of the Centre has contributed to the setting of the policy and research agenda in the field of education and lifelong learning and has been instrumental in the operationalisation of policies for learning across the lifespan.

### Learning-Centred Leadership

In 2008 Professor Chapman submitted a report to the Organisation for Economic Co-operation and Development (OECD) on *Learning-Centred Leadership* which contains an analysis of the most recent developments in educational policy across OECD countries designed to target the relationship between high quality leadership and learning outcomes. In April 2008, she served as Rapporteur to the OECD conference in Copenhagen, Denmark on “Improving School Leadership” and in May she gave a keynote address in Canberra, organized by DEEWR, on the “Implications of the OECD Report for Australian Education”. This work has particular implications for the lifelong professional learning of school leaders.

### Learning for Leadership Project

Professor Chapman and Dr Michael Buchanan were successful in receiving a grant of $75,000 from the Melbourne Catholic Education Office for a project entitled “Learning for Leadership” to develop a learning platform for the proposed Centre for Leadership and Professional Learning to be established by the Catholic Education Office and Melbourne Archdiocese in Melbourne.

### Australian Government Values Education Project

Professor Chapman, Dr Marian De Souza and Mr Adam Staples continued work as Critical Friends on the Australian Government Values Education Project.

In 2008 Professor Chapman addressed the Final Briefing Session of the Commonwealth Government’s *Values Education Good School Practice Project*. Professor Chapman continues to serve on committees of the Curriculum Corporation responsible for the development of learning resources in Values Education for schools across Australia and in December addressed the National Briefing session for the Values In Action project of the Commonwealth Government to be undertaken in 2009.

The Centre continues its work in areas associated with social inclusion and integration. In 2008, Professor Chapman was invited to present an analysis of Australian developments pertaining to Integration through Education to a meeting of the Bertelsmann Foundation in Germany. Developments in ten OECD countries were considered as part of deliberations leading to the award of the Bertelsmann Prize later in 2008.

### Table 11: TOTAL RESEARCH STUDENT ENROLMENT BY COURSES 2008 (Actual Student Numbers)

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*Source: 2008 ACU National Statistical Digest, Section 3*
Table 12: 2002–2008 RESEARCH STUDENT ENROLMENT BY STATE AND COURSE

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Source: 2008 ACU National Statistical Digest, Section 3
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<td>Prof Graham Rossiter &amp; Mr John Quilter</td>
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<td>Dr Caroline Smith &amp; A/Prof Ken Smith</td>
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<tr>
<td>John Elligate (Vic)</td>
<td>EdD</td>
<td>Developing better practice for beginning primary teachers: The significance of the practicum</td>
<td>A/Prof Kath Engebretson &amp; Prof Barry Fallon</td>
</tr>
<tr>
<td>Joanne Hack (NSW)</td>
<td>EdD</td>
<td>Meaning making: A key pedagogical paradigm for schooling in the third millennium</td>
<td>Adj Prof Patricia Malone &amp; Prof Graham Rossiter</td>
</tr>
<tr>
<td>Gordon Howell (Qld)</td>
<td>EdD</td>
<td>The experience of university academic staff in their use of information communication technology</td>
<td>A/Prof Denis McLaughlin &amp; Dr Eugene Kaminski</td>
</tr>
<tr>
<td>Su-Tseng Lee (Vic)</td>
<td>EdD</td>
<td>Teaching pronunciation of English using computer assisted learning software: Action research in an Institute of Technology in Taiwan</td>
<td>A/Prof Kath Engebretson &amp; Ms Di Cullen</td>
</tr>
<tr>
<td>Jake Madden (Qld)</td>
<td>EdD</td>
<td>An exploration of the relationship between teacher leadership and the principalship in nurturing student learning</td>
<td>A/Prof Denis McLaughlin &amp; Dr Pam Hanifin</td>
</tr>
<tr>
<td>Michael Maroney (NSW)</td>
<td>EdD</td>
<td>An exploration of a contemporary youth spirituality among senior students in three Catholic schools</td>
<td>Prof Graham Rossiter &amp; A/Prof Denis McLaughlin</td>
</tr>
<tr>
<td>Catherine Nongkas (Qld)</td>
<td>PhD</td>
<td>Leading Educational Changes in Teacher Primary Education: A Papua New Guinea Study</td>
<td>A/Prof Denis McLaughlin &amp; Dr Pam Hanifin</td>
</tr>
<tr>
<td>John Rafferty (Vic)</td>
<td>EdD</td>
<td>The emergence of a dominant discourse associated with school programs: A study of CLaSS</td>
<td>Dr Max Stephens &amp; Dr Lyn Carter</td>
</tr>
<tr>
<td>Kerrie Tuite (Qld)</td>
<td>EdD</td>
<td>A case study of secondary principals in Christian Brothers schools in Brisbane</td>
<td>A/Prof Denis McLaughlin &amp; Dr Eugene Kaminski</td>
</tr>
<tr>
<td>Andrew Watson (Vic)</td>
<td>EdD</td>
<td>Perceptions of the transmission of the Edmund Rice charism: Changing leadership from religious to lay in Christian Brothers’ schools</td>
<td>Dr Marian de Souza &amp; Dr Patricia Cartwright</td>
</tr>
<tr>
<td>Helen Weadon (Vic)</td>
<td>EdD</td>
<td>Teacher Learning Matters: The interrelationship between the personal and professional lives of rural teachers</td>
<td>Prof Philip Clarkson &amp; A/Prof Ken Smith</td>
</tr>
</tbody>
</table>
### Table 14: STUDENTS SUCCESSFUL IN PASSING THEIR THESIS IN 2008 (Ready To Graduate)

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Topic</th>
<th>Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Davies (Vic)</td>
<td>EdD</td>
<td>The search for success in a charismatic environment: Senior teachers’ responses to high stakes testing in academically successful Christian Brothers’ schools</td>
<td>Dr Lyn Carter &amp; Prof Philip Clarkson</td>
</tr>
<tr>
<td>Patricia Hindmarsh (Vic)</td>
<td>EdD</td>
<td>Towards an ecologically sustainable Catholic primary school</td>
<td>Dr Caroline Smith &amp; Dr Ross Keating</td>
</tr>
<tr>
<td>Angela Kelly (Vic)</td>
<td>EdD</td>
<td>The Chameleon Principal: A reconceptualisation of the notion of leadership as seen within the context of a rural primary school and its community</td>
<td>Dr Patricia Cartwright &amp; Dr Peter Morris</td>
</tr>
<tr>
<td>Mary Lovelock (Vic)</td>
<td>EdD</td>
<td>The implementation of CLaSS in Catholic primary schools: School leaders’, literacy coordinators’ and teachers’ perceptions of the implementation of CLaSS as a literacy strategy</td>
<td>Dr Josephine Ryan &amp; Dr Patricia Cartwright</td>
</tr>
<tr>
<td>Diane McClure (Qld)</td>
<td>MEdR</td>
<td>An exploration of teachers’ knowledge about aspects of Australian Indigenous history and their attitude to reconciliation</td>
<td>Prof Elizabeth Warren &amp; A/Prof Jeffrey Dorman</td>
</tr>
<tr>
<td>Damien Price (Qld)</td>
<td>PhD</td>
<td>An exploration of participant experience of the service learning program at an Australian Catholic boys’ secondary school</td>
<td>A/Prof Denis McLaughlin &amp; Dr Eugene Kaminski</td>
</tr>
<tr>
<td>Mark Sly (Qld)</td>
<td>EdD</td>
<td>Teacher leadership in South East Queensland Anglican schools</td>
<td>Dr Gayle Spry &amp; A/Prof Denis McLaughlin</td>
</tr>
</tbody>
</table>

### RESEARCH SUPPORTED BY EXTERNAL FUNDING

(Note: only research grants over $1,000 listed)

#### Table 15: Category 1: AUSTRALIAN COMPETITIVE GRANTS INCOME

<table>
<thead>
<tr>
<th>Investigator/s</th>
<th>Project Name</th>
<th>Funding Source</th>
<th>Received in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>E Warren</td>
<td>Sustainable mathematics education capacity building: Empowering Indigenous teacher aides to enhance rural and remote Indigenous students’ numeracy outcomes</td>
<td>ARC via QUT</td>
<td>$38,666</td>
</tr>
<tr>
<td>D Clarke</td>
<td>Examining the relationships between the documented curriculum, classroom tasks and the learning of mathematics APA I</td>
<td>ARC via Monash</td>
<td>$26,140</td>
</tr>
<tr>
<td>A McDonough &amp; C Smith</td>
<td>Influences on students’ learning goals and their capacity for self-regulation</td>
<td>ARC via Monash</td>
<td>$20,500</td>
</tr>
<tr>
<td>D Clarke</td>
<td>Learning Essential knowledge by design: Promoting and connecting mathematics and science in the middle years of schooling</td>
<td>ARC via Uni of Qld</td>
<td>$12,000</td>
</tr>
<tr>
<td>D Clarke</td>
<td>Examining the relationships between the documented curriculum, classroom tasks and the learning of mathematics</td>
<td>ARC via Monash</td>
<td>$10,000</td>
</tr>
<tr>
<td>T d’Arbon</td>
<td>Linking Worlds: Strengthening the leadership capacity of indigenous educational leaders in remote education settings.</td>
<td>ARC</td>
<td>$3,949</td>
</tr>
</tbody>
</table>
### Table 16: CATEGORY 2: OTHER PUBLIC SECTOR RESEARCH INCOME

<table>
<thead>
<tr>
<th>Investigator/s</th>
<th>Project Name</th>
<th>Funding Source</th>
<th>Received in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>D Clarke</td>
<td>Critical friend support for the Australian School Innovation in Science, Technology &amp; Mathematics</td>
<td>ASISTM</td>
<td>$203,045</td>
</tr>
<tr>
<td>E Warren</td>
<td>Building Primary Students' Understanding of Rational Numbers</td>
<td>ASISTM</td>
<td>$62,720</td>
</tr>
<tr>
<td>E Warren &amp; J Young</td>
<td>Indigenous students' oral language: Building a foundation for literacy and numeracy in metropolitan settings</td>
<td>DEEWR</td>
<td>$60,000</td>
</tr>
<tr>
<td>M Bezzina &amp; J Butcher</td>
<td>Review of the Pilot Program: Promoting Interfaith and Intercultural Understanding in School Settings</td>
<td>DEEWR</td>
<td>$45,600</td>
</tr>
<tr>
<td>T Van Dam &amp; V Hill</td>
<td>Strengthening person centred planning in the community participation program</td>
<td>Dept of Ageing, Disability &amp; Homecare</td>
<td>$34,543</td>
</tr>
<tr>
<td>E Warren &amp; J Young</td>
<td>Enabling home school transition: Using Indigenous students’ oral language as the foundation for literacy and numeracy learning and teaching</td>
<td>Independent School Queensland (DEST)</td>
<td>$31,864</td>
</tr>
<tr>
<td>T Noble &amp; M Bezzina</td>
<td>Scoping study into approaches to student wellbeing</td>
<td>DEEWR via Erebus International</td>
<td>$23,600</td>
</tr>
<tr>
<td>J Zajda, P Clarkson &amp; E Warren</td>
<td>The importance of qualifications credentialism in the 21st century</td>
<td>Qld Government (DETA) via EIDOS</td>
<td>$17,963</td>
</tr>
<tr>
<td>P Cavanagh &amp; M Nicholson</td>
<td>Monitoring Professional Progress of Beginning Teachers Appointed After Completion of Pilot Aboriginal Education Teacher Training Enhancement Project</td>
<td>NSW Department of Education and Training</td>
<td>$17,750</td>
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<tr>
<td>J Clark</td>
<td>Encouraging young scientists and technologists under the ASISTM project</td>
<td>ASISTM</td>
<td>$9,870</td>
</tr>
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</table>

### Table 17: Category 3: Industry and Other Research Income

<table>
<thead>
<tr>
<th>Investigator/s</th>
<th>Project Name</th>
<th>Funding Source</th>
<th>Received in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>D Clarke, A Downton, J Brown, P Clarkson, M Horne, A McDonough, A Roche &amp; A Scott</td>
<td>Research and professional development for contemporary teaching and learning of mathematics project</td>
<td>CEO, Melbourne</td>
<td>$100,009</td>
</tr>
<tr>
<td>A Cunliffe &amp; S Sanber</td>
<td>Review of the Catholic Education Office, Bathurst</td>
<td>CEO, Bathurst</td>
<td>$48,930</td>
</tr>
<tr>
<td>J Young, M Walsh &amp; L McDonald</td>
<td>Review of Reading and Reading Support Programs</td>
<td>CEO Lismore</td>
<td>$48,900</td>
</tr>
<tr>
<td>J Butcher</td>
<td>Partners in learning: Religious literacy assessment</td>
<td>CEO, Wollongong</td>
<td>$35,792</td>
</tr>
<tr>
<td>C McLoughlin</td>
<td>SiMMER Hub Agreement</td>
<td>University of New England</td>
<td>$20,000</td>
</tr>
<tr>
<td>T d’Arbon &amp; J Frawley</td>
<td>Linking Worlds: Strengthening Leadership</td>
<td>CEO Darwin, APAPD, NT Dept Employment, Education &amp; Training</td>
<td>$11,741</td>
</tr>
<tr>
<td>B Odgers</td>
<td>Aries Teacher Education for Sustainability</td>
<td>ARIES - Eidos Institute</td>
<td>$10,000</td>
</tr>
<tr>
<td>M Nicholson &amp; N Brake</td>
<td>Delivery of E valuation of Essere Program</td>
<td>Essere Pty Ltd</td>
<td>$9,886</td>
</tr>
<tr>
<td>M Gaffney</td>
<td>Review of the ANU Foundation Studies Program</td>
<td>Aust. National University</td>
<td>$8,500</td>
</tr>
<tr>
<td>A Forbes</td>
<td>MyScience - Engaging students in authentic scientific investigations.</td>
<td>IBM and Uni of Sydney</td>
<td>$8,100</td>
</tr>
<tr>
<td>P Clarkson</td>
<td>Values Education Project</td>
<td>Australian Council for Research in Education, Cath Ed Office</td>
<td>$7,694</td>
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</table>
### Table 17: Category 3: Industry and Other Research Income (continued)

<table>
<thead>
<tr>
<th>Investigator/s</th>
<th>Project Name</th>
<th>Funding Source</th>
<th>Received in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>M Walsh</td>
<td>The multimodal literacy project 2008</td>
<td>CEO Sydney</td>
<td>$7,000</td>
</tr>
<tr>
<td>E Warren &amp; J Young</td>
<td>Home-School Transition for Young Indigenous Australian Students: Bridging Literacy and Numeracy Opportunities through Engagement with Productive Dialogue.</td>
<td>Independent Schools of Qld</td>
<td>$6,183</td>
</tr>
<tr>
<td>V Geiger</td>
<td>Modelling the future with mathematics and technology – Texas Instruments Australia</td>
<td>Telematics Trust</td>
<td>$5,960</td>
</tr>
<tr>
<td>E Labone, J Long &amp; M Nicholson</td>
<td>To evaluate the implementation of the Broken Bay Pedagogy Initiative (BBPI) with particular reference to the impact of the Initiative on professional learning, quality of teaching, as well as student engagement and achievement</td>
<td>CSO Broken Bay</td>
<td>$5,000</td>
</tr>
<tr>
<td>M Walsh, K Maras &amp; M Cranitch</td>
<td>Visual journeys: Immigrant children's responses to visual images in wordless picture books</td>
<td>CEO Sydney</td>
<td>$5,000</td>
</tr>
<tr>
<td>M Nicholson &amp; J Long</td>
<td>Exploring Scripture in the Classroom</td>
<td>CEO Parramatta</td>
<td>$5,000</td>
</tr>
<tr>
<td>C Broadbent</td>
<td>A Study of Effective and Sustainable University - School Partnerships</td>
<td>Victoria University</td>
<td>$4,000</td>
</tr>
<tr>
<td>J Kennedy &amp; P Hanifin</td>
<td>Patterns, issues and implications emerging from a review of literature focusing on the nature of Catholic school enrolments and factors that influence that make-up.</td>
<td>QCEC</td>
<td>$4,000</td>
</tr>
<tr>
<td>K Engebretson</td>
<td>Learning about Islam and Christianity in Catholic and Muslim Based Schools</td>
<td>CEO Melbourne AIS</td>
<td>$2,500</td>
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### Table 18: SiMERR HUB
(Science, Information and Communication Technology and Mathematics Education for Rural and Regional Australia)

<table>
<thead>
<tr>
<th>Investigator/s</th>
<th>Project Name</th>
<th>Funding Source</th>
<th>Received in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>R Faragher, J Brady, C Broadbent, J Burgess &amp; S Wilson</td>
<td>Improving enrolment rates in senior mathematical course: Can a year 10 camp help?</td>
<td>ACU via SiMERR Hub</td>
<td>$20,122</td>
</tr>
<tr>
<td>C Broadbent</td>
<td>Utilising information</td>
<td>ACU via SiMERR HUB</td>
<td>$12,255</td>
</tr>
</tbody>
</table>

### Table 19: IRIS GRANTS
(Integrated Research Information Systems)

<table>
<thead>
<tr>
<th>Investigator/s</th>
<th>Project Name</th>
<th>Funding Source</th>
<th>Received in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>E Labone, J Long &amp; M Nicholson</td>
<td>To evaluate the implementation of the Broken Bay Pedagogy Initiative (BBPI) with particular reference to the impact of the Initiative on professional learning, quality of teaching, as well as student engagement and achievement</td>
<td>ACU IRIS</td>
<td>$24,000</td>
</tr>
<tr>
<td>P Howard</td>
<td>Enhancing the Social Inclusion of Disadvantaged Australians</td>
<td>ACU IRIS</td>
<td>$10,000</td>
</tr>
<tr>
<td>K Flowers, S Miles &amp; E Warren</td>
<td>Improving teacher responsiveness and effectiveness in making adjustments for school children with 'crisis prone' medical conditions.</td>
<td>ACU IRIS</td>
<td>$5,000</td>
</tr>
<tr>
<td>P Cavanagh, E Labone &amp; J Long</td>
<td>Monitoring the effectiveness of the enhanced teacher training scholarships program on the professional progress of participating beginning teachers.</td>
<td>ACU IRIS</td>
<td>$5,000</td>
</tr>
<tr>
<td>T d’Arbon &amp; J Frawley</td>
<td>Leadership development strategies for indigenous middle managers in remote indigenous communities</td>
<td>ACU IRIS</td>
<td>$5,000</td>
</tr>
<tr>
<td>K McLean &amp; M de Souza</td>
<td>An investigation of the impact of the project: An act of kindness on school communities – A pilot study</td>
<td>ACU IRIS</td>
<td>$2,891</td>
</tr>
<tr>
<td>K Engebretson</td>
<td>Learning about Islam and Christianity in Catholic and Muslim based schools</td>
<td>ACU IRIS</td>
<td>$2,500</td>
</tr>
</tbody>
</table>
The Faculty of Education is committed to its community engagement agenda. By embedding community engagement into its undergraduate preservice teaching programs and providing opportunities for students to participate in a range of voluntary community engagement activities, the Faculty has worked to enrich the student experience and to align activities with the mission of the University. The Faculty has continued to work towards its stated goal of developing and sustaining a culture of Community Engagement across the Faculty which is coherent and consistent with a national vision, while targeting and specifically attending to the needs of local communities.

A range of partnerships has developed between the Faculty and its Schools and community organisations as an expression of its mission. Staff were engaged at both personal and professional levels with community agencies. This engagement involves time, purposeful interaction, an understanding and appreciation of the culture of others and has a real presence within the community. A number of staff serve on School, Diocesan and Congregational Education Boards and in 2008 have provided several keynote addresses for or facilitated conferences of school leaders and of parent groups. Faculty staff have been called on to provide in-service days for schools.

Faculty partnerships with the various Catholic Education Offices (CEOs) continued to be supported through meetings with Directors and staff. Faculty members also serve on relevant CEO committees. Sponsored cohorts of teachers for postgraduate studies from CEO schools continue to indicate the strength of the partnership with the Faculty.

2008 Achievements
During 2008 Professor Marie Emmitt was appointed to the National Curriculum Board and Associate Professor Marea Nicholson, was elected President of the NSW Teacher Education Council (TEC).

All Schools in the Faculty were successful in extending and strengthening partnerships. Some examples are:

- Links between ACU National and the rural community;
- Welfare groups such as Smith Family in Ballarat;
- School-based teaching in the Victorian communities of Shepparton and Richmond;
- Brisbane Catholic Education Office for Early Childhood course;
- Support for research in Indigenous education;
- A partnership involving several dioceses for leadership and learning; and
- A partnership between two Catholic Education Offices to provide education for Sudanese students.

Partnerships
The Faculty continued to maintain relationships with a number of domestic and international institutions in 2008. These relationships were in addition to the ongoing Memoranda of Understanding the Faculty has for offering programs off-shore. Some of these partnerships and links are shown in Table 20.

ACU National Off-shore Teaching
- Catholic Institute of Theology, Auckland, New Zealand
- Centre de Formation pour Educateurs, Mauritius
- Instituto Catholico Para Formacoe de Professores, Timor-Leste (Catholic Teachers’ College, Baucau)
- Notre Dame Institute of Education, Karachi, Pakistan
- Wellington Catholic Education Centre, New Zealand.
Community Engagement Highlights

The Faculty's commitment to Community Engagement is demonstrated by the strength of its partnerships and capacity building.

Bridging The Numeracy Gap For Students In Low SES And Indigenous Communities: Extending Mathematical Understanding

This project focuses on training teachers in a specific one-on-one diagnostic method to assess in basic mathematics. This pilot project was designed for Indigenous and low socio-economic students in upper primary schools in the Catholic Dioceses of Ballarat, Sale and Sandhurst in Victoria and schools in Western Australia including the Kimberley Indigenous community schools.

The project was submitted by Dr Ann Gervasoni, Senior Lecturer in Education, School of Education Victoria, along with her team from the Ballarat campus: Naomi Wolfe (Indigenous Education Centre), Ann Downton, Anne Roche, Linda Parish and Andrea McDonough under the auspices of Western Australian Catholic Education Office (CEOWA).

The project was awarded a Federal Government grant of $1.3 million in 2008. Partners in the project are the CEOWA and Catholic Education Offices in Ballarat, Sale and Sandhurst Dioceses and ACU National.

This is a great outcome for Catholic Education in these Dioceses and is a direct result of the partnerships ACU National has built with these Dioceses over the past six years as they have worked towards providing mathematics intervention programs for vulnerable students.

Capacity Building In East Timor

The Bachelor of Teaching (Baucau) continues to provide teacher education in East Timor. This program is an approved program of Australian Catholic University. During 2008 the College was granted a licence to be a tertiary institution. In addition to the undergraduate program, six staff members of the Catholic Teachers’ College in Baucau (ICFP) are undertaking the Master of Education program, with mentor and tutorial assistance provided by Sr Diaan Stuart and other staff to overcome language challenges.

Jose Mendes completed the Master of Educational Leadership and graduated at the October 2008 ceremony.

Parents Add Up The Value Of Mathematics

A workshop for parents with ideas for enhancing their children’s learning of mathematics was held at the Ballarat Campus (Aquinas), as part of a numeracy project partnership between ACU National and The Smith Family.

The workshop aimed to give parents the confidence to assist their children in mathematics learning, with activities and advice prepared and presented by ACU National pre-service teachers in consultation with Senior Education Lecturer Dr Ann Gervasoni.

Supporting indigenous teaching advancement

Over 60 delegates from remote schools in the Western Australia, Northern Territory and South Australia some of the most remote communities in the world, participated in the Tri-State Conference. Issues such as teacher recruitment and retention, Indigenous leadership, appropriate and meaningful curriculum student health, wellbeing and achievement were discussed.
The Conference, sponsored by the Australian Principals Associations Professional Development Council (APAPDC) and co-funded by the New South Wales Department of Education, Employment and Workplace Relations in conjunction with research partners from the Batchelor Institute for Indigenous Tertiary Education (BIITE) in Darwin, facilitated a workshop with a special focus on educational leadership in remote communities.

Education Pathways For People Who Are Disadvantaged

Faculty of Education staff were instrumental in the launch of the Clemente program in Ballarat. This program provides disadvantaged Ballarat residents the opportunity to undertake tertiary education. The co-ordinator is Dr Ann Gervasoni, School of Education (Vic).

Teaching Opportunities In The Northern Territory

Education students at the Strathfield Campus (Mount Saint Mary) recently met Darwin Catholic Education Office Indigenous Catholic Community Schools Coordinator Mr Jim Jolley to explore teaching opportunities in the Northern Territory. Others in attendance included graduate Alicia Westbrook and school principal Leah Kerinuiaua, who shared their experiences of teaching in Indigenous communities near Alice Springs and on Bathurst Island. The School of Education’s Graduate Recruitment Program, coordinated by Dr Karen Maras with the support of Careers Adviser Rachael Grassi, aims to link students with initiatives in a variety of educational sectors.

Employment in remote Indigenous communities in the Northern Territory is supported by financial incentives and offers graduates significant career development opportunities.

Planning Services For Young People In Ballarat

Fourth-year Education students Rebecca Keating, Sean Alston and Marcus Page attended the local government initiative on the Ballarat City Council Youth Strategy to provide input into youth services programs and facilities. The forum addressed youth aged 12 to 25 on ways the local government can encourage young people to participate in community activities and volunteering. The students were joined by local youth agencies, community organisations and charities in contributing to the forum, discussing how the community could implement programs to motivate young people to focus their energy away from drugs and alcohol.

Community Engagement and Partnerships ➔ page 34
Early Childhood Advisory Group (ECAG), Canberra

Strong relationships have developed between the University and the ACT Early Childhood professional community through the creation of an Early Childhood Advisory Group (ECAG). ECAG members include staff from Australian Catholic University, the ACT Children’s Policy and Regulation Unit, three Childcare Directors (ACT & regional NSW), and one student representative.

National Early Years Framework, Canberra

The establishment of an effective partnership between the Canberra Institute of Technology (CIT) and the University has been fruitful and supportive of the development of specialised skill-sets that meet the National Training Package for Children’s Services. The School of Education (ACT)’s Early Childhood academic staff and student cohort contributed actively to the development of the National Early Years Framework through a written submission and participation in focus groups towards the end of 2008.

Parent Participation in the Preschool Sector, Canberra

Early Childhood academic staff have been actively involved in building links within the community sector, commencing with two informal workshops to support parent participation in the preschool sector. The partnership with the Canberra Preschool Society has been strengthened during 2008 with an expansion of the parent-focused workshops to introduce four Early Years Learning workshops and five Parent Committee training workshops.

Indigenous Parenting and Early Years Workshops, Canberra

A recent partnership with the ACT Indigenous community has led to the development of three Indigenous Parenting and Early Years Workshops to be delivered in collaboration with the Canberra Preschool Society. Staff have been drawn from specialist areas in Preschool Education, Early Years Curriculum Development, and Parent and Family Engagement. The community and professional engagement strategy has witnessed a growth in Early Childhood enrolments now being taken directly from the ACT Childcare industry. The Australian Catholic University is proving to be a successful partner in the professional development of existing childcare staff. Exploring the opportunity to utilise ACU pre-service educators as employed members of the childcare setting will also contribute directly to the up-skilling of the childcare sector. This presents the Australian Catholic University as a responsive and compassionate partner in the industry.

Graduate Diploma in Education (Secondary) Mentoring Program, Canberra

The successful Graduate Diploma in Education (Secondary) mentoring program developed in partnership with the Catholic Education Office (Canberra and Goulburn) was selected by Victoria University as an example of an effective University-school partnership. As a result, Dr Jo Brady, Dr Carolyn Broadbent, school-based mentors and other stakeholders were invited to contribute to the Teaching Australia funded research project: Study of Effective and Sustainable University - School Partnerships (SESUSP).

Professional Development Partnership, Canberra

The School and the Catholic Education Office (Canberra and Goulburn) worked collaboratively to enrich the learning environment by aligning the unit EDFD604 Managing Challenging Behaviours taught by Dr Jill Burgess with professional development for teachers. This successful initiative facilitated the sharing of resources and professional experiences.

<table>
<thead>
<tr>
<th>Table 20: PARTNERSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner</td>
</tr>
<tr>
<td>Location</td>
</tr>
<tr>
<td>Armidale</td>
</tr>
<tr>
<td>Ballarat</td>
</tr>
<tr>
<td>Brisbane</td>
</tr>
<tr>
<td>Broken Bay</td>
</tr>
<tr>
<td>Cairns</td>
</tr>
<tr>
<td>Canberra and Goulburn</td>
</tr>
<tr>
<td>Catholic Education South Australia</td>
</tr>
<tr>
<td>Darwin</td>
</tr>
<tr>
<td>Forbes-Wilcannia</td>
</tr>
<tr>
<td>Lismore</td>
</tr>
<tr>
<td>Maitland-Newcastle</td>
</tr>
<tr>
<td>Melbourne</td>
</tr>
<tr>
<td>Parramatta</td>
</tr>
<tr>
<td>Sale</td>
</tr>
<tr>
<td>Sandhurst</td>
</tr>
<tr>
<td>Sydney</td>
</tr>
<tr>
<td>Tasmania</td>
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<tr>
<td>Toowoomba</td>
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<tr>
<td>Townsville</td>
</tr>
<tr>
<td>Wellington, New Zealand</td>
</tr>
<tr>
<td>Wollongong</td>
</tr>
<tr>
<td>Partner</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Mount Clear University Cluster, Vic</td>
</tr>
<tr>
<td>Notre Dame Secondary College, Shepparton, Vic</td>
</tr>
<tr>
<td>Sebastopol College, Vic</td>
</tr>
<tr>
<td>St Kevin's Waterford Campus, Melbourne</td>
</tr>
<tr>
<td>Adelaide Lutheran Schools</td>
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<tr>
<td>Brisbane Lutheran Schools</td>
</tr>
<tr>
<td>Assumption University, Bangkok</td>
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<tr>
<td>Australian Defence Force Academy</td>
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<tr>
<td>Australian National University</td>
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<tr>
<td>Batchelor Institute of Indigenous Tertiary Education</td>
</tr>
<tr>
<td>Catholic Institute of Theology, Auckland, New Zealand</td>
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<tr>
<td>Curtin University</td>
</tr>
<tr>
<td>Ecole Pedagogie, Mauritius</td>
</tr>
<tr>
<td>Flinders University</td>
</tr>
<tr>
<td>Griffith University</td>
</tr>
<tr>
<td>Instituto Catholico Para Formacau de Professores, East Timor</td>
</tr>
<tr>
<td>James Cook University</td>
</tr>
<tr>
<td>Khon Kaen University, Thailand</td>
</tr>
<tr>
<td>Monash University</td>
</tr>
<tr>
<td>National Centre for Mathematics Education, Goteborg, Sweden</td>
</tr>
<tr>
<td>Notre Dame Institute of Education, Karachi, Pakistan</td>
</tr>
<tr>
<td>Queensland University of Technology</td>
</tr>
<tr>
<td>Sitting Bull College, USA</td>
</tr>
<tr>
<td>SSTC Education Centre, Singapore</td>
</tr>
<tr>
<td>The Impact Centre, Plymouth State University, USA</td>
</tr>
<tr>
<td>The University of Oldenburg, Germany</td>
</tr>
<tr>
<td>University of Canberra</td>
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<tr>
<td>University of Calgary, Canada</td>
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<tr>
<td>University of New England</td>
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<tr>
<td>University of New South Wales</td>
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<tr>
<td>University of Newcastle</td>
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<tr>
<td>University of South Australia</td>
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<tr>
<td>University of Southern Queensland</td>
</tr>
<tr>
<td>University of Sydney</td>
</tr>
<tr>
<td>University of Victoria, Canada</td>
</tr>
<tr>
<td>University of Wollongong</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Organisations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglicare, Sydney</td>
</tr>
<tr>
<td>Association of Independent Schools, Queensland</td>
</tr>
<tr>
<td>Association of Independent Schools, South Australia</td>
</tr>
<tr>
<td>Australian National Botanic Gardens</td>
</tr>
<tr>
<td>Australia Post</td>
</tr>
<tr>
<td>Australian Principals’ Association</td>
</tr>
<tr>
<td>Benevolent Society</td>
</tr>
<tr>
<td>Brisbane Airport Authority</td>
</tr>
<tr>
<td>Catholic Institute of Theology, Auckland, New Zealand</td>
</tr>
<tr>
<td>Curriculum Corporation</td>
</tr>
<tr>
<td>Department of Education and Training, NSW</td>
</tr>
<tr>
<td>Department of Education and Training, Vic</td>
</tr>
<tr>
<td>Department of Sustainability and Environment, Vic</td>
</tr>
<tr>
<td>Engineers Australia</td>
</tr>
<tr>
<td>Green PC</td>
</tr>
<tr>
<td>Lutheran Education of Australia</td>
</tr>
<tr>
<td>Lutheran Education Queensland</td>
</tr>
<tr>
<td>National Museum of Australia</td>
</tr>
<tr>
<td>NSW Rural Fire Service</td>
</tr>
<tr>
<td>Origo Press</td>
</tr>
<tr>
<td>Queensland Studies Authority</td>
</tr>
<tr>
<td>Racing Victoria Limited</td>
</tr>
<tr>
<td>Sovereign Hill Historic Park</td>
</tr>
<tr>
<td>St Vincent de Paul Society</td>
</tr>
<tr>
<td>Texas Instruments</td>
</tr>
<tr>
<td>The Anglican Schools Commissions, Brisbane</td>
</tr>
<tr>
<td>The Smith Family</td>
</tr>
</tbody>
</table>

*Source: Faculty of Education, ACU National*
INTRODUCTION

The Faculty of Education enjoyed a high level of stability in Faculty leadership throughout 2008. Associate Professor Michael Bezzina was appointed as Head of School, Educational Leadership, as well as Director of the Flagship for Creative and Authentic Leadership. In addition, Professor Michael Gaffney was appointed Chair of Educational Leadership, replacing Professor Patrick Duignan who retired in January.

The Faculty staff, both academic and general, are the key resources for the success of the Faculty’s operations. Tables 21 and 22 indicate the employment status of the Faculty’s staff.

Staffing Appointments

New staffing appointments (Table 23) in the Faculty Office included Mr Michael Collins, who was appointed Faculty Executive Officer in November, replacing Ms Isa Di Trocchio, Ms Marie Whyte who was appointed Executive Assistant to the Dean of Education, replacing Irene Williams, Ms Belinda Megson, who was appointed Administrative Assistant to the Associate Dean, Research, Research Training and Partnerships, and Mr Peter Vear, Administration Officer who commenced in October.

Staff Promotions

Table 24 shows Academic staff promotions gained during the year as recognition for their outstanding work at the University. Promotions will be effective 1 January 2009.

Honorary Appointments

- Emeritus Professor: Professor Patrick Duignan (2008)
- Adjunct Professor: Dr Anne Benjamin School of Education (NSW)
- Associate Professor: Deirdre Duncan School of Educational Leadership
- Dr Kelvin Canavan fms was awarded an honorary position as Visiting Professor for 2009, based in the Faculty of Education.
STAFF AWARDS

Staff awards are shown in Table 25 and have been mentioned earlier in this report. Other awards to staff included:

**Excellence in Postgraduate Supervision Award**

Associate Professor Jeffrey Dorman, School of Education (Qld), was awarded the 2007 Excellence in Postgraduate Supervision Award for ACU. The award carries $2,000 and significant prestige within the research community at ACU National. It is awarded mainly on the basis of testimonials from past and present postgraduate students who have been, or are currently supervised by Dr Dorman. Associate Professor Dorman was also awarded in Chicago in 2008 (with Australian and Dutch colleagues) the Outstanding Paper Award for presentations at the 2007.

**Award for Quality of Contribution**

School of Education (NSW) Staffing and Course Establishment Officer Ms Deborah Fang was awarded a Strathfield Rotary Pride of Workmanship Award for her outstanding contribution to coordinating the School’s course information, timetable requests and contracts. Ms Fang was acknowledged for her diligence, skill, expert eye for detail and particularly her commitment and generosity to staff. The citation listed Ms Fang as an essential and highly valued member of the School by both academic and administrative staff.

Photo 11: Ms Deborah Fang receiving her award from Strathfield Rotary President Grahame True.

HIGHER DEGREE COMPLETIONS BY STAFF

In addition to awards achieved, many members of staff are undertaking further study and higher degree qualifications. The Faculty is proud of the ongoing education achievements of its staff, and is pleased to report successful higher degree completions in 2008, shown in Table 26.

Outside Studies Program and Secondment to the Institute for Advancement of Research

Provisions for secondment to the Institute for the Advancement of Research (IAR) along with the University Outside Studies Program (OSP) provide opportunities for people to commit substantial periods of time to concentrated research and scholarship. The staff who enjoyed these opportunities in 2008 are shown in Table 27.
### Table 24: ACADEMIC STAFF PROMOTIONS 2008

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Promotion Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Judith Mulholland</td>
<td>SEdQLD</td>
<td>Level D</td>
</tr>
<tr>
<td>Dr Shukri Sanber</td>
<td>SEdNSW</td>
<td>Level D</td>
</tr>
<tr>
<td>Dr Nicki Brake</td>
<td>SEdNSW</td>
<td>Level C</td>
</tr>
<tr>
<td>Dr Michael Buchanan</td>
<td>SRE</td>
<td>Level C</td>
</tr>
<tr>
<td>Dr Karen Maras</td>
<td>SEdNSW</td>
<td>Level C</td>
</tr>
<tr>
<td>Dr Anne Scott</td>
<td>SEdVic</td>
<td>Level C</td>
</tr>
</tbody>
</table>

### Table 25: STAFF AWARDS

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Award / Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Judith Mulholland</td>
<td>HoSEdQld</td>
<td>ALTC award for outstanding contributions to student learning. Citation title: For international collaborative scholarship in science education that has influenced and enhanced the teaching and learning of science for pre-service primary teachers and their students.</td>
</tr>
<tr>
<td>Dr Caroline Smith and Dr Lyn Carter</td>
<td>SEdVic</td>
<td>ALTC award for outstanding contributions to student learning. Citation title: For leadership in the development and implementation of an Education for Sustainability focus within teacher education and professional learning programs.</td>
</tr>
<tr>
<td>Dr Ann Gervasoni</td>
<td>SEdVic</td>
<td>2008 Vice-Chancellor’s Staff Award for Outstanding Community Engagement</td>
</tr>
<tr>
<td>Dr Carolyn Broadbent</td>
<td>SEdACT</td>
<td>Honorary Fellow of the Australian Council of Educational Leaders (ACEL)</td>
</tr>
<tr>
<td>Dr Michael Buchanan</td>
<td>SEdVic</td>
<td>Inaugural Faculty Community Engagement Award, for program for children of refugee and migrant parents on the Atherton Gardens Housing Estate</td>
</tr>
<tr>
<td>Dr Rhonda Faragher</td>
<td>SEdACT</td>
<td>Endeavour Executive Award for her project to improve the educational outcomes of children with Down Syndrome in Singapore and Australia.</td>
</tr>
<tr>
<td>Dr Ken Smith</td>
<td>SEdVic</td>
<td>Nominated for the International Alliance for Invitational Education (IAIE) William Stafford Leadership Award.</td>
</tr>
<tr>
<td>Dr Michael Buchanan</td>
<td>SEdVic</td>
<td>Appointed Editor of the Religious Education Journal of Australia (REJA).</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>HSeEdNSW</td>
<td>Elected President of the NSW Teacher Education Council (TEC).</td>
</tr>
<tr>
<td>Marea Nicholson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Marian de Souza</td>
<td>SEdQld</td>
<td>Award from Dublin City University to visit the university as a Visiting Research Scholar from September to November 2008.</td>
</tr>
<tr>
<td>Mr Vince Geiger</td>
<td>SEdQld</td>
<td>Elected to the position of Secretary of the Mathematics Education Research Group of Australasia.</td>
</tr>
<tr>
<td>Professor Elizabeth</td>
<td>AD Research</td>
<td>ARC-Discovery grant with Professor T J Cooper of Griffiths University.</td>
</tr>
<tr>
<td>Warren</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors Judith Chapman,</td>
<td></td>
<td>Elected to Senate with effect from 23 May 2008.</td>
</tr>
<tr>
<td>Peta Goldburg and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marea Nicholson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 26: HIGHER DEGREE COMPLETIONS BY STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Award / Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Karen Maras</td>
<td>SEdNSW</td>
<td>PhD (UNSW) – <em>Mapping Children’s Theories of Critical Meaning in Visual Arts.</em></td>
</tr>
<tr>
<td>Dr Anne Drabble</td>
<td>SEdQld</td>
<td>Graduate Certificate in Higher Education (ACU)</td>
</tr>
<tr>
<td>Ms Rachael Jacobs</td>
<td>SEdQld</td>
<td>Graduate Certificate in Higher Education (ACU)</td>
</tr>
</tbody>
</table>

### Table 27: OUTSIDE STUDIES PROGRAM/INSTITUTE FOR ADVANCEMENT OF RESEARCH

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Projects Undertaken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Christine Dennis</td>
<td>SEdNSW</td>
<td>Development of new online technologies and resources</td>
</tr>
<tr>
<td>Dr Toni Noble</td>
<td>SEdNSW</td>
<td>Research and develop a book proposal</td>
</tr>
<tr>
<td>Mrs Wendy Moran</td>
<td>SEdNSW</td>
<td>Doctoral Studies</td>
</tr>
<tr>
<td>Mrs Donna Gronn</td>
<td>SEdVic</td>
<td>Doctoral Studies</td>
</tr>
<tr>
<td>Dr Janette Long</td>
<td>SEdNSW</td>
<td>Research focussed around mentoring, TLC and ”Teach Our Mob” with indigenous students</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>SEdNSW</td>
<td>To disseminate developments in <em>Teaching for Abstraction</em> and increase research publications</td>
</tr>
<tr>
<td>Paul White</td>
<td>SRE</td>
<td>Conduct research on best practice in education for inter-faith dialogue and publish findings</td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kath Engebretson</td>
<td>SRE</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>SEdACT</td>
<td>To advance research outcomes related to the SiMMER Hub</td>
</tr>
</tbody>
</table>
The Faculty of Education continued to undertake a broad spectrum of activities during 2008. The Dean made a significant contribution to the various reviews across the University in addition to leading the Faculty. In the final year of the Strategic Plan 2002-2008, the Faculty was focused on preparation for the next planning cycle. Preparation for and participation in the Australian Universities Quality Agency (AUQA) review and the Faculty Academic Staff conference provided opportunities for the Faculty to reflect on its achievements and think about the way forward.

The Faculty of Education undertook significant activity in preparation for the visit of the AUQA panel to the University in 2008. Extensive portfolios were prepared for the visit and staff and students participated in various briefing and lunch time sessions arranged with the visiting AUQA team. The report of the AUQA visit has informed the development of the Faculty planning process for 2009 and beyond. In particular, the Faculty recognises that it must address its staffing profile to ensure long term sustainability for the Faculty. Processes and programs for workforce planning will be developed during 2009.

The Faculty’s involvement in the University’s development of the SharePoint pilot continued in 2008. The Faculty of Education has played a significant role in the ongoing development of the structures, definition of processes and development of training needs that will inform the implementation of the software across the University.
Academic Staff Conference

The Faculty of Education Academic Staff Conference was held on 28 and 29 May 2008, at St Joseph’s, Baulkham Hills, Sydney. Over 120 Faculty members were present. The conference was very well received and provided the first opportunity for all academic staff of the Faculty to meet in fourteen years.

The theme of the conference, “Enacting the mission/Realising the vision”, was planned to celebrate successes of the Faculty to date and to provide an opportunity to commence the discussion for future planning of the Faculty, specifically to identify goals and targets to inform the strategic planning activities of the Faculty.

Following the Dean’s welcome, Professor Greg Craven, the newly appointed Vice Chancellor, gave the keynote address, clearly articulating his strategic priorities for the University which would provide the focus of planning for the University’s strategic plan. The Vice Chancellor’s emerging views of what it means to be a “Catholic university” were also expressed at the conference.

Opportunities to share colleagues’ work through a themed series of roundtables and presentations were provided over the two days. A highlight was the conference dinner. The guest speaker was Li Cunxin, who was awarded an honorary doctorate by ACU National at the recent Sydney graduation for his contribution to the arts and ballet and, in particular, “recognition of his special gift as a ballet dancer”. Li’s book, Mao's Last Dancer, published in 2003, detailed the story of his life and life’s journey, from Qindoa in China to Madame Mao’s Beijing Dance Academy, to Houston Texas, and to Principal Dancer for the Australian Ballet. His story had a profound contribution to the conference.

Photo 12: Professor Marie Emmitt and guest speaker, Li Cunxin after the celebration dinner.

The decision to have a Faculty conference was welcomed by many staff and the Dean’s vision and commitment to it were noted and appreciated. The conference organising committee, and the conference facilitator, Dr Di Challis, Challis Consultancy, were recognised and thanked for the contribution made to the conference.

Conference feedback indicated that the majority of participants welcomed the opportunity to meet as a Faculty, engaged with the conference and responded constructively to what it offered. The outcomes of the conference have informed the development of the next Faculty planning cycle.

Photo 13: Associate Professor Michael Bezzina leads a discussion group at the Faculty Conference.

Academic Management

The Dean continued to be supported by several Faculty committees.

Faculty Board met five times during the year with three face-to-face meetings held in Melbourne, Brisbane and Strathfield and two teleconferences. Faculty Board is concerned with matters relating to research and teaching and learning. The four standing committees of the Faculty met regularly throughout 2008. These committees are the Research, the Teaching and Learning, the Academic Programs and the Faculty Board Standing Committees. The membership of the Faculty Board was reviewed during 2008, and there will be two elected Professors on the Board in 2009. The Dean recognises the involvement and contribution of the Faculty Professors to the Board over time and will be identifying ways to continue to engage Professors in the life of the Faculty in the future.

The Faculty Executive Committee advises the Dean on operational aspects of the Faculty. In 2008 the Executive met regularly by teleconference and on six occasions met face-to-face. The role of this committee in sharing information and developing and implementing Faculty directions is recognised as critical to the Faculty’s operation.

The Faculty Marketing and Communications Committee is an advisory committee to the Faculty Executive and met several times throughout the year. A Faculty Marketing and Communications plan was developed and implemented in 2008.
Financial Management

The Faculty enjoyed a 8.4% surplus at the close of 2008 (calculated as a ratio of surplus to planned budget, and excluding carry-forward monies) giving the Faculty a full 18.7% carry-forward into 2008 (inclusive of carry-forward monies). The surplus was due, in part, to additional funding ($1.25 million) awarded to the Faculty from DEEWR to support Professional Experience enhancement activities and also due to unspent funding set aside for Dean’s initiatives such as course reviews, marketing efforts, and School reviews as well as earmarked funding for Faculty Renewal strategies. These initiatives will continue to be pursued in 2009 and beyond, especially initiatives that support the research, and teaching and learning agendas. A special code was established to assist in tracking the progress of these strategic advancement activities.

Comparing all income streams, the total percentage of DEEWR and Fee Income decreased in 2008 (83.9% compared to 90.4% in 2007, a decrease of 6.5%), which indicates a stronger return on other income streams.

The total salary costs of the Faculty were under budget 2.9% in 2008, primarily due to unrealised planned staffing (unfilled positions). Overall, however, the Faculty experienced a slight increase in salary costs as a percentage of total expenditure, returning 93.8% in 2008 (compared with 93.6% in 2007 – an increase of .02%).

Non-salary expenditure returned a considerable overrun, primarily due to planning carry-forward monies for use toward non-salary categories to supplement inadequate plan monies. Capital expenditure returned a modest overrun in 2008, but on the whole, the Faculty returned an increased percentage variance in total expenditure-to-plan over 2007 results.

The charts illustrate the Faculty’s income and expenditure for 2008.
APPENDIX 1: PUBLICATIONS 2008

The reported publications are in line with the Department of Education, Employment and Workplace Relations publication reporting requirements. Only refereed material is recorded here.

Note: Where a number of authors have contributed to a publication, Faculty of Education authors are highlighted in **bold** text, unless all authors are members of the Faculty of Education.

**Books**


**Book Chapters**


Journal Articles


Conference Papers


