Research in the School of Education (Victoria)  
Staff Research Profiles

The School of Education (Victoria) is committed to the creation and maintenance of an active research community and the conduct of high quality research, issuing in publications of national and international relevance and significance.

The School of Education has a number of research partnerships and undertakes research work for a wide range of government and community agencies. In particular the School has collaborative research arrangements with the Catholic Education Office (Melbourne) in the areas of: Learning Centred Schools and Learning Centred Leadership; Professional Learning; Student Wellbeing, Social Inclusion, Values, and the relationships between the Community and the School; and Quality Learning, Curriculum Teaching and Leadership in Faith Based Schools.

The research profiles of staff provide evidence of the breadth and depth of the research expertise among members of academic staff. Students wishing to undertake research in the School of Education will find the information contained within the profiles of considerable interest when making choices regarding supervision of their research.

We trust that you will find the information on the research profiles of staff to be of interest and we look forward to welcoming you to the research community of the School of Education (Victoria) at Australian Catholic University.

Judith D Chapman AM  
Professor of Education  
November 2009
TABLE OF CONTENTS

BROWN, Jill .......................................................................................................................... 4
BUTLER, Helen ................................................................................................................... 5
CALLERY, Catherine (Kate) ............................................................................................ 6
CARTER, Lyn ..................................................................................................................... 7
CHAPMAN AM, Judith ....................................................................................................... 8
CLARKE, Doug .................................................................................................................. 8
CLARKSON, Philip ............................................................................................................ 10
CULLEN, Dianne ............................................................................................................. 11
DAVEY, Glenis .................................................................................................................. 12
ANNE MAREE DAWSON, Anne-Maree .......................................................................... 13
DOWNTON, Ann ............................................................................................................... 14
ELLIGATE, John ............................................................................................................... 15
GERVASONI, Ann ............................................................................................................. 16
GRONN, Donna ................................................................................................................ 17
HORNE, Marjorie ............................................................................................................. 18
JONES, Mellita .................................................................................................................. 19
LAMING, Madeleine Mattarozzi ..................................................................................... 20
LANDO, John ................................................................................................................... 21
McDONOUGH, Andrea ..................................................................................................... 22
McLEAN, Karen ................................................................................................................ 23
McNAMARA, Sue ............................................................................................................. 24
MORRIS, Peter .................................................................................................................. 25
NUTTALL, Mary ............................................................................................................... 25
OLCAY, Millie ................................................................................................................... 27
RYAN, Josephine ............................................................................................................. 28
SCOTT, Anne .................................................................................................................... 29
SMITH, Caroline .............................................................................................................. 30
SMITH, Ken ....................................................................................................................... 31
STAPLES, Adam ............................................................................................................... 32
SUMMERS, Bernadette .................................................................................................... 33
YOUNG, Patricia (Trish) .................................................................................................. 34
ZAJDA, Joseph ................................................................................................................ 35
ZBARACKI, Mathew ......................................................................................................... 36
JILL BROWN  
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Lecturer in Mathematics Education

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Brief Biography: Jill Brown lectures in primary and secondary mathematics education at ACU. She has strong links with schools through her past teaching career, her long involvement with the Mathematical Association of Victoria (MAV) – currently a Council member, her recently graduated students, and her more recent membership of and professional development for the ACU National Mathematics Teaching and Learning Centre and the ACU National Mathematics Flagship.

Jill is an active member of the Mathematics Education Research Group of Australasia (MERGA), the international group for the Psychology of Mathematics Education (PME), and the International Community for the Teaching of Mathematical Modelling and Applications (ICTMA). She is currently the Book Reviews editor for MERGA’s two journal [Mathematics Education Research Journal and Mathematics Teaching Education and Development]. Jill is also co-editor of The Australian Senior Mathematics Journal as from 2009, and is a member team who have successfully bid for the ICTMA 15 Conference to be held in Melbourne in 2011.

TEACHING
Exploring Mathematics, Mathematics Curriculum & Teaching, Number Development for Middle School Mathematics, Geometry & Measurement for Middle School, Functions and Algebra for Middle School Mathematics, Probability & Statistics in Middle School Mathematics

AREAS OF RESEARCH INTEREST
Jill’s research focuses on secondary mathematics students’ understanding of functions, the perception by both teachers and students of affordances of a technology rich mathematics teaching and learning environment for the teaching and learning of functions throughout secondary school and applications and mathematical modelling in lower secondary years. Her recent research has focused on the teaching and learning of mathematics in secondary schools where technology use is assumed, as is the case in Victorian classrooms.

EXAMPLE OF RECENT PUBLICATIONS AND PRESENTATIONS

HELEN BUTLER  
BA(Hons)(LaT)GradDipEd GradDipAdol.Health&Welfare(Melb)  

Senior Lecturer in Education  

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Brief Biography: With a background in secondary teaching, student welfare and community health promotion, Helen’s recent work has bridged research and practice, health promotion and education. Helen joined the Centre for Adolescent Health in 1997 to work with the Gatehouse Project. The project assisted schools to develop strategies to increase the connectedness of students to school and to increase students' skills and knowledge for dealing with everyday life challenges. In demonstrating that enhancing the quality of school environments can improve health outcomes for young people, most notably in relation to use of alcohol, tobacco and illicit drugs, the project contributed to a reconceptualisation of the promotion of health and wellbeing in schools. 

Helen continued to work with the team who initiated the Gatehouse Project to develop the Adolescent Health and Social Environments Program to examine school change, and models of implementing and disseminating school interventions. Helen worked with groups of schools across Victoria, developing new collaborative research partnerships and translating findings of the Gatehouse Project and subsequent research into practice. Helen has contributed to the study design, implementation and evaluation of the Beyond Blue schools research initiative, a 5-year RCT of multi-level school based intervention in 3 states. She was a consultant to the Student Engagement and Wellbeing Focus cluster of schools in the Victorian Middle Years Research and Development (MYRAD) program (1999-2001). She has been integrally involved in the development, implementation and evaluation of the Festival for Healthy Living, a Victorian project using the performing arts to promote mental health in primary and secondary schools. Helen’s work has been recognised in Department of Human Services’ Public Health awards for the Gatehouse Project (2000) and Festival for Healthy Living (2003), and a Vic Health award for Excellence in Health Promoting Research (2001). Helen has been consulted by a number of international researchers seeking to work in school settings in countries including UK, Bhutan, China, New Zealand, Vietnam, Sweden and South Africa and continues to present at numerous international conferences.  

TEACHING  

AREAS OF RESEARCH INTEREST  
Helen’s research interests are in the areas of student wellbeing, school improvement, teacher professional identity, building school community partnerships, using arts for promoting student wellbeing and community development and restorative practices in schools and communities  

EXAMPLE OF RECENT PUBLICATIONS  
CATHERINE (KATE) CALLERY  
TPTC, GradDipTeach(InstCathEdVic) BEd(StateCollVic) MEd  
PhD(ACU)

Lecturer in Education

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Brief Biography: Catherine Callery is a Lecturer at Australian Catholic University. Catherine began her career as a teacher in both primary and junior secondary school in Melbourne before undertaking post-graduate studies in Melbourne. She graduated with a Graduate Diploma in Special Needs in 1977 and with a Bachelor of Education in 1982. In 1997 Catherine graduated with a Master of Education, her thesis title being: Short Term Planning and Practices in Multiage and Conventional Class Settings. Catherine graduated with a PhD in 2006. The title of the thesis being: An Investigation of Reading Intervention Program in a Junior Secondary School Setting.

Currently Catherine along with colleague Brendan Hyde is conducting a pilot project at Uncle Bob’s Early Learning Centre, Royal Children’s Hospital Melbourne. The purpose of the project is to investigate interventions to enhance the communication skills of pre-schoolers, who exhibit Global Development Delays, Dyspraxia and Autism. Catherine has recently made an application for an Early Researchers Grant. This grant is intended to support further research related to her PhD. In conjunction with her colleague Helen Buller the intention is to develop reading intervention tools (both on-line and face-to-face) which could be used to enhance the literacy skills of marginalised adolescents.

TEACHING
Special Needs, Literacy, Reading, Early Childhood Education

AREAS OF RESEARCH INTEREST
Catherine’s research interests are in the area of reading; teacher planning; multiage teaching; education and diversity; teacher education and professional learning; teacher learning in the pre-school setting and struggling adolescent readers.

EXAMPLE OF RECENT PUBLICATIONS

LYN CARTER
BSc MEdSt(Monash) PhD(Deakin)

Senior Lecturer in Science Education

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Brief Biography: Lyn lectures in science and technology education to undergraduate primary and secondary teacher education students in the School of Education on the Melbourne Campus. She also lectures in postgraduate education particularly in the areas of research methodologies and contemporary issues in curriculum. Lyn began her career as a teacher in secondary schools in Melbourne before undertaking post-graduate studies and joining ACU.

Lyn was recently awarded a Citation for Outstanding Contribution to Student Learning from the Australian Learning and Teaching Council for her teaching in the Australian University sector. Her Citation (with Dr Caroline Smith) was for leadership in the development and implementation of an Education for Sustainability focus within teacher education and professional learning programs.

TEACHING
Science Education

AREAS OF RESEARCH INTEREST
Lyn’s research interests include policy and curriculum studies in science education, with an emphasis on the effects and consequences of globalisation. She also researches postcolonialism and sustainable futures as counter discourses to globalisation. She is interested all aspects of science education with a particular focus on sustainability science, science for public understanding also known as citizen science, and science studies

EXAMPLE OF RECENT PUBLICATIONS AND PRESENTATIONS


JUDITH CHAPMAN AM
BADipEd(Melb) BEd(LaT) EdD(NthColorado)
FACE FACEA FWAIEA

Professor of Education

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Brief Biography: Judith Chapman is Professor of Education at Australian Catholic University. Judith began her career as a teacher in secondary schools in Australia and Europe before undertaking post-graduate studies in the USA. She was formerly Dean of the Faculty of Education at ACU (1998-2003), Professor of Education and Associate Dean (Teaching and Learning) of the combined Faculties of Economics, Commerce, Education and Law at The University of Western Australia (1993-1998), and Director of the Centre for School Decision Making and Management at Monash University (1979-1993). She has undertaken extensive research and consultancy for international and national authorities, including OECD, UNESCO, the World Bank, I.D.P., and the Australian Commonwealth Government. Her publications include: Values Education and Lifelong Learning (Dordrecht: Springer 2007); Lifelong Learning, Participation and Equity (Dordrecht: Springer 2006); The International Handbook on Lifelong Learning (Dordrecht: Kluwer 2001) and The School, Community and Lifelong Learning (London: Cassell 1997). Judith is a Fellow of the Australian College of Education; a Fellow of the Australian Council of Educational Leaders; and a Fellow of the Western Australian Institute of Educational Administration (of which she was formerly Patron). In 1999 she became a Member of the Order of Australia (AM) for services to higher education as a teacher and researcher. In the same year she was awarded a Rockefeller Foundation Fellowship at the Rockefeller International Study Center, Bellagio, Italy to undertake work on educational reform. In 2007 she was elected a Visiting Fellow at St Edmund's College, Cambridge University and worked as an expert consultant at OECD, Paris, preparing a report on “Learning Centered Leadership”. In 2008 she participated in meetings in Berlin associated with the Bertelsmann Foundation Prize in Education for 2008 on “Integration Through Education” and served as a Rapporteur at the OECD meeting on “Improving School Leadership” in Copenhagen. In 2009 she is undertaking a project for the Catholic Education Office Melbourne on “Learning for Leadership” and serving as Academic Advisor for the Commonwealth Government “Values in Action ” project.

AREAS OF RESEARCH INTEREST
Judith’s research interests are in the area of educational policy and administration, lifelong learning; learning centred leadership; quality schooling and teaching; school improvement; education and diversity; values education; teacher education and professional learning.

EXAMPLE OF RECENT PUBLICATIONS AND PRESENTATIONS

RECENT RESEARCH GRANTS
DOUG CLARKE
BSc DipEd MEdSt(Monash) PhD(Wisconsin)

Professor of Education

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Brief Biography: Doug Clarke is a Professor of Mathematics Education at the Australian Catholic University (Victoria), where he directs the Mathematics Teaching and Learning Centre. He was formally joint national coordinator of the Australian Mathematics Curriculum and Teaching Program (K-10). Doug’s professional interests include young children’s mathematical learning, using mathematics to explore current events and students’ interests, problem solving and investigations, manageable and meaningful assessment, and the professional growth of mathematics teachers. Doug directed the Early Numeracy Research Project, exploring effective approaches to numeracy learning in the early years in 70 Victorian primary schools from 1999-2002. This project received an Honourable Mention in the Business and Higher Education Round Table Annual Awards for Outstanding Achievement in Collaboration in Research and Development and Education and Training in 2004. He also directed the Critical Friends Program for the Australian School Innovation in Science, Technology and Mathematics Program (2005-2008). Doug was a State Nomination for the Federal Education Minister Awards for Outstanding Contribution to Improving Literacy and/or Numeracy 2003, and a finalist, Prime Minister’s Award for University Teacher of the Year, 1997, and a State Nomination for the National Literacy and Numeracy Awards in 2003. Recently, Doug was a member of the Expert Panel which prepared the Report of the National Numeracy Review for the Council of Australian Governments.

AREAS OF RESEARCH INTEREST
Teacher professional learning, Rational number learning, One-to-one assessment interviews in mathematics, The impact of particular types of mathematics tasks on student learning

EXAMPLE OF RECENT PUBLICATIONS AND PRESENTATIONS AND GRANTS

Recent research and consultancy grants
2008-2010 Leading Aligned Numeracy Development Project, DEEWRR (with Mike Gaffney, Mick Bezzina, Rhonda Faragher (Grant: $1,443,750)
2008-2012 Contemporary Teaching and Learning of Mathematics Research and Professional Development Project for the Catholic Education Office (Melbourne) (Grant: $854,000 approx., with Ann Downton and ACU team)
PHILIP CLARKSON
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Professor of Education

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Brief Biography: I began my professional life as a teacher of mathematics, chemistry, environmental science and physical education in secondary schools. I have been at the Australian Catholic University since 1985. Prior to that I spent nearly five years as Director of a Research Centre at the Papua New Guinea University of Technology. Over the last 10 years I have led evaluation teams that have focused on assessing particular education programs, single schools through to system evaluations.

I have served as President, Secretary and Vice President (Publications) of the Mathematics Education Research Group of Australasia (MERGA), and was the foundation editor of the association’s research journal *Mathematics Education Research Journal* and continue to serve on the Editorial Board. I am also a member of Editorial Boards of the *Journal for Science and Mathematics Education Research in Southeast Asia* and *Australian Mathematics Teacher*. I review manuscripts for the *Journal of Catholic School Studies, Educational Studies in Mathematics*, the *Journal for Research in Mathematics Education*, *Journal for Mathematics Teacher Education*, and papers for the annual conferences of the *American Education Research Association* and the *Australian Association of Research in Education*

TEACHING
Mathematics education, Issues in Education

AREAS OF RESEARCH INTEREST
Mathematics education: The interplay of language and mathematics learning; Working mathematically; Teaching and learning in multi lingual / cultural contexts; Evaluation: Schools; Systems; Programs ;The impact of the big forces on education: Globalization; Values; Multi cultural contexts with particular interest in Papua New Guinea and Asia; The art of teaching: Self data collection and theorization by teachers.

EXAMPLE OF RECENT PUBLICATIONS AND PRESENTATIONS
DIANNE CULLEN
CTE, DipTeach GradDipMulticultSt(InstCathEdVic) MEd(LaT)

Lecturer in Education

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Brief Biography: Dianne Cullen has taught in the primary, secondary and adult sectors. Her teaching career spans over three decades and she has taught in several overseas countries including Indonesia, Thailand, Hong Kong and China. Her particular areas of interest are Teaching English to Speakers of Other Languages (TESOL) and policy studies. Dianne has regularly presented at national and international conferences and her PhD study is in the area of Initial Teacher Education Policy in the Post-modern State. Currently Dianne lectures to both undergraduates and postgraduate students undertaking teacher education courses and is co-ordinator of the BT/BA program at Australian Catholic University.

TEACHING
TESOL in the Secondary school

AREAS OF RESEARCH INTEREST
Initial Teacher Education in the Postmodern State
TESOL Techniques
ESL Curriculum and Teaching
Children's Literature for Literacy
Linguistics for Literacy
Catholic Education and Schooling
Social and Cultural Contexts of Education
Socio-Cultural Contexts of Language and Literacy Practices
GLENIS DAVEY
TPTC, BA(Monash) MEd(Melb)

Senior Lecturer in Education

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Brief Biography: Since joining Australian Catholic University, Glenis has worked in all aspects of secondary teaching, in particular specialising in the Graduate Diploma of Education (Secondary) and the Master of Teaching (Secondary)

TEACHING
Teaching and Learning, Classroom Management

AREAS OF RESEARCH INTEREST
Narrative inquiry, action-based research and discourse analysis with respect to teachers’ curriculum work.
Travel narratives and perspectives on colonial port cities.
Interests

EXAMPLE OF PROFESSIONAL WORK
Curriculum development and evaluation, in particular, program design for effective learning and teaching with an emphasis on trans-disciplinary(integrated) curriculum;learning designs for the middle years of schooling; managing challenging student behaviour.
Teaching Experience

Tertiary education unionism - NTEU National Councillor and state office holder.
Professional Memberships

Member local community action group.
ANNE-MAREE DAWSON  
DipTeach BEd(InstCathEdVic) MEd(Monash)

Lecturer in Education

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Brief Biography: Anne- Maree teaches in the pre-service primary courses in learning, curriculum development, classroom management and professional practice. Her career initially began as a primary teacher. She is currently a registered teacher with the Victorian Institute of Teaching (VIT).
Anne-Maree has worked extensively in the area of Professional Experience with both primary and secondary pre-service courses providing pre-service teachers with current information related to their preparation for teaching and employment. She has worked with participating schools in facilitating and implementing focussed supervision skills. One of her responsibilities is to co-ordinate the Professional Experience Program for the Melbourne campus.
Anne-Maree has been closely involved with the development and review of a number of primary education courses both nationally and in Victoria. She is an active member of the Victorian Institute of Teaching (VIT) Accreditation Committee.
Anne-Maree is currently the Assistant Head of the School of Education, Academic Programs for the Victorian campuses.

TEACHING
Curriculum, Assessment, Classroom Management, Practicum

AREAS OF RESEARCH INTEREST
Practicum and associated supervision skills  
Children’s behaviour and management  
Multimodal courses to cater for diverse learners in Tertiary Education

RECENT RESEARCH
ACU/CEOM Course Partnership Project
The design and implementation of a pilot study for a new Bachelor of Education Primary course in partnership with the Catholic Education Office, Melbourne and associated primary schools. The course will change the notion of a lecture/tutorial campus based program with designated practicum woven in between semesters to a course with an embedded practicum and an in schools teaching and learning program matched with intensive on campus days (multimodal).
ANN DOWNTON
DipT(InstCathEdVic) BEd(BurwoodStateColl) MEd(ACU)

Lecturer in Education

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Brief Biography: Ann Downton is an experienced primary school teacher in both general classroom and as a part-time mathematics and science specialist. Prior to her appointment at Australian Catholic University she worked as a private mathematics consultant and as a tutor in Mathematics Education at ACU National, while at the same time maintaining her one-day specialist teaching position. Because of the many years of experience in and strong connections to the primary classroom Ann welcomes any opportunity to work with children and teachers on mathematics investigations in the classroom. Ann’s work in schools has also included being a critical friend for a school in the Family-Schools Partnerships project (2005), and for several research projects within the Australian Schools Innovation in Science, Technology and Mathematics (ASISTM) project (2006-2008). Throughout her teaching career she has maintained an active role in the Mathematics Association of Victoria, initially on the Professional Development committee, then as a member of Council, and more recently as a member of the Annual Conference Committee.

TEACHING
Mathematics Education in pre-service and post-graduate primary education

AREAS OF RESEARCH INTEREST
Ann is presently conducting her doctoral study relating to young children’s learning of multiplication. Her other research interests included student centred learning of mathematics, classroom discourse, the use of ICT to support mathematics learning and supporting low attaining or reluctant learners in the classroom.

EXAMPLE OF RECENT PUBLICATIONS AND PRESENTATIONS


Recent Grants
Contemporary Teaching and Learning of Mathematics: A research and Professional Development Project for the Catholic Education Office Melbourne (Grant $854,000; with Professor Doug Clarke (director) and Anne Roche, Andrea McDonough, Jill Brown, Marj Horne, Philip Clarkson, Anne Scott and Louise Hamilton) 2008-2012.

Student-centred Teaching and Learning with Interactive Whiteboards (IWB) (Internal ACU National Teaching and Learning Enhancement Scheme (TALES ) Grant ($9975), with Anne Scott (coordinator) and Donna Gronn) 2008
JOHN ELLIGATE
TPETC(MelbTC) DipPhyEd(Melb) BEd(LaT) MEdSt(Monash) EdD(ACU)

Lecturer in Education

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Brief Biography: Have worked in schools (state and private) prior to becoming involved in tertiary education in the areas of human movement, physical education and the practicum. Focus centred on the development of partnerships between students, schools and ACU in the effective teaching of physical and sport education as well as providing assistance and supervision to pre-service teachers undertaking the practicum in a range of educational settings. Former Chairperson for Disability Sports Victoria (DSV) tertiary advisor to ACHPER (Australian Council for Health, Physical Education and Recreation) as well as developing partnerships between ACU (School of Education) and AFL, Soccer Victoria, Healthcorp Ltd (First Aid), Life Saving Society of Victoria, Austswim, Calisthenics Victoria, NRL, Table Tennis Victoria. Involved in Orientation Programs for incoming ACU students as well being involved in the development and implementation of well being programs for undergraduate/pre-service teachers.

TEACHING
EDPH306 Personal Development Education: Undergraduate
EDPH306 Personal Development Education: Early Childhood/Bachelor of Education
EDPH104 Specialisation - Curriculum
EDPH204 Specialisation – Health Education

AREAS OF RESEARCH INTEREST
Physical, Sport and Health Education
Students with special needs
Developing partnerships in Physical and Sport Education between ACU and schools
The Practicum for pre-service teachers
Recreation for adults and adolescents
Physical activity for the marginalised and disadvantaged
Student Well Being

EXAMPLE OF RECENT PUBLICATIONS AND PRESENTATIONS
ANN GERVASONI
DipTeach(InstCathEdVic) BEd(BallaratCAE) MEd(Hons)(ACU) PhD(LaT) MACE

Senior Lecturer in Education

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Brief Biography:  Ann teaches in both pre-service and post-graduate courses in Mathematics Education. Previously Ann worked as a primary teacher for 13 years and as a mathematics consultant with the Catholic Education Office in Melbourne. Ann is a past member of the Victorian Board of Studies Mathematics Key Learning Area Committee and the Council of the Mathematics Association of Victoria. Ann’s PhD research focused on assisting children who have difficulty learning mathematics.

Ann is recognised for her research related to children who experience difficulty learning mathematics, and is committed to improving approaches for supporting the learning of those most vulnerable in our schools. Ann has developed a mathematics intervention program, *Extending Mathematical Understanding (EMU)*, and an associated Specialist Teacher Course. Ann was a member of the research team for the Early Numeracy Research Project (1999-2001) in Victoria.

PRIMARY TEACHING COMMITMENTS
Mathematics Education

AREAS OF RESEARCH INTEREST
At present Ann is involved in a number of research projects related to enhancing learning for children who are vulnerable in learning mathematics. Ann’s interests also include community-based education programs for financially disadvantaged groups such as the Clemente Program for adults typically locked out of tertiary education, and Maths Clubs for children.

EXAMPLE OF RECENT PROJECT INVOLVEMENT
*Bridging the Gap for Students in Low SES and Indigenous Communities (2009-2010)* in partnership with CEOs in WA, Ballarat, Sale and Sandhurst.
*Developing Mathematics Teaching, Learning and Assessment Frameworks and One-to one Interviews (2007-2008).*
*Out With Algorithms and In with the Empty Number Line* in partnership with Dr Robyn Brandenburg, University of Ballarat (2008).
DONNA GRONN  
DipT(BurwoodStColl)BEd(VicColl)GradDipCompEdMEd(Deakin),EdD (ACU)  

Lecturer in Education  

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Brief Biography: Donna began her career as a primary school teacher and worked across all levels of the primary school before becoming the ICT teacher for one year in a primary school computer lab. Concurrent with this ICT position she worked in a research position in the Mathematics Teaching and Learning Centre at ACU from 1996 before taking on a lecturing role at ACU in 2002. Donna is keen to pass on her passion for teaching and learning to teachers of future generations. She is particularly enthusiastic to develop a confidence in others to teach each child as an individual in a style that is most appropriate for their mode of learning. Donna has a specific focus on Information and Communications Technologies (ICT) and their use in education. She believes that Information Technology has much to offer teachers in their planning.  

Donna believes children are already keen users of ICT when they arrive at school and that as educators, we need to ensure all teachers utilise the interests and skills of their students in their teaching. As a pre-service teacher educator she also sees the value in assisting in-service teachers to update their knowledge and skills in the area of ICT. Many teachers in our schools have not grown up with ICT in their lives and it is a constant challenge for them to enrich their teaching and their students learning by integrating ICT into their classrooms. To this end Donna continues to present to teachers in the school setting and at teacher professional association professional development days and conferences. This allows her to share knowledge and skills with in-service teachers, and also to continue her learning with teachers in the school setting. Donna’s learning is also enhanced by regular attendance at conferences, both in Australia and Internationally. This assists to inform her of current research and enables her to network with a wide range of colleagues in the field.  

TEACHING  
ICT in Education, Integration of ICT across the curriculum  

AREAS OF RESEARCH INTEREST  
Donna’s research is mainly in the area of teacher Professional Development in ICT. The focus of her doctoral study was in the area of children mentoring their teachers in the use of ICT.  

EXAMPLE OF RECENT PUBLICATIONS AND PRESENTATIONS  
MARJORIE HORNE  
BSc DipEd BEd PhD(Monash)  

Associate Professor of Education  
Head, School of Education, Victoria  

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Brief Biography: Marj Horne has been a Mathematics Educator since 1969. Starting out as a secondary teacher she commenced lecturing at the Australian Catholic University in 1994 after five years as head of mathematics at a large girls' school. During her career she has taught mathematics to students from age four through to University level and has also taught ICT and Science in schools. One major area of interest is in teachers' professional learning and much of her work has been with teachers and systems. Her research interests include parental involvement in education, mathematics in the early years with a particular focus on number and spatial development, the development of algebra, rational number and geometry in the middle years, gender issues and teacher professional development. She is particularly interested also in research methodology.

TEACHING  
Marj has been the Associate Dean Teaching and Learning for the Faculty of Education for the past three years.

AREAS OF RESEARCH INTEREST – See Bio above

EXAMPLE OF RECENT PUBLICATIONS AND PRESENTATIONS

Book Chapters  
International perspectives on learning and teaching mathematics. Göteborg: NCM.

Research in Mathematics Education in Australasia, 2000-2003. (pp 75 – 100). Flaxton, Qld: MERGA.

Journal Articles  
Brain (131), 1574-1587.

Australian Primary Mathematics Classroom. 8(2), 8-13.

Refereed conference proceedings  
Horne, M. (2009). Students provide information on affective domain and learning environment through interview. In M. Tzekaki, M. Kaldrimidou & H. Sakonidis (Eds.),  

MELLITA JONES
BSc GradDipEd-Secondary(UB) MEd(ACU)

Lecturer in Education

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Brief Biography: Mellita completed a Bachelor of Science in 1995 with a double major in Mathematics and Physics. Upon completing her Graduate Diploma in Education in 1996 she began her teaching career at a Catholic secondary school in Ballarat, Victoria. She has taught Mathematics from Year 7 through to Year 11, including foundation mathematics at a Year 7/8 level and advanced mathematics at Years 8, 9 and 10. Mellita has also taught general Science Years 7 to 10 and Years 11 and 12 Physics. For five years she was the coordinator of a new curriculum initiative which saw Years 7 to 10 students plan individualised learning pathways. The implementation and evaluation of this program was the focus of her thesis for her Masters in Education (Research) which she completed in 2005. Her current research explores collaborative partnerships as a model for professional learning for practicing and pre-service teachers in primary Science.

Prior to taking up her current position, Mellita worked as a sessional lecturer at both Australian Catholic University and the University of Ballarat. Since her appointment to a full-time continuing position Mellita has been involved in under-graduate and post-graduate programs for Science and Mathematics education, and has contributed to the development of foundation educational programs in the new Bachelor of Education course and the Science units in the new Masters of Education. She is currently the course advisor for the Graduate Diploma in Education (Secondary) course at the Ballarat campus of ACU, an innovative school based approach to pre-service secondary teacher education which seeks to address the needs in particular of rural and regional schools. She has also developed and led a number of professional learning seminars for schools across Victoria in both Science and Mathematics Education.

TEACHING
Science and Mathematics Education, Teaching and Learning Approaches

AREAS OF RESEARCH INTEREST
Mellita’s research interests lie in Science and Mathematics Education and Professional Learning for practicing and pre-service teachers.

EXAMPLE OF RECENT PUBLICATIONS AND PRESENTATIONS


MADELEINE MATTAROZZI LAMING  
BADipEd(Monash) MEd(Melb) GradCertArts(ACU) PhD(Melb)

Lecturer in Education

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Email: madeleine.laming@acu.edu.au

Brief Biography: Madeleine currently lectures in learning, professional practice and classroom management. At present she is the co-ordinator of the Graduate Diploma of Education (secondary) on the Melbourne Campus. Previously Madeleine taught in several Melbourne schools and also worked part time in the Faculty of Arts at Monash University.

In 2007 Madeleine was invited to give a paper at the International Federation of University Women's triennial conference on the growing shortage of teachers and its impact on the achievement of the second of the Millennium Goals - universal primary education. A further paper on teacher recruitment and attrition was presented at the Australian Association for Research in Education (AARE) Conference in December 2008.

Madeleine is an active member of AARE and of the Australian Federation of University Women (Victoria). She is a member of the Northern Metropolitan Regional Council of Adult, Community and Further Education and also a member of the management committee of Champagnat, the Marist education journal.

TEACHING  
Contexts for Learning, Classroom Management, cultural contexts for education.

AREAS OF RESEARCH INTEREST  
Madeleine’s research interests fall into three broad categories: higher education, including transition to university and the first year curriculum; teacher recruitment and education in a global environment; education as means of preventing violence.

EXAMPLE OF RECENT PUBLICATIONS  
The Shortage of Teachers and its Impact on Sustainability Education. AARE Conference. Brisbane, December 2008.  
JOHN LANDO
MA(Melb) DipEd BEd PhD(LaT)

Senior Lecturer in Education

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Email: john.lando@acu.edu.au

Brief Biography: John has had teaching experience at the secondary level in Victoria in the field of LOTE (languages other than English) and ESL (English as a second language). At ACU John teaches the Italian major, taken by students in the Bachelor of Education and the Bachelor of Arts courses. John also lectures in the area of LOTE teaching methodology for the accreditation of LOTE teachers for primary and secondary schools. John’s past professional experience includes an interpreting qualification (Level NAATI 3), and a period of 6 years working as a professional interpreter, during which he has published an extensive manual for the speech pathologists working with Italian stroke patients in need of post-stroke speech therapy. John has published in national and international refereed journals in the areas of second language acquisition and language teaching. He holds prominent consulting positions with publishing houses of second language textbooks. He is a sought after speaker and paper presenter at conferences, seminars and professional development meetings for primary and secondary teachers of languages.

TEACHING
John teaches Italian for the School of Arts and Science, and Method of Teaching (Italian) in the Graduate Diploma of Teaching (Secondary).

AREAS OF RESEARCH INTEREST
John’s research focuses on the field of second language teaching, with particular interest in didactic classroom strategies that are acknowledged as best teaching practice. His doctoral research centered on the learning outcomes of an intensive period of grammatical teaching and practice, organised around the tenets of the communicative approach. John is particularly interested in any research project aimed at the study of the effects of traditional and more recent teaching approaches and strategies for language classes. Other areas of interest are LOTE curriculum issues, syllabus planning and implementation, learning outcomes monitoring and analysis, production and implementation of teaching resources and the preparation and evaluation of language textbooks.

EXAMPLE OF RECENT PUBLICATIONS
ANDREA McDONOUGH  
BA DipEd(LaT) MEdSt(Monash) PhD(ACU)  

Senior Lecturer in Education  

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Melbourne Campus (St Patrick's)  
Email: andrea.mcdonough@acu.edu.au  

**Brief Biography:** Andrea McDonough was formerly a primary school teacher working as a classroom teacher in both multi-age and like-age grades, and working as a specialist mathematics teacher through running a Mathematics Task Centre. Andrea is presently Assistant Head of School (Teaching and Learning) in the School of Education (Victoria) and teaches both undergraduate and postgraduate courses as well as supervising postgraduate research students.

Andrea enjoys working with teachers and children in classrooms, and presents conference sessions and runs other professional learning workshops for teachers in areas including the teaching and learning of measurement, the use of open-ended questions, the use of games, and the characteristics of effective teachers. Andrea’s work with schools has also included involvement as a critical friend in the Family-Schools Partnerships Project and ASISTM.

Andrea has had a range of experiences in research projects. Previous research has included work as a chief investigator within the Early Numeracy Research Project (ENRP) team where Andrea worked with teachers and students from a range of primary schools throughout the state of Victoria. In this project Andrea coordinated the case studies of highly effective teachers.

**TEACHING**  
Mathematics Education in pre-service and post-graduate primary education  

**EXAMPLE OF RECENT PUBLICATIONS AND GRANTS**  


**ARC Linkage grant:**  
*Influences on Students’ Learning Goals and their Capacity for Self-regulation* ($302 500) with Monash University and La Trobe University. 2006-2009

**ACU Mathematics and Literacy Education Research Flagship grant:**  
*Developing Mathematics Teaching, Learning and Assessment Frameworks and One-to-one Interviews* ($10 000) (Coordinator: Andrea McDonough) 2006-2008
KAREN McLEAN
DipTeach(BallaratCAE) BEd MEd(UB)

Lecturer in Education

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Brief Biography: Karen began her career teaching in Victorian primary schools. With a strong passion for literacy in the early years of education Karen has developed particular expertise in this area. Her expertise encompasses an interest in the relationship between literacy and technology in contemporary society. Karen's PhD study aims to explore the symbiotic relationship between Literacy and Technology in the early years of education. Karen is Course Coordinator of the Bachelor of Education Early Childhood and Primary, Victoria, and Course Advisor for the Bachelor of Education Primary. She contributes actively to course development and liaison with community groups and stakeholders to establish partnerships for learning. Karen has taken a leading role in the establishment of an early learning research and development centre at the Ballarat campus. This innovative concept aims to embrace early learning communities as a key philosophical and guiding principle. Karen’s commitment to early childhood education also extends to a role in establishing an early childhood discovery learning group in regional Victoria and memberships of various early childhood committees in the region. Karen was part of a team in the Victorian Partnerships in Learning (PICTL) project which explored how professional development in ICT for practising and pre-service teachers can be approached in ways that move beyond ICT skills and towards a deeper understanding of how ICT can be used as a vehicle for effective teaching and learning.

TEACHING
Literacy, technology, early childhood education and educational psychology.

AREAS OF RESEARCH INTEREST
Karen is currently involved in a research project focusing on sustainable teacher professional learning for play-based approaches to education in the primary school. She is a member of the Early Childhood Learning and Development Advisory Group informing the 0-5 National Framework and 0-8 Victorian Framework. A further area of research that Karen is involved in is a pilot study investigating the impact of an Act of Kindness on schools - a project investigating the development of positive relationships in school communities participating in the Act of Kindness.

EXAMPLE OF RECENT PUBLICATIONS, PRESENTATIONS AND GRANTS

Funded Research Projects
SUE McNAMARA
BEd (CR Arts)(VicCollMelb), GradDipEd (Ed. Tech) (VicCollToorak), Med (Curric& EdTech)(WA), PhD(Monash), MMgmt(ACU), MACE

Associate Professor of Education

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Brief Biography: Sue McNamara began her professional life as a Drama/ Theatre Arts secondary teacher in regional Victoria. Starting by making movies with her secondary students, Sue’s post-graduate studies saw her initially become a specialist learning and learning systems designer, undertaking her Masters and PhD in learning design and technology. Sue’s research and teaching has taken her on some magnificent adventures, in Australia and overseas, working in areas ranging from higher education to medical education to legal education to aviation. Sue’s research and work in exploring alternate learning environments and approaches, has also seen her as the higher education member of the Cross Sectoral Telematics Network, a project team which first introduced the ideas of blended learning, the extended classroom and flexible learning using technology in primary and secondary education in regional and rural Victoria. Driven by a passion for how, why and what people learn, questions of learning and finding ways to make it happen, Sue’s more recent work embraces the dimensions of complexity, holism in learning and narrative and story in the context of designing and developing professions and professionals for the future especially in the area of education.

TEACHING
Learning & Learning Design, ICT, Teaching and Learning, Creativity and Learning, Learning Spaces

AREAS OF RESEARCH INTEREST

EXAMPLE OF RECENT PUBLICATIONS, PRESENTATIONS AND GRANTS

Funded Research
2005-2006 McNamara, S.E., McLean K, & Jones, M. ; Stories in ICT The PICTL Project - A Commonwealth Funded National Project. The Victorian Story: An Exploration Of The Potential Of Partnerships Between Teachers, Pre-Service Teacher Educators, And Institutions For The Provision Of Professional Development In ICT. The Victorian Partnership Between The Catholic Education Office – Ballarat And Aquinas Campus, ACU Ballarat And Catholic Primary Schools Of The Ballarat Diocese Focuses On The Generation And Collection Of Teachers’ Stories As Digital Stories. Funding: $21,000
PETER MORRIS
BA DipEd(Melb) BTheol(MelbCollDiv)
GradDipEdAdmin(HawthornE)MA(San Francisco) EdD(LaT) MACE

Senior Lecturer in Education

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Brief Biography: Peter is a Senior Lecturer in the School of Education (Victoria) at Australian Catholic University. He has taught in Secondary Schools in Australia and the United Kingdom. He has also taught in primary and tertiary educational settings in Papua New Guinea. Peter has also been awarded an International Teaching Fellowship by the Victorian Government to work with in-service secondary teachers in the People’s Republic of China.

Peter has had wide experience in Teacher Education and has been closely involved with the development of Professional Experience Programs for pre-service teachers, especially with pre-service teachers at the Victorian campuses of Australian Catholic University. Developing Humanities Curriculum, including History and Geography for undergraduate and graduate programs has been one of his most recent interests.

TEACHING
History, Humanities, Practicum Professional Behaviour and Practice


RECENT RESEARCH
Under the leadership of Dr Josephine Ryan, Peter has been involved with colleagues from the School of Education in the Ballarat Hub Development Project – Rural and Regional pre-service teacher education. Effective and cost effective? Is this possible? A study of the Diploma in Education (Secondary) Ballarat Rural and Regional Partnership Model.
MARY NUTTALL  RSM
TPTC,DipTeach (Ballarat CAE) MAEdn(SFraser) (PhD(LaT))

Lecturer in Education

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Brief Biography: Mary Nuttall is a Lecturer in the School of Education at the Ballarat Campus of Australian Catholic University. Mary began her career as a primary school teacher and was principal of a Catholic primary school in Ballarat, Victoria for seven years. During that time she completed a research study entitled “Parent opinion on parish education” and a follow-up study that investigated the success of a school community development program in a parish. She undertook post-graduate studies at Simon Fraser University and the University of British Columbia, Canada; her studies focused on Community Education and Curriculum Development within specific Canadian schools. She also worked for two years as a Research Assistant for the Director of Graduate Programs, Simon Fraser University. Since her appointment at Australian Catholic University, formerly the Institute of Catholic Education she was offered a Fellowship in 1991 under the auspices of the national Community Education Development Centre (CEDC) in the United Kingdom. Research studies enabled her to become abreast of national curriculum developments and community development within several schools across the UK. In 1995 she was appointed by the Catholic Education Office (CEO) in Ballarat “to evaluate the effectiveness of the National Professional Development Program: curriculum evaluation and teacher development” in Ballarat Catholic diocesan schools. Her evaluation was subsequently completed and her report was submitted to the CEO. In 1996 an Outside Studies Program study, also conducted under the auspices of the CEDC in the UK, enabled her to follow up national curriculum and community developments (1991-1996) within various education settings in the UK. In 1999 Mary was invited to and attended the International Conference on Community Education Association 8th World Conference in Oxford, England. The conference focused on ‘Community Education – towards effective international partnership’. A Ph D completed in 2000 at La Trobe University focused on national curriculum developments portrayed within specific Australian education settings.

Research Interests: Mary’s research interests are in the areas of national curriculum developments, lifelong learning, curriculum development,, community involvement in schools, and quality teaching and learning. Currently Mary is a participant in research collaboration for the Ballarat Hub (a model of the Graduate Diploma in Education: Secondary, with Victorian rural and regional schools to establish a flexible teacher education course for these areas. Mary teaches a number of online units to students enrolled in the Ballarat Hub.

Recent Publications:
Edited Books:
MILLIE OLCAY
MEd (University of Melbourne), GradDipEd (RMIT),
BA Hons (University of Northumbria, UK)

Lecturer in Early Childhood

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Brief Biography: Following the completion of a First Class BA Joint Honors degree in Disability Studies and Childhood Studies at the University of Northumbria, UK in 2001, Millie worked as a Participation Worker for children and young people in Children’s Services in the London Borough of Hammersmith and Fulham, UK. Part of this role involved establishing ‘Children’s Voice’ - a planning group of children and young people aged between 5 and 13 years of age deemed ‘at risk of social exclusion.’

In 2007, Millie completed a Masters in Education (by Research) at the University of Melbourne. She received the Freda Cohen Prize from the University of Melbourne for her research which explored the possibilities and challenges for early childhood educators in honouring children’s voices in curriculum decision-making.

Over the past three years, as Kindergarten Director and early childhood educator of 4-5 year olds, Millie has been focused on developing inclusive practice and policy among the staff, with a particular interest and focus in honouring the voices of children with disabilities and their families in the design, delivery and evaluation of an inclusive kindergarten program. In her current role as Lecturer in Early Childhood Education and Course Co-ordinator of the BEd (Early Childhood and Primary) at the Australian Catholic University, Melbourne, she is looking forward to further exploring inclusive teaching practices in early childhood both in her teaching and in her PhD research. Millie is also taking a leading role in the establishment of an early learning research and development centre at the Melbourne campus where she will be exploring opportunities for children to be involved in the design of the learning space, both indoors and outdoors.

TEACHING
Early Childhood Education

AREAS OF RESEARCH INTEREST
Children’s voices, participation and citizenship. Disability and inclusion in early childhood education.

EXAMPLE OF RECENT PUBLICATIONS AND PRESENTATIONS


JOSEPHINE RYAN  
BA DipEd(Melb) MEd(Mass) EdD(Mass)

Senior Lecturer in Education

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Brief Biography: After secondary English teaching experience both in Australia and the United States, a paramount research interest has been in the teaching of reading in the secondary classroom. Josephine’s doctoral work, conducted at the University of Massachusetts, Amherst, was a study of women teachers of English in schools with a diverse student population. This English/reading focus has latterly been extended to considering the ways in which texts and reading are transformed in the era of digital communication and how universities can prepare teachers to work in this digital age. With colleague Dr Anne Scott she has conducted research into the use of online discussions as a way of encouraging critical thinking in preservice teachers. With considerable experience in course development for preservice teacher education, she has often been involved in innovative approaches to teacher education. Currently she is the project leader of the Ballarat Hub, a research collaboration with Victorian rural and regional schools to establish a flexible teacher education course for these areas. She has participated in the Family-School Partnerships Research project, a national study of community-school relationships. Her work has also included scholarly activity in the field of Australian Indigenous perspectives in English.

TEACHING
Literacy, English Curriculum

AREAS OF RESEARCH INTEREST
Literacy/English teaching with a focus on reading programs, teaching literacy in today’s multimodal context; the use of ICT in teacher education; innovation in teacher education, especially school-university collaborations to enhance pre-service teacher preparation.

EXAMPLES OF RECENT PUBLICATIONS AND PRESENTATIONS
Ryan, J. & Scott, A. (2008). Integrating technology into teacher education: How online discussion can be used to develop informed and critical literacy teachers. Teaching and Teacher Education 24, 1635–1644

Research Grants
Ballarat Hub Development Project Grant (2008) from the Office of the Pro Vice Chancellor Academic Affairs ACU National $8000.
ANNE SCOTT
DipTeach GradDipMathsEd(InstCathEd) MEdHons(ACU) PhD(LaT)

Senior Lecturer in Education

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Brief Biography: Anne Scott is a senior lecturer in the School of Education at the Australian Catholic University. Anne commenced her career as a primary teacher and she continues to have strong links with primary classrooms. Because Anne values the work of primary teachers who are expected to teach both literacy and numeracy effectively her focus of research not only identifies key similarities and differences between these disciplines but also investigates the effective uses of Information Communication Technologies (ICT) for learning them. She is has been a Critical Friend to several research projects within the Australian Schools Innovation in Science, Technology and Mathematics (ASISTM) Project (2006-2008) and in the Family-Schools Partnerships project (2005). Currently, Anne is in a project investigating changes in teachers' practices in their teaching of mathematics in which teachers are co-researchers. She is passionate about teaching and she seeks ways to engage learners in authentic tasks to enhance learning. Most recently, Anne is investigating ways of monitoring and promoting reflective thinking with students in both primary and tertiary settings.

TEACHING
Literacy, English Curriculum

AREAS OF RESEARCH INTERESTS: Anne’s research interests include: literacy, numeracy and using ICT for learning; reflective thinking; online discussions; and designing and using multimodal tasks

EXAMPLES OF RECENT PUBLICATIONS AND PRESENTATIONS

Articles in Refereed Journals
Ryan, J., & Scott, A. (2008). Integrating technology into teacher education: how online discussion can be used to develop informed and critical literacy teachers. Teaching and Teacher Education, 24, 1635 – 1644.

Refereed Conference Proceedings

Recent Grants
Professor D Clarke, Ms A Downton, Ms J Brown, Professor P Clarkson, A/Professor M Horne, Ms A McDonough, Ms A Roche, Dr A Scott – A team member in project Research and professional development for contemporary teaching and learning of mathematics project. Funded by CEO, Melbourne.
CAROLINE SMITH  
BSc.(Hons),MSc D.I.C.(Lond) DipEd MEd(Wits) PhD(Melb)  

Senior Lecturer in Science and Sustainable Futures Education  

Phone: (03) 9953 3281  
Melbourne Campus (St Patrick’s)  
Email: caroline.smith@acu.edu.au  

Brief Biography: Caroline was born in the UK, and lived in South Africa before emigrating to Australia in 1983. Caroline worked as a plant pathologist in agriculture before moving to education. She taught in science and chemistry in secondary schools for 16 years in South Africa, UK and Australia before entering the tertiary sector. Caroline worked at Deakin University as science and chemistry method lecturer before joining ACU in 1993, where she teaches in the undergraduate and post graduate programs, and is active in professional learning and research. She is a member of the EarthSong journal editorial committee. She has worked in a number of international settings. She is currently involved in the provision of teacher professional learning in the Solomon Islands through an annual teacher conference in partnership with the Diocese of Sale, and through the introduction of microscience kits in schools.  

Caroline is a recipient of a 2008 Australian Learning and Teaching Council citation for outstanding contribution to student learning for leadership in the development and implementation of an education for sustainability focus within teacher education and professional learning programs.  

TEACHING  
Science Education (Primary & Secondary) Sustainability  

AREAS OF RESEARCH INTEREST  
Caroline’s research interests are in the area of education for sustainability, futures education, science education and middle years student self-regulation.  

EXAMPLE OF RECENT PUBLICATIONS AND PRESENTATIONS  

Research Funding  
KEN SMITH
BA(SantaClara) MA(St Mary’s Texas) MEd PhD(Melb) MAPS

Associate Professor in Counselling and Educational Psychology

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Email: ken.smith@acu.edu.au

Brief Biography: Ken is recognised for his work in instrument design, research methodology, research design, and data analysis (qualitative and quantitative). He is a leading data analyst and instrument developer whose expertise has been engaged by public and private institutions such as the International Alliance for Invitational Education (IAIE), the Victorian Educational Training and Assessment Services (VETASSES) and the Roche Martin Psychological Consulting Group. His scholarship in this area is sought by colleagues across different universities (national and international) and postgraduate research students. Recently, Ken has developed the Inviting School Survey-Revised (ISS-R) that is used internationally in countries such as the USA, Australia, Hong Kong, South Africa, Singapore, and Nepal. Ken is the research editor for the Journal of Invitational Theory and Practice.

TEACHING
Diversity, Children with Special Needs

AREAS OF RESEARCH INTEREST
Ken’s research interests include invitational education, positive psychology, teacher effectiveness, curriculum and school reviews, academic achievement, self-concept, self-efficacy, structural equation modelling, and measurement and evaluation.

EXAMPLE OF RECENT PUBLICATIONS AND PRESENTATIONS

In-Progress Research
Longitudinal study factors affecting recruitment and retention of career-change teachers. In collaboration with Dr Madeleine Mattarozzi Laming, Ms Glenis Davey, and Assoc Prof Marj Horne.
ADAM STAPLES
BA Fine Art (Hons), BEd
PhD Candidate – ‘Identity, cross-cultural understanding and learning: explorations by students in the visual arts’

Lecturer in Education

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Brief Biography: Adam comes to the School of Education (Vic) with a Fine Arts background from The Slade School of Fine Art in London. His interest in the visual arts has in turn led to his work with image-based research particularly in the field of cross-cultural understanding and diversity. A childhood based in Africa and the Middle East has further contributed to his work in this field. In addition to cross-cultural understanding and the visual arts, Adam is also currently investigating the theme of The Learning Space, with particular reference to open plan learning and multi-purpose learning spaces. Outside of his academic pursuits, Adam enjoys rowing, keeping fit and exploring Australia.

TEACHING
Lecturer of Creative Arts in the Bachelor of Education (Primary) and Bachelor of Education Early Childhood and Primary degree courses

Lecturer in ‘Creativity and Imagination in Education’ (online) and ‘The Learning Space’ (online)

AREAS OF RESEARCH INTEREST
Visual and image-based research; Education and the arts; Diversity and education; Social inclusion, Identity, Cross-cultural understanding, Learning spaces

EXAMPLE OF RECENT PUBLICATIONS AND PRESENTATIONS

Chapters in Books

Articles in Refereed Journals

Reports
BERNADETTE SUMMERS
DipTeach (Prim); MEd (Melb); PhD (Melb)

Lecturer In Education

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Brief Biography: Bernadette has only recently joined the staff of ACU, coming from a position as Principal of a metropolitan Catholic Primary School. Bernadette has an extensive history in Catholic Education, holding positions ranging from Teacher, Curriculum Advisor to Principal. She has been involved in education locally, and internationally, teaching in London as well as in Australia. Bernadette has been very active in educational networks and has particular interests in the dynamics of learning organisations and structures, teaching and learning, building strong school communities and school improvement and the education profession. Her Doctoral Thesis, written in a narrative style (Beattie, 1995; 2001; Clandinin & Connelly, 1995; 2000; Eisner, 1999; Ely et al., 1997), examined school improvement processes. Its key recommendation highlighted the importance of a school leader to explicitly focus on developing and nurturing an interrelationship and synergy between structures, processes and relationships to support the positive outcomes of change processes.

TEACHING
Teaching and Learning, Wellbeing and Organisational Change, Organisational Culture

AREAS OF RESEARCH INTEREST
Building Strong School Communities with a focus on Family-School Partnerships; Relational Learning; Encouraging educators, particularly Principals, to voice (Schratz, 1993) their stories of dealing with change.

PUBLICATIONS
PATRICIA (TRISH) YOUNG  
BSc(StFXNovaScotia)MHK(WindsorOntario)  
Brief

Lecturer in Education

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**Brief Biography:** Trish trained as a Physical Education and Science teacher at Saint Francis Xavier University, Antigonish, Nova Scotia Canada. After graduating with a BSC (PE) in 1977, Trish worked as a Physical Education specialist (P-10) in Sydney, Nova Scotia before completing a Masters degree in Human Kinetics at the University of Windsor Ontario, Canada in 1984. Trish has had a long term interest in developing and supporting community links and initiatives, particularly in the area of Health Promotion. As a result of this interest, Trish is currently undertaking a PhD in Health Promotion at the University of Ballarat. The topic being: Supporting Tertiary Students: A Case Study for Connectedness.

**TEACHING**  
Physical Education, contexts for learning

**AREAS OF RESEARCH INTEREST**  
Trish has a strong interest in building capacity to address student transition and connectedness issues with a view to improve student health and academic outcomes and to affect educational change.

**EXAMPLE OF RECENT PUBLICATIONS AND PRESENTATIONS**  
As part of a cross campus initiative entitled: Tertiary Learning Communities (TLC) Trish works with a cross campus network to gather student information and feedback, evaluate program effectiveness and impact which supports all students, not just those known to be at risk. To date, the TLC program has achieved the following: the creation of a cross campus platform for academic and support staff to discuss and plan for student needs; embedding student support across core undergraduate units as a means to providing timely and relevant support for students across their first year; shifting away from the student deficit support model toward a cultural norm of supportive environments for all students;

**Community Links Projects:**  
Puberty Education Project (partnership with Ballarat Community Health Centre and School of Education, University of Ballarat), 2009  
Ballarat Safe Day, a partnership with KidSafe Foundation, 2008  
School of Education, Student Event: Safe and Supportive Environment (SASE), 2008- 2009  
Mount Clear Junior Football Club, National Water Grant (Committee Member) $90,000.grant awarded in 2007.
JOSEPH ZAJDA
BA(Hons) TSTC(Rusden) MA MEd PhD(Monash)

Associate Professor of Education

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Brief Biography: Joseph was educated in the USSR, Poland and Australia. He speaks Polish, Ukrainian and Russian. Prior to his current appointment, he taught English (up to VCE level), Mathematics and History in secondary schools. He was Chair/co-chair of the Publications Standing Committee (2003-2008), World Council of Comparative Education Societies (a body of 30 Comparative Education Societies worldwide and affiliated to UNESCO), Chair of the Presidential Advisory Council for International Relations, CIES (USA), Board of Directors, Comparative and International Education Society USA for 4 years (March 2004-March 2007), member of the Editorial Board of International Journal of Leadership in Education, London, Taylor and Francis, Member of the Editorial Board of European Education, Sharp, New York. He is currently consulting Editor of International Review of Education, and Prospects (UNESCO Institute of Education, Paris).

TEACHING
Studies of Society

AREAS OF RESEARCH INTEREST
Globalisation, education and education policy research, decentralisation and privatisation, education and social justice, lifelong learning, excellence and quality in teaching/learning, values education, and intercultural dialogue.

EXAMPLE OF RECENT PUBLICATIONS AND PRESENTATIONS

Research Grants
MATTHEW ZBARACKI  
BA(Wartburg) MA(DenverColorado) PhD (Ohio)  

Senior Lecturer in Education  

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Brief Biography:  Dr. Zbaracki attended Wartburg College in Waverly, Iowa, obtaining an undergraduate degree in elementary education. While at Wartburg, he had the opportunity to student teach in a bilingual Spanish-speaking classroom in Denver, Colorado, utilizing his own skills as a Spanish speaker. Dr. Zbaracki remained in Colorado and taught four years in the Denver Public Schools. During that time he obtained his Masters Degree in Bilingual Education from the University of Colorado at Denver. He spent two more years teaching in a suburban school district, and then decided to attend The Ohio State University for a PhD, specialising in children’s literature. He returned to Colorado, teaching four years at the University of Northern Colorado. In 2006, he moved to Rhode Island College. He arrived in Australia at the beginning of 2008 and teaches literacy in undergraduate and post-graduate programs.  

TEACHING  
Literacy (face to face and online)  

AREAS OF RESEARCH INTEREST  
Motivation for boys and reading Boys and reading, boys and literature; Humour and Children’s Literature; Motivating readers; Listening Comprehension  

EXAMPLE OF RECENT PUBLICATIONS AND PRESENTATIONS  