

# Peter Underwood Centre



# Our History

Launched in February 2015, the Peter Underwood Centre is a partnership between the University of Tasmania and the Tasmanian Government in association with the Office of the Governor of Tasmania. The Centre is the tangible expression of the Making the Future Partnership Agreement, and was founded with the full support of the University Council.

The Honourable Peter Underwood AC (Tasmania's 27th Governor) began the conversation with the University of Tasmania that led to its creation, and we are honoured that the Centre bears his name. Mr Underwood was a passionate believer in the transformative power of education and held the conviction that the most important infrastructure of any nation is an educated and functionally literate population.

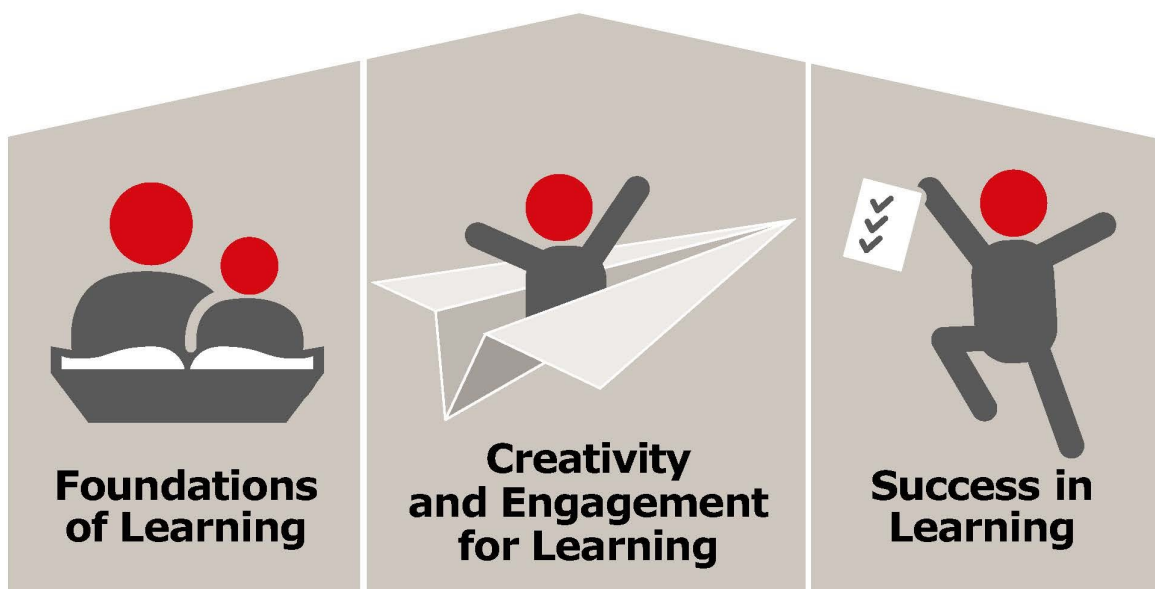
Mrs Frances Underwood is the Patron of the Peter Underwood Centre.

Our Advisory Committee was established in November 2015, under the leadership of Her Excellency Professor the Honourable Kate Warner AC, Governor of Tasmania.

*"Education perhaps more than anything else is a passport to a better life." - Peter Underwood*

## Our Vision and Strategic Pillars

**All young Tasmanians flourish  
through the transformative power of learning**



# Director's Report

As incoming Director of the Peter Underwood Centre it has been a privilege to lead a team dedicated to unlocking the potential of all Tasmanians.

We believe lives can be transformed through education. It opens doors to fruitful and fulfilling careers, is connected with better health and can enable both individuals and communities to flourish.

I wish to acknowledge the excellent work of my predecessor, Professor Elaine Stratford in establishing the Centre. In the first two years, the Peter Underwood Centre has laid down a firm footing in the Tasmanian community upon which we will build in the future.



In a complex and busy organisation it is always difficult to select highlights in any one year, but our international conference Education Transforms 2017 (ET17) would have to be one of those. The event brought together 127 Tasmanian, interstate and international attendees. It provided a forum for the sharing of a broad range of research and ideas, strengthened ties between those searching for answers in the educational attainment sphere, and attracted significant media attention.

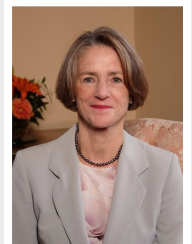
Our Children's University graduations are also highlights, but even more important than the ceremony are the many hours of valuable extra-curricular learning undertaken by the participants, that the ceremonies recognise. The growth of Children's University in the North-West, made possible by a Tasmanian Community Fund grant, was a particularly exciting development.

The Peter Underwood Centre is founded upon a principle of partnership and collaboration. Our achievements are not ours alone, and there are many people who need to be acknowledged and thanked. To our Advisory Committee, chaired by Her Excellency, Professor the Honourable Kate Warner AC; our patron Mrs Frances Underwood; our colleagues in both the Tasmanian State Government and the University of Tasmania; our affiliates and supporters, schools and community organisations with whom we work, *Learning Destination* operators who contribute to Children's University; our vitally important donors who support our activities and the hard-working and dedicated staff of the Centre, your contributions are critically important in helping the Peter Underwood Centre achieve its goals.

As a Centre we have completed the move to new premises in Hobart, and have much to look forward to in 2018, including the A-Lab — a creative space for engaging and playful learning. We invite you to continue to engage with our programs and our work at the Peter Underwood Centre.

## Our Advisory Committee

Her Excellency Professor the Honourable Kate Warner AC, Governor of Tasmania, Chair



Mrs Frances Underwood, Patron

Mr Tim Bullard

Ms Kathy Cameron

Dr Patsy Cameron

Professor Rob Clark

Professor Kwong Lee Dow

Professor Noel Frankham

Ms Jenny Gale

Mr Adam Mostogl

Dr Jocelyn Nettlefold

## The year in numbers

**150** *Children's  
University Tasmania  
Learning Destinations.*

**70** *sessions delivered  
at ET17.*

**500** *children, parents  
and community members  
attended the George Town  
Bigger Science Expo.*

**11,360** *hours of  
validated activity by  
Children's University  
graduates.*

**95** *media reports on  
the Peter Underwood  
Centre.*

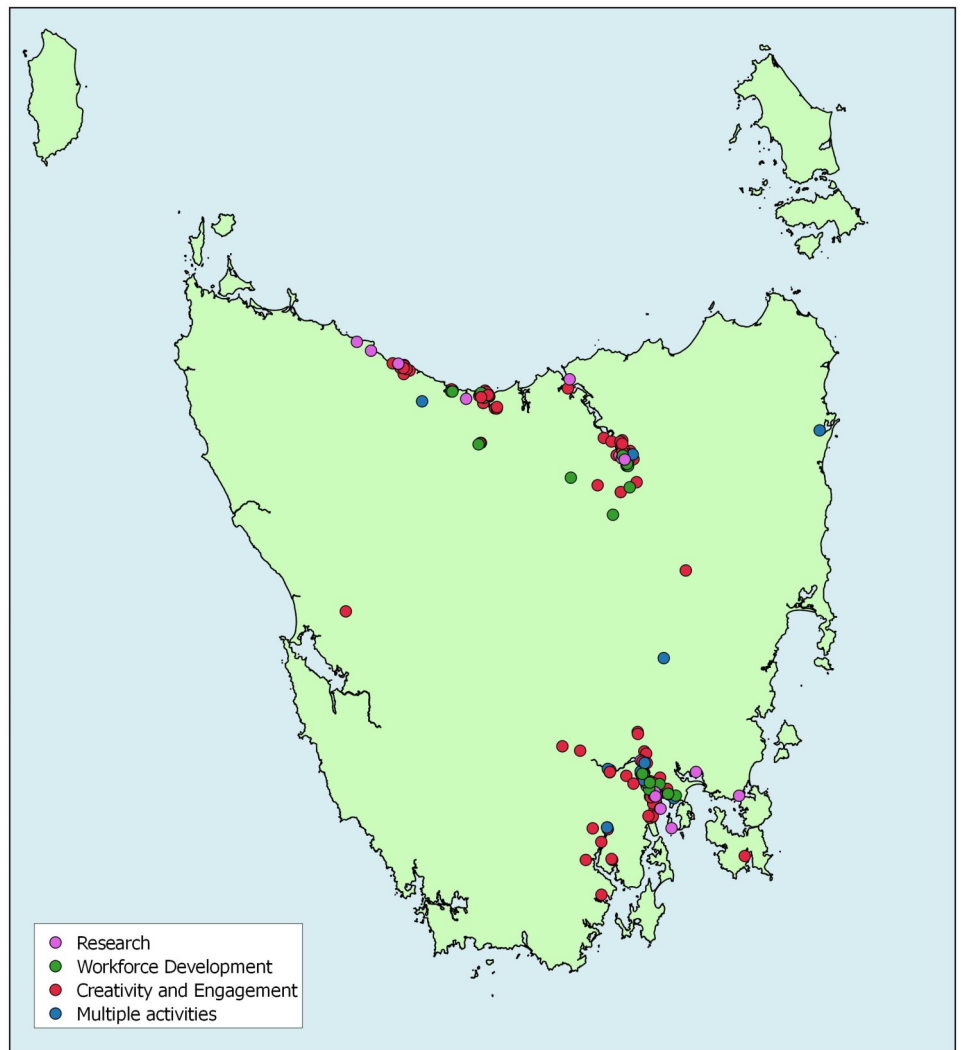
**9** *research projects  
involved the Peter  
Underwood Centre in 2017.*

## Our reach

The Peter Underwood Centre is a facilitator of change with a statewide focus. In the next 12-months Children's University Tasmania alone will be in 24 schools and offered at more than 150 *Learning Destinations*.

In 2017, our Creativity and Engagement programs were delivered to 24 locations. Our research activities involved another 22 locations, while 21 schools benefitted from workforce development programs.

In all, our research and outreach initiatives involved engagement with 1900 school students, 300 school staff and 750 community members across 52 primary and 13 secondary schools statewide.





INSPIRING: New Norfolk High School student Britney Nelson and Principal Adam Potito respond to questions at the ET17 dinner.

## Events

### Education Transforms 2017 (ET17)

ET17 brought together scholars, policy-makers and practitioners to reflect on and share insights about our collective mission to raise aspirations for educational attainment.

The symposium was held at the Sandy Bay Campus of the University of Tasmania from Wednesday July 12, to Friday July 14, 2017, with a welcome reception at Government House on the evening of Tuesday July 11.

Sixty presentations, nine workshop sessions and a closing panel Q & A featuring all six keynote speakers were held over the three days. The need for collaboration and partnerships, flexible learning, addressing disadvantage and student wellbeing, and engaging family and community were powerful and common themes which emerged from the symposium.



Photo: Courtesy the Mercury.

ROBOTICS MENTOR: Claremont College teacher Bob Elliott with students at ET17.



ET17 keynote speaker Professor Sharon Bessell says quality time with parents is a key piece in the puzzle of building strong, supportive communities for children.



Professor Bessell, Director of Research at the Crawford School of Public Policy at the Australian National University, completed a research project which involved more than 100 children aged 8-12, in six urban communities in eastern Australia. She said the desire of children to spend more time with their parents came out strongly in the research.

"The resource children valued across all communities was time with parents," Dr Bessell said. "It was also the resource that children described as being in limited supply."

Professor Bessell said the findings cut across the socio-economic divide, and should be taken into consideration by policy-makers.

"We should consider the impact of labour market policy on the lives of parents, children and families," she said.

## Ave Atque Vale

Eleanor Ramsay  
12 June 1949—8 October 2017

The Peter Underwood Centre was saddened by the loss of Professor Eleanor Ramsay, a passionate supporter of our work. Eleanor was a tireless advocate for the transformative power of education, a vision we share.

*"You could not get a more passionate and dedicated person than Eleanor when it comes to education, someone who really and truly, in her heart, understood what education could bring to people, particularly people from disadvantaged backgrounds."*

- The Honourable Jeremy Rockliff, Deputy Premier and Minister for Education.



LEADING ROLES: Keynote speakers, from left, Dr Yvonne Clark, Professor Bob Lingard, Professor Sharon Bessell, Professor Andrew Hills, Dr Max Hope, and Dr Gary McDarby, inset right.

Our keynote speakers were:

- Professor Sharon Bessell, Australian National University, *Creating Child Inclusive Communities*.
- Professor Bob Lingard, University of Queensland, *An evidence-informed sketch of an approach to system, school and classroom reforms for socially just and high quality educational outcomes*.
- Dr Gary McDarby, Enterprize Tasmania (with James Riggall, Bitlink), *Re-imagining our education system: A neuroscience perspective*.
- Dr Yvonne Clark, *Lateral violence in the Aboriginal community: From awareness to transformation*.
- Professor Andrew Hills, University of Tasmania, *Passport to better health and education outcomes for Tasmania's children*.
- Dr Max Hope, University of Hull, UK, *Enabling 'freedom to learn' for all students: international innovations which create new spaces for learning and thinking within education*.

Demonstrations of Formula 1 in Schools and Robotics for Children, and student action projects to create more respectful schools were also featured as part of the symposium. But of the many highlights, a speech by 17-year-old student Britney Nelson at the ET17 dinner was perhaps the most inspirational. Britney revealed how the extension of New Norfolk High School to Year 11 and 12 had led her to enrol, and the encouragement of teachers in a supportive environment had changed the direction of her life.

"The teachers saw something in me that I didn't see in myself. They believed in me, they helped me convince myself that I could do more and have a future that I never considered," Britney said. "My attitude changed...I started to think about finishing Year 12 and going to uni."

### Horizon Series

From American child development psychologist Rebecca Treiman, to Tasmanian entrepreneur in the tech, innovation and start-up space, Fulbright scholarship recipient James Riggall, the Horizon Series facilitated the sharing and discussion of ideas across a broad spectrum of research and professional practice in 2017.

Held monthly from February-November at each campus via the Immersive Video Conference Rooms, Horizon is an intimate format, which encourages the involvement of all attendees in open discourse.

Speakers generally present for about 30 minutes, and this is followed by a 30 minute question and answer session. But even this schedule is quite flexible.

Our presenters were:

- Anne Hampshire, Head of Research and Advocacy, The Smith Family, *Working in Partnership to Improve the Educational Outcomes of Disadvantaged Children and Young People*.
- Rodney Greene, Director Community and Economic Development, Burnie City Council, *Raising educational aspirations for young people on the North-West Coast*.
- Lisa Denny, PhD candidate, University of Tasmania, *Improving social mobility in Tasmania: The role of education*.
- Professor Janelle Allison, Honorary Staff Member, Office of University College, University of Tasmania, *The vision for University College and its contribution to education in Tasmania*.
- Professor Michael Corbett, Professor of Rural and Regional Education, University of Tasmania, *Connecting university and community: A professional learning hub model for education in rural Tasmania*.
- James Riggall, Managing Director, Bitlink, *STEM and STEAM*.
- Chief Magistrate Catherine Geason and Kym Duggin, Youth Court Officer, Department of Education, *Youth Court*.
- Professor Anne Harris, Principal Research Fellow, RMIT University, *Working cross-culturally in school community partnerships*.
- Professor Rebecca Treiman, Professor of Child Development Psychology, Washington University, St Louis, Missouri, *What Research tells us about how children learn to read and spell, and how teachers can help*.
- Professor Nick Hopwood, University of Technology Sydney, School of Education, *The essential ingredients of effective partnership of young children at risk*.



HONOUR: James Riggall is in Seattle after being selected for the prestigious Fulbright scholarship.

### Visiting Scholars

Tom Bentley launched his report, *Achieving More Together: Reflecting on Collaboration and Education in Tasmania's Future* in Hobart on November 22.



The launch brought together key stakeholders to explore methods of collaboration with and for Tasmania's schools.

The report was the culmination of Mr Bentley's visiting scholarship with the Peter Underwood Centre. It followed a series of engagements with Tasmanian educators, community workers and policy-makers from 2015-2017, beginning with the ET15 symposium.

Associate Professor Bjorn Hamre presented the public lecture *Educational psychologists and child psychologists collaborating for inclusive schooling* for the Peter Underwood Centre on February 14.



The visit to Hobart was part of his visiting scholarship from the Danish Pedagogical University in Copenhagen.



## Programs

### Children's University Tasmania

It is hard to imagine a more fitting finale to any program involving children and young people than the Children's University Graduations in December.

There were 167 graduates in 2017—38 in the North-West, 34 in the North and 95 in the South. The sense of achievement that was obvious on the faces of the graduates during the Town and Gown procession and following ceremony, was matched only by the visible pride of their families.



EXPERIENCES: From appearing on *Rosehaven*, above, to appreciating artworks, right, Children's University activities are many and varied.

Children's University Tasmania - which is operated by the Peter Underwood Centre under the auspices of Children's University Australia - creates opportunities that build confidence, encourage and celebrate learning outside school hours. The Graduations are a celebration of the achievements of children and young people who take on new challenges beyond the borders of the classroom and school. In 2017, this represented an impressive total of 11,360 hours of validated activities. Each graduating student had participated in between 30 and 430 hours of learning. These activities included everything from archery to robotics, visits to the University of Tasmania by children and family members, and even the acting debuts of students from Collinsvale Primary School on the hit ABC TV comedy series *Rosehaven*.

Children's University was offered at 16 schools statewide in 2017 and activities were offered at more than 150 *Learning Destinations*. Among the graduates at the ceremony in Burnie were 12 students from Montello Primary. Montello was the first new school on board following a \$350,000 Tasmanian Community Fund grant to extend Children's University to 10 schools on the North-West Coast.





PRIDE: The Children's University Graduations were a great success.



These students only received their *Passport to Learning* - in which the hours of validated activity are recorded - in Term 3. Montello Primary Principal Denise Wotherspoon was equally enthusiastic about Children's University.

"I think it's one of the best programs I have encountered in 40 years of education," she said.

The Tasmanian Community Fund is an independent fund that supports and strengthens Tasmanian communities by distributing funds to those communities. The participating schools to benefit from the TCF grant include: East Devonport Primary, Hillcrest Primary, Miandetta Primary, Spreyton Primary, Devonport High, Wilmot Primary, Montello Primary, Romaine Park Primary and Parklands High.

### Thank you to:

- The Tasmanian Community Fund, the Salvation Army, Rotary and individual donors for their financial support.
- The principals and teachers, and the Children's University Tasmania school coordinators.
- More than 150 *Learning Destinations* statewide.
- Riawunna Centre for Aboriginal Education at the University of Tasmania for access to two students through the Indigenous Internship program.

*"Bigger Things means that I used to think I'd like to go to university, now I think I can realistically achieve this goal."*

- Will, Year 11 student



INQUISITIVE MINDS: Robotics, above, and the George Town Science Expo, below.

*"I want to do well in maths and sciences so I can go to uni and become a robotics expert."*

- Amy, Primary School student

## Engagement for learning activities

A wide range of programs and events were delivered under the Engagement for Learning banner in 2017.

The Bigger Things project — a partnership initiative of the University of Tasmania, the Department of Premier and Cabinet and the Department of Education, aimed at improving the future of Huon Valley students - offered a six-hour robotics construction and programming opportunity to seven schools in the region. The Tas Space Program, which encouraged students to produce a short video explaining one aspect of earth was offered to 11 groups, while Science Investigation Presentations were made at three schools.



*"The Expo is a great way to help students and families understand the practical application of studying science, and start a community conversation about the value of continuing education and training to Year 12 and beyond."*

- George Town Mayor  
Bridget Archer

The community-based science extravaganza, the Huon Valley Science Expo, was attended by 350 students during the day, and about 400 other members of the community during the evening.

Another Bigger Things event, Questacon, attracted about 420 students to the Huonville Primary School. While Lego League Workshops at the Huon Link led to a Huon-based team winning a state prize.

The Underwood Centre was also involved in the delivery of robotics in schools, school holiday programs, visual arts programs and University of Tasmania STEM outreach team visits at schools in the Derwent Valley, as well as the Derwent Valley Science Expo. These activities were made possible through grants obtained by the Derwent Valley Council.

In the North, the Centre was a co-presenter of the George Town Bigger Science Expo, along with the George Town Council, Bell Bay Aluminium and the George Town Community Hub. More than 500 students, parents and other community members converged for the Expo, which focussed on the sustainability of the upper Tamar estuary. The University of Tasmania and key local industries were heavily represented among exhibitors, which featured hands-on science activities designed to inspire and engage students.

# Workforce Development

The Department of Education has worked closely with the University of Tasmania to develop a suite of initiatives that maximise opportunities for teachers. This strategy aims to attract and retain teachers, and support their development and performance to drive improved learning outcomes.

## Highlights included:

### Teacher Intern Placement Program

- Since 2016, 49 student interns in the program transitioned to permanent positions within DoE.

### Teacher Development Initiative (Mathematics and Science Specialists)

- 25 teachers successfully completed the Graduate Certificate in Mathematics Education.
- Five teachers successfully completed the Graduate Certificate in Science Education, and a further seven will graduate in 2018.

### Teacher Development Initiative (Early Childhood Specialisation)

- 10 teachers completed the requirements of the Graduate Certificate in Education (Early Childhood), and 26 additional teachers are on track to graduate in 2018.

### Teacher Development Initiative (Inclusive Education Specialisation)

- 23 teachers graduated with a Graduate Certificate in Inclusive Education specialisation. This initiative was funded out of the Disability Taskforce budget which has been allocated by the Government to progress the reforms identified by the Taskforce.

### Business Development Management Initiative

- 23 business managers completed all requirements of the Associate Degree in Applied Business under the Business Managers Development Initiative, and will graduate in early 2018. A further 34 current and aspiring business managers are undertaking the qualification.

### School and System Leadership Development Initiative

- Throughout 2017, the Department and UTAS worked together to refresh the delivery of this initiative. In 2018, it will be delivered in partnership between the Department's Professional Learning Institute and UTAS to ensure a suite of leadership programs articulate to UTAS post-graduate units.
- 10 leaders are enrolled in this leadership initiative. One is continuing to complete the initiative under the pre-2018 delivery model.

### Paraprofessional Development Initiative

- 14 teacher assistants successfully completed all requirements of a Diploma in Education support under the *Paraprofessional Development Initiative*.



After almost two decades as an educator, Nadia Broomhall put her student cap back on in 2017 and enrolled in the Teacher Development: Inclusive Education Specialisation Initiative.

Based at Nixon Street Primary in Devonport, Mrs Broomhall is a Behavioural Learning Leader with the Respectful Schools Support Team. She applied for the Teacher Development course because she saw it as important opportunity and because she wanted to lead by example.

Graduates are armed with the knowledge and skills to improve their learning environments.

"It has deepened my knowledge of a diverse range of students in need, and how to support them," she said.

"It challenges your thinking, it also affirms your thinking."

"It is tough, but rewarding."

# Research

Research underpins everything that the Underwood Centre is and does.

Our research focus is to:

- produce knowledge on educational attainment that is of direct benefit to Tasmanians and that both learns from and informs national and international research;
- connect with local, national, and international organisations, think tanks, policy groups, and allied professional groups to share information and knowledge.



## Projects

### **Review of Literacy Teaching, Training and Practice in Government Schools**

Funded by Department of Education, April 2017-December 2019.  
Kitty te Riele, Elaine Stratford.

### **Raising Educational Attainment in Tasmania's North-West**

Funded by Tasmanian Community Fund, 2017-2020.  
Becky Shelley, Young Dawkins, Karen Eyles.

### **Facilitating School-Parent-Community Partnerships Throughout Tasmania to Help Children Realise Their Educational Potential**

Funded by Ian Potter Foundation, July 2016-July 2018.  
Sue Kilpatrick, Elaine Stratford

### **Improving Education for Young People in Custody: Forging a Prison to Education Pipeline**

Funded by Lord Mayor's Charitable Foundation, March 2017-May 2019.  
Julie White, Kitty te Riele, Alison Baker, Tim Corcoran

### **Launceston Big Picture School Evaluation**

Funded by Department of Education. December 2016-June 2020.  
Becky Shelley, Kitty te Riele, Elaine Stratford, Oliver Grant

### **Parents Matter: Raising Children's Post-Year 10 Educational Aspiration**

Funded by Tasmanian Community Fund, March 2016-December 2017.  
Sue Kilpatrick, Elaine Stratford, Marcel Kerrison.

### **Dare to Dream: A Comparative Analysis of Children's University in Malaysia and Tasmania.**

Funded by the East Asia Institute, 2017-2018.  
Can Seng Ooi, Becky Shelley.

### **Research students**

Claire Tubman (PhD, 2017-2020). Consumer-brand relationships and student success at Australian regional higher education institutions.

Louisa Ellum (PhD, 2017-2021). Nature of partnerships in the alternative and flexible learning sector.

For more information and other projects follow this link:

<http://www.utas.edu.au/underwood-centre/research>

## Knowledge sharing

### **Books:**

McGregor, G., Mills, M., Te Riele, K., Baroutsis, A. and Hayes, D., (2017). *Reimagining schooling for education. Socially just alternatives*. Palgrave Studies in Alternative Education. London: Palgrave Macmillan

Stratford, E., (2017) *Island Geographies: Essays and Conversations*, Routledge

**Book chapters:**

Warr Pedersen, K., West, M., Brown, N., Sadler, D. and Nash, K., (2017). Delivering Institutional Practices in Learning and Teaching through a social model: Embedding a High Impact Community of Practice initiative at the University of Tasmania. In: Macdonald, J. and Cater-Steel, A. (Eds) *Communities of Practice: Facilitating Social Learning in Higher Education*. Springer: Singapore.

**Journal articles:**

Nash, R., Thompson, W., Stupans, I., Lau, ETL., Santos, JMS., Brown, N., Nissen, LM. and Chalmers, L., (2017). "CPD aligned to competency standards to support quality practice". *Pharmacy*, 5 (1) Article 12. doi:10.3390/pharmacy5010012 ISSN 2226-4787.

Sutton, G., McLeod, C., Fraser, S. and Corbett, MJ. (2017). "Disrupting Perception: Mapping An Understanding Of Educational Attainment", *Australian and International Journal of Rural Education*, 27 (3) pp. 174-195. ISSN 1036-0026.

Te Riele, K., Mills, M., McGregor, M. and Baroutsis, A. (2017). "Exploring the affective dimension of teachers' work in alternative school settings." *Teaching Education*, 28 (1) 56-71 <http://dx.doi.org/10.1080/10476210.2016.1238064>

Thomas, J., McGinty, S., te Riele, K. and Wilson, K., (2017). "Distance travelled: outcomes and evidence in flexible learning options", *Australian Educational Researcher*, 44 (4-5) pp. 443-460. doi:10.1007/s13384-017-0239-6

Te Riele, K., Wilson, K., Wallace, V., McGinty, S., & Lewthwaite, B. (2017). "Outcomes from Flexible Learning Options for disenfranchised youth: What counts?". *International Journal of Inclusive Education* 21 (2) 117-130 DOI: <http://dx.doi.org/10.1080/13603116.2016.1168878>

**Other:**

Te Riele, K. (2017). Book review essay: "Youth and Generation. Rethinking change and inequality in the lives of young people" by Dan Woodman and Johanna Wyn, *Journal of Applied Youth Studies*, 2 (1) 69-73

Mills, M., Te Riele, K., McGregor, G. & Baroutsis, A. (2017). "Teaching in alternative and flexible education settings". Guest editorial. *Teaching Education*, 28 (1) 8-11 DOI: [10.1080/10476210.2016.1263613](http://dx.doi.org/10.1080/10476210.2016.1263613)

**Keynote address:**

Brown, N. (2017). *Global Connectivity, Open Resources and Personalised Learning – How Technology is Changing Higher Education*. Keynote address to the International conference on Teaching and Learning in Higher Education, Kuala Terengganu, Malaysia, February.

**Conference Presentations:**

Brown, N. and Sadler, D. (2017) "Defining our strengths, focusing our goals, optimising our future: curriculum transformation at the University of Tasmania", *Showcase Presentation from the Higher Education Research and Development Society of Australasia Inc*, 27-30 June 2017, Sydney, pp. 1-1.

Fitzallen, N., Brown, N., Biggs, J. and Tang, C. (2017). Validation of a Constructive Alignment Questionnaire. Invited presentation *International Conference on Teaching and Learning in Higher Education*, Feb 1-2, Terengganu, Malaysia.

Shelley, B., Brown, N., Tubman, C., Morrison, J. and Frost, S. (2017). Panel - Research and business intelligence: "Driving an improvement agenda across education sectors". *Australasian Conference on Information Systems*, Hobart.

Kerrison, M. (2017). "Parents Matter: raising children's Post-year 10 educational aspirations". *Australian Research Alliance for Children and Youth Parental Engagement Conference*, Melbourne .

Eyles, K. (2017). Plenary Presentation: "Tasmania: Trends in demography, employment and education". *Tasmanian Leaders Thinkbank*, Hadspen, Tasmania.

Tubman, C. (2017). "How parents, life experiences and social networks influence a mature-aged student, from a low socio-economic status community commencing higher education". *Education Transforms 2017 symposium*, Hobart, Tasmania, July 14.

### Conference Presentations (continued):

- Ellum, L. (2017). "Enabling the work of flexible learning programs through collaboration, partnership and networks". *Education Transforms 2017 symposium*, Hobart, Tasmania, July 12.
- Shelley, B. (2017) "Discover Children's University". *Education Transforms 2017 symposium*, Hobart, Tasmania, July 12.
- Thomas, J., Triffitt, J., te Riele, K. (2017) "Inclusive, engaged learning: New momentum in engagement policy and practice in Tasmania". *Education Transforms 2017 symposium*, Hobart, Tasmania, July 13.
- Wilson, J. (2017) "Developing Workforce Capability in Education". *Education Transforms 2017 symposium*, Hobart, Tasmania, July 13.
- Kilpatrick, S., Kerrison, M. (2017) "Engaging parents in the children's educational aspirations". *Education Transforms 2017 symposium*, Hobart, Tasmania, July 14.
- Brown, N., Beams, K. (2017) "What do we really mean by educational attainment?". *Education Transforms 2017 symposium*. Hobart, Tasmania, July 14..
- Nash, R., Elmer, S., and Shelley., B. (2017) "HealthLit4Kids: a pilot program Crossing boundaries for Positive health literacy outcomes", *Education Transforms 2017 symposium*, Hobart, Tasmania, July 14.

### Reports:

- Doyle, K., te Riele, K., Stratford, E. & Stewart, S. (2017). *Teaching literacy: Review of literature*. Hobart: Peter Underwood Centre.
- Bentley, T. (2017). *Achieving more together: Reflecting on collaboration and education in Tasmania's future*. Hobart: Peter Underwood Centre.
- Corbett, MJ., and Fraser, SP., Beswick, K., Smith, H., Wells, J., Reaburn, RL., McCarthy, RJ., Roberts, JV., McLeod, CJ., Sutton, GN., Smith, CJ. and Page, LA. (2017) *Report of the program evaluation of 'Dream Big'*, Burnie City Council, Launceston, Tasmania, Final.
- Woodroffe, J., Kilpatrick, S., Williams, B. (2017) "Pathways to Success and a Place in Tasmania's Future Economy: Final Evaluation Report".
- Eyles, K., Shelley, B., Stratford, E. (2017) *Bigger Things Report*. Department of Education and Department of Premier and Cabinet, Hobart, Tasmania.
- Eyles, K., Shelley, B., Stratford, E. (2017) *An evaluation of Children's University Tasmania – the first eighteen months*, Peter Underwood Centre for Educational Attainment, University of Tasmania, Hobart.

### Contributions:

#### Professor Natalie Brown

- National Schools Resourcing Board.
- TASC Framework Advisory Council.
- Member, Academic Senate, University of Tasmania.
- Chair, Guilford Young College Board.
- Member, Claremont College School Association.

#### Professor Kitty te Riele

- Associate Editor (Oceania), Oxford Encyclopedia of School Reform, Oxford University Press.
- External assessor, the 2017 Smart Giving projects, Australians Schools Plus.
- Member, Engineers Australia (Tasmania), workforce development advisory group.

#### Dr Becky Shelley

- Leader, B4 Early Years Coalition.
- Member, Social Impact Program Steering Committee.

#### Karen Eyles

- Member, Devonport Learning Communities Steering Group.
- Member, Kentish Community Learning Plan Committee.

# Media

The activities and projects of the Peter Underwood Centre attracted widespread and significant media attention in 2017. An analysis of this coverage on the Isentia Mediaportal showed that 95 media reports on the work of the Centre drew a total audience of 1.1 million and an Advertising Space Rate (ASR) equivalent to \$217,500. This does not include social media.

Education Transforms 2017, from July 12-14, created significant media interest, particularly in the *Mercury* newspaper, which provided extensive coverage for each day of the symposium, with keynote speakers figuring prominently. A story on day one of the symposium was published on NewsCorp's metropolitan masthead websites in Melbourne, Sydney, Brisbane and Adelaide. The *Saturday Mercury* also ran a double-page spread of the speech by 17-year-old New Norfolk student Britney Nelson at the ET17 dinner and an accompanying editorial.

An interview with keynote speaker Professor Bob Lingard was the inspiration for a full-page feature in the *Examiner* newspaper. While ABC radio broadcast a panel interview with keynote speakers Associate Professor Sharon Bessell and Gary McDarby, and Underwood Centre Deputy Director Research, Professor Kitty te Riele, on the statewide *Morning Show* in the lead-up to the symposium on July 10. ABC Northern Tasmania broadcast a live interview with another keynote, Professor Andrew Hills, on ABC Northern Tasmania on July 14.

The Children's University Tasmania Graduations in Launceston, Burnie and Hobart also attracted significant media coverage in Tasmania's daily newspapers and NewsCorp online sites interstate, and on radio and television news services. "Gowning days" held at schools to prepare students for graduations led to a front-page article and photo in *The Examiner*, and a fantastic gallery of photos of Montello Primary School students in their hats and gowns on *The Advocate* website.

The George Town Bigger Science Expo was extensively covered by ABC Radio.

Other highlights of the 2017 media coverage included a page 3 article in the *Sunday Tasmanian* on Professor Natalie Brown, following her appointment as Centre Director.

The Peter Underwood Centre website is now populated with articles produced internally, and senior staff at the Centre are regularly being sought out by the media to provide commentary on a broad range of education issues.

## Digital Platforms

- 918 subscribers to our mailing list.
- Facebook - 319 followers.
- Twitter -220 followers.
- Blog - 10 original articles.





**Peter Underwood**  
Centre

*"Education perhaps more than anything else is a passport to a better life."* - Peter Underwood