

Peter Underwood Centre



About us

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.

During his time as Tasmania's 27th Governor, The Honourable Peter Underwood AC began conversations with the University of Tasmania around the importance of educational attainment to Tasmania.

Following his passing in 2014, the Peter Underwood Centre for Educational Attainment was established in his name, serving to honour his belief in the transformative power of education.

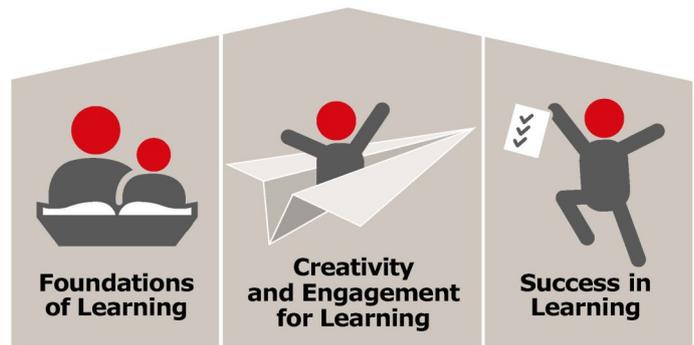
Our vision is that all young Tasmanians flourish through the transformative power of learning.

Our focus is on research, partnerships and initiatives that contribute to positive and sustained change in educational outcomes for children and young people.

Our work spans three pillars of action, each contributing to our vision. The pillars have been drawn from interactions with international research, policy-makers and practitioners.

Our Vision and Strategic Pillars

All young Tasmanians flourish through the transformative power of learning



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

Our People

Director, Professor Natalie Brown

Deputy Director, Professor Kitty te Riele

Deputy Director, Dr Becky Shelley

Partner Programs Coordinator, Dr Jess Woodroffe

Manager Strategy, Operations & Partnerships, Oliver Grant

A-Lab Coordinator, Stuart Thorn

Communications Coordinator, Sean Stevenson

Executive Assistant, Helen Eastley

School Higher Education Learning Hub Coordinator, Gemma Burns

School Higher Education Learning Hub Coordinator, Dr Jo Ingram

Children's University Tasmania

Program Coordinator, Shoni Ellis

Regional Lead (South), Sean Stevenson

Regional Lead (North), Dr Subhash Koirala

Regional Lead (North-West), Jesse Brennan

Research

Research and Engagement Fellow, Melody West

Research Fellow, Dr Megan Lang

Research Associate, Dr Sarah Stewart

Research Associate, Dr Aishah Bakhtiar

Research Assistant, Dr Sherridan Emery

Research Assistant, Tess Crellin

Research Assistant, Dr Emily Rudling

Director's Report

The year 2020 challenged us all in many and unexpected ways.

At the Peter Underwood Centre our response to COVID-19 required us to make many adjustments to our programs and initiatives, as well as to the ways we worked. The need to work remotely, and restrictions on travel, presented us with opportunities for innovation to achieve our goals. The challenges also affirmed what we know to be so important in our work; the importance of a whole of community approach to issues of educational access and attainment, and of collaboration within and across agencies and jurisdictions, particularly for the most vulnerable students.



Our Advisory Committee

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



Mrs Frances Underwood, Patron

Professor Natalie Brown

Mr Tim Bullard

Ms Kathy Cameron

Dr Patsy Cameron

Ms Jenny Gale

Professor Kwong Lee Dow

Professor Marnie Hughes-
Warrington

Professor Jane Long

Mr Adam Mostogl

Dr Jocelyn Nettlefold

Our focus on research, partnerships and initiatives that contribute to positive and sustained change in educational outcomes for children and young people was called sharply into focus during 2020. Although some research projects were hampered by restrictions on travel, we were able to switch to technology solutions to keep many of these ticking along through the year. Most importantly, we were able to make a positive impact on policy and practice across Australia through our rapid response research report: *Learning at home during COVID-19: Effects on vulnerable young Australians*, for the Federal Minister for Education; and our contribution to the work for the Chief Scientist's Rapid Research Information Forum on *Differential learning outcomes for online versus in-class education*.

Our research had a significant impact for Tasmanian learners through the application of a project completed in 2019 to determine factors contributing to success in first year study at the University of Tasmania. This was used as a basis for an alternative application and entry system for year 12 students, the Schools Recommendation Program (SRP).

We also needed to embrace technology to ensure the continuation of our key programs. Providing access to extra-curricular learning for our Children's University participants catalysed two new outreach initiatives, *The Wonder Weekly* and *UCTV*. The weekly broadsheet featuring interesting stories, puzzles and activities (with a strong Tasmanian focus) quickly gained a loyal following. The support of Woolworths in Tasmania to assist with distribution of hard copies for families who could not access the online version was greatly appreciated.

These initiatives, the provision of hard copy activity packs, and a suite of online activities supported the continuation of the Children's University program in the most difficult of circumstances. I would like to acknowledge the hard work of our Children's University team and our school coordinators that enabled many participants to continue their learning and qualify for graduation.

A further testament to our ability to pivot into online and blended ways of working was also demonstrated by the successful continuation of the High Achiever Program, the University Connections Program and our Unihubs.

Although we could not come together in person, we also celebrated the launch of the first Peter Underwood Centre book, *Harnessing the Transformative Power of Education*, through a multi-media application. The contributors to the book included Tasmanian, national and international collaborators, a fitting expression of the importance of collaboration.

I believe we can be justifiably proud of the achievements of the Centre in 2020. Our response to the challenges of COVID-19 were rapid, innovative, and focused on our vision. I feel very privileged to work with such a committed and talented team of colleagues at the Centre, and I thank them for their work in a most difficult year. I would also like to acknowledge the many people and organisations with whom we worked in 2020 and our Advisory Committee for their continued support and counsel.

- Professor Natalie Brown

Reaching our audience

The challenges created by COVID-19, and the Centre's desire to respond in innovative ways, led to the creation of two initiatives in extracurricular learning, *The Wonder Weekly* and *UCTV Alive for Kids*. What we soon realised was the Centre's new media was filling a void that existed well before the pandemic. For this reason, the delivery of both is set to continue for the foreseeable future.

The Wonder Weekly

Within three weeks of Tasmania's initial COVID-19 positive test on March 2, 2020, the first edition of *The Wonder Weekly* was produced by Communications Coordinator and Children's University Tasmania Regional Lead (South) Sean Stevenson to provide Tasmanian children and young people with fun home-based learning activities.

The broadsheet newspaper filled with articles, challenges and puzzles was dispatched to Children's University Tasmania schools, and made available to a wider audience via the Centre's website and social media platforms. By edition four, Woolworths Supermarkets had partnered with us to print and distribute the publication in its stores statewide.

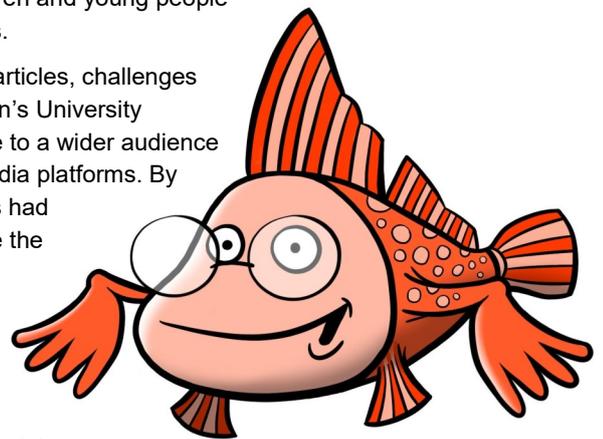
In June, US-based company Newsbank, which provides a database resource for libraries, educational organisations and other customers around the world, approached the Centre seeking a licensing agreement to include *The Wonder Weekly* in its ResearchRocket collection, alongside publications such as *Time for Kids*, *Ranger Rick* and *Zoobooks*. Newsbank's editorial team recommended *The Wonder Weekly* for its "quality, informative and fun learning content." An agreement between all parties was reached in August.

The Wonder Weekly harnessed the natural curiosity of children and young people, by providing a new perspective to subjects that are interesting to all ages. It maximised the potential of existing knowledge and research across all fields of study, with a particular focus on Tasmania and the work of University of Tasmania researchers. Subject areas included everything from Antarctica, volcanoes, bugs and dinosaurs, to sport science, architecture, art, space, weather, marketing, the natural wonders of Tasmania, wildlife ecology and much more.

The Wonder Weekly explored the science behind baking cakes and building sandcastles, and took a leap into the future on flying cars and self-driving ships. It addressed old-age questions, such as what came first, the chicken or the egg; why paper cuts hurt so much and chillies burn; and how can it be that jackrabbits are hares and rock hares are rabbits?

Readers were challenged to build bridges, record sightings of the International Space Station, paint a self-portrait, design logos, hunt for fossils, juggle, dance, create a model volcano, grow food from scraps and become a citizen scientist for Birdlife Tasmania.

The Centre's involvement in the Handfish Conservation Project inspired the creation of a mascot for *The Wonder Weekly*. Professor Finn was drawn for us by well-known Tasmanian cartoonist John "Polly" Farmer, who also provides the publication with fantastic puzzles each week.





UCTV Alive for Kids

By the end of April, the Centre had launched another vehicle for reaching families dealing with COVID-19 isolation, its own online show, *UCTV Alive for Kids*. Broadcast live via Zoom, *UCTV* featured guest presenters and a Q&A session, with child safe protocols in place. With students unable to visit the Centre, A-Lab Coordinator Stuart Thorn developed *UCTV* as an additional use for the space. Once again, showcasing the work of University of Tasmania researchers, was a focus. Eleven episodes of *UCTV* featured host Sam Campbell, and the following presenters:

- Dr Jemina Stuart-Smith, *An introduction to the handfish*, April 30, 2020.
- Matt Dell, *Twenty-one years beachcombing in South-West Tasmania*, May 7, 2020.
- Edwina Knevet, *A real application of humanitarian engineering and design in rural Cambodia*, May 14, 2020.
- Peter Puskic, *Why seabirds eat plastics, what this does to their health and how we can help solve this problem*, May 21, 2020.
- Hannah Moore, *Volcanic eruptions and how to predict them*, May 28, 2020.
- Alison Stebbing, *Growing healthy and happy salmon*, June 4, 2020.
- Greg Irons, *The Importance of Tasmania's unique wildlife and how we as individuals can create less of an impact on their environment*, June 11, 2020.
- Veronica Marshall, *Portraiture at The Tasmanian Museum and Art Gallery*, June 18, 2020.
- Dr Charlotte Dunn, *The history of coins*, December 2, 2020.
- Dr Louise Grimmer, *Christmas consumerism*, December 9, 2020.
- Dr Glen Bain, *Bringing the birdsong back to Tasmania*, December 16, 2020.



Shasta Henry

Five broadcasts were also offered during Science Week in August, with 672 participants joining the most popular of these broadcasts. They featured a special two-part presentation by entomologist Shasta Henry, *Litter bugs - Making accurate insect models*, and broadcasts by volcanologist, Associate Professor Rebecca Carey, plant scientist Kelsey Picard, ornithologist Matthew Fielding, bioinformatician Allanna Russell, zoologist Alyce Henry and medical scientist Lachlan Tegart.

A further show, *Blind contour drawing*, was presented during Children's Week by Dr Abbey McDonald.

Programs and projects

The University of Tasmania's High Achiever Program (HAP) and University Connections Program (UCP) provide the opportunity for Tasmanian secondary school students to extend and enhance their Tasmanian Certificate of Education studies by enrolling in University units designed specifically for senior secondary learners. HAP and UCP units add to the current Tasmanian senior secondary curriculum by allowing secondary students to undertake subjects across a variety of discipline areas in greater depth, or because the subject area is not available to them within their school or college program.

Both programs are accredited as a course by the Tasmanian Office of Assessment Standards and Certification (TASC). This accreditation allows most units to count towards a student's TCE, and results from HAP and UCP units are eligible for inclusion in their ATAR.

University Connections Program (UCP)

The UCP engages Year 11-12 students by extending the existing pre-tertiary Tasmanian curriculum to provide opportunities for senior secondary students to experience higher education study in several subject areas including business/finance, applied design, music, music technology, art and design, sport management, mathematics extension and cultural studies.

In 2020, there were 12 units offered, all of which filled a gap in, or extended, the Tasmanian senior secondary curriculum.

COVID-19 (particularly school closures and COVID safe limits on spaces) affected delivery of some of our applied units. In 2020, there were 670 individual students and 775-unit enrolments in the University Connections Program - with approximately 90% of students successfully completing from 22 schools across the state. About 65% of enrolled students participated in UCP while in Year 12, with the remainder in Year 11 (or Year 13).

Work with our partner schools and teachers ensured we were able to support students across all disciplines, working with schools to ensure those at risk of failing were given early support to remediate learning losses.

Student and teacher evaluations show that the UCP is effective in preparing students for tertiary study, through building confidence, increasing academic skills and knowledge, building familiarity with university systems and learning and providing unit credit for UCP units completed within particular degree structures. Recent data has shown that in tracking the UCP cohort we have identified the UCP as a strong pathway to higher education. Since 2017, an average of 60% of all students have transitioned to the University of Tasmania, and likely to other universities.

High Achiever Program (HAP)

HAP is a partnership with Tasmanian senior secondary schools and colleges. The program enriches the educational opportunities for gifted or high-achieving students by extending a selection of the University of Tasmania's first year undergraduate units and teaching to these students. These units provide extension for students who have limited learning pathways within the Tasmanian senior secondary curriculum (e.g. languages, computer science, mathematics, science). A total of 32 university units had enrolments, including units in computer science, physics, marine science, mathematics, chemistry, humanities and languages (Japanese, Chinese, German, French, Indonesian).

Students can study HAP units at the same time or in addition to their Tasmanian Certificate of Education (TCE) studies with units offering TCE points and ATAR, and all enable the students to gain credit which can be used towards a degree.

There were 45 students from 18 schools around the state involved in the HAP program in 2020, an increase of 35% since 2019 when there were 33 students. Around half of students came from schools/colleges with low ICSEA values. All enrolled students passed their HAP units. Since 2016, we have been tracking this cohort of students, with approximately 70 per cent of students progressing to the University. Of those students who were in Year 12 in HAP in 2020:

- 100% applied for a university in Australia, with two thirds applying for the University of Tasmania.
- 89% have transitioned to higher education, with the remaining students taking gap years/deferring their study.
- 61% of 2020 HAP students have enrolled at the University of Tasmania.

When surveyed in December 2020, partner schools strongly agreed (90%) or agreed (10%) that the coordination of the program was excellent, and provided much needed learning and extension for high achieving students in all regions. Expansion and promotion to more Tasmanian extension schools is planned for 2022 and beyond.



TRANSITIONS: School Higher Education Learning Hub coordinator Gemma Burns discusses course options with a student.

School Higher Education Learning Hubs (Uni-Hubs)

The Uni-Hubs, first piloted in 2017 by the University of Tasmania and the Tasmanian Department of Education, are now firmly embedded in Claremont College and Newstead College. Uni-Hub coordinators provide guidance and support for the students at the two colleges to transition to University. The coordinators attend the hubs for the equivalent of one-day a week. Each hub now has an annual strategy and action plan to guide activity.

In 2020, despite school closures due to COVID-19 and restrictions on face-to-face university campus and school-based activity, the following participation and engagement with Uni-Hub activities took place:

- 462+ individual student visits within the Hubs (and increase of 25% since 2019).
- 103 students attended small group sessions (an increase of 75% since 2018).
- 45 teacher visits (a 50% increase since 2018).
- 450 students in 25 school home group sessions (an increase of 15% since 2019).
- 45 parents engaged with directly through Uni-Hub visits, parent information sessions and attendance at Uni-Hub events.
- 40 students participating in University campus visits such as Immersion Days and Masterclass Sessions.

For 200 students in the Beyond 10 programs:

- 12 past student ambassadors returning (remotely) to colleges to tell their stories of higher education
- 10 industry, academic or professional guests spoke about their pathways to higher education and opportunities within their sector.

Post-evaluations of the Hubs from students who visited showed that 95 per cent strongly agreed that the Hub had helped them personally. There have been slow but steady increases in the students applying to study at the University of Tasmania at both Claremont and Newstead.



BRIGHT SIDE: Graduates were celebrated at school-based graduations in 2020, rather than the traditional regional events.

Programs and projects

Children's University Tasmania

More than 1000 children and young people participated in Children's University Tasmania in 2020, including 368 new members, despite the significant barriers which resulted from COVID-19. A small number of schools elected to defer the program for the year, but most decided to continue despite the complexities created in the school environment generally, and for the delivery of Children's University in particular. From the time COVID-19 struck, until Term 3, Children's University Tasmania's regional leads were unable to visit schools. Social distancing also meant the suspension of regular activities, the cancellation of key events, and the closure of, or limited access to CU learning destinations.

The CU team responded quickly to these unprecedented challenges in a number of ways - including the production and delivery of school packs filled with ideas and activities for home-based learning, and the launch of *The Wonder Weekly* to provide members with alternative means of engaging with extracurricular learning and earning hours towards graduation.

In all, 42 schools participated in the program in 2020 - 10 in the North-West, five on the West Coast, six in the North and 21 in the South. The enthusiasm from schools in the Huon Valley, where a high-profile public launch of the program was scuttled by the onset of the pandemic, was particularly impressive. Six of the seven government schools in the Huon region still joined during the course of 2020, and 14 Huon Valley members reached their hours of learning milestone to graduate.

In the context of this complex environment COVID-19 created, we were thrilled that a total of 340 members (down from a high of 543 in 2019) still graduated from the program, and these students alone amassed 15,979 hours of learning outside school hours.



CU researchers

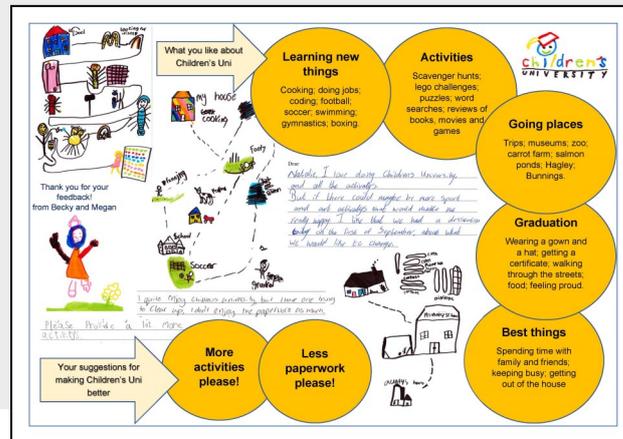
Dr Becky Shelley and Dr Megan Lang visited two primary schools (one in the South and one in the North-West) to speak to members of Children's University Tasmania about their experiences.

The children participated in four Child-Centred Workshops. These workshops were designed to give children a chance to develop their opinions through a group discussion, then a choice of ways to tell us their views.

They could choose between writing a letter, drawing a picture, or making a map and telling us about it.

We learned a lot about what the children like about Children's University and what they would like to see changed. Later, we made a feedback sheet summarising the children's views and sent them back to the school. Overall, the children loved parading through the streets and going to graduation, as well as getting out and about with their families to do new things.

"I am very glad I signed up for Children's University because it is a very good experience. I also loved the look on my Mum and Dad's faces when I graduated."



The regional breakdown was 145 graduates in the South, 126 on the North-West Coast and West Coast, and 69 in the North.

Unable to deliver the large, regional ceremonies, Children's University Tasmania is renowned for, we elected to forge ahead with school-based graduations tailored to the unique environment of each school. Throughout November and December, a variety of ceremonies were held for graduates, ranging from additions to end-of-year school assemblies to CU-specific events. The CU team provided gift bags containing the member's graduation certificate, 2020 Children's University tassel, badges, UTAS lanyard and a hardcover copy of *101 Collective Nouns* by Tasmanian writer and illustrator Jennifer Cossins. While the appetite for larger events remains, the reaction of schools was very positive, with the involvement of all students, rather than just graduates, seen as an advantage to this approach.

Thank you to:

- Financial support was offered by the Tasmanian Community Fund, the Queenstown and Districts Community Bank Branch of Bendigo Bank, the Huon Valley Community Bank Branch of Bendigo Bank, Communities for Children - South East Tasmania (Salvation Army), Queenstown community leaders Chris and Lee Walpole, and other individual donors.
- The principals and teachers, and particularly the Children's University Tasmania school coordinators.
- More than 200 learning destinations around the state.

Contributions to policy and practice

Professor Natalie Brown:

- National Schools Resourcing Board.
- Ministerial Roundtable 'More Teachers Quality Teaching'.
- DoE Curriculum, Assessment and Teaching Working Group.
- Steering Committee Channel Basics.
- Chair, Academic Senate, University of Tasmania.
- University Council.

Professor Kitty te Riele:

- DoE Research Assessment and Approval Committee.
- Inaugural Board co-chair 'Australian Association for Inclusive and Flexible Education'.
- Commissioner for Children and Young People (Tasmania) Out-Of-Home Monitoring Expert Advisory Council.
- TASC Framework Advisory Council.

Dr Becky Shelley:

- B4 Coalition.
- 100% Literacy Alliance.
- Steering Committee Channel Basics.
- University Child Safety Working Group

Dr Jess Woodroffe:

- TASC Accreditation Advisory Group.
- DoE Mixed Field Learning Advisory Group, 9-12 Project.

Children's Voice

Everyone is an artist: Utilising the museum to foster children's creativity

Following the successful workshop by children from Ravenswood Heights Primary School at the Queen Victoria Museum and Art Galley (QVMAG) in 2019, a second creative workshop was held at the Tin Sheds (Ceramics) in 2020.

The children engaged in a series of individual and collaborative ceramics projects.

The children also collaborated on research ideas – using a visual, large scale and playful 'if today was a recipe' board. They collected data on their experiences and what they had learned.

This data will inform the evaluation component of the project by Melody West, Becky Shelley and Bridget Arkless.

Children's experiences and conceptions of learning during COVID-19

Becky Shelley, Melody West and Megan Lang visited three schools in the North and South of Tasmania to speak with children about their experiences of learning at home during COVID-19.

The children who volunteered to take part made beautiful collages about their time at home, and then each child could participate in an interview where we asked them all about their learning.

The results showed the children's capabilities for deep thinking. Their views were highly valuable for our understanding of learning at home and learning more generally. They told us about how they loved being with their families and pets, and how they learned everything from baking brownies, gardening and fishing to gathering information about interesting animals and engaging with the learning sent home from school.

Inveresk Precinct: Space mapping

Students from the Launceston Big Picture School were invited to consult on the learning spaces within the urban realm precinct of the Inveresk Campus development, as part of collaborative work between the Northern Transformation Project Manager Strategic Projects Leanne Arnott, and Peter Underwood Centre Research and Engagement Fellow Melody West.





HONOUR: Professor Natalie Brown accepts the ACEL Tas Outstanding Leadership for Education in Tasmania Award.

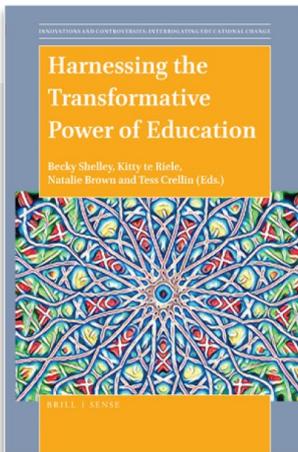
Media

The national response to our Federal Education Department-commissioned report, *Learning from home during COVID-19: Effects on vulnerable young Australians* was undoubtedly the most significant result in terms of media coverage in the Centre's short history. On the day of its release, the report was a lead item on radio and television news services, and Centre director, Professor Natalie Brown, fielded interviews from all around the country. All the major print mastheads in each state (and many regional newspapers) ran articles quoting the report, and *The Australian* made reference to its findings in an editorial.

The Centre's contribution to raising levels of public awareness and the quality of debate on significant local or national education issues through print, radio, online or television media in 2020 was recognised with the inaugural ACEL Tas Public Discourse Award. The Australian Council for Educational Leaders (Tasmania) also recognised Professor Brown with the major honour at this event, the ACEL Tas Outstanding Leadership for Education in Tasmania Award. The Public Discourse Award recognised the Peter Underwood Centre's role in stimulating thinking and action in relation to educational attainment through a range of programs and initiatives.

"These included Children's University Tasmania; the Horizon Series; substantial research reports; a regular ABC Radio segment on *Drive with Lucy Bredan*; and the Centre's quick response to learning from home demands through an interactive live show *UCTV Alive for Kids*, and a print and social media publication, *The Wonder Weekly*, to provide engaging extra curricula learning experiences for children and young people."

Our online and social media presence continued to grow, with the number of followers of our Peter Underwood Centre and Children's University Tasmania Facebook pages, and Centre Twitter pages all rising. The number of followers of our Centre Facebook page increased more than 60%, from 716 to 1181.



Harnessing the transformative power of education

The value of collaboration, partnership and innovation in advancing systemic educational change is embodied in the book released by the Peter Underwood Centre in July 2020.

Harnessing the Transformative Power of Education was launched online, with an accompanying [video](#), after social distancing measures required an alternative to a traditional in-person event.

Lead editor and Deputy Director of the Peter Underwood Centre, Dr Becky Shelley, said the book was inspired by the Centre's second biennial symposium Education Transforms 2017 (ET17), and included 49 contributions from a diverse range of authors—academics, practitioners and young people.

"It is wonderful to be sharing the energy, ideas and debates generated through the Underwood Centre's ET17 symposium with a wider audience," Dr Shelley said.

Harnessing the Transformative Power of Education can be ordered directly from the Brill website by following this [link](#), or purchased through your local book shop.

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.

Learning at home during COVID-19: Effects on vulnerable young Australians

The Peter Underwood Centre was commissioned by the Federal Education Department to research the impacts of learning from home as a result of COVID-19.

The report, released on April 27, 2020, found almost half of Australia's student population could suffer adverse effects on their educational outcomes, nutrition, physical movement, and social and emotional wellbeing by being physically disconnected from school.

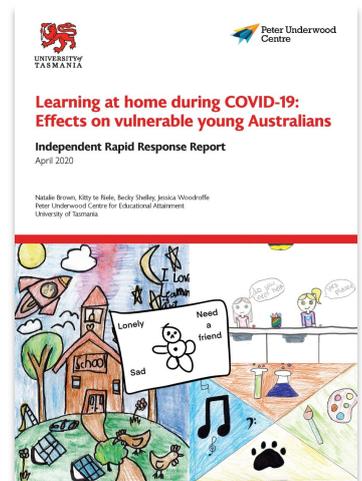
Centre Director, Professor Natalie Brown, said teachers and school staff generally were doing tremendous work to support students, but as soon as health restrictions permitted, there was an urgent need to re-establish a connection for vulnerable students to the physical context of school-based learning.

"The real positive is a targeted strategy of physical re-engagement at school is achievable, cost effective and will result in only moderate regulatory issues," Professor Brown said.

"At the same time, a significant investment in developing the capability of schools to deliver education both online and on-site needs to be high priority."

The report by Professor Brown, Professor Kitty te Riele, Dr Becky Shelley and Dr Jessica Woodroffe, recommended that strategy should:

- Ensure schools have the safety protocols in place for physical reconnection of a significant number of students including ensuring that allied professional staff (social workers, psychologists, speech pathologists, and school nurses) are able to provide services on site where possible.
- Where full-time reconnection of a significant number is not going to be possible for safety or logistical reasons, plan for a blend of on-line and physical presence through a week.
- Encourage universal full-time on-site attendance for pre-school to year two nationally.
- Invest in and support teachers by providing additional short-term staffing, professional learning in non-school-based learning strategies, and re-engagement and trauma-informed approaches for the most vulnerable students.





Launch of literacy reports and facts sheets

Five reports aimed at supporting teacher education and professional development to improve literacy outcomes for Tasmanian students, were formally launched in Hobart, on International Literacy Day: September 8, 2020.

The reports were produced for the Tasmanian Department of Education for the *Review of Literacy Teaching, Training and Practice in Government Schools*.

Lead researcher and Peter Underwood Centre Deputy Director, Professor Kitty te Riele, said it was fitting for the reports to be launched on International Literacy Day, which highlights the importance of literacy both for our state and for each individual young Tasmanian.

“Literacy skills and confidence are fundamental to engagement and success in learning—empowering young people to find and follow their interests—and to individual and community well-being,” Professor te Riele said.

The review paid attention to all elements of literacy in the Australian Curriculum; included Kindergarten to Year 10; and examined practices in schools as well as in pre-service teacher learning.

“The review is unusual in this regard, and its breadth has allowed high level insights to emerge,” Professor te Riele said.

RESEARCH TEAM: Professor Kitty te Riele, left, Dr Sarah Stewart, centre, and Professor Elaine Stratford at the launch.

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Fostering new researchers

At the Peter Underwood Centre we are privileged to have the opportunity to work with and support early career researchers. They bring fresh ideas and energy to our work. We congratulate our colleagues who earned their PhD while part of the Underwood Centre team:

Aishah Bakhtiar (PhD, 2019, University of Victoria, Canada) Regulating self, others' and group motivation in online collaboration.

Sherridan Emery (PhD, 2019, University of Tasmania) Cultural wellbeing in classroom communities: A constructivist grounded theory study.

Megan Lang (PhD, 2017, University of Sydney) Becoming HIP: discovering musical identities through engagement with music.

Emily Rudling (PhD, 2019, University of Tasmania) Tasmanian Asia literacy? Decentring national approaches to engaging with Asia.

Sarah Stewart (PhD, 2017, University of Technology, Sydney) Enacting entangled practice: interagency collaboration in domestic and family violence work.

Research Projects completed in 2020

Responding to the educational needs of students experiencing disadvantage in the COVID-19 recovery

Funded by University of Queensland as part of Paul Ramsay Foundation project, 2020. Kitty te Riele, Emily Rudling, with colleagues from University of Queensland.

Supporting evaluation and monitoring for Working it Out initiative

Funded by Department of Education, 2020. Kitty te Riele, Sarah Stewart.

Launceston Big Picture School Evaluation.

Funded by Department of Education. May 2017-June 2020. Becky Shelley, Kitty te Riele, Elaine Stratford, Melody West, with Sherridan Emery.

Impact evaluation of the Aboriginal Student Engagement Australian School-based Apprenticeship.

Funded by Department of Education, 2018-2020. Kitty te Riele, Natalie Brown, Becky Shelley, with Tess Crellin.

Project specific evaluation of the Supporting Expecting and Parenting Teens (SEPT) program

Funded by Brave Foundation, 2019-2020. Kitty te Riele, Becky Shelley, with Aishah Bakhtiar, Georgia Sutton.

Review of Literacy Teaching, Training and Practice in Government Schools.

Funded by Department of Education, 2017-2020. Kitty te Riele, Elaine Stratford, Sarah Stewart.

Impact of DoE staff completing the Graduate Certificate of Inclusive Education

Funded by Department of Education, 2019-2020. Kitty te Riele, Natalie Brown, Becky Shelley, with Emily Rudling, Megan Lang.

Impact evaluation of the Teacher Internship Placement Program

Funded by Department of Education, 2019-2020. Natalie Brown, Kitty te Riele, Becky Shelley, with Emily Rudling, Megan Lang.

Packages of Learning Evaluation

Funded by Department of Education, 2019-2020. Kitty te Riele, Becky Shelley, Melody West, with Tess Crellin, Bruce Cameron.

Raising Educational Attainment in Tasmania's North-West.

Funded by Tasmanian Community Fund, 2017-2020. Becky Shelley, Karen Eyles, Kitty te Riele.

Educational Transition from Custody

Funded by Vic Department of Education and Training, 2019-2020. Kitty te Riele, with colleagues from Victoria University and Deakin University.

What Counts as Success in Senior Secondary Learning?

Initiated by Peter Underwood Centre, 2019-20. Natalie Brown, Melody West, Emily Rudling, Aishah Bakhtiar .

The perspectives and impact of rural and remote discourses on rural people

University of Tasmania: Internal Funding, 2019-2020. Nicoli Barnes, Sue Kilpatrick, Jess Woodroffe.

New and ongoing research projects

Independent Impact Evaluation of Outcomes for Students from the Collective Education Project

Funded by Beacon Foundation, 2018-2022.

Kitty te Riele, Becky Shelley, with Tess Crellin.

Understanding Tasmanian school students' post-school pathway intentions

Funded by UTAS Division of Future Students, 2019-2021.

Kitty te Riele, Natalie Brown, Becky Shelley, with Aishah Bakhtiar, Tess Crellin, Melody West.

Improving the outcomes for Aboriginal and Torres Strait Islander students within Catholic Education Tasmania

Funded by Catholic Education Tasmania, collaboration with Deakin University, 2020-21.

Kitty te Riele, Natalie Brown, Clair Andersen, David Hicks, Emily Rudling, Tess Crellin, with colleagues from Deakin University.

Everyone is an artist: Utilising the museum to foster children's creativity

Funded by Booth Foundation, 2019-2021.

Becky Shelley, Melody West.

Education during a Pandemic: Implications from COVID-19

Initiated by Peter Underwood Centre, supported by Department of Education, 2020-2021.

Kitty te Riele, Natalie Brown, Becky Shelley, Jess Woodroffe, Sherridan Emery .

Lessons from COVID-19: Learning from Tasmanian Aboriginal students, families and communities.

Initiated by Peter Underwood Centre in collaboration with PVC-Aboriginal Leadership, and supported by Department of Education, 2020-2021.

Kitty te Riele, Natalie Brown, Mike Guerzoni, Huw Peacock, Duncan Robinson.

Tassie Researchers

Initiated by Peter Underwood Centre, 2019-2021.

Becky Shelley, Megan Lang.

Children's University Tasmania longitudinal study

Initiated by Peter Underwood Centre, 2019-2021.

Becky Shelley, Megan Lang.

For more information and other projects follow this link: <http://www.utas.edu.au/underwood-centre/research>

Launch of literacy reports and facts sheets (from page 13)

"The findings point to the importance of enhancing collaboration and communication between parties contributing to literacy teaching and teacher learning."

Minister for Education and Training, the Honourable Jeremy Rockliff MP, launched the review reports at a COVID-safe function for stakeholders.

He said: "The review highlighted the value of consistency in practices and terminology for teaching literacy, so that all staff and students are on the same page. Yet, consistency does not mean inflexibility."

Five detailed reports - two literature reviews, two reports based on the findings of empirical fieldwork and a final report, *Literacy Teaching in Tasmania: Teacher Practice and Teacher Learning*, were written by the research team. In addition, the team produced 11 fact sheets that are of immediate practical benefit for teachers as well as for parents and carers.

Collaboration between the project reference group from the Department of Education enabled research findings to inform the development of the Department's 2019-2022 Literacy Framework and Action Plan.

Professor te Riele said a debt of gratitude was owed to the participants to the review.

"Staff from 28 schools, beginning teachers, pre-service teachers, and academics from the University of Tasmania Faculty of Education gave generously of their time to participate in the research," she said.

Knowledge curation and dissemination

Research Project Reports:

Armour, D., Blackmore, H., Brown, N., Clinton, J., Geelan, D., Martin, A., Miller, J., Mulcahy, M., Prestridge, S., Selwyn, N., Taylor -Guy, P., Thomas, J., West, D., Wilson, R. (2020). Rapid Research Information Forum Differential learning outcomes for online versus in-class education, Report prepared for Minister Dan Tehan, Australia's Chief Scientist, Australian Government, Canberra.

Bakhtiar, A., Brown, N., Te Riele, K., Crellin, T. & West, M. (2020). [Understanding Tasmanian school students' post-school pathway intentions. Phase Three: Analysis of TASC and University of Tasmania data.](#) Hobart: University of Tasmania, Peter Underwood Centre for Educational Attainment

Bakhtiar, A., Te Riele, K. & Sutton, G. (2020). [Supporting Expecting and Parenting Teens \(SEPT\) Trial—Independent Evaluation. Final Report.](#) Hobart: University of Tasmania, Peter Underwood Centre

Brown, N., Te Riele, K., Shelley, B. & Woodroffe, J. (2020) [Learning at home during COVID-19: Effects on vulnerable young Australians.](#) Hobart: Peter Underwood Centre for Educational Attainment, University of Tasmania

Crellin, T., & Te Riele, K. (2020). *Australian School-based Apprenticeships for Aboriginal and Torres Strait Islander Students in Tasmania: Final Report.* Hobart: University of Tasmania, Peter Underwood Centre.

Crellin, T., Te Riele, K. & Cameron, B. (2020). *Packages of Learning Evaluation: Final Report.* Hobart: University of Tasmania, Peter Underwood Centre

Crellin, T., Te Riele, K. & West, M. (2020). [Understanding Tasmanian School Students' Post-School Pathway Intentions. Phase One: Expert Informant Focus Groups. Summary Report for Schools.](#) Hobart: University of Tasmania, Peter Underwood Centre

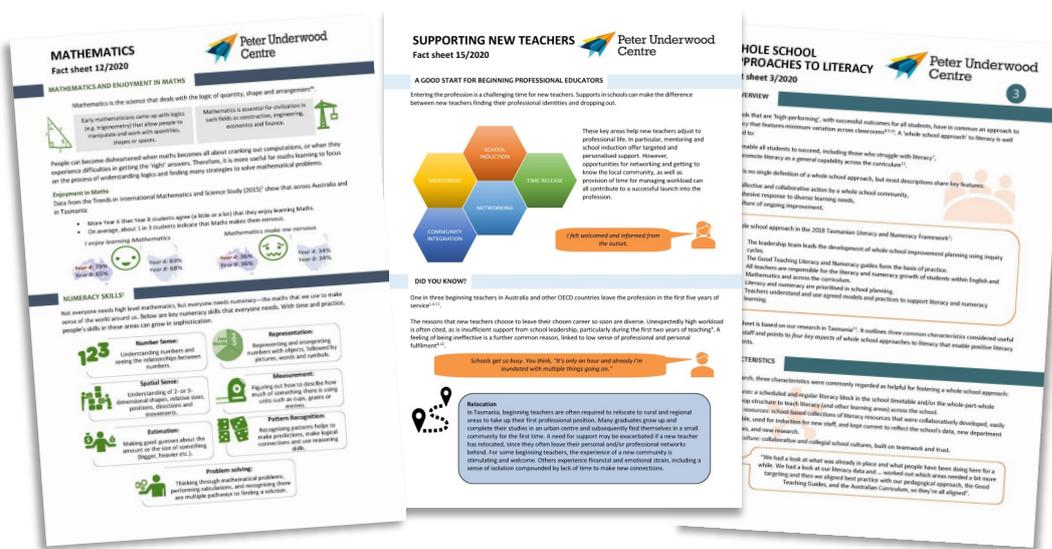
Emery, S., West, M., Shelley, B., Te Riele, K., Stratford, E. & Grant, O. (2020) [An Evaluation of the Launceston Big Picture School: Executive Summary and Report.](#) Hobart: University of Tasmania, Peter Underwood Centre

MacDonald, F., Te Riele, K., White, J., Corcoran, T., Moylan, P., Baker, A. & Manan, R. (2020). *Educational Transition from Custody. Final report.* Melbourne: Victoria University. Available: <http://vuir.vu.edu.au/40209/>

Shelley, B. & Lang, M. (2020). Child-friendly summary - Child-Centred Workshop, Self-published, Hobart, pp. 2 <http://ecite.utas.edu.au/144143>

Shelley, B., Lang, M., & West, M. (2020). Child-friendly summary of findings from children's participation in workshops evaluating an informal learning program (Children's University Tasmania) - Primary School #2, Hobart <http://ecite.utas.edu.au/144142>





Fact sheets:

- What is literacy? Fact sheet 1/2020 <https://eprints.utas.edu.au/35381/>
- Enablers of literacy teaching and learning. Fact sheet 2/2020. <https://eprints.utas.edu.au/35383/>
- Whole school approaches to literacy. Fact sheet 3/2020 <https://eprints.utas.edu.au/35385/>
- Monitoring literacy teaching and learning. Fact sheet 4/2020 <https://eprints.utas.edu.au/35387/>
- Initial teacher education for teaching literacy. Fact sheet 5/2020 <https://eprints.utas.edu.au/35388/>
- Literacy teaching in the early years of school. Fact sheet 6/2020 (for teachers) <https://eprints.utas.edu.au/35389/>
- Literacy learning in the early years of school. Fact sheet 7/2020 (for parents/carers) <https://eprints.utas.edu.au/35390/>
- Literacy teaching in the upper primary years. Fact sheet 8/2020 (for teachers). <https://eprints.utas.edu.au/35391/>
- Literacy learning in the upper primary years. Fact sheet 9/2020 (for parents/carers) <https://eprints.utas.edu.au/35392/>
- Literacy teaching in the secondary years. Fact sheet 10/2020 (for teachers). <https://eprints.utas.edu.au/35393/>
- Literacy learning in the secondary years. Fact sheet 11/2020 (for parents/carers). <https://eprints.utas.edu.au/35394/>
- Mathematics. Fact sheet 12/2020 <https://eprints.utas.edu.au/35395/>
- Motivation to learn. Fact sheet 13/2020 <https://eprints.utas.edu.au/35396/>
- Teen parents. Fact sheet 14/2020 <https://eprints.utas.edu.au/35397/>
- Supporting new teachers. Fact sheet 15/2020. <https://eprints.utas.edu.au/35398/>

Fostering new researchers

We welcome opportunities to (co-)supervise doctoral candidates at the University of Tasmania. In 2020, they were:

Louisa Ellum (PhD, 2017-2023). Nature of partnerships in the alternative and flexible learning sector.

Lea Lawson (PhD, 2020-2022). How can the education system support children who have 'contextually dissonant behaviours' (such as impulsivity)?

Md Azmain Muhtasim Mir (PhD 2020-2023). Local knowledge and cultural capital: Educational attainment and making the community into a learning destination.

Nicola Shepherd (PhD, 2018-2027). The role of technical and further education institutes (TAFEs) in providing disengaged youth programs.

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

Debra Urquhart (2020-2022). Early school leavers and distance education: Quandary or solution?

Jane Wardlaw (Masters 2019-2021) Capacity building self-determination and disability: Meaningful citizen engagement.

Melody West (PhD, 2020-2023). We sometimes ask, but do we really listen and act? Understanding the views of children in spaces and on topics where their voices are often absent.

Books:

Shelley, B., Te Riele, K., Brown, N. & Crellin, T. (Eds) (2020). *Harnessing the Transformative Power of Education*. Rotterdam: Brill Publishers <https://doi.org/10.1163/9789004417311>

Book Chapters:

Beams, K. & Brown, N. (2020). What Do We Really Mean by Educational Attainment?. Pp 50-67 in B. Shelley, K. te Riele, N. Brown, & T. Crellin, (Eds). *Harnessing the Transformative Power of Education*. Rotterdam: Brill Publishers https://doi.org/10.1163/9789004417311_005

Beasy, K., Corbett, M., Emery, S., & Pavlyshyn, H. (2020). Island intersections: A correspondence about educational research in Tasmania. In, Gaini F. and Nielsen, H.P. (eds) *Gender and Island Communities* (pp. 141-157). Routledge.

Emery S., Beasy K. & Coleman B. (2020) Fostering EfS Connections for Community Wellbeing: Working Meaningfully with What We've Got. In, Leal Filho W. et al. (eds) *Universities as Living Labs for Sustainable Development* (pp.435-447). World Sustainability Series. Springer, Cham. https://doi.org/10.1007/978-3-030-15604-6_27

Kearnes, E., Delphin, D., Fitzallen, T. & Crellin, T. (2020). Vignette A: Learning outside School. Pp 13-15 in B. Shelley, K. te Riele, N. Brown, & T. Crellin, (Eds). *Harnessing the Transformative Power of Education*. Rotterdam: Brill Publishers https://doi.org/10.1163/9789004417311_002

Shelley, B., & Ooi, C.S. (2020). Tourism Serving the Community: Case Of The Children's University Tasmania. Pp. 209-219 in C.S. Ooi & A. Hardy (Eds) *Tourism in Tasmania*. Hobart: Forty South Publishing.

Shelley, B., Sutton, G & Eyles, K. (2020). Learning with the Children's University. Pp 144-166 in B. Shelley, K. te Riele, N. Brown, & T. Crellin, (Eds). *Harnessing the Transformative Power of Education*. Rotterdam: Brill Publishers https://doi.org/10.1163/9789004417311_011

Shelley, B., Te Riele, K., Brown, N. & Wilson, J. (2020). The Transformative Potential of Education. Pp 1-10 in B. Shelley, K. te Riele, N. Brown, & T. Crellin, (Eds). *Harnessing the Transformative Power of Education*. Rotterdam: Brill Publishers https://doi.org/10.1163/9789004417311_001

Te Riele, K. (2020). A Framework for Quality Flexible Learning Programs. Pp 119-137 in B. Shelley, K. te Riele, K., N. Brown, & T. Crellin, (Eds). *Harnessing the Transformative Power of Education*. Rotterdam: Brill Publishers https://doi.org/10.1163/9789004417311_009

Te Riele, K. (2020). Ethics Review Teams. Pp. 476-480 in: M. David & M. Amey (Eds) *The SAGE Encyclopedia of Higher Education*. Thousand Oaks (CA): SAGE <http://dx.doi.org/10.4135/9781529714395.n182>

Te Riele, K., McGregor, G., Mills, M., Baroutsis, A., & Hayes, D. (2020, December 17). Learning from alternative schools to enhance school completion. In: *Oxford Research Encyclopaedia of Education*. Oxford University Press. doi: <https://doi.org/10.1093/acrefore/9780190264093.013.513>

Woodroffe, J., Viney, T., Craw, M., Spencer, L. & Long, L. (2020). Vignette B: Exploring Successful Learning with Lucas and Lily. Pp 71-73 in B. Shelley, K. te Riele, N. Brown, & T. Crellin, (Eds). *Harnessing the Transformative Power of Education*. Rotterdam: Brill Publishers https://doi.org/10.1163/9789004417311_002

Journal articles:

Beasy, K., Emery, S., Dyer, L., Coleman, B., Bywaters, D., Garrad, T., Crawford, J., Swarts K. & Jahangiri, S. (2020). Writing together to foster wellbeing: doctoral writing groups as spaces of wellbeing, *Higher Education Research & Development*, 39:6, 1091-1105, [DOI: 10.1080/07294360.2020.1713732](https://doi.org/10.1080/07294360.2020.1713732)

Shelley, B., Ooi, C.S., & Denny, L. (2020, online). The dialogic negotiation of justice. *Journal of Sustainable Tourism* <https://doi.org/10.1080/09669582.2020.1727487>

Beasy, K., Emery, S., Nailon, D.L., & Boyd, D. (2020). Enabling educators: Skills 4 Kids Cafes as professional learning. *Every Child*, 26 (4) pp. 20-21.

Kilpatrick, S., Emery, S., Farmer, J. & DeCotta, T. (2020, online). Social enterprises developing capability and well-being through work-based learning. *Journal of Vocational Education and Training* pp. 1-21. [doi:10.1080/13636820.2020.1765843](https://doi.org/10.1080/13636820.2020.1765843)

Stratford, E., Stewart, S., Te Riele, K. & Watson, P. (2020, online). Making sense of school learning environments as infrastructures of care and spatial typologies, *Australian Geographer* <https://doi.org/10.1080/00049182.2020.1846260>

Thomas, J., Cruickshank, V., Herrlander Birgerson, E., Reid, D. & te Riele, K. (2020, online). It takes a special type of teacher. An investigation into the capabilities of staff working with disengaged students. *International Journal of Inclusive Education* <https://doi.org/10.1080/13603116.2020.1803427>

Presentations:

Lang, M and Shelley, B. (2020) Tassie Researchers: child-led research and the dialogic imagination, Massey University, 3-4 February, 2020.

Te Riele, K. (2020). Exploring the potential impact of Covid-19 on vulnerable families. Social Ventures Australia, Through Leadership Gathering 2, online, 17 June 2020

Te Riele, K. (2020). Harnessing young people's interest to boost learning and belonging in flexi schools. BERA Alternative Education SIG, Virtual Event, 15 September 2020

Te Riele, K. & Stewart, S. (2020). Review of Literacy Teaching, Training, and Practice in Tasmanian Government Schools. Presentation to Middle Years Literacy Project Forum, Looking Forward, Looking Back, Department of Education, Professional Learning Institute, 9 November 2020

Woodroffe, J., & Brown, N. (2020). Informing Future Career and Education Pathways for Students. *Career Development Association of Australia*; National webinar series, September 2020.

Media output:

Brown, N, "Interviews to discuss Year 11 and 12 retention and attainment in Tasmania":
Drive with Lucy Breaden, ABC Radio Hobart, ABC Television, 4 February (2020); ABC Television, 5 February (2020); ABC Radio, Northern Tasmania, 5 February (2020); *Tasmania Talks*, LAFM, 5 February (2020).

Brown, N, "Interview to discuss the challenges created for learning by COVID-19 and the Peter Underwood Centre's response",
Drive with Lucy Breaden, ABC Radio Hobart, ABC Radio, 23 April (2020).

Brown, N, "Interviews to discuss Learning at home during COVID-19 report":
ABC Radio Melbourne, 28 April (2020); Nine News Melbourne, 28 April (2020); WIN News Sydney, 28 April (2020); SBS World News, 28 April (2020).

Brown, N, "*The Peter Underwood Centre and Children's University*", *Teach, Learn' Live Podcast*, November 18 (2020).

Denny, L, and Shelley, B, "Give kids the skills employers want on the first day of work", *Talking Point*, the *Mercury*, 8 September (2020).

Lang, ME, "It's a high bar, but we should listen to our kids like the Heeler Family", *Talking Point*, the *Mercury*, 13 July (2020).

Te Riele, K, "Interviews to discuss public launch of literacy reports and facts sheets":
Drive with Lucy Breaden, ABC Radio Hobart, ABC Radio, 8 September (2020); Southern Cross Television, 8 September (2020).

Te Riele, K, "Interview to discuss Peter Underwood Centre's independent evaluation of the Brave Foundation's Supporting Expecting and Parenting Teens (SEPT) Trial", *Drive with Lucy Breaden*, ABC Radio Hobart, ABC Radio, 21 October (2020).

Te Riele, K, "We found the secret to literacy at 28 Tassie schools", *Talking Point*, the *Mercury*, 14 September (2020).



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