



Annual Report 2021

Peter Underwood Centre



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Director's report 2021

As this update is written, it creates an opportunity to reflect on the work of the Centre over the past two years of significant challenge to our children and young people. There is much to be proud of, and the information within this report outlines the extent of the reach of our programs, partnerships and research.

Initiatives that responded to the early stages of the pandemic are now embedded in our work and are creating further opportunities to promote a love of learning in young people. The UCTV program reached schools across the state, and well over a thousand children, and continues to provide a resource through the Peter Underwood Centre website. The programs highlighted the work of university researchers and others in a child-friendly manner. At its essence UCTV aims to build familiarity and engagement with the University for all Tasmanians.

We have continued to produce the *Wonder Weekly* - a Tasmania-centric news sheet aimed at lower primary students. Initially conceived to provide activities over the first COVID-19 lockdown, it is now available to all schools and students and being used to support programs of activity.

Over the past year, the team has also created and delivered the first module on Children's Rights and Safety. This introductory online course has been completed by University staff and students – and is available as a free to access University of Tasmania short course. We are the first university in Australia to have such a unit available for all staff and students.

Our work has also influenced University of Tasmania policy and practice. The Schools Recommendation Program resulted in an uplift of 10% on applications to University. Our evaluation has demonstrated that this alternative entry has been successful in evaluating student preparedness for study and will be continued in 2022. The program has opened up the possibility of university study for more students and has brought Tasmanian teachers into a more active partnership with the University of Tasmania.

We are continuing to build on the partnerships we have created with schools, to expand our current work in the senior secondary space, and better understand and address challenges and barriers to participation in education beyond school. This has seen us work more closely with our University colleagues in Tasmanian Future Students and Advancement to join up initiatives, and to ensure that our schools are linked in to our work. The expansion of our UCP program, and the continued improvements to processes and support for schools in this program are examples of this. Our close connections to the 9-12 curriculum team, to The Office of Tasmanian Assessment, Standards and Certification (TASC) and our recent project to support the DoE in work-based learning policy attest to growing alignment and sharing of expertise towards a common goal.

With all this activity it is important not to forget that the Centre has an unwavering commitment to the early years as foundational for learning.

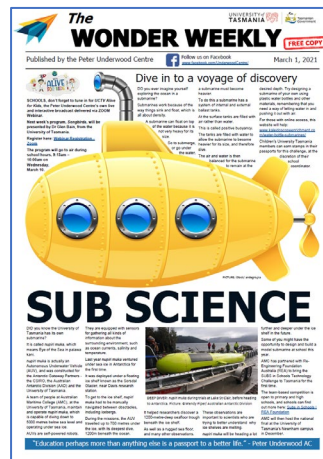
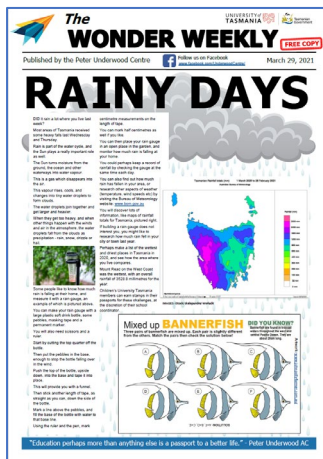
Professor Natalie Brown
Director, Peter Underwood Centre

Communication

Two of our initiatives, the Wonder Weekly and UCTV Alive for Kids, conceived in 2020 in response to COVID-19, have continued and strengthened in 2021.

Wonder Weekly

The Wonder Weekly is published each week during school term, and brings to life research from the University, and other interesting topics, to primary-aged children. If you would like to access any back issues, they are all on the Peter Underwood Centre website.



UCTV Alive for Kids

The A-Lab is looking increasingly like a television studio, and hosts not only the fortnightly UCTV broadcast, but has also been used for professional learning and virtual conference presentations. Energy, giant squids, recycling paper, making beeswax wraps and music composition are just some of the topics covered in 2021, with our host Dr Louise Grimmer, ensuring that the live audience has every opportunity to ask questions of our presenters.



The highlight of the UCTV year has undoubtedly been Science week when we worked in collaboration with the Department of Education to deliver 5 STEM Alive broadcasts. These episodes tailored the research interests of our CoSE colleagues to a school audience. This collaboration is a tangible result of the linkages with the DoE curriculum team. In all we had 5500 viewers in this one week, highlighting what is possible from these models of collaboration.

A number of schools sent through their real-time evidence of the impact the broadcasts were having during this week. This image (above) is from King Island, where students, parents, and even younger siblings tuned in.

Public Seminars

A webinar on *Supporting Young Parents to Access Education* was broadcast live via Zoom on June 22, 2021.

Peter Underwood Centre deputy director, Professor Kitty te Riele, co-presented with Brave Foundation CEO and founding director Bernadette Black AM. The seminar featured the stories of young parents. Some shared their stories through pre-recorded videos, while Ebony Curtis, who is in the final semester of her Bachelor of Law and Arts degree at the University of Tasmania, joined us live in the A-Lab studio. The event was hosted by Peter Underwood Centre director, Professor Natalie Brown, and included an interactive Q&A session with the audience.



The Brave Foundation is an Australian charity which aims to equip expecting and parenting teens with resources, referrals, and education opportunities to help build happy, healthy and skilled families. In 2019 the Brave Foundation commissioned the Peter Underwood Centre to provide an independent evaluation of the Brave Foundation's national trial of the Supporting Expecting and Parenting Teens (SEPT) Program (funded through the federal Try, Test and Learn scheme).

Media

Centre Director, Professor Natalie Brown, continued to be a regular commentator on education-related matters in the media, particularly on ABC Radio. Professor Brown was also interviewed on ABC Television for a feature story about high school retention rates in Tasmania.

<https://www.abc.net.au/news/2021-06-11/tasmanian-high-school-low-retention-rates-changing/100205658>

Professor Kitty te Riele was interviewed by ABC Television about the Centre's evaluation of the Brave Foundation's Supporting, Expecting and Parenting Teens (SEPT) program. The story *Beyond teen pregnancy – how one program is turning futures around* was aired on ABC national news.

<https://youtu.be/sTeK0sPUzzQ>

The Children's University Tasmania graduations in North-West, North and South were all covered extensively in the media.

<https://youtu.be/IsLC403-z84>
<https://fb.watch/9sw-0sG5kG/>

The program also featured prominently in *Impact Magazine*, with a photo of CU graduates on the cover (see image).

https://issuu.com/university-of-tasmania/docs/impact_magazine_2021

Megan Lang, Melody West and Becky Shelley wrote an article for *The Mercury*, "Listen to the Children" focused on children and young people's participation rights.



Partner programs

Partner programs connect students in Year 11 and 12 with the University of Tasmania to open doors to post-school opportunities.

uniHUBs

The uniHUBs, 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. uniHUB coordinators provide guidance and support for the students at the two colleges to transition to university.



Highlights from Newstead College

The Newstead College uniHUB continues to go from strength to strength, with the Hub firmly embedded within the staff and activities of the college. 2021 has seen the uniHUB continue to be a reliable service point for students seeking information and experiences pertaining to university pathways. It has been imbedded further in the College's Career and Life Planning program and the activities of the Newstead College Student Well-being team.

2021 has seen considerable growth, with a 61% increase in the numbers of students accessing the uniHUB with most students returning for multiple appointments and follow ups. 84% of students surveyed this year rated being able to talk to someone one-on-one as something they valued most about visiting the uniHUB.

"Why go to University Session"



Former student Hannah at the "why go to Uni Session"



Highlights from Claremont College

The Claremont College uniHUB is staffed part-time, two days a week offering students the option for drop-in sessions as well as planning specific activities to increase the knowledge of the uniHUB and higher education pathways within Claremont College and associated feeder schools.

In 2021 activity focussed on small and large group activities and home group visits, as well as supporting university applications and scholarships.

2021 Schools Recommendation Program- supported by the uniHUBs

UTAS continued with its Schools Recommendation Program in 2021. With application opening on the 31 May and closing on the 31 October, it allowed students to apply for non-quota courses and receive early confirmation of their acceptance into university.

The uniHUBs gave significant support to about 100 students with the SRP process, including course applications, accepting offers, navigating UTAS emails and requests for information, and scholarship and accommodation applications associated with applying for university.

High Achiever Program

The High Achiever Program enriches the educational opportunities for high-achieving students and develops links with the University of Tasmania. The units count towards TCE credits and ATAR.

In 2021 there was a record number of applicants (n=62) with 52 students admitted to the program across 22 schools including new participating schools such as Ulverstone High School, Rosny College, Sheffield School, Hellyer and St Patricks College.

The growth was in numbers, diversity and reach of schools involved in the program, with students from 22 schools enrolled in the program (up from 16 in 2020) including 11 Department of Education, 8 Independent, 3 Catholic (North, South and Northwest).

2021 results for students were outstanding, with a third of our students being in the top 100 Tertiary Entry Scores for Tasmania.

University Connections Program

The University Connections Program (UCP) allows Year 11 and 12 students to study special university designed units at the same time or in addition to their TCE studies. The Program provides opportunities to extend and expose students to new disciplinary areas and learning opportunities while studying in their school or college. The Program is offered in partnership with schools and senior secondary colleges and accredited for TCE/ATAR with TASC.

At Census 2021, we had 850 students enrolled in 14 units across 24 Tasmanian partner schools. This year we welcomed enrolments in new UCP units such as 'Songwriting' and 'Entrepreneurship'.



We have a new MOU with the Tasmanian Office of Accreditation, Standards and Certification (TASC) and a new ongoing policy agreement to ensure students are recognised for their participation in the Program, as counting towards their Tasmanian Certificate of Education.

We continue to work closely with the Years 9-12 Learning team on the new curriculum framework to identify future learning areas we may contribute to through the UCP – including contributions to learning areas such as Mixed Field (career and life planning), Science, Technology (Entrepreneurship/Engineering, Marine and Antarctic Science).

We currently have 85% of our delivering UCP teachers from 22 partner schools recognised formally as teaching Associates of the PUC/University.

Aspiration and Attainment

Children’s University Tasmania

Children’s University Tasmania (CU Tas) covers four regions in the state:

- The West Coast (5 schools)
- The North West (10 schools)
- The North (6 schools and 1 Neighbourhood Centre)
- The South (22 schools, covering Greater Hobart, the Huon Valley, the Derwent Valley and the Southern Midlands)

In 2021 we had 585 members who engaged in activities, 515 of whom graduated. We have 92 active Learning Destinations around the state.

We are exploring opportunities to partner with more non-schools in order to provide access to the program for children who do not attend CU schools. This model has proved successful in the north of the state, with the Northern Suburbs Community Centre (NSCC) creating a hub for local students. Representatives from four schools in the area will be graduating as part of the NSCC group on 23 November 2021 with a combined total of over 1130 learning hours this year.

With the easing of COVID restrictions in Tasmania, we were able to provide centralised graduations in 2021, and held eight ceremonies around the state.

Location	No. of Graduates	Combined No. of Learning Hours
Devonport	47	4,949
Hobart (Greater Hobart, Huon Valley, Midlands and Derwent Valley)	200	21,616
Launceston	126	14,307
Burnie	142	11,875
Total	515	52,747

In 2021, CU Tasmania was awarded a grant for the southern region of the Communities for Children fund, administered by the Salvation Army. This was particularly exciting as for the first time, allocation of the grants was decided by a panel of children. The funds were to be used to provide activities and transport for members in the Northern Suburbs of Hobart, the Southern Midlands and the Derwent Valley.

CU Tasmania also continues to be supported by the Queenstown and Districts Community Bank Branch of Bendigo Bank, the Huon Valley Community Bank Branch of Bendigo Bank, Queenstown community leaders Chris and Lee Walpole, and other individual donors.

We have now exceeded our target of 300 consents for Children’s University member participation in the *Effects of Extra-Curricular Learning on Educational Aspirations and Attainment* longitudinal study. This puts us in a strong position to provide statistically reliable data on a range of topics including:

- Member perceptions of Children’s University
- School engagement
- Member perception of their skills and abilities
- Member career aspirations

Child safety short course

We developed a short module on children's rights and safety that was made available to all students and staff at the University. This module is freely accessible to the community through the UTAS short course platform: <https://www.utas.edu.au/study/short-courses/introduction-to-childrens-rights-and-safety>

The aims are to:

- Contribute to cultural change towards better realising children's rights and ensuring their safety.
- Improve wellbeing among children.
- Ensure children are taken seriously and given opportunity, support and a willing ear, to improve communication and therefore child safety.
- Ensure you are acting in the best interests of the child and facilitating their right to have a say in matters that affect them.

Over 3000 people have already completed the course in 2021.

Introduction to Children's Rights and Safety

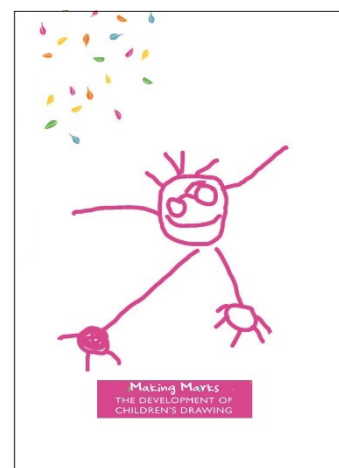
Develop a better understanding of our children's rights to help keep them safe. Register now and start anytime.



Making marks launch

We are the first university in Australia to have a curated collection of artworks created by children aged birth to four that can be used for research.

The launch of the acquisition of 'Making Marks: A celebration of children's art birth to 4 years', in conjunction with the B4 Coalition was truly a joyous event. We thank the University of Tasmania library for their work to progress this. 'Making Marks' contains digital and hardcopy artworks. The collection curated by Dr Barbara Piscitelli OAM was launched at the Tasmanian Museum and Art Gallery by the Minister for Education, and toured regional Tasmania during 2020 and 2021. The collection was developed as a partnership between local communities and artists.



Research

We conduct research that provides robust and practical evidence to support policy and practice for learning and engagement, to benefit children, young people and communities. We both learn from and inform national and international research; and collaborate widely with diverse agencies. Schools and communities from all around Tasmania take part in our research.

In 2021 our research work included collaboration with the Catholic Education Office on student success for Aboriginal and Torres Strait Islander students, together with researchers from Deakin University. This project is an example where an evaluation project undertaken by the Centre has influenced practice and has added value beyond the scope of the original brief to support professional learning.



The [Final Report](#) was launched early in 2022 at the Catholic Education Office, with the cover featuring the artwork *Blooming* by Luana Towney (see photo).

New and ongoing research projects

Independent Impact Evaluation of Outcomes for Students from the Collective Education Project
Funded by Beacon Foundation, 2018-2023. Kitty te Riele, Becky Shelley, with Tess Crellin.

Understanding Tasmanian school students' post-school pathway intentions
Funded by UTAS Division of Future Students, 2019-2022. 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, 2020-21. Kitty te Riele, Natalie Brown, Clair Andersen, David Hicks, Emily Rudling, Tess Crellin, with colleagues from Deakin University.

Work Based Learning Project
Funded by the Department of Education, 2021-2023. Jess Woodroffe, Megan Dean.

Tassie Researchers child-led research
Funded by the Tasmanian Farmers & Graziers Association, 2021-22. Becky Shelley, Megan Lang, with Noleine Fitzallen.

Children's experiences and conceptions of learning at home through COVID-19
Initiated by the Underwood Centre, 2020-22. Melody West, Becky Shelley, Megan Lang, with Roseanna Bourke (Massey University) and Noleine Fitzallen.

Success factors for University Study
Initiated by the Underwood Centre, 2018-ongoing, Natalie Brown, Emily Rudling

Effects of Extracurricular Learning on Educational Aspiration and Attainment
Initiated by Peter Underwood Centre, 2019-ongoing. Becky Shelley, Megan Lang, Noleine Fitzallen

Research projects completed in 2021

Learning through COVID-19

Led by University of Queensland, with funding from Paul Ramsay Foundation, 2020-21. 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, 2020-21. Kitty te Riele, Sarah Stewart

Impact of DoE staff completing the Graduate Certificate of Inclusive Education

Funded by Department of Education, 2019-2021. Kitty te Riele, Natalie Brown, Becky Shelley, with Emily Rudling, Megan Lang

Informing key influencers of low SES regional, rural and remote students' education and career pathway choices: a whole community approach

Funded by the National Centre for Student Equity in Higher Education. Sue Kilpatrick, Jess Woodroffe, Nicoli Barnes, Sarah Fischer, Robin Barnes, Subhash Koirala.

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

W.D. Booth Charitable Trust, 2019-2021 Melody West, Becky Shelley (with QVMAG).

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.

Staying on Track evaluation

Requested and partly funded by Hellyer Regional Collective, 2021. Kitty te Riele.

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, Emily Rudling.

Publications

Book Chapters

Kilpatrick, S. & Emery, S. (2021). Community Wellbeing and Social Enterprise: Place, Visibility, and Social Capital. Pp. 67-84 in M. Roy and J. Farmer (Eds) *Social Enterprise, Health, and Wellbeing*. Routledge <https://doi.org/10.4324/9781003125976>

Kilpatrick, S., Woodroffe, J., Barnes, R.K., & Arnott, L. (2021). Harnessing Social Capital in Rural Education Research to Promote Aspiration and Participation in Learning. In: Roberts, P., Fuqua, M. (Eds) *Ruraling Education Research*. Springer https://doi.org/10.1007/978-981-16-0131-6_15

Moylan, P., White, J., Corcoran, T., te Riele, K., & Baker, A. (2021). Youth justice, Educational Inclusion and Moral Panic. Pp 51-63 in Thomas, M., Walker, P. and Heng, L., (Eds). *Inclusive Education is a Right, right?* Rotterdam: Brill.

Journal articles

- Beasy, K., Emery, S., & Crawford, J. (2021) Drowning in the shallows: an Australian study of the PhD experience of wellbeing. *Teaching in Higher Education*, 26(4), 602-618, DOI: 10.1080/13562517.2019.1669014
- Beasy, K., Emery, S., Nailon, D., & Boyd, D. (2021). Skills 4 Kids Cafes: working to support SDG 4 through delivering early childhood educator professional learning in partnership with community. *International Journal of Early Childhood Environmental Education*, 9(1), 26-39.
- Crawford, N., & Emery, S. (2021). "Shining a Light" on Mature-Aged Students In, and From, Regional and Remote Australia. *Student Success*, 12(2), 18-27. <https://doi.org/10.5204/ssj.1919>
- Grant, R., Beasy, K., Emery, S., & Coleman, B. (2021). Beyond 'safety': teachers and school staff approaches to LGBTI-inclusion in Tasmanian schools, *International Journal of Inclusive Education*, 25(3), 394-410, DOI: 10.1080/13603116.2018.1555866
- Kilpatrick, S., Farmer, J., Emery, S., & DeCotta, T. (2021) Social enterprises and regional cities: working together for mutual benefit. *Entrepreneurship & Regional Development*, 33(9-10), 741-757, DOI: 10.1080/08985626.2021.1899293
- Lang, M., & Shelley, B. (2021). Children as researchers: Wild things and the dialogic imagination. *Childhood*, 28(3), 427-443. <https://doi.org/10.1177/09075682211020503>
- Moore, R., Rudling, E., Kunda, M., & Robin, S. (2021). Supporting casual teaching staff in the Australian neoliberal university: A collaborative approach. *Journal of Applied Learning & Teaching* 4, 54-67. <http://doi.org/10.37074/jalt.2021.4.2.8>
- Muir, T., Deed, C., Thomas, D., & Emery, S. (2021). Achieving teacher professional growth through professional experimentation and changes in pedagogical practices. *Australian Journal of Teacher Education*, 6(9) , Article 2, DOI: <https://doi.org/10.14221/ajte.2021v46n9.2>
- Prain, V., Emery, S., Thomas, D., Lovejoy, V., Farrelly, C., Baxter, L., Blake, D., Deed, C., Edwards, M.C., Fingland, D. & Mooney, A. (2022). Team teaching in large spaces: three case studies framed by relational agency. *Teaching Education*, 33(3), pp.272-285.
- Shelley, B., Ooi, C. S., & Denny, L. (2021). The dialogic negotiation of justice. *Journal of Sustainable Tourism*, 29(2-3), 488-502. <https://doi.org/10.1080/09669582.2020.1727487>
- Stewart, S., Stratford, E., & te Riele, K. (2021). A trialectical approach to understanding 'classroom readiness' for teaching literacy. *Studies in Continuing Education*, 43(3), 311-327. doi:10.1080/0158037X.2021.1900096
- Stratford, E., Stewart, S., te Riele, K., & Watson, P. (2021). Making sense of school learning environments as infrastructures of care and spatial typologies. *Australian Geographer*, 52(1), 43-63. doi:10.1080/00049182.2020.1846260
- te Riele, K., & Shelley, B. (2021). Vulnerability as a precondition for resistance and agency: young women in a regional community. *Journal of Applied Youth Studies*, 4(4), 381-399. doi:10.1007/s43151-021-00052-6

Encyclopedia Entries

- Emery, S. (2021). Cultural Well-Being in Classroom Communities in Australia. Pp. 1344-1362 in W. Pink (Ed). Oxford Research Encyclopedia of Education. Oxford University Press. DOI: 10.1093/acref/9780190841133.001.0001
- Rudling, E. (2021). Asia literacy in Australian schools and the move towards broader intercultural understanding. Pp. 1286-1314 in W. Pink (Ed). Oxford Research Encyclopedia of Education. Oxford University Press. DOI: 10.1093/acref/9780190841133.001.0001
- Shelley, B. (2021). System Reform in the Early Childhood Education and Care Sector in Australia. Pp. 1469-1481 in W. Pink (Ed). Oxford Research Encyclopedia of Education. Oxford University Press. DOI: 10.1093/acref/9780190841133.001.0001
- Shelley, B., & Lang, M. (2021). Children's Voices and the Dialogic Imagination. In: Peters, M.A. (Eds) Encyclopedia of Teacher Education. Springer, Singapore. https://doi.org/10.1007/978-981-13-1179-6_433-1

Te Riele, K., McGregor, G., Mills, M., Baroutsis, A., & Hayes, D. (2021). Learning from alternative schools to enhance school completion. Pp. 1379-1396 in W. Pink (Ed). Oxford Research Encyclopedia of Education. Oxford University Press. DOI: 10.1093/acref/9780190841133.001.0001

Reports

Auld, G., O'Mara, J., Andersen, C., Auld, G., Brown, N., Corcoran, T., Te Riele, K., Moss, J., Delphine, T., Hicks, D., Chandir, H., Crellin, T., & Rudling, E. (2021). Improving the outcomes for Aboriginal and Torres Strait Islander Students within Catholic Education Tasmania. Literature Review. Hobart: Catholic Education Tasmania. <https://catholic.tas.edu.au/improving-outcomes-research>

Bakhtiar, A., Te Riele, K., & Sutton, G. (2021). Supporting Expecting and Parenting Teens (SEPT) Trial—Independent Evaluation. Final Report with updated, regional analysis Appendices. Hobart: Peter Underwood Centre. https://www.utas.edu.au/__data/assets/pdf_file/0008/1466603/UTAS-2021-SEPT-ReportWithAppendix-final-03082021.pdf

Emery, S., Te Riele, K., Crellin, T., & Shelley, B. (2021). Year 8, 10 and 12 students' views and experiences in Collective ed. schools in 2021. Hobart: University of Tasmania, Peter Underwood Centre. https://www.utas.edu.au/__data/assets/pdf_file/0008/1556576/2021-Sept-UTAS-Collective-ed-Survey-final.pdf

Kilpatrick, S., Fischer, S., Koirala, S., Woodroffe, J., Barnes, N., Groves, O., Barnes, R.K., & Austin, K. (2021). Informing key influencers of low SES regional, rural and remote students' education and career pathway choices: A whole community approach: Final report. National Centre for Student Equity in Higher Education, Curtin University, Bentley, Western Australia. https://www.ncsehe.edu.au/wp-content/uploads/2022/11/2022-Kilpatrick_UTas-Final.pdf

Lang, M., Shelley, B., & Fitzallen, N. (2022). "Kids to Farms" Child-led Program Evaluation Final Report for TFGA Peter Underwood Centre for Educational Attainment, University of Tasmania

O'Mara, J., Te Riele, K., Andersen, C., Auld, G., Brown, N., Corcoran, T., Hicks, D., Moss, J., Delphine, T., Chandir, H., Crellin, T., & Rudling, E. (2021). Improving the outcomes for Aboriginal and Torres Strait Islander Students within Catholic Education Tasmania. Interim Report. Hobart: Catholic Education Tasmania. <https://catholic.tas.edu.au/improving-outcomes-research>

Shelley, B., Lang, M., & West, M. (2021). Learning During COVID-19 - Our Voices, Self-published, Hobart, pp. 3 [Minor Creative Work]

Presentations

Barnes, N., Fischer, S., Woodroffe, J., & Kilpatrick, S. (2021). Community-based participatory research: a methodology for working in partnership with rural communities. Australian Association for Research in Education (AARE) Conference, Nov-Dec 2021

Fischer, S., Woodroffe, J., Kilpatrick, S., & Barnes, N. (2021). Understanding the challenge of community-research partnerships in rural communities. Australian Association for Research in Education (AARE) Conference, Nov-Dec 2021

Moore, R., Rudling, E., Kunda, M., & Robin, S. (2021). Supporting casual teaching staff: a collaborative approach. Teaching Matters Conference, 30 November.

Shelley, B., & Lang, M. (2021). Wild Things: Children as Researchers. Centre for Children's Rights Seminar Series, 13 October 2021, Queen's University Belfast <https://www.qub.ac.uk/research-centres/CentreforChildrensRights/Events/WildThingsChildrenasResearchers.html>

West, M. (2021). A pragmatic guide to engaging and amplifying the voices of children. Anglicare Tasmania Communities for Children: 2021 Transitions, 2 March 2021

Who we are

Peter Underwood Centre Team in 2021

Natalie Brown (Director)
Kitty te Riele (Deputy Director, Research)
Becky Shelley (Deputy Director, Aspirations and Attainment)
Jessica Woodroffe (Coordinator Partner Programs)

Aishah Bakhtiar	Jo Ingram
Jesse Brennan	Paula Johnson
Gemma Burns	Subhash Koirala
Tess Crellin	Megan Lang
Megan Dean	Emily Rudling
Helen Eastley	Rebecca Shaw
Shoni Ellis	Sean Stevenson
Sherridan Emery	Stuart Thorn
Oliver Grant	Melody West

Peter Underwood Centre Advisory Committee in 2021

Chair:

Her Excellency Professor the Honourable Kate Warner AC (January-June)
Her Excellency the Honourable Barbara Baker AC (June onwards)

Patron:

Frances Underwood

Members:

Tim Bullard
Kathy Cameron
Dr Patsy Cameron
Jenny Gale
Professor Kwong Lee Dow
Professor Jane Long
Professor Marnie Hughes-Warrington
Adam Mostogl
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