

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.

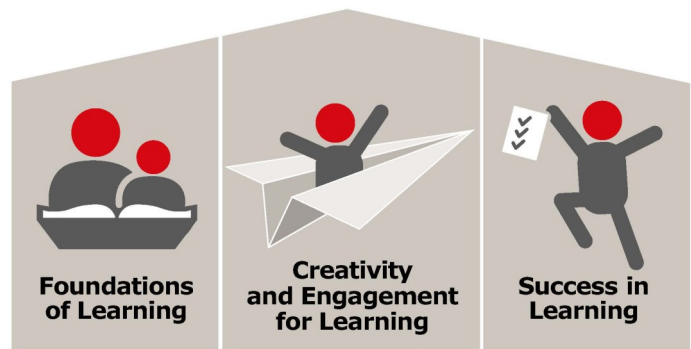
Our focus is on research, partnerships and initiatives that contribute to positive and sustained change in educational outcomes for children and young people.

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.

"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



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, Emily Rudling

The Peter Underwood Centre recognises the tremendous contributions, particular to the Children's University Tasmania program, of Karen Eyles, Sammy Hemsley and Georgia Sutton, who left the Centre in 2019.

We wish them well in their new positions.

Director's Report

It is always difficult to find a single highlight, but our Children's University graduations are always special events that celebrate learning with children and their families. In 2019 we had five ceremonies, including the very first University graduation in Devonport, complete with a town and gown procession.

Children's University is a very tangible recognition of *Creativity and Engagement in Learning*. The stories of participants, schools and families affirm the importance of experiencing the fun in learning and trying new challenges.

Our longitudinal research will inform us about the elements of the program that can be scaled or leveraged to be used more broadly to encourage engagement with learning, and the benefits that this can bring to individuals and communities.

The *Creativity and Engagement* pillar has also guided our work in workforce transformation. Education Transforms 2019 immersed participants in new learning challenges, and we continue to contribute to the delivery of technology-mediated professional learning to reach our distributed education workforce.

Of course, we could not possibly forget hosting Eddie Woo in the A-Lab for Anti-Poverty Week, and his very successful livestream workshop into some of our rural schools.

A new initiative in 2019 has been the production of Fact Sheets to make our research succinct and easy to read. Along with our public output through the media, this is important in conveying our message that 'Education is everyone's business'. It was fitting, given the importance of the *Foundations of Learning*, that the first of these was about Early Childhood Development.

Another highlight of 2019 was our growing expertise in, and recognition for, child-led research. Listening to the voices of children and young people, on issues that are important to them, is not only a right enshrined in the United Nations Convention on the Rights of the Child, but also a vital element of informing our work on issues of educational attainment. We appreciate the contributions of these central stakeholders and look forward to continuing to learn from, and with, young Tasmanians.

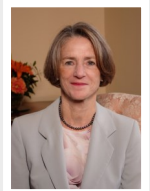
The Peter Underwood Centre assumed responsibility for the High Achiever and University Connections Program and the school-based Uni hubs in 2019. These programs are key partnerships with the Department of Education, and the Tasmanian school sector and represent important initiatives to support *Success in Learning* and to encourage senior secondary students to consider university study.

In closing, I would like to acknowledge the time and wisdom shared with us by our Advisory Committee; to thank our many collaborators for their valuable work on furthering our goal of enhancing educational attainment for all young Tasmanians and to express my deep appreciation to the terrific team at the Peter Underwood Centre for their dedication and commitment to our goals.



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

Professor Rob Clark

Ms Jenny Gale

Professor Kwong Lee Dow

Professor Marnie Hughes-
Warrington

Professor Jane Long

Mr Adam Mostogl

Dr Jocelyn Nettlefold

- Professor Natalie Brown

Events

Engagement Transforms 2019

What better way to provoke a discussion of engagement in learning than for the attendees to experience fun, non-formal learning themselves?

The third biennial symposium of the Peter Underwood Centre, ET19 was an immersive professional learning day.

More than 100 educators, researchers, pre-service teachers and other community stakeholders attended the full-day program at the University's School of Creative Arts and Media.

Their participation in dance and musical performances were among the many highlights.

The program had four elements:

1. Learning from our keynote speaker, Professor Roseanna Bourke, from Massey University in New Zealand.
2. Hearing from young people about their experiences at school and their views on what makes learning engaging.
3. An Engaging in Learning Expo featuring exhibits from Tasmanian and national colleagues.
4. Experiencing non-formal learning in fun and hands-on workshops, and using the framework developed by Professor Bourke to reflect on that learning.

Professor Bourke is a registered teacher, psychologist and Professor Of Learning and Assessment, and Academic Director of the Educational Psychology Program at the Institute of Education, Massey University.

Her research interests include student voice, informal and everyday learning and the impact of institutionalised practices on student learning.

Her research has engaged children as research partners.



CHALLENGING: ET19 attendees engage in music, top; construct land yachts, inset; and listen to the insights of a youth panel, above.

Horizon Series

A vibrant opportunity for inspiring informed debate on topics from preparing teachers for the classroom to frontline youth programs, the Horizon Series was again a central part of the Centre's knowledge curation and dissemination.

Held from February–November at each campus simultaneously via the Immersive Video Conference Rooms, the intimate format encourages the involvement of all attendees.

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:

- Dr Lisa Denny, Research Fellow at the Institute for the Study of Social Change, University of Tasmania; *Economic restructuring and polarisation of the workforce in Tasmania.*
- Mr Scott Harris, CEO of the Beacon Foundation; and Mr Nick Probert, Tasmanian State Manager of the Beacon Foundation; *Beacon Uncovered—the challenges facing young people in Tasmania.*
- Ms Lisa Cuatt, State Manager of Save The Children; and Ms Cathy Gibson, Youth Programs Coordinator of Save The Children; *The evolution of Save The Children's youth programs in Tasmania.*
- Dr Abbey MacDonald, Senior Lecturer in Arts Education at the University of Tasmania; *Seesaws and sweet spots: Negotiating tensions between aspiration and actuality for education outcomes—an Arts educator perspective.*
- Ms Louisa Ellum, Head of Development and Implementation at Beyond Blue; *Building mentally healthy Tasmanian schools.*
- Dr Christopher Rayner, Academic Director, Professional Experience Lecturer in Inclusive Education, University of Tasmania; Ms Sam Meier, teacher at Rose Bay High School; and Ms Tammi Crosswell, St Fin Barr's Catholic Primary School; *Shaping the profession: supporting future teachers.*

Peter Underwood Centre Deputy Director Kitty te Riele said:

"The reason the Horizon seminars are always so vibrant is that they not only offer a thought-provoking presentation but then also lead to an inspiring conversation with all the different people across the three rooms.

"We all come away with new insights and excited about the wealth of knowledge in Tasmania."



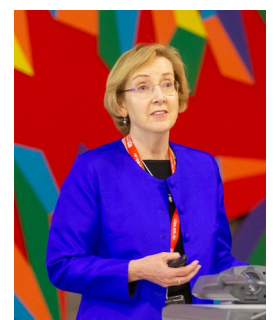
Dr Abbey
MacDonald

Professor Bourke conveyed a powerful message that children's thinking and theories of learning were critical.

"I would argue that this is the key to transforming our education systems," she said.

"The thinking done by children and young people is qualitatively different to adults, but it is not inferior.

"This can be very challenging and unsettling for adult educators and policymakers, but we already have enough examples to show the benefits to both adults and children when we incorporate opportunities for them to meaningfully participate in decisions about their lives."



Professor Bourke

Programs and projects

HAP and UCP

The University'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.

HAP and UCP units all 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.

The aims of the programs are to:

- Enrich educational opportunities for Year 11/12 students.
- Extend the University's courses and teaching to Year 11/12 students.
- Develop links between the University, students and their schools and colleges.

There were 39 students from 12 schools around the state involved in the HAP program in 2019.

Since 2016, we have been tracking this cohort of students, with approximately 70 per cent of students progressing to the University.

There were 1026 students from 22 schools enrolled in the UCP in 2019.

Approximately 78 per cent of students successfully completed their studies.

Recent data reveals that 70 per cent of the students involved in the UCP, in the period 206-2018, have progressed to the University, with further tracking continuing.

The USIS

The University Students in Schools Program (USIS) recruits, trains and mentors current University of Tasmania students from diverse backgrounds to act as educational ambassadors to schools with low transition rates to university.

The program was delivered to 107 students in Years 4-7 in low socio-economic, rural, remote and regional communities in Tasmania.

The six ambassadors visited the schools and hosted students at their campuses.

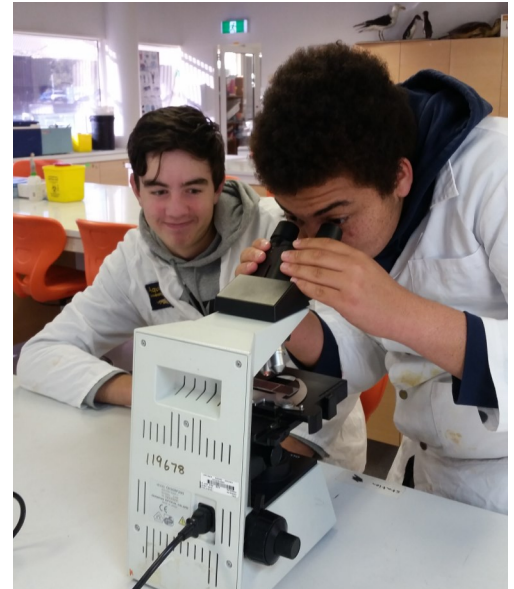
While on campus, the students participated in history, music, business, law, global cultures and science activities.

Teachers from the schools involved praised the program.

One comment was:

"It is a very organised and successful program.

"It provides wonderful examples from students from similar backgrounds about university and what education can do."





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 2019, the following participation and engagement with Uni-Hub activities took place:

- 257 individual student visits within the Hubs.
- 65 teacher visits.
- 995 students presented to in 43 home group sessions.
- 84 parents engaged with directly through Uni-Hub visits, parent information sessions and attendance at Uni Hub events.
- 167 students participating in University campus visits such as Immersion Days and Masterclass Sessions.
- 400 students in Year 9/10 visiting the Hub from feeder schools, as well as 190 students in the Beyond 10 programs.
- 18 past student ambassadors returning to Colleges to tell their stories of higher education
- 25 industry, academic or professional guests to speak 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.

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

Everyone is an Artist is a project which aims to nurture children's creativity and engagement through imaginative and interactive learning, informal play, conversation and art making opportunities.

Through a series of two workshops, held in Term 4 2019, 16 children from Years 3-6 at Ravenswood Heights Primary School engaged with the collections at the Queen Victoria Museum and Art Gallery in Launceston.

They children discussed, critiqued and responded imaginatively to the works of art, in ways that were relevant to their own worlds.



Inveresk Precinct: Space mapping with children and youth

Year 4-5 and 9-10 students from northern Tasmanian schools were involved in developing a child and young person-centred approach to Inveresk masterplan consultations.

Contributions to strategic policy and practice

Professor Natalie Brown:

- National Schools Resourcing Board.
- Ministerial Roundtable 'More Teachers Quality Teaching'.
- TASC Framework Advisory Council.
- DoE Curriculum, Assessment and Teaching Working Group.
- Chair, Academic Senate, University of Tasmania.
- University Council.

Professor Kitty te Riele:

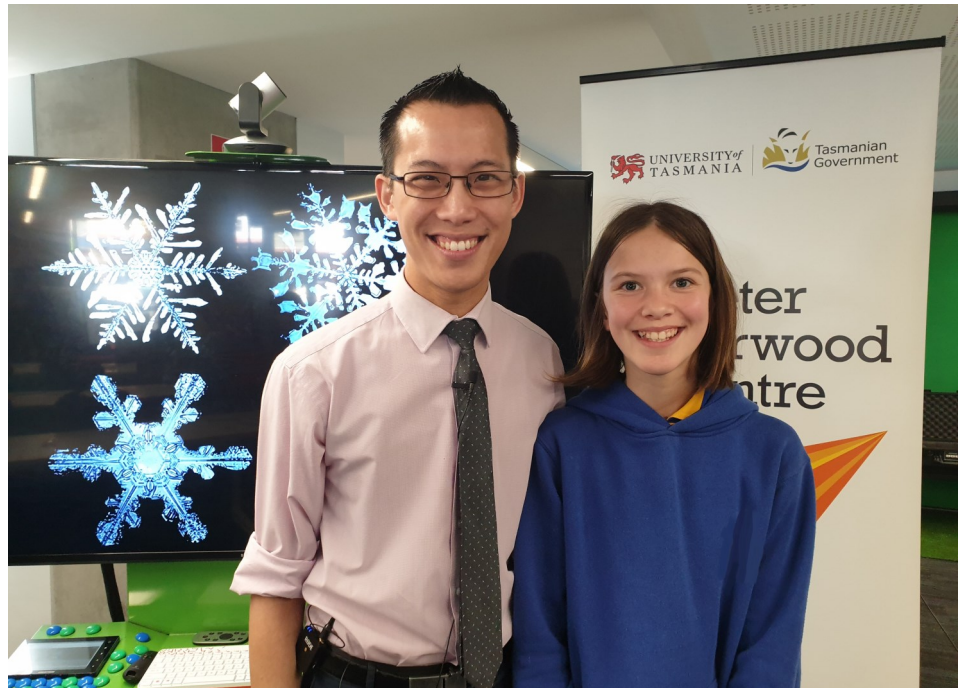
- DoE Research Assessment and Approval Committee.
- Inaugural Board co-chair 'Australian Association for Inclusive and Flexible Education'.
- Commissioner for Children and Young People (Tasmania) Out-Of-Home Monitoring Expert Advisory Council.
- TASC Framework Advisory Council.

Dr Becky Shelley:

- B4 Coalition.

Dr Jess Woodroffe:

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



INSPIRING: Eddie Woo held 'Woo Tube' sessions at the A-Lab in October.

The A-Lab

The Peter Underwood Centre's blended learning space, the A-Lab, had 2673 interactions across a range of programs and activities in 2019.

The A-Lab was involved in the delivery of 192 activities - 40 per cent involved students, 52 per cent educators and 8 per cent the general public. A key focus of these activities was aspiration raising.

It is worth noting that the A-Lab is more than a physical space, with 30 per cent of activities delivered off site.

The A-Lab also loaned equipment such as Class VR (virtual reality headsets), Lego Robotics kits, cameras and electronics components to several schools and partners within the University of Tasmania and the Department of Education.

The A-Lab was involved in community activities such as the Festival of Bright Ideas, Science Week and the Derwent Valley Youth Futures Group.

One of the highlights of the year, was the involvement of internationally-renowned educator and YouTube sensation Eddie Woo in A-Lab activities in October.

During a visit to the state as part of Anti-Poverty Week, Eddie hosted two 'Woo Tube' sessions on site, and streamed two sessions to the Glenora District School and Campbell Town District High School.

The A-Lab co-hosted programs with the Hobart City Council, Tasmanian Muslim Association, TAFE Tasmania, Catholic Education teachers, Tassie Researchers and Children's University Tasmania.



Media

Coverage in all mainstream media formats, the University of Tasmania's internal and external communications and media, and the Peter Underwood Centre's own online and social media presence, continued to raise the awareness of the work of the Centre within Tasmania and beyond.

The most significant development in 2019 was the increased frequency of approaches from the media to the Underwood Centre team - and particularly to our Director, Professor Natalie Brown - seeking comment on a wide range of education-related issues.

The Centre retained a monthly timeslot on the ABC Radio's *Drive with Lucy Broaden* program, and one of the highlights was the involvement of primary school students in an interview about the Tassie Researchers project.

An analysis of media coverage by Meltwater Media Monitoring showed there were 16 print articles and 91 items broadcast on radio or television on Children's University Tasmania alone in 2019.

Photos and articles on the Launceston and Burnie Children's University graduations were published on the front page of the *Examiner* and *The Advocate* newspapers.

An ABC report on a Children's University Tasmania school holiday program at the University's Institute for Marine and Antarctic Studies in July caught the attention of Sydney-based award-winning production company Northern Pictures. Images of Children's University students featured in *News of the Wild*, a children's television series which airs on Channel 7.

Digital Platforms

The Children's University Australia (Tasmania) Facebook page was introduced in 2019, and has attracted more than 500 followers. The number of followers of the Peter Underwood Centre Facebook Page continued to grow:

- 888 subscribers to our mailing list.
- Facebook - 716 followers.
- Twitter - 354 followers.



CELEBRATION: Children's University graduates lead the University Town and Gown in Launceston, above and top right.

Programs and projects

Children's University Tasmania

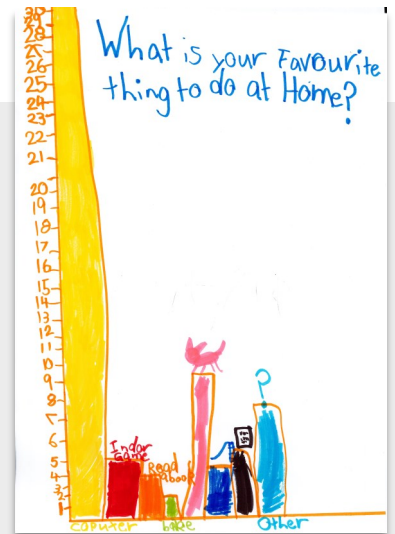
Children's University Tasmania continues to grow at a rapid rate, with 43 schools and more than 1000 members involved in 2019.

This growth necessitated a change to our model for graduations. In the South, two graduations were held at the Sandy Bay Campus on November 14. A second graduation was also added in the North-West, with Devonport hosting its inaugural Children's University procession and ceremony in September. Graduations in Burnie and Launceston in December coincided with the University of Tasmania's Town and Gown procession.

The program was launched in five schools on the West Coast, and 20 members graduated in 2019. Eighteen of those led the Town and Gown in Burnie. Five students from St Joseph's Catholic School in Queenstown were the first of our graduates from a Catholic school. In all, 543 children and young people graduated in 2019 (up from 343 in 2018), after engaging in a combined total of 31,582 hours of voluntary learning. Much of that took place in more than 200 validated Learning Destinations statewide.

School holiday programs were another opportunity for fun, informal learning, and the highlights included a visit to TMAG for the Dinosaur rEvolution, dissecting seagull vomit at the Newnham Campus and a two-day series of activities delivered by the University's STEM Outreach Team on the West Coast.

Peter Underwood Centre Deputy Director Dr Becky Shelley said:



Tassie Researchers

Part of the Peter Underwood Centre’s commitment to platforms for children’s voice, Tassie Researchers provides children aged 7-14 years with the opportunity to do their own research project.

Over five days, the children work with Peter Underwood Centre and University of Tasmania researchers.

The children explore topics that interest them.

Then they learn how to formulate a research question, be an ethical researcher, create a survey and analyse and present their results.

Tassie Researchers aims to equip children with the skills to be heard on issues that affect them.

The program is especially suited to deepening our understanding of informal learning, such as through Children’s University Tasmania.

A pilot Tassie Researchers in 2019, involved 15 students from a southern school, and a second group of 15 home-schooled children.

SCHOOL HOLIDAY PROGRAMS: Dissecting seagull vomit at the UTAS Newnham Campus , inset; visiting the Dinosaur rEvolution at TMAG, in Hobart, above left; and constructing mechanical hands with the STEM Outreach Team on the West Coast, above right.

“The non-formal learning taking place with and through Children’s University Tasmania positively influences children’s self-concept as learners and their motivation, in ways that support their engagement in learning.”

Thank you to:

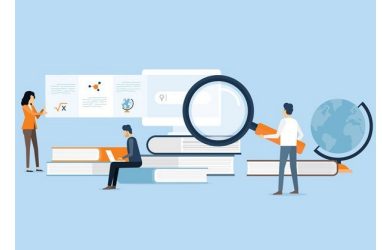
- Financial support was offered by the Tasmanian Community Fund, the Queenstown and Districts Community Bank Branch of Bendigo Bank, Communities for Children - South East Tasmania (Salvation Army), Queenstown community leaders Chris and Lee Walpole, Rotary and other individual donors.
- The principals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

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.



Knowledge creation

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

Funded by Beacon Foundation, 2018-2022.

Kitty te Riele, Becky Shelley, Tess Crellin.

Understanding Tasmanian school students' post-school pathway intentions

Funded by UTAS Future Students Division, 2019-2021.

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

Raising Educational Attainment in Tasmania's North-West.

Funded by Tasmanian Community Fund, 2017-2020.

Becky Shelley, Karen Eyles, Kitty te Riele.

Launceston Big Picture School Evaluation.

Funded by Department of Education, 2016-2020.

Becky Shelley, Kitty te Riele, Elaine Stratford, Melody West, Sherridan Emery.

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

Funded by Department of Education, 2018-2020.

Kitty te Riele, Natalie Brown, Becky Shelley, Tess Crellin.

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

Funded by W.D. Booth Charitable Trust, 2019-2020.

Melody West, Becky Shelley, Bridget Arkless.

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

Funded by Brave Foundation, 2019-2020.

Kitty te Riele, Becky Shelley, Aishah Bahktiar, Georgia Sutton.

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

Funded by Department of Education, 2017-2019.

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, 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, Emily Rudling, Megan Lang.

Packages of Learning Evaluation

Funded by Department of Education, 2019-2020.

Kitty te Riele, Becky Shelley, Melody West, Tess Crellin, Bruce Cameron.

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, Curtin University: Grant, 2019-2020.

Sue Kilpatrick, Jess Woodroffe, Robin Barnes, Subhash Koirala.

Regional communities' influences on equity participation in higher education

Funded by the National Centre for Student Equity in Higher Education, Curtin University: Grant, 2017-2019.

Sue Kilpatrick, Nicole Crawford, Robin Barnes, Jess Woodroffe, Margaret Noble.

Educational Transition from Custody

Funded by Vic Department of Education and Training, 2019-2020.

Kitty te Riele, led by Julie White (Victoria University Melbourne).

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

Funded by Lord Mayor's Charitable Foundation, 2017-2019.

Kitty te Riele, led by Julie White (Victoria University Melbourne).

"I Love Learning when ..." postcard initiative

Collaboration (unfunded) with DoE, 2019-20.

Kitty te Riele, Natalie Brown, Becky Shelley, Megan Lang.

What Counts as Success in Senior Secondary Learning?

Initiated by Peter Underwood Centre, 2019-20.

Natalie Brown, Melody West, Emily Rudling, Aishah Bakhtiar.

Tassie Researchers

Initiated by Peter Underwood Centre, 2019-20.

Becky Shelley, Megan Lang, Suzie Wright, Noleine Fitzallen.

Children's University Tasmania longitudinal study

Initiated by Peter Underwood Centre, 2019-20.

Becky Shelley, Megan Lang.

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.

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

Research students

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

Nicola Shepherd (PhD, 2018-2023). Reengagement at TasTAFE: Challenges and Enablers for Early School Leavers.

Jane Wardlaw (Masters 2019-2021) Capacity Building Self-determination and Disability: Meaningful citizen engagement

For more information and other projects follow this link:

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

Knowledge curation and dissemination

Reports:

Barnes, R. K., Kilpatrick, S., Woodroffe, J., Crawford, N., Emery, S., Burns, G., & Noble, M. (2019). Regional communities' influences on equity participation in higher education. Final report. Perth: Curtin University, National Centre for Student Equity in Higher Education.

Crellin, T., Te Riele, K. & Cameron, B. (2019). Packages of Learning Evaluation: Interim Report. Hobart: University of Tasmania, Peter Underwood Centre.

Crellin, T., Te Riele, K., & Shelley, B. (2019). Year 8 and Year 10 students' views and experiences in Collective Ed. schools in 2019. Hobart: University of Tasmania, Peter Underwood Centre.

Crellin, T., Te Riele, K., Shelley, B. & Brown, N. (2019). Impact Evaluation of the Aboriginal Student Engagement Australian School-based Apprenticeship Project: Analysis of Phase 1 Surveys and Interviews. Hobart: University of Tasmania, Peter Underwood Centre.

Crellin, T., Te Riele, K. & West, M. (2019). Understanding Tasmanian School Students' Post-School Pathway Intentions Phase One: Expert Informant Focus Groups Interim Report. Hobart: University of Tasmania, Peter Underwood Centre.

MacDonald, A., Polley, J., Wise, K. and Brown, N. (2019). "STEAM Horizons Professional Learning Collaborative – Interim report/future directions.

Rudling, E. & Te Riele, K. (2019). Impact of Department of Education staff completing the Graduate Certificate of Inclusive Education. Analysis of Phase 1 Surveys and Interviews. Hobart: University of Tasmania, Peter Underwood Centre.

Rudling, E., West, M., Brown, N., Te Riele, K., Shelley, B. (2019). Impact Evaluation of the Teacher Internship Placement Program: Interim Report. Hobart: University of Tasmania, Peter Underwood Centre.

Stewart, S., Te Riele, K. & Stratford, E. (2019). Literacy teaching in Tasmania: Teaching practice and teacher learning. Hobart: University of Tasmania, Peter Underwood Centre.

Stewart, S., Te Riele, K. & Stratford, E. (2019). Literacy Teaching Practice in Tasmanian Schools. Stakeholder Report. Hobart: University of Tasmania, Peter Underwood Centre.

Stewart, S., Te Riele, K. & Stratford, E. (2019). Initial teacher education for teaching literacy. Hobart: University of Tasmania, Peter Underwood Centre.

White, J., Te Riele, K., Corcoran, T., Baker, A., Moylan, P. and Manan, R. (2019). Improving educational connection for young people in custody. Melbourne: Victoria University.

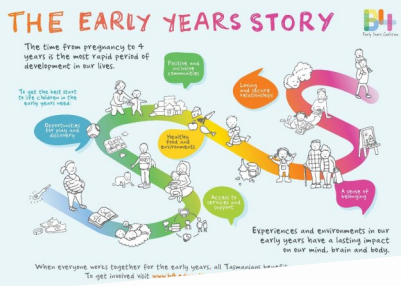


EARLY CHILDHOOD DEVELOPMENT



DID YOU KNOW?

Research shows that relationships and experiences during a child's formative years, from preconception to four years, can strongly influence their future learning and wellbeing^{1,2,6}.



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SCIENCE LEARNING



WHAT IS SCIENCE?⁸

Science is built on questions that emerge through making observations and gathering evidence about the world around us. Systematic investigations of these questions lead to answers. Science is both the process of discovery that leads to the answers and the body of knowledge made up of those answers. This body of knowledge is continually changing because the process of asking questions, finding answers and building scientific knowledge is ongoing.

Science IS about:

- making observations.
- asking questions.
- testing, recording, discovering.
- changing based on discoveries.

Science IS NOT about:

- just rigid facts
- a tidy package of knowledge.
- simply a step-by-step approach.
- only lab coats and test tubes.



WHY DOES IT MATTER?¹⁵

It is important for everyone to be scientifically literate because we are surrounded by so much information in our lives. Scientific literacy involves being able to:

- discuss socio-scientific issues such as climate change and vaccination.
- identify and investigate claims and questions, in a careful and systematic way.
- draw conclusions that are based on sound evidence.

Science plays a critical role in:

Economic & Social Prosperity
Science and technology drive positive change, transform and enrich our world, and help us solve real problems such as finding a cure for polio or a clean form of energy.

Education
Science helps us evaluate information carefully. The prevalence of bogus and inaccurate news and information requires us to put a sceptical eye over information and evaluate information based on sound evidence.

Personal Decision Making
Science helps us understand the world around us better. A greater understanding in science influences the decisions we make and how we live, including decisions related to our health, safety and wellbeing.

SCIENCE ACHIEVEMENT AND ENJOYMENT FROM INTERNATIONAL SURVEYS

Two international assessment bodies collect data about Australian students' science achievements and attitudes. Trends and International Mathematics and Science Study (TIMSS)¹ collects data from Year 4 and Year 8 students every four years, and Programme for International Student Assessment (PISA)² collects data from 15-year-olds (usually Year 10) every three years. Data from these surveys indicate that, since the early 2000s:

- Australian students performed **better** than the average of 26 to 72 other countries on the surveys' science achievement scale.

POSITIVE YOUTH TRANSITIONS



WHAT ARE YOUTH TRANSITIONS?

When young people become successful adults and live a good life, it is positive, not just for them, but for our whole community. But the transition from youth to adulthood is not always linear and straightforward¹. This applies especially to the transition from school to further education and work.

A key focus of national and state youth policy in supporting youth positive transitions is to encourage completion of Year 12 or an equivalent qualification to set young people up for better work and life outcomes^{3, 12}. The Tasmanian Department of Education states:

"Years 11 and 12 are two of the most important years of school. They might be a student's last years at a school, but they are the first steps into their future."³



DATA FROM THE LONGITUDINAL SURVEY OF AUSTRALIAN YOUTH (LSAY)

The LSAY follows groups of young people from age 15 to 25, and asks them about their experiences in education, work and life in general¹⁰. Each group of young people is called a cohort. This fact sheet looks at data about school completion and post-school plans from three cohorts who were 15 years old in 2003 (Y03), 2009 (Y09) and 2015 (Y15)¹⁰.

Completing Year 12

The LSAY asked young people...

TWENTY-FIRST CENTURY CAPABILITIES



WHAT ARE 21ST CENTURY CAPABILITIES?^{2, 12, 13, 14}

Our world is changing quickly. This means young people need to broaden their knowledge, competencies and attributes to flourish. These are often called 21st century capabilities. In the Australian Curriculum they are called general capabilities² and the Year 9-12 project in Tasmania refers to transferable skills⁴. These skills are not new but are now considered very important in Australia and around the world.

Of course, content knowledge and skills continue to matter too. For example, to solve a scientific problem a person needs not only the 21st century capability of critical thinking, but also relevant scientific understanding and technical expertise, as well as foundational literacy and numeracy skills.

Two broad categories of 21st Century Capabilities:

Expert Thinking



Social Interaction



Critical Thinking	<ul style="list-style-type: none"> Using reasoning, analytical thinking and reflection to solve problems and make sound decisions. 	Teamwork & Leadership	<ul style="list-style-type: none"> Applying good communication and interpersonal skills to work collegially, take responsibility and support others.
Creativity	<ul style="list-style-type: none"> Using innovation and imagination to generate and apply new ideas. 	Citizenship	<ul style="list-style-type: none"> Using intercultural and ethical understanding to be an active and respectful local, national, and global citizen.
Information, Media & Technology Literacy	<ul style="list-style-type: none"> Obtaining, evaluating and using information from different sources. 	Flexibility & Persistence	<ul style="list-style-type: none"> Using social and self-awareness to deal with unpredictability and respond to challenging or complex situations.

Underpinned by:

- Thorough content knowledge
- Sound literacy and numeracy

Fact sheets:

Early childhood development. See: www.utas.edu.au/_data/assets/pdf_file/0008/1263572/Underwood-Centre-Fact-Sheet-One.pdf

Positive youth transitions. See: www.utas.edu.au/_data/assets/pdf_file/0020/1264061/Underwood-Centre-Fact-Sheet-Two.pdf

Science learning. See: www.utas.edu.au/_data/assets/pdf_file/0009/1271574/Underwood-Centre-Fact-Sheet-Three.pdf

Twenty-first century capabilities. See: www.utas.edu.au/_data/assets/pdf_file/0004/1274359/Underwood-Centre-Fact-Sheet-Four.pdf



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- Bakhtiar, A., & Hadwin, A. F. (in press). *Self-, co-, socially shared-regulation dynamics*. In T. L. Good & M. McCaslin (Eds.), Educational Psychology Section; D. Fisher (Ed.), Routledge Encyclopedia of Education (Online). Taylor & Francis: New York.
- Denny, L., Shelley, B. & Ooi, C.S, (2019). State of the Tourism Workforce in Tasmania. Pp. 209-219 in: A Hardy and CS Ooi (eds) *Tourism in Tasmania*. Hobart: Forty South Publishing.
- Kilpatrick, S., Auckland, S. & Woodroffe, J. (2019). Community health planning: rural responses to change. Pp. 287-295 in M Scott, N Gallent, M Gkartzios (eds) *The Routledge Companion to Rural Planning*, Oxford: Routledge.
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- Te Riele, K. (2019). Reflective Thinking for Pre-service Teachers. In: M. Peters (Ed) *Encyclopedia of Teacher Education*. Singapore: Springer. https://link.springer.com/referenceworkentry/10.1007/978-981-13-1179-6_35-1

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- Beasy, K., Emery, S., & Crawford, J. (2019). Drowning in the shallows: an Australian study of the PhD experience of wellbeing. *Teaching in Higher Education*, pp. 1-17. [doi:10.1080/13562517.2019.1669014](https://doi.org/10.1080/13562517.2019.1669014)
- Corcoran, T., White, J., Te Riele, K., Baker, A. and Moylan, P. (2019) Psychosocial justice for students in custody, *Journal of Psychosocial Studies*, 12(1-2) pp. 41-56. doi: [10.1332/147867319X15608718110899](https://doi.org/10.1332/147867319X15608718110899)
- Craw, M.J., Strand, B., Woodroffe, J.J. & Latham, R. (2019). A portrait of connection through consultation: Tasmanian senior secondary sport and recreation management students—cross-sectoral partners and the role of authentic and meaningful pedagogy to impact a small island community. *International Journal of Kinesiology in Higher Education*. pp. 1-13 [doi:10.1080/24711616.2019.1682486](https://doi.org/10.1080/24711616.2019.1682486)
- Denny, L and Shelley, B and Ooi, CS, "Education, jobs and the political economy of tourism: expectations and realities in the case of Tasmania", *Australasian Journal of Regional Studies*, **25** (2) pp. 282-305. ISSN 1324-0935 (2019) [Refereed Article].
- Hirst, N., Boyd, D., Browder, J., & Emery, S. (2018). Watery Webs of Interconnectedness: Waterways as Pedagogical Sites. *Croatian Journal of Education*, 20(3), pp. 175-197.
- MacDonald, A., Wise, K., Riggall, J. & Brown, N. (2019). Converging discipline perspectives to inform the design and delivery of STEAM teacher professional learning, *Australian Art Education*, 40 (1) pp. 67-88.
- Shelley, B., Ooi, C.S. & Brown, N. (2019). Playful learning? An extreme comparison of the children's University in Malaysia and in Australia. *Journal of Applied Learning & Teaching (JALT)*, 2(1) pp. 16-23.
- Thomas, D. P., Emery, S., Prain, V., Papageorgiou, J., & McKendrick, A. M. (2019). Influences on local curriculum innovation in times of change: a literacy case study. *The Australian Educational Researcher*, 46(3), pp. 469-487.
- Wright, S., Fitzallen, N., Shelley, B. & Lang, M. (2019). Inspiring the next generation of scientists: children as researchers and storytellers. *Teaching Science*, 65(4) pp. 11-25.

Academic Presentations:

- Cheek, C and Woodroffe, J and Allen, P and Stephens, M, "Evaluating engagement with ReThink Autism in Tasmania", *International Society for Research on Internet Interventions (ISRII) 10th Scientific Meeting*, Auckland, 13-15 February 2019.
- Datta, D and Stratford, E and Julian, R and Shelley, B, "Child Maltreatment, Violence, Offending, and Educational Outcomes: Review of the Literature", *Institute for the Study of Social Change*, University of Tasmania, Hobart, Tasmania, October, pp. 1-127 [2019].
- Kilpatrick, S., Emery, S., Adler, V., & Farmer, J. (2019). Social enterprises and wellbeing for disadvantaged people in Australian regional towns. National Rural Health Conference, Better Together, Hobart. http://www.ruralhealth.org.au/15nrhc/sites/default/files/A10-2_Kilpatrick.pdf.
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- Prain, V., Blake, D., Byrne, G., Deed, C., Edwards, M. C., Emery, S., ... & Meyers, N. Improving Regional Low SES Students' Learning and Wellbeing. Australian Association for Research in Education Conference, Brisbane, 1-5 December 2019.
- Shelley, B, "Serious Fun?", Singapore, 12 April, 2019.
- Stewart, S., Te Riele, K. & Stratford, E. A spatial approach to understanding teachers' 'classroom readiness' for teaching literacy. 4th International ProPEL Conference, Sydney, 9-11 December 2019.
- Stewart, S., Te Riele, K. & Stratford, E. Towards a whole school approach to literacy: Snapshots from Tasmania. Australian Literacy Educators' Association (ALEA) National Conference, Melbourne, 10 July 2019.
- Stratford, E., Te Riele, K. & Stewart, S. Literacy teaching in Tasmania: challenges and opportunities for spatial innovation. Institute of Australian Geographers Conference, Hobart, 11 July 2019.
- Te Riele, K., MacDonald, F., Baker, A., Lang, M., White, J., Moylan, P., and Corcoran, T. Having a voice: young people's views about education inside youth custody, Journal of Youth Studies Conference, Newcastle, 3 December 2019.
- Te Riele, K., Hendry, N., Comber, B., Sefton-Green, J., Price, D. & Shelley, B. Benefits of turnaround programs for disadvantaged youth: Reframing accountabilities, Journal of Youth Studies Conference, Newcastle, 3 December 2019.
- Te Riele, K. & Crump, S. Experiential learning across education level. Public seminar, Centre for Vocational Education and Policy, University of Melbourne, 1 November, 2019.
- Te Riele, K. Positionality, power and ethical research. Public seminar, Graduate School of Education, University of Western Australia, 4 April 2019.



Other presentations:

Brown, N. Invited Workshop – Constructive Alignment. Jacobs University, Bremen, Germany, 24 April, 2019.

Haire, K., Te Riele, K. & Hyde, M. Education in Youth Justice Institutions: Treating young people in the justice system as "young people first and offenders second". Panel discussion. Australasian Institute of Judicial Administration, Justice for Young People Conference, Melbourne, 9 November 2019.

Te Riele, K. Australian Association for Flexible and Inclusive Learning: the national peak body Tier 3 & 4 type programs. Student Engagement Forum, Prospect High School & Learning Services South, 29 & 30 October 2019.

Te Riele, K. A peak body for the flexible and alternative education sector. Dinner speech, Alternative Education Conference, Koch Centre for Youth and Learning, Sydney, 26 September 2019.

Other public output:

Brown, N, ABC Northern Tasmania, ABC Radio, 8 March (2019).

Brown, N, "Interview to discuss ABS data which shows Tasmanian children are the most culturally engaged", *Breakfast with Ryk Goddard*, ABC Radio Hobart, ABC Radio, 28 March (2019).

Brown, N and Te Riele, K. "Interview to discuss literacy", *Drive with Lucy Breden*, ABC Radio Hobart, ABC Radio, 28 May (2019).

Brown, N and Sutton, G. "Interview to discuss Children's University Tasmania's collaboration in the Dark Mofa Ogah-Ogah project", *Drive with Lucy Breden*, ABC Radio Hobart, ABC Radio, 25 June (2019).

Brown, N, "Interview to discuss education as a key to better health outcomes for Tasmanians", *Breakfast with Ryk Goddard*, ABC Radio Hobart, ABC Radio, 18 September (2019).

Brown, N, ABC Northern Tasmania, ABC Radio, 4 December (2019).

Lang, ME and Shelley, B, "Tassie Researchers: training children to be researchers", *Drive with Lucy Breden*, ABC Radio Hobart, 29 October (2019).

MacDonald, A and Brown, N, (2019). "PREVIEW: Arts-rich education will help lift literacy and numeracy", *Opinion*, The Mercury, Australia, 26 September 2019.

Shelley, B, "Devonport tips hat for graduation", *The Advocate*, Australian Community Media, 18 September (2019).

Shelley, B, "Interview about early childhood development", *Drive with Lucy Breden*, ABC Radio Hobart, 28 March (2019).



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