



# Annual Report 2023

Peter Underwood Centre



**CHILDREN'S uni**

I tried new things now I love them.

you should join some  
you could graduate  
and that feeling is the  
best.

learning new things  
in a fun way.

you can  
teach your  
family new  
things you  
learned.

Never  
Give  
UP!

get you  
more  
productive.

There are different  
activities that  
you can do  
that will be  
easy or if you  
want a challenge  
you can get harder  
work.

**BE  
YOUR  
SELF**

This is  
not a group  
It's a community

• learn new fun skills and things with your  
friends

You need courage and strength  
and mind work skill teamwork

gets you  
up and  
going

you can  
do it  
you can  
do it  
you can  
do it

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## Interim Director's report 2023

The Centre had a productive year in 2023, bringing the joy and benefit of successful learning to children, young people and families – and sharing our knowledge with the world through research and communications. Below are a few highlights of our achievements, but please see the report itself for much more!

Six Centre staff collaborated to produce a scholarly book titled "[Education and Equity in Times of Crisis](#)". Published in 2023 by Palgrave, the book is based on research in the Centre about the impacts of the COVID-19 pandemic on education, especially for vulnerable students.

In 2023 we were awarded a highly competitive Australian Research Council Linkage Project grant (see Research). Led by the Peter Underwood Centre, the project collaborates with colleagues from three other universities and eight partner organisations. This follows on from our success securing two large grants in late 2022 for the uniHUBs expansion pilot (see Partner programs) and for Limitless Learning (see Aspirations and attainment).

Our outreach programs benefited from deepened connections with colleagues from across the University during 2023. For example the Children's University graduations were supported by staff volunteers, especially from within the Division of the Vice Chancellor, and our Partner Program team has worked closely with colleagues in Advancement and Recruitment to enhance opportunities for Tasmanian students in Years 11 and 12. Building on our collaboration with the University's strategic communications, marketing and school engagement teams, in 2023 we shared the Centre's work in many different ways: from book and report launches to ABC radio and TV interviews; and from our webinar program for children to website and social media stories. As a result our reach and profile continue to expand.

In addition to our core work as detailed in this report, Centre staff had a significant focus on strategic planning in 2023. We collaborated with colleagues from across the Division of the Vice Chancellor to discuss joint work in relation to stakeholder engagement; inclusion, diversity and equity; staff engagement; and educational success. The latter was also the topic of several workshops, setting the stage for more significant input by the Centre in 2024 into educational success as a key priority for the whole university.

Our team is at the core of the contributions we make to successful learning in Tasmania and beyond. It was wonderful to see the outstanding qualities of several of our colleagues recognised during 2023 through special appointments and awards (see Who we are). In mid-2023 our Launceston team moved to a new space on level 4 of the River's Edge building within the Inveresk precinct, along with colleagues from across the Division of the Vice Chancellor. During the year, we farewelled some team members and were fortunate to welcome several new colleagues in permanent roles or on projects (see Who we are).

In conclusion, 2023 has been marked by significant achievements and progress for the Centre. We remain committed to our mission of advancing education and equity, and we look forward to continued collaboration and impact in the future.

Professor Kitty te Riele  
Interim Director, Peter Underwood Centre

## Sharing our knowledge widely

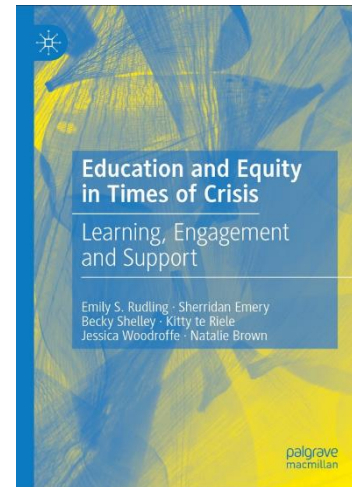
### Publication launches

#### Education and Equity in Times of Crisis

Published by Palgrave, this book by six Centre researchers (Emily Rudling, Sherridan Emery, Becky Shelley, Kitty te Riele, Jess Woodroffe and Natalie Brown) examines how educational equity is affected during crises – specifically the COVID-19 pandemic.

The book highlights the significant role of schools, not only for enabling learning but also for providing material and wellbeing support, especially for vulnerable students.

We are grateful to Her Excellency the Governor, the Honourable Barbara Baker AC for formally launching our book, and hosting the launch at Government House.

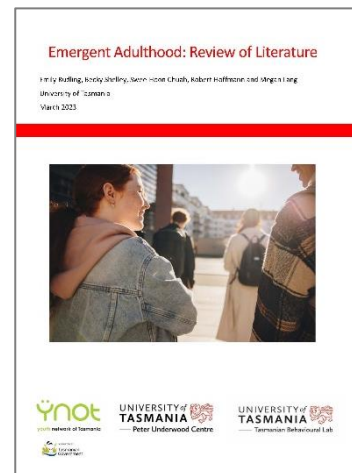


#### Emergent Adulthood Literature Review

Commissioned by the Youth Network of Tasmania (YNOT), this report was authored by Emily Rudling, Becky Shelley, and Megan Lang from the Centre, together with Swee-Hoon Chuah and Robert Hoffman from the UTAS Behavioral Lab.

The report sheds light on challenges and experiences of young people between the ages of 18-25 years in Tasmania and argues that these ‘emergent adults’ need to be afforded opportunities to participate in the co-design of policies and service systems they interact with.

The launch was hosted at the Behavioral Lab in Hobart and featured speeches by Tania Hunt (CEO of YNOT); Becky and Swee-Hoon, and young person and UTAS alum Jarin White.

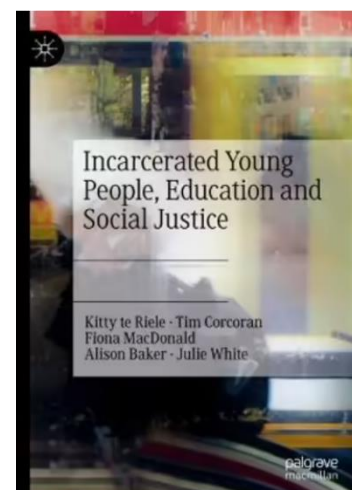


#### Incarcerated Young People, Education and Social Justice

Lead author Kitty te Riele from the Centre collaborated with colleagues from Victoria University and Deakin University on three projects about education and youth justice in Victoria, which culminated in this book published by Palgrave.

Applying the lens of ‘participatory parity’, the book demonstrates not only the challenges but also the possibilities for education as a mechanism for social justice for incarcerated young people.

The book was formally launched at Victoria University in Melbourne by Associate Professor Diana Johns from the School of Social & Political Sciences at the University of Melbourne.



## World Congress of the International Sociology Association

The World Congress of the International Sociology Association is held every four years. We were fortunate that in June 2023 it was in Melbourne, making it possible for Centre colleagues to attend to both share our research and connect with the latest insights from around the world.

Our presenters and their presentations were (from left to right in the photo):

Kitty te Riele – Social justice in youth justice: participation in education by incarcerated young people.

Emily Rudling (with Kitty te Riele & Becky Shelley) – Educational equity in times of crisis.

Azmain Muhtasim Mir (PhD candidate with Becky Shelley) – ‘You tell us what that needs to look like’: Incorporating local people’s voice in tourism activities in the west coast of Tasmania.

Becky Shelley (with Can-Seng Ooi) – Anxieties after COVID: Mobilising tourism assets for children’s wellbeing.



## Literacy

The Peter Underwood Centre's work has contributed significant analysis in relation to literacy over the past five years, including our [final report](#) for the Review of Literacy Teaching, Training, and Practice in Government Schools.

In 2023, the Tasmanian government sought to leverage the Centre's expertise in this area. The Department of Premier and Cabinet commissioned the Centre to analyse all submissions received by the Tasmanian Literacy Advisory Panel during its final consultation process. Our analysis informed the development of the [Framework for lifting literacy in Tasmania](#).

Becky Shelley was appointed by Premier Jeremy Rockliff to the [Lifting Literacy Outcomes Monitoring Group](#). This group reports directly to the Premier on the progress of literacy reforms across the state.

## Child Safety: Child Abuse Awareness and prevention

Building on an introductory module on Children’s Rights and Safety developed in 2021, in 2023 Becky Shelley led a collaboration with experts across the University of Tasmania to develop an additional module focused on child abuse prevention.

Available through the UTAS short course platform, [Child Safety: Child Abuse Awareness and Prevention](#) aims to raise awareness and understanding around keeping children and young people safe from abusive behaviours. This evidence-based learning is organised around the ideological standpoint that children have a right to be kept safe, but that they also have a right to participate and have a say in matters that affect them. The course addresses myths and misconceptions and provides practical and trauma-informed recommendations.

The course is freely available and suitable for members of the community and organisations working with children and/or with an interest in child safety.



Develop an understanding around the risks to child safety



Identify steps to create a child-friendly and child-safe culture and environment



Course content delivers evidence-based learning, informed by global research



Receive your digital Certificate of Attendance on course completion

## Communication

### UCTV and Wonder Weekly

Our monthly [UCTV Alive for Kids](#) program increased its number of YouTube views in 2023, with the recording of a collaboration episode with Tasmania Reads amassing just under 2K views by the end of the year. This webinar featured our Advisory Committee member Aunty Patsy Cameron reading from her book *Sea Country* and has been our most popular episode to date.



Across the year we had 38 different schools tune in to watch various episodes live, along with five home schools, and the Tasmanian eSchool. Some sites watched multiple broadcasts live. Approximately 1522 Tasmanian students watched at least one episode in 2023. Of the schools that did watch, the lowest ICSEA value was 863, and the highest 1137. The average ICSEA of the 38 schools was 970. Slightly more outer regional schools watched (47%) than inner regional (45%), while 8% of the attending schools were remote.

In 2023 UCTV topics were aligned to important events and weeks in school calendars to maximise viewing numbers. Episodes included:

- Government House, with Her Excellency the Honourable Barbara Baker AC, Governor of Tasmania
- Mindful in May, with Suna D'Eye
- Tasmanian Premier's Reading Challenge, with Dr Lucy Christopher
- What is Country?, with Cynthia Howard
- Crystals for Food, Flight and Pharmacy, with Dr Nathan Kilah
- National Recycling Week, with Mary Gill
- Space Junk, with Mars Buttfield-Addison

This year's focus was also building up promotion channels for UCTV. We now have a new website, and a dedicated [YouTube playlist](#). The YouTube video cover (see image above) is from a new suite of UCTV assets created by the university's branding team to support the program.

Five Wonder Weekly issues were published between February and August 2023 and distributed to Children's University Tasmania Coordinators. All back issues can be accessed [here](#).

### Website and social media stories

In collaboration with the university's strategic communications team, we created a more systematic and proactive approach to internally generated coverage. This led to multiple stories to profile the Centre's work through the UTAS intranet and website. In particular, we drew attention to our research outputs on the [UTAS news and stories hub](#), with seven pieces about our diverse investigations, including the resharing of a Conversation article.

We also refocused our efforts on social media, with several Facebook posts reaching an audience between 1-1.7K people. These were mostly in relation to updates about Children’s University and Limitless Learning, where community organisations and funders reshared our original post. Kitty te Riele also had a number of very popular tweets about Centre updates, reaching 11.4K people for a post about the Australian Research Council Linkage Project grant.

### External media

The Centre continued to be featured on ABC local radio, especially on the Hobart Drive program. These can all be accessed online [here](#). Becky Shelley represented the Centre in five of the 15 radio appearances, predominantly speaking about our programs and research with children, while Kitty te Riele appeared in four radio interviews as well as on ABC television news, talking about school attendance, pathways, TCE attainment and education for young people in out-of-home care and prison.

Kitty was named in a media analysis report shared by the Division of the Vice Chancellor as being in the top ten leading spokespeople for the university between January – June 2023.



A highlight of our regular radio segment included one of our Children’s University members, Aiden, joining Lucy Breaden in the ABC Radio Hobart studio alongside his dad and a teacher to talk about how the program helped him transition to Year 7. It was a lengthy interview, with Lucy even patching in a talk back caller to talk to Aiden about the impact of moving from primary to high school. You can listen to the full interview [online](#).

Team members from the Centre were also approached by the media for comment on trending topics. Kitty te Riele was interviewed by [The Sydney Morning Herald](#) about alternative schools, The Advocate and The Examiner ran four stories on our work, and we had two op-eds published in The Mercury. Becky Shelley also spoke to Seven News Tasmania during a story about the Children’s University graduations (see image below).

20 NEWS

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**Opinion** OURS & YOURS

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## Crucial to keep child protection front of mind

We all have a role in creating safer communities for children and young people, write the University of Tasmania’s Dr Becky Shelley and Dr Mike Guerzoni





## Partner programs

Partner Programs are formal programs offered to Year 11 and 12 students statewide in partnership with Tasmanian schools. They provide formal learning opportunities to senior secondary students to study university units, as well as in-school opportunities for engagement with the university and support for post school pathways.

### UniHubs

Our school-based UniHubs are firmly embedded in Claremont College and Newstead College, with designated spaces and the Hubs in the strategic plans and school improvement strategies.

In 2023, we welcomed 3 new school partner UniHub sites at Don College, Hellyer College and St Helens District School. This was enabled through funding from the Commonwealth Emerging Priorities Program and strong support from the Department for Education, Children and Young People. See more detail on the next page.

Our UniHubs aim to work in partnership to benefit its students by:



Informing the aspirations of all students through building and enhancing levels of knowledge and awareness of university pathways and study and courses, particularly those offered by the University of Tasmania.



Developing and providing place-based programs and links from and to the University which align with the senior secondary curriculum and/or highlight different pathways, careers, and opportunities within and from higher education.



Growing confidence levels amongst learners to pursue and transition to higher education, through designated support and engagement.



Building a strong sense of what works for the College and its students with regards to higher education outreach and aspiration raising.



Growing the numbers of students who transition to and succeed in higher education.

In 2023, the UniHubs facilitated support to all students applying through the University's Schools Recommendation Program (SRP) as well as providing individualised scholarship support and information.



## Overview of 2023 Emerging Priorities Project – UniHubs expansion

The Underwood Centre received funding from the Commonwealth government through its Emerging Priorities Program to expand our UniHubs partnerships program to several new sites, including Don College, Hellyer College, St Helens and St Mary’s District High Schools as well as servicing Scottsdale High School. The table below shows an overview of the activity and impact of this program during 2023. In total, more than 4000 students participated in sessions or multiple sessions offered by the Program. Funding ceased in late 2023 and the program is being formally evaluated by Dr Nicoli Barnes, who interviewed school leaders, school staff, past UniHub students and UniHub personnel.

EPP funded Uni Hub Activity -by type of engagement and student participation							
EPP Uni- Hub Partner School	One on one sessions/ student Uni-Hub support and visits	Supported university applications to date	Students attending in-school university/career and industry information visits/sessions	Students attending excursions/immersion activity/ university campus visits	Students attending whole school/ career and life planning presentations	Parent/Guardian/Community/Family engagement	Total supported student participation /Interactions
Newstead College	299	61	265	213	350	37	1186
Hellyer College	93	76	459	212	200	13	1053
Don College	81	78	293	116	750	15	1329
St Helens/St Mary’s Scottsdale Schools	15	0 N/A	76	131	225	13	460
<b>TOTAL</b>	<b>488</b>	<b>209</b>	<b>1093</b>	<b>672</b>	<b>1525</b>	<b>78</b>	<b>4028</b>

Student, parent and teacher voice was included in the evaluation of each activity. Examples of comments included the following:

“I had no idea that University was for people like me...honestly never considered it. Now I am so excited for my future because I know that there are so many options for me” (Northwest student).

“I have been trying for so long to find someone I could speak to about my chosen pathway. I can’t stop smiling. It was the best” (Northern student)

“The Hobart UTAS Arts trip was fantastic. The students were just buzzing for the entire time. I have had one text from a parent of a student about how positive the experience was for their child that would make you cry” (Northwest Teacher)

“I really cannot think of any negatives. The very generous funding allowed for all students to attend this trip. Many families on the Northwest and West Coast are doing it tough financially, only a few of the 37 students on the excursion had visited Hobart before. This experience has widened their world” (Northwest teacher).



The photo shows students attending the EPP UniHub Northern Immersion and Masterclass Day at Inveresk.

175 students and 33 teachers attended the event from north and northwest Tasmanian partner schools.

## High Achiever Program

The High Achiever Program (HAP) provides a unique educational experience for high-achieving Tasmanian senior secondary students to study at university as part of their Tasmanian Certificate of Education (TCE). HAP 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 2023, 42 students from 19 Tasmanian schools statewide successfully participated in the High Achiever Program including schools from all regions. 100% received their Tasmanian Certificate of Education, and 15 students were in the top 100 TCE students in the state.

4 HAP students were in the top 10 students in the state, with one student receiving an ATAR of 99.99. The student wrote to the Underwood Centre to say:

*Thankyou so much for all the support and guidance you have provided me the last few years. You always supported me and what I wanted to do, put me first, and I greatly enjoyed the opportunity to undertake university units via HAP, and my future is brighter for it. Again, thankyou so much, I am so grateful and would like to keep in touch.*

## University Connections Program

The University Connections Program (UCP) offers the opportunity for Year 11 and 12 students to undertake introductory university units specifically designed for senior secondary students. UCP 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 Tasmanian Assessment, Standards and Certification (TASC).

- In 2023, 1023 students enrolled in the University Connections Program from a record 26 Tasmanian schools and 12 mainland schools.
- This was the largest cohort since 2018.
- We now have 102 Tasmanian teachers formally registered as formal Teaching Associates of the Peter Underwood Centre for their support of the University Connections Program

In 2023, we saw 97% of all students successfully passing their units. Of those that passed, 100% counted their units towards their Tasmanian Certificate of Education.

We were proud to help 12 Tasmanian students facing personal adversity to achieve their TCE through our preliminary achievement policy and award – a partnership with TASC.



UCP students attending the Marine Biology field trip run by the Institute for Marine and Antarctic Science.

The program attracts hundreds of applicants from across Australia each year.

## The Springboard to Higher Education Bursary Program



In late 2023, the Underwood Centre commenced work with the Advancement Office on reviewing and revising the University's Springboard to Higher Education Bursary Program.

The program provides financial support to nominated Tasmanian students to continue with their formal education in Year 11 and 12, and to further access university. By enabling and encouraging students to access higher education, the program helps them realise their full academic potential, and as a natural consequence, their personal and professional capabilities. The Program supports students in Years 11/12 and through transition to University.

The Underwood Centre will be leading the evaluation of the program in 2024, working closely with the Advancement, Future Student and Scholarship teams to understand the importance and impact of the project on key stakeholders such as students, schools and donors and the way in which we can apply a student equity lens to the program and its continuation.

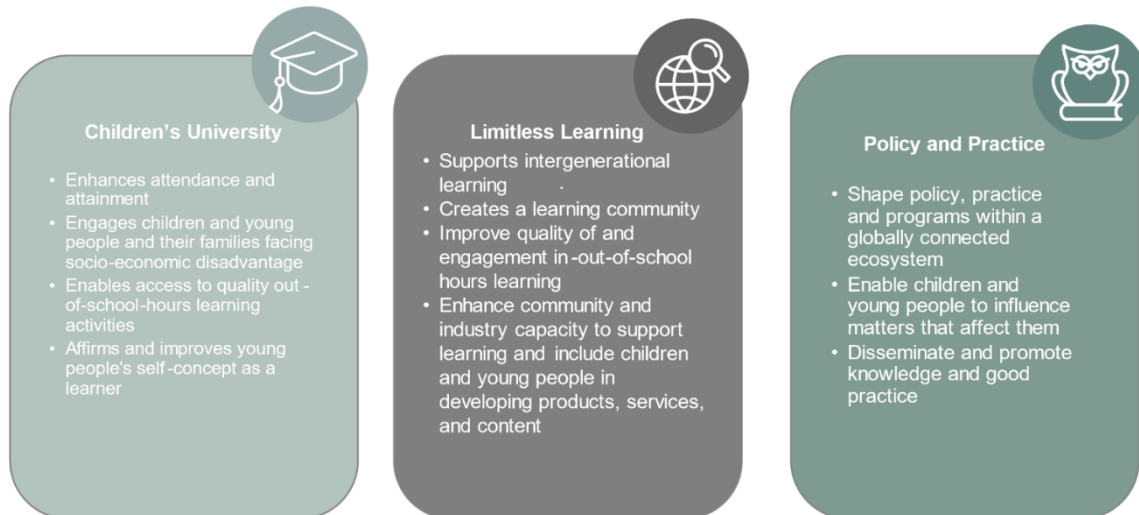
The images below show Springboard scholars who continued on to enrol at the University of Tasmania for 2024, together with colleagues from the Scholarships office.

From left to right: Maggie (Scholarships staff), Emily, Claire (Scholarships staff), Lachlan and Chelsea.



## Aspiration and attainment portfolio

### A suite of interdependent interventions connecting research to impact



### Reach and Partnerships

In 2023, our work reached nearly 1,500 children and young people in Tasmania. Our approach principally focuses on children and young people in regional Tasmania, low ICSEA schools, and schools with a higher than average proportion of Aboriginal students.

The Aspiration and Attainment Portfolio works in partnership with others. We benefit from the support of philanthropic funders such as the Tasmanian Community Fund, The Jetty Foundation, the Cuthill Family Foundation, the Bendigo Bank, the Tasmanian Masonic Benevolent Fund. We are well supported by community and government partners including state and local government agencies, schools across the state, community houses, and community groups and many private and non-government organisations who partner with us to implement our programs in Tasmania.



## Children’s University Tasmania

Children’s University Tasmania is having a positive influence on aspiration and attainment. Our research on impact collects quantitative data from the Department for Education, Children and Young People, survey data from parents and children, and dose data of children’s activities. We also conduct child-friendly and child-led research. We connect our research directly into practice so that program quality, fidelity, and continuous improvement, and impact is central to our way of working.

### Impact is evident in improved reading, maths, self -efficacy, parental engagement, and regional community development

The reasons that children valued Children’s University were that they could (2022, n=123):

- go to new places (71%)
- learn new things (65%)
- attend graduations (65%)
- try new things (57%)
- get recognition for hours spent learning (55%)
- spend time with family (46%)

Among Children’s Uni members, intention to go to university or aspiration to a career requiring university study was higher than for other vocational directions (2017, 2022).

School attendance of members of Children’s University was above that of non-members (2017)\* attendance data impacted by COVID -19.

Builds capacity and regional development through cultural participation, visitation and intergenerational learning (2023).

Parents report valuing Children’s University because:

- it encouraged learning in and out of school;
- they saw their children grow in confidence, independence and engagement;
- it imparted a sense of achievement and encouragement (2022).

Test on test there is a relative difference reflected in participants improved NAPLAN outcomes in reading and mathematics (2019, 2021, 2022).

Using a predictive model there is a relationship between the number of hours of validated extracurricular learning and reading and maths scores for participants. There is a small but significant effect size with the odds ratio driven by a combination of dose (>150 hours) and parental level of education (higher ed/VET) (2022).



## Parent feedback

In 2023, we had 167 returned feedback sheets from parents associated with 38 schools.

Parents commented on the benefits they saw from membership in Children’s Uni

It helps the children to gain as much knowledge as possible for a brighter future

*Encourages quality time together*

[My child wants] to try new things, asks more questions, enjoying more things

*They have tried activities they otherwise wouldn’t have*

Definitely a change in confidence, and a keen interest in participation

*I see my kids commit to whatever they choose to do*

Engagement with kids, helping kids on research also engages parent in learning new things and ideas

*[We are] more aware how important education is*

Both [kids] are more excited about learning

*We have had more family days together which have been lots of fun*

Learning different things they don’t do at school. Wanting to go to different places.

*We have done more family activities such as going to the museum and botanical gardens*

## Children’s surveys

We had 121 returned surveys from children and young people at 23 schools.

Children and young people commented on what they enjoyed most about being members of Children’s Uni

*I liked going to the university of Tasmania to do the Egyptian part of the university and the plant room.*

Everything is fun at Children’s University!!!

*I went to the young climate leaders conference and it was awesome*

Made choc chip cookies with my mum

*Went to places I haven’t been that are interesting and cool!*

*I enjoy doing and trying new things but I like the graduation the most*

Use my imagination and create new things

*Making things and visiting places*

I love sense of achievement when you get a stamp. I love getting a award from doing the stuff I love

*I liked going to different places to do fun activities*



# Learning with Children's University

## About this Children's University research

Researchers from the Peter Underwood Centre (The University of Tasmania) and the Australian National University, visited three Tasmanian schools in 2023 and spent a morning in each school working with members of Children's University to answer three important questions:

- What is good about Children's University?
- What could we do to improve Children's University?
- Should learning always be fun? (We had a debate about this)

Sharon, Megan and Becky say a big thank you to the 37 children and young people who took part! We have summarised as many of your ideas as possible and included them in this poster. Thanks also to the school staff who helped make our workshops happen.

This study has been approved by the University of Tasmania Human Research Ethics Committee, project number: H007809

*You can make new friends*

*get you more productive*



## What's good about Children's University?

- There are lots of activities to keep you busy and stop you getting bored.
- You learn different things to school, and some things will actually help you at school.
- You can choose your activities and learn at your own pace.
- You can get hours and graduate – you will feel proud and happy.
- You can go to new places and learn new things.
- You feel connected to a community.
- Doing new things helps you feel more confident and encourages you to follow your dreams.

*you get to do a lot of fun activities and you never get bored.*

*This is not a group  
It's a community*



## What could change about Children's University?

- We love feeling connected to a community and we would like more opportunities to spend time with each other, like camps, activity hubs, excursions, websites and apps, planning days run by children, and even our own campus.
- We would like more activities so there is more choice of different kinds of learning and even more challenges.
- We would like more opportunities to learn from other children as well as adults.
- We would like to go to more places, such as visits to museums, the university, and adults in their workplaces.

*Your Future*

## Our thoughts about learning

- All learning can be made fun.
- Learning that is difficult is not fun, but it can be satisfying and rewarding.
- Sometimes learning is necessary, but not fun.
- Kids should not give up and should ask for help when they need it.
- When learning is fun, people stay engaged and it is easier to learn.
- Learning that starts out too hard can become fun once it is mastered.

*Gets you up and going*

## Limitless Learning

The Limitless Learning Project is a 4-year program, which seeks to extend on experiences from the Children's University.

The objective of the broader Limitless Learning intervention is to improve literacy and educational outcomes in Tasmania. It achieves this goal by enriching learning opportunities in communities through three interdependent strategies:

- 1) improving the quality of extracurricular learning experiences;
- 2) increasing the 'dose' (or number of hours) children engage in extracurricular learning;
- 3) collaborating with community organisations to enhance their skills in co-creating ongoing inclusive, family-friendly experiences.

The key components scoped into the Limitless Learning project include a focus on intergenerational learning (across age groups) through co-design workshops at Learning Destinations within the community and building capacities of the broader learning community.

In 2023 Limitless Learning worked with children, families, staff and volunteers in the following learning destinations:

Low Head Pilot Station Maritime Museum  
Launceston Tramway Museum  
Burnie Regional Museum  
Devonport Regional Gallery

The products, resources, and ideas generated through the co-design process create child-friendly learning resources for future children to engage with and learn from when they visit the destinations.

*"The most memorable thing I did was take part in the Limitless Learning workshops run by the Tramway Museum. It ran for a couple of months, and we had to find better ways for children to learn about the history of my suburb, Invermay, and the tram system it used to have in the olden days"*

Violet, Grade 4 student, Launceston Tramway Museum

*"It's really good to see things from the children's perspective"*

Jill, volunteer, Low Head Pilot Station



# Welcome to the gallery

# IT'S OK



*Children and families have so many ideas and new things to experience in the Gallery*

Katrina, parent  
Devonport Regional Gallery

## Research

We conduct research that provides robust and practical evidence to support policy and practice for learning and engagement, in order to benefit children, young people and communities. We both contribute to and learn from national and international research; and collaborate widely with diverse agencies. Schools and communities from all around Tasmania take part in our research. Here we highlight three major research project achievements from 2023.

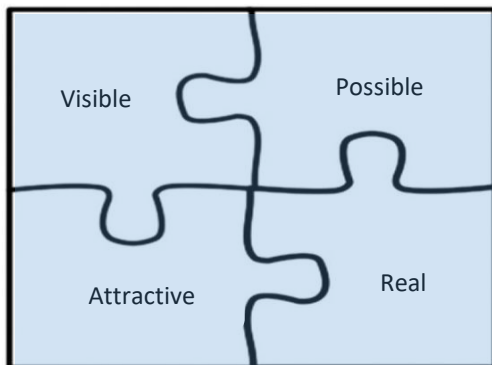
**1**

Following our earlier [evaluation of the program for supporting expecting and parenting young people](#) by the Brave Foundation, in 2023 we have collaborated with Brave on further research. For this new project we supported development by Brave of their Measurement, Evaluation and Learning framework.

*Brave's the only thing that's been solely focused on me, rather than just my kids as well. My main thing is [my mentor] will come to me and ask me how I am, not just how my kids are. Getting looked at as a person by my mentor does feel pretty good.*

We have also commenced hearing directly from young parents in Tasmania, and they have provided excellent insights and advice. Our engagement with young parents will continue in 2024.

*I didn't see my growth, I was on my own, one day I had a breakdown. So [my mentor] pulled out some notes from when I first started seeing her and she showed me how I've changed... She called me her shining star. It hit me that someone actually cares about me.*



**2**

We published the final report in our research for the University on [the pathways plans of Tasmanian students in Years 10/11/12](#). The report examined [university as a post-school option](#). Based on our analysis of input from students, parents/carers and school staff at three government Year 11 and 12 Colleges, we developed recommendations for making pathways visible, possible, real and attractive.

**Visible:** Young people are supported to explore and plan future options when courses, jobs and careers are visible to them.

**Possible:** Young people are supported to pursue future options when they have access to trustworthy and relevant knowledge and to practical resources.

**Real:** Young people are supported to feel that a pathway is concrete and achievable when they are connected to people and places with direct and authentic relevance to that pathway.

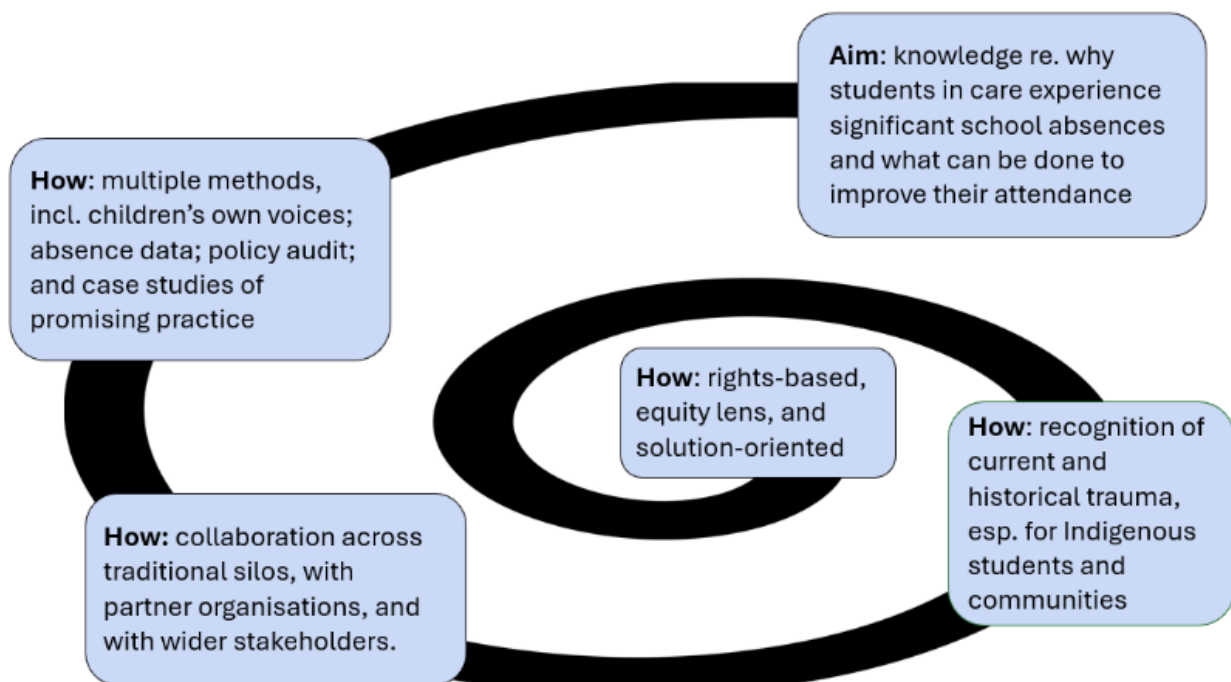
**Attractive:** Young people are supported to consider a pathway attractive when immediate and longer-term benefits for themselves and their communities are made clear and explicit.

**3** Finally, a major achievement in 2023 is that we were awarded a prestigious Australian Research Council Linkage Program grant for the project [Fostering school attendance for students in out-of-home-care.](#)



The research team came together in Hobart in August ahead of the formal start of the project, planning first steps and commencing work on an initial joint publication.

The diagram provides an overview of the project.



Contracts were executed at the end of 2023, and the project will start in earnest in 2024.

**Research team**

University of Tasmania:  
Prof Kitty te Riele  
Dr Michael Guerzoni  
Dr Emily Rudling  
Plus:  
Prof Anna Sullivan (UniSA)  
Prof Daryl Higgins (ACU)  
Prof Sharon Bessell (ANU)

**Partner organisations**

Life Without Barriers  
Berry Street Victoria  
Allambi Care  
Anglicare NSW South, NSW West & ACT  
Key Assets Australia  
Mackillop Family Services  
Stronger Smarter Institute  
Commissioner for Children and Young People (Tasmania)

## Research projects



### ***New and ongoing***

#### *Brave Foundation Program Research*

Funded by the Brave Foundation. 2022-2025. Kitty te Riele, Tess Crellin, Sherridan Emery

#### *Limitless Learning Evaluation*

Funded by the Tasmanian Community Fund, Jetty Foundation, Cuthill Foundation and Peter Underwood Centre, 2023-2025. Becky Shelley, Aishah Bakhtiar, Melody West, Sherridan Emery

#### *Supporting post-school education and pathways in regional Tasmanian school collectives*

Funded by the Australian Government Department of Education, Emerging Priorities Program (EPP). 2022-2023. Natalie Brown, Jessica Woodroffe, Gemma Burns, Andrea Crawford and UTAS colleagues

#### *Fostering school attendance for students in Out-of-Home Care*

Funded by the Australian Research Council Linkage program. 2024-2026, Kitty te Riele, Emily Rudling and colleagues

#### *Effects of Extracurricular Learning on Educational Aspiration and Attainment*

Initiated by Peter Underwood Centre. 2019-ongoing. Becky Shelley, Megan Lang, Noleine Fitzallen

#### *Success factors for University Study (incl Schools' Recommendation Program)*

Initiated by Peter Underwood Centre. 2018-ongoing, Natalie Brown, Emily Rudling



### ***Completed in 2023***

#### *Evaluation of Outcomes for Students from the Collective Education Project*

Funded by the Beacon Foundation. 2018-2023, Kitty te Riele, Tess Crellin, Sherridan Emery, Megan Lang, Becky Shelley

#### *Work Based Learning Project*

Funded by the Department of Education, 2021-2023, Jess Woodroffe, Megan Dean

#### *Supporting evaluation for UTAS Schools Engagement team*

Funded by Schools Engagement at the University of Tasmania. 2023, Megan Lang

#### *Youth Transitions 18-25 Literature review*

Funded by Youth Network of Tasmania (YNOT). 2023, Becky Shelley, Emily Rudling, Megan Lang, with Swee-Hoon Chuah and Robert Hoffman (UTAS Tasmanian School of Business & Economics)

## Publications



### ***Books***

Rudling, E. S., Emery, S., Shelley, B., Te Riele, K., Woodroffe, J., & Brown, N. (2023). *Education and Equity in Times of Crisis: Learning, Engagement and Support*. Palgrave

<https://link.springer.com/book/10.1007/978-3-031-18671-4>

Te Riele, K., Corcoran, T., MacDonald, F., Baker, A. & White, J. (2023). *Incarcerated Young People, Education and Social Justice*. Palgrave.

<https://link.springer.com/book/10.1007/978-3-031-23129-2>



### Book chapters

- Emery, S., Beasy, K., & Nailon, D. (2023). Participatory Capacity Building for Sustainable Development: Community Skills Cafes. In: *Education and the UN Sustainable Development Goals: Praxis Within and Beyond the Classroom* (pp. 601-618). Singapore: Springer Nature Singapore.
- Ooi, C.S., & Shelley, B. (2023). Shifting from benefiting to serving community: a case of regenerative tourism and building cultural capital through the Children's University Tasmania. In H. Mair (Ed.), *Handbook on Tourism and Rural Community Development* (pp. 359-372). Edward Elgar [https://www.utas.edu.au/\\_data/assets/pdf\\_file/0014/1700402/26-Chapter-26-Ooi-and-Shelley.pdf](https://www.utas.edu.au/_data/assets/pdf_file/0014/1700402/26-Chapter-26-Ooi-and-Shelley.pdf)



### Journal articles

- Bakhtiar, A., Lang, M., Shelley, B., & West, M. (2023). Research with and by children: A systematic literature review. *Review of Education*, 11, 1-30. <https://doi.org/10.1002/rev3.3384>
- Beasy, K., Grant, R., & Emery, S. (2023). Multiple dimensions of safe space for LGBTQ students: school staff perceptions. *Sex Education*, 23(1), 35-48.
- Kilpatrick, S., Fischer, S., Woodroffe, J., Barnes, N., Groves, O. & Austin, K. (2023). A Whole-of-Rural Community Approach to Supporting Education and Career Pathway Choice. *Australian and International Journal of Rural Education*, 33(3), 82-102. <https://doi.org/10.47381/aijre.v33i3.697>
- Plage, S., Cook, S., Povey, J. Rudling, E., Te Riele, K., McDaid, L. & Western, M. (2023). Connection, connectivity and choice: Learning during COVID-19 restrictions across mainstream schools and Flexible Learning Programmes in Australia. *Australian Journal of Social Issues*, 58(1) 212-231 <https://doi.org/10.1002/ajs4.228>
- Tomaszewski, W., Zajac, T., Rudling, E., Te Riele, K., McDaid, L. & Western, M. (2023). Uneven impacts of COVID-19 on the attendance rates of secondary school students from different socioeconomic backgrounds in Australia: A quasi-experimental analysis of administrative data. *Australian Journal of Social Issues*, 58(1) 111-130 <https://doi.org/10.1002/ajs4.219>



### Reports

- Rudling, E., Shelley, B., Chuah S-H., Hoffmann, R. & Lang, M. (2023). *Emergent Adulthood Review of Literature*. Tasmanian Behavioural Lab, University of Tasmania [https://www.ynot.org.au/sites/default/files/documents/2023-06/YNOT\\_EmergentAdulthood\\_LiteratureReview\\_Final\\_3%20May%202023.pdf](https://www.ynot.org.au/sites/default/files/documents/2023-06/YNOT_EmergentAdulthood_LiteratureReview_Final_3%20May%202023.pdf)
- Lang, M., Emery, S. & Te Riele, K. (2023). *Paving the Way: University as a post-school option for Tasmanian School Students*. Peter Underwood Centre. [https://secure.utas.edu.au/\\_data/assets/pdf\\_file/0008/1675763/SPSPI-interviews-2022-23-Report-final.pdf](https://secure.utas.edu.au/_data/assets/pdf_file/0008/1675763/SPSPI-interviews-2022-23-Report-final.pdf)



## ***Presentations***

- Lang, M. (2023). Training Workshop in Children's Rights and Safety for UTAS students. University of Tasmania, June 2023.
- Mir, A.M. (2023). 'You Tell Us What That Needs to Look like?' Incorporating Local People's Voice in Tourism Activities in the West Coast of Tasmania. XX ISA World Congress of Sociology, 27 June 2023, Melbourne, Victoria.
- Rudling, E. S., TeRiele, K. & Shelley, B. (2023). Education and Equity in Times of Crisis. XX ISA World Congress of Sociology, 26 June 2023, Melbourne, Victoria.
- Shelley, B., & Ooi, C.S. (2023). Anxieties after COVID-19: Mobilising Tourism Assets for Children's Wellbeing. XX ISA World Congress of Sociology, 27 June 2023, Melbourne, Victoria.
- Smith, J. (2023). Relationship building and co-design. Presentation to UTAS Bachelor of Education students. University of Tasmania, 21 August 2023.
- Te Riele, K. (2023). Alternative education provision in Australia. Second Annual Social Justice and Alternative Provision Conference, 18 July 2023, United Kingdom (online).
- Te Riele, K. (2023). Low educational aspirations: Dispelling a persistent myth and addressing barriers. AARE workshop 'Fostering Community Engagement for Social Justice Education', 20 June 2023, Melbourne.
- Te Riele, K. (2023). Researcher's guide to the Peter Underwood Centre. SEID (Scholarship in Education Interactive Discussion) seminar, 17 May 2023, School of Education University of Tasmania (online).
- Te Riele, K., Corcoran, T., Baker, A. & White, J. (2023). Social justice in youth justice: participation in education by incarcerated young people. XX ISA World Congress of Sociology, 27 June 2023, Melbourne, Victoria.
- Te Riele, K., MacDonald, F., Baker, A., White, J., and Corcoran, T. (2023). Supporting young people leaving custody to re-enter education outside the walls. 16th Reintegration Puzzle Conference, 2 March 2023, Perth, Western Australia.

## Centre people

### Recognition and awards

In 2023 Minister Jaensch appointed Dr Becky Shelley as Chair of the Non-Government Schools Registration Board and Prof Natalie Brown (who remains closely connected with the Centre) as Chair of the TASC Board.

These appointments are testimony to the high regard for Becky's and Natalie's outstanding expertise and capabilities as well as offering valuable mutual benefits for these Boards and for the Centre.

Significant 'above and beyond' contributions by several Centre colleagues were publicly recognised with awards in the Division of the Vice Chancellor (DVC).

Dr Aishah Bakhtiar (pictured) received the Award for Outstanding Contribution by Adjunct, Clinical, University Associate and Professional Fellow Title Holders in the DVC. Her letter from the Vice Chancellor noted: *This award recognises and acknowledges an individual who has made exceptional and long-standing contributions to the University community. You very much embody this in the significant energy and time you devote to supporting the mission of the Peter Underwood Centre. You approach all of this with kindness and a deep care for others which is noticed and very much appreciated.*



Gemma Burns and Andrea Crawford as well as Dr Jess Woodroffe and Gemma Donnelly (pictured) received the Community Engagement Award for their work on the UniHubs expansion. Their letter from the Vice Chancellor noted: *The work of the EPP UniHubs team is making a positive difference to developing aspiration for and increased engagement with post-school education on the island. It takes a special group of people to have the kind of impact on others that you are having. Through your terrific work, young people in Tasmania are seeing the University as a place that can be a part of their life.*

Bec Shaw (pictured with Vice Chancellor Professor Rufus Black) received the Service Excellence Award. Her letter from the Vice Chancellor noted: *I would like to particularly acknowledge your great care for others. I know that a deep sense of integrity underpins all that you do and you have a great respect for all people that you engage with. You are always focused on the benefits that we are trying to achieve for the wider community. Being in the Peter Underwood Centre this takes on a particularly special meaning.*



### Peter Underwood Centre Team in 2023

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

Jesse Brennan  
Gemma Burns  
Belinda Chapman  
Andrea Crawford  
Tess Crellin  
Helen Eastley

Sherridan Emery  
Jo Ingram  
Megan Lang  
Belinda Martin  
Claire Robertson  
Emily Rudling

Rebecca Shaw  
Justin Smith  
Sean Stevenson  
Georgia Sutton  
Melody West  
Sachie Yasuda

### Peter Underwood Centre Advisory Committee in 2023

*Chair:*

Her Excellency the Honourable Barbara Baker AC

*Patron:*

Frances Underwood

*Members:*

Natalie Brown  
Kathy Cameron  
Dr Patsy Cameron  
Lisa Chung  
Jenny Gale  
Mathew Healey  
Adam Mostogl  
Dr Jocelyn Nettlefold  
Jodee Wilson

## Contact us



**Phone**  
+61 3 6226 5735



**Mail**  
Peter Underwood  
Centre  
University of Tasmania  
Private Bag 07  
Hobart TAS 7000



**Email**  
UnderwoodCentre.  
Enquiries@utas.edu.au



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in association with the Office of the Governor of Tasmania.