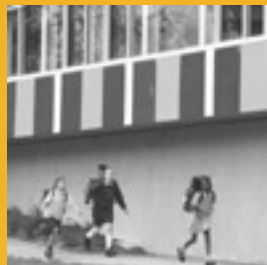


Teachers as Researchers

Department of Education and Early Childhood Development



Teachers as Researchers

The key to achieving a critical awareness of significant issues and existing findings in an area of research is an ongoing review of relevant research and literature.

The Department of Education and Early Childhood Development acknowledges the key role that research plays in guiding and informing policies and practice. The Department regards all staff as professional learners who are open to new ideas and experiences.

Teachers on Teacher Professional Leave are participating in reflective inquiry, working in collaboration with other teachers, their students, parents and the community to achieve the best outcomes for all. As professional learners, Teacher Professional Leave provides teachers with opportunities to undertake research and develop their knowledge as a means of building their individual and collective capacities.

One of the most valuable aspects of Teacher Professional Leave, as described by participating teachers, is the time to investigate and reflect. Teachers are using this time to undertake research, visit and learn from other learning organisations and immerse themselves in literature.

To support teachers, undertaking Teacher Professional Leave, to build their research knowledge, skills and practice, the following list of readings and resources is provided:

Essential Readings

This section outlines essential readings and resources found on the [Research in the Department of Education and Early Childhood Development](#) site, [Blueprint for Government Schools](#) and [Knowledge Bank](#) sites. These include research papers such as the Department's [Research@Work paper](#). This paper aims to support Departmental staff to embed good research practice into their work. It discusses the characteristics of 'good' educational research, how to conduct a literature review, issues related to research methodologies, practitioner research, and research evaluation.

Key Organisations

Links to government and non-government organisations, education and research journals, and internet research sites are listed in this section.

Recommended Publications

The following section contains key research papers and publications in specialist categories such as Assessment, School Transformation and Student Learning.

Teacher-researchers can be characterised as those practitioners who attempt to better understand their practice, and its impact on their students, by researching the relationship between teaching and learning in their world of work.

John Loughran, Teacher as researcher: the PAVOT project in John Loughran, Ian Mitchell and Judie Mitchell (eds), Learning from teacher research, Allen & Unwin, Crows Nest, NSW, 2002



Essential Readings –

Department of Education and Early Childhood Development, Victoria

Sources & Links	Key Publications
<p>DEECD Research http://www.education.vic.gov.au/about/directions/research.htm</p>	
<p>Research@Work The <i>Research@Work</i> paper and recommended reading will be relevant to education researchers and practitioners undertaking research to improve teaching and learning. It sets out to explain:</p> <ul style="list-style-type: none"> • the role and importance of research in education; • the context and current debates about what types of research should be done in education; and • strategies and starting points for involvement in research 	<ul style="list-style-type: none"> • Research @Work - Background Paper No. 4, October 2005 • Further Reading on Research @Work, October 2005 <p>Research@Work Modules (under development)</p>
<p>Research eLert The Research eLert is published online twice a term by the Research Branch within the Office for Education Policy and Innovation. Each regular edition has a major theme linked to a background paper and features related publication and project reviews, useful websites and news of upcoming events. Special editions of the Research eLert highlight the work of selected international educators who have presented their research in DEECD forums. Research eLert Background Papers are listed below.</p>	<ul style="list-style-type: none"> • Research eLert 1: Research on Human Learning: February 2005 • Research eLert 2: Research on Learning: Implications for Teaching, April 2005 • Research eLert 3: Leadership Discussions: Sergiovanni in Victoria, June 2005 • Research eLert 4: The High Performing Schools Program, August 2005 • Research eLert 5: Policy and Provision in Education and Training for Victoria's Ageing Population, November 2005 • Research eLert 6: Highlights of the 2005 DE&T Research Conference, February 2006 • Research eLert 7: Understanding Year 9 Students, April, 2006 • Research eLert 8: Dr Jay McTighe and Dr Robert Marzano, June 2006 • Research eLert 9: Literacy, August 2006 • Research eLert 10: Knowledge Bank 2006 online conference, January 2007 • Research eLert 11: Student Voice, April 2007 • Research eLert 12: Personalising Education, August 2007

Essential Readings –

Department of Education and Early Childhood Development, Victoria

Sources & Links	Key Publications
Background Papers	<ul style="list-style-type: none">• Background Paper No. 1: Research on Human Learning, February 2005• Background Paper No. 2: Research on Learning: Implications for Teaching, April, 2005• Background Paper No.3: Environmental Scan of Tools and Strategies That Measure Progress in School Reform, August 2005• Background Paper No. 4: Research @Work, October 2005• Background Paper No. 4: Further Reading, October 2005• Background Paper No. 5: Policy and Provision in Education and Training for Victoria's Ageing Population, November 2005• Background Paper No. 5: Further Reading, October 2005• Background Paper No. 8: Part A: Understanding Year 9: Theoretical Perspectives, April, 2006• Background Paper No. 8: Part B: Understanding Year 9: Implications for Policy and Practice, April, 2006• Background Paper No. 9, Part A: Literacy teaching and learning in Victorian schools, August 2006• Background Paper No. 9, Part B: A chronological review of literacy policies and programs of the Department of Education & Training, Victoria, 1980-2005, August 2006• Background Paper No. 9, Literacy: School contributions: case studies and TPLs, August 2006• Background Paper No. 10, Student Voice: A historical perspective and new directions, April 2007• Background Paper No. 10, Student Voice: Further reading list, April 2007• Background Paper No. 11, Personalising Education: from research to policy and practice, August 2007
Research Summaries	Research Summaries webpage
Statistics	Summary Statistics for Victorian Schools - Current Edition, July 2007

Sources & Links	Key Publications
<p>Conference and Forum Papers and Presentations</p> <p>The Office for Education Policy and Innovation regularly sponsors conferences and forums on a range of education and training topics, featuring local and international presenters.</p> <p>The Research conferences webpage can be accessed at: http://www.education.vic.gov.au/studentlearning/research/researchforums.htm</p>	<ul style="list-style-type: none"> • Research Highlights Conference, November 2005 • Prakash Nair - Pedagogy and Design Forum, February 2006 • Estelle Morris, <i>The UK Education Reforms: a perspective</i>, 28 March 2006 http://www.education.vic.gov.au/studentlearning/research/researchforums_morris.htm • Dr Jay McTighe, <i>Understanding by Design</i>, 8 May 2006 Dr Robert Marzano, <i>What Works in Schools</i>, 8 May 2006 http://www.education.vic.gov.au/studentlearning/research/researchforums_mctighe-marzano.htm • May Sweeney, <i>A Curriculum for Excellence</i>, 9 November 2006 http://www.education.vic.gov.au/studentlearning/research/researchforums_sweeney.htm • Lyn Yates, <i>Making modern lives: schools, values, inequalities and social change</i>, 8 December 2006 http://www.education.vic.gov.au/studentlearning/research/researchforums_yates.htm • John Ingram and Kay Hanson, <i>Children's digital intelligence</i>, 11 December 2006 http://www.education.vic.gov.au/studentlearning/research/researchforums_ingram-hanson.htm • Valerie Hannon, <i>Disciplined Innovation</i>, 14 February 2007 http://www.education.vic.gov.au/studentlearning/research/researchforums_hannon.htm • David Grayson, <i>Business in the Community</i>, 9 March 2007 http://www.education.vic.gov.au/studentlearning/research/researchforums_grayson.htm • Ros Black and Liz Suda, <i>Education Foundation Australia</i>, 31 May 2007 http://www.education.vic.gov.au/studentlearning/research/researchforums_black-suda.htm • Bernie Smith, <i>School Community Partnerships</i>, 31 July 2007 http://www.education.vic.gov.au/studentlearning/research/researchforums_smith.htm
<p>Blueprint for Government Schools</p> <p>http://www.education.vic.gov.au/about/publications/policy/blueprint.htm</p>	<ul style="list-style-type: none"> • <i>Ministerial Statement: Blueprint for Government School</i> http://www.education.vic.gov.au/about/publications/default.htm • <i>Blueprint for Government Schools: One Year On</i> http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/OneYearOn.pdf

Essential Readings -

Department of Education and Early Childhood Development, Victoria

Sources & Links	Key Publications
<p>Student Learning</p> <ul style="list-style-type: none"> • http://www.education.vic.gov.au/studentlearning/default.htm • Curriculum Planning Guidelines http://www.sofweb.vic.edu.au/blueprint/fs1/guidelines/default.htm • Victorian Essential Learning Standards http://vels.vcaa.vic.edu.au • Principles of Learning and Teaching P-12 (PoLT) http://www.sofweb.vic.edu.au/blueprint/fs1/polt/default.htm • Assessment and reporting http://www.sofweb.vic.edu.au/blueprint/fs1/assessment.htm • Sample Student Reports Cards http://www.education.vic.gov.au/aboutschool/studentreports/samples.htm • Knowledge Bank www.sofweb.vic.edu.au/knowledgebank/ • Professional Learning Package http://www.sofweb.vic.edu.au/blueprint/fs1/prof_learning_package.htm • Victorian Education Channel www.education.vic.gov.au/ch/ 	<ul style="list-style-type: none"> • <i>Closing the Loop: Curriculum, Pedagogy, Assessment and Reporting</i> (2005) http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/closing_the_loop.pdf • <i>Victorian Essential Learning Standards Overview</i> (2005) http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/vels_overview.pdf • Teacher Professional Leave Case Studies on Knowledge Bank http://www.sofweb.vic.edu.au/knowledgebank/browsecasestudies/default.asp
<p>Building Leadership Capacity http://www.sofweb.vic.edu.au/blueprint/fs3/default.htm</p>	<ul style="list-style-type: none"> • <i>Guidelines for Principal Class Performance and Development</i> (2005) http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/leader/guidelines.doc • <i>School Leadership Capabilities</i> http://www.sofweb.vic.edu.au/pd/schlead/pdf/Capabilities_summary1.pdf
<p>Creating and Supporting a Performance and Development Culture http://www.education.vic.gov.au/management/schoolimprovement/panddc/default.htm</p>	<ul style="list-style-type: none"> • <i>A Performance and Development Culture - Advancing Professional Practice in Schools</i> http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/innovation/PDCAdvancePP.pdf • <i>Teacher Supply and Demand for Government Schools</i> (2004) http://www.eduweb.vic.gov.au/edulibrary/public/qovrel/reports/teachersupply-rpt.pdf

Essential Readings -

Department of Education and Early Childhood Development, Victoria

Sources & Links	Key Publications
<p>Teacher Professional Development</p> <ul style="list-style-type: none"> Professional Development http://www.education.vic.gov.au/proflearning/default.htm Induction and Mentoring for Beginning Teachers http://www.sofweb.vic.edu.au/blueprint/fs5/induction.htm 	<ul style="list-style-type: none"> <i>Professional Learning in Effective Schools: The Seven Principles of Highly Effective Professional Learning</i> (2005) http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/teacher/Proflearningineffectiveschools.pdf <i>Induction in Effective Schools</i> (2006) http://www.education.vic.gov.au/proflearning/schoolleadership/program/leadef.htm
<p>School Improvement www.sofweb.vic.edu.au/blueprint/fs6/default.htm</p>	
<p>Effective Schools http://www.sofweb.vic.edu.au/blueprint/es/default.htm</p>	<ul style="list-style-type: none"> <i>Single Planning and Accountability Document Initiative: Final Report</i> (2004) http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/Final_version_ose_single_planning.doc
<p>Student Wellbeing</p> <ul style="list-style-type: none"> www.sofweb.vic.edu.au/wellbeing/ Student Disabilities www.sofweb.vic.edu.au/wellbeing/disabil/index.htm Drug Education http://www.sofweb.vic.edu.au/druged/schools/scresources.htm Safe Schools www.sofweb.vic.edu.au/wellbeing/safeschools/bullying/index.htm Equity Guidelines http://www.sofweb.vic.edu.au/blueprint/fs1/equity/default.htm 	<ul style="list-style-type: none"> <i>School Retention... What Does it Take?</i> (2005) http://www.sofweb.vic.edu.au/edulibrary/public/stratman/Policy/schoolgov/druged/School_Retention.pdf <i>Safe Schools are Effective Schools</i> (2006) http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/SafeSchoolsStrategy.pdf

Adolescent brains are works in progress. While much adolescent behaviour can be attributed to the immature frontal lobes, the development of educational practices with an emphasis on this area of development alone will be inefficient and fail to optimise the learning capacity and opportunity for these students.

Understanding Year 9 Students:
A Theoretical Perspective
Published by the
Department of Education & Training
© State of Victoria, 2006

Key Organisations

AUSTRALIA AND NEW ZEALAND GOVERNMENT/NON - PROFIT ORGANISATIONS

Organisation	Type of Service	Publications
<p>Government Education Portal http://www.education.gov.au/</p>	<p>The Government Education Portal is the online entry point to a comprehensive array of government information and services concerning all aspects and levels of education in Australia. In particular, it focuses on Australian government policies, programmes, events, publications and resourcing. It also provides links to key education and training sites at the national, state and territory level.</p>	
<p>Department of Education, Science and Training, Australia (DEST) http://www.dest.gov.au</p>	<p>The Department of Education, Science and Training (DEST) provides national leadership and works in collaboration with the States and Territories, industry, other agencies and the community in support of the Government's objectives. DEST develops and implements policies to ensure the continuing relevance of education, science and training to contemporary needs and the growing requirement for lifelong learning. DEST also ensures high quality and value for money in delivering Government funded programmes.</p>	<ul style="list-style-type: none"> • Attitudes to Teaching As a Career • Investigating the Links Between Teacher Professional Development and Student Learning Outcomes • Benchmarking Australian Primary School Curricula • School Insight - A Newsletter for Schools • Schooling Issues Digest • MyRead Strategies for teaching reading in the Middle Years • Literacy and Numeracy Reports
<p>Ministerial Council on Education, Training and Youth Affairs (MCEETYA) http://www.mceetya.edu.au/mceetya/</p>	<p>The areas of responsibility covered by the Council are pre-primary education, primary and secondary education, vocational education and training, higher education, employment and linkages between employment/labour market programs and education and training, adult and community education, youth policy programs and cross-sectoral matters. This work is taking place in close interaction with the Ministerial Council for Vocational and Technical Education (MCVTE) which has a statutory responsibility in relation to certain aspects of vocational education and training.</p>	<ul style="list-style-type: none"> • Contemporary Learning - Learning in an Online World • Assessing Student Achievement in Australia • A National Framework For Professional Standards for Teaching • Professional Standards For Teaching National Report on Schooling in Australia • Teachers For The Future: The Changing Nature Of Society And Related Issues For The Teaching Workforce
<p>Australian Capital Territory Department of Education and Training http://www.decs.act.gov.au/</p>	<p>The ACT Department of Education and Training delivers education services through government schools; registers non government schools; and administers vocational education and training in the Australian Capital Territory.</p>	<ul style="list-style-type: none"> • Every Chance to Learn - Curriculum Renewal • The Inclusivity Challenge: Within Reach Of Us All • http://www.decs.act.gov.au/publicat/pdf/teaching_excellence_paper.pdf
<p>New South Wales Department of Education and Training https://www.det.nsw.edu.au/</p>	<p>The NSW Department of Education and Training provides access to information on education in NSW for students and staff, education services and more.</p>	

Key Organisations

AUSTRALIA AND NEW ZEALAND - PRIVATE ORGANISATIONS

Organisation	Type of Service	Publications
Northern Territory Department of Employment Education and Training http://www.deet.nt.gov.au/	The Department of Employment, Education and Training in the Northern Territory (NT DEET). This department is responsible for employment, education and training in the Northern Territory and NT WorkSafe.	<ul style="list-style-type: none"> • Building Better Schools – Initiatives and Projects
Queensland Department of Education, Training and the Arts http://education.qld.gov.au/	Education Queensland provides a choice of schools and support services to help Queenslanders develop their potential and build a stronger future. Education Queensland recognises and values the cultural and language diversity of every school and community and remains committed to a socially just curriculum which provides opportunities for people of all backgrounds. Across the state, the department provides high quality educational services to more than 467,800 students in more than 1800 state primary, secondary, special schools and preschools.	<ul style="list-style-type: none"> • Professional Standards for Teachers: Guidelines for Professional Practice • From personal reflection to professional community: Education Queensland Professional Standards for Teachers Evaluation of the 2002 Pilot • Staying on at school: Improving student retention in Australia
South Australia Department of Education and Children's Services http://www.decs.sa.gov.au/decs_home.asp	The Department supports high quality learning, teaching, care, employment and youth services within an integrated, responsive and supportive learning organisation which strives for continuous improvement in service and performance.	<ul style="list-style-type: none"> • Occasional Paper Series - Towards a Culture of Inquiry in DECS • Occasional Paper Series - Cognitive Science Meets Education • Teacher Quality Development Case Studies
Tasmania Department of Education http://www.education.tas.gov.au/	The Department is responsible for primary and secondary education, library and information services, vocational education and training services (including TAFE Tasmania), children's services, assessment and certification services (TASSAB) and youth affairs.	<ul style="list-style-type: none"> • System Wide Student Absence Report 2004 • The Literacy and Numeracy Monitoring Program 2004 • Learning, Teaching and Assessment Guide
Western Australia Department of Education and Training http://www.det.wa.edu.au/education/	The School Education section of the Department of Education and Training in Western Australia web site. The Department provides school education for more than 250,000 students in 770 schools across Western Australia.	<ul style="list-style-type: none"> • Competency Framework for Teachers

Key Organisations

AUSTRALIA AND NEW ZEALAND - PRIVATE ORGANISATIONS		
Organisation	Type of Service	Publications
<p>Australian College of Educators (ACE) http://www.austcolled.com.au/</p>	<p>The ACE enhances and raises the status of the education profession by</p> <ul style="list-style-type: none"> • implementing professional recognition programs and award schemes; • conducting conferences, forums, seminars and symposia; • publishing professional learning resources and materials; and • issuing national policies, statements and position papers. 	<ul style="list-style-type: none"> • Professional Educator • Education Review
<p>Australian Council for Educational Research (ACER) http://www.acer.edu.au/</p>	<p>The ACER provides educational research, products and services to improve learning. The ACER's Centre for Professional Learning provides <i>exemplary professional learning activities for educators</i> through;</p> <ul style="list-style-type: none"> • effective and useful access to recent research; • individual consultation to schools to develop professional learning programs customised to meet specific school or cluster interests; and • workshops and conferences. 	<ul style="list-style-type: none"> • Ed Live Wire • Australian Journal of Education • Lifelong Learning Foundation • Literacy and Numeracy Research Literature Review • Longitudinal Surveys of Australian Youths • Trends in International Mathematics and Science (TIMSS) Video Study - involving videotaping and analyzing Year 8 classroom mathematics and science teaching practices in various countries. • Teacher (<i>The Educare News</i> journal has ceased and is continued by the journal <i>Teacher</i>)
<p>Australian Association for Research in Education (AARE) http://www.aare.edu.au/index.htm</p>	<p>The AARE facilitates contact between educational researchers, and encourages and works towards the development of all aspects of educational research by:</p> <ul style="list-style-type: none"> • conducting an annual conference; • forming and supporting special interest groups; and • publishing general and specific professional reports. 	<ul style="list-style-type: none"> • The Australian Educational Researcher
<p>Australian Curriculum Studies Association (ACSA) http://www.acsainc.com.au/home.php</p>	<p>The ACSA supports the professional interests of educators in curriculum work from all levels and sectors by:</p> <ul style="list-style-type: none"> • engaging in curriculum research and encouraging critical and reflective curriculum practices; • conducting forums and conferences; and • developing and publishing curriculum resources and materials. 	<p>The Association publishes a range of publications on professional development as well as other journals reports, including</p> <ul style="list-style-type: none"> • Curriculum Perspectives • Primary and Middle Years Educator

Key Organisations

AUSTRALIA AND NEW ZEALAND - PRIVATE ORGANISATIONS

Organisation	Type of Service	Publications
<p>Association for Qualitative Research (AQR) http://www.latrobe.edu.au/aqr/</p>	<p>The AQR aims to further the practice and study of qualitative research by:</p> <ul style="list-style-type: none"> improving the theory, practice and use of qualitative research across the disciplines of the human sciences; providing regional meetings, publications and annual international conferences; linking people who have similar interests in qualitative research; providing education and training in the methodologies of qualitative research; and establishing and maintaining ethics and standards in the practice of qualitative research 	<ul style="list-style-type: none"> Qualitative Research Journal
<p>Australian Vocational Education and Training Research Association (AVETRA) http://www.aveutra.org.au</p>	<p>AVETRA is an independent association for research in vocational education and training. The Association brings together research stakeholders and researchers from the TAFE, university, industry and government sectors.</p>	<ul style="list-style-type: none"> The International Journal of Training Research Proceedings from the association's annual conference
<p>Australian Youth Research Centre (AYRC) - University of Melbourne http://www.edfac.melbourne.edu.au/yrnews/YRNvol15no1_noimage.pdf</p>	<p>The AYRC draws on the research skills, knowledge and experience of senior academic staff to provide relevant and up to date research on the issues facing young people.</p>	<p>The Centre publishes a range of research reports and working papers on the following themes:</p> <ul style="list-style-type: none"> Post-Compulsory Education and Training Personal and Social Identity Young Workers
<p>Campus Review http://www.campusreview.com.au/</p>	<p>Campus Review's news and analysis provides independent and insightful coverage of higher education and training issues.</p>	<p>Campus Review is a subscription-based publication delivered in a hard copy format and online 49 times a year.</p>
<p>Centre for Strategic Education (CSE) http://www.iartv.vic.edu.au</p> <p>Formerly the Incorporated Association of Registered Teachers of Victoria (IARTV)</p>	<p>CSE organises an extensive program of professional learning activities on significant educational issues, at both Primary and Secondary levels (K-12), encompassing:</p> <ul style="list-style-type: none"> teaching and learning; curriculum and assessment; educational leadership and management; and school effectiveness and improvement <p>teacher professionalism.</p> <p>The CSE also supports a number of networks and interest groups for members of the profession with responsibilities across the curriculum.</p>	<p>Each year the CSE publishes 10 issues of seminar series papers by leading educators based primarily on seminar presentations, together with 5 issues of occasional papers primarily from practitioners. Both series are intended to encourage discussion of major issues in education.</p>
<p>Curriculum Corporation http://www.curriculum.edu.au/</p>	<p>The Corporation is an independent education support organisation established to assist education systems in improving student learning outcomes.</p>	<p>The Corporation provides and publishes curriculum products, educational project management services, delivers assessment and testing services to education systems and provides a model for online delivery and nurture strategic partnerships.</p>

Key Organisations

AUSTRALIA AND NEW ZEALAND - PRIVATE ORGANISATIONS

Organisation	Type of Service	Publications
<p>Project for Enhancing Effective Learning (PEEL) http://www.peelweb.org/</p>	<p>PEEL is a network of autonomous and voluntary groups of teachers who take on a role of interdependent innovators. The teachers meet regularly to reflect on their practice, and to provide mutual support and stimulation for the processes of teacher and student change.</p>	<p>PEEL SEEDS (A journal that is published seven times a year and is written by practicing teachers describing how they develop student learning in the classroom).</p>
<p>EdNA Online - Education Network Australia http://www.edna.edu.au/edna/page1.html</p>	<p>EdNA Online promotes the collaboration and cooperation throughout the Australian education and training sectors and facilitates the growth of networks of common interest and practice through the use of the Internet.</p> <p>EdNA's sibling website brings together leading practice related to Information and Communication Technologies (ICT) in schools and leadership in the Australian school communities.</p>	<p>EdNA Online publishes a range of education topics, including research and publications relevant to professional learning for teachers and educators.</p>
<p>Education.au Limited (Australia) http://www.educationau.edu.au/</p>	<p>Education.au is a national ICT agency for education and training. The agency develops and manages online services that are of benefit to the education and training sector and are national in scope.</p>	<ul style="list-style-type: none"> • http://www.educationau.edu.au/jahia
<p>Dusseldorp Skills Forum, Australia http://www.dsf.org.au/</p>	<p>The Forum seeks to improve the learning and work transitions of young Australians by cooperating with communities, industry, government and non-government organisations to generate ideas, research, tools and information, and to build networks of common interest.</p>	<p>The Forum provides useful tools and resources, including:</p> <ul style="list-style-type: none"> • How to conduct your own Environmental Scan • Destination Survey Software • Conducting a Feasibility Study
<p>The Australian Psychological Society http://www.psychology.org.au/</p>	<p>The Society aims to make a difference to peoples' lives, through improving scientific knowledge and community wellbeing.</p>	<ul style="list-style-type: none"> • http://www.psychology.org.au/publications/inpsych/ • http://www.tandf.co.uk/journals/titles/00049530.asp • http://www.psychology.org.au/Journal.aspx?ID=1202 • http://www.psychology.org.au/Journal.aspx?ID=1203
<p>New Zealand Council for Educational Research (NZCER) http://nzcer.org.nz/</p>	<p>The Council is an independent, educational research organisation that provides educators, students, parents, policy makers, and the public with innovative and independent research, analysis, and advice.</p>	<p>The Council publishes a series of research publications including conference proceedings, occasional papers, books and journal articles.</p>
<p>The Smith Family http://www.smithfamily.com.au</p>	<p>The Smith Family is an evidence based organisation that seeks to support disadvantaged children and their families to create a better future through education.</p>	<ul style="list-style-type: none"> • Education and Disadvantage Publications

Key Organisations

AUSTRALIA AND NEW ZEALAND - PRIVATE ORGANISATIONS		
Organisation	Type of Service	Publications
<p>The Brotherhood of St. Laurence http://www.bsl.org.au</p>	<p>The Brotherhood of St. Laurence is engaged in research and advocacy activities which seek to understand and counter the sources of poverty and disadvantage.</p>	<ul style="list-style-type: none"> • Social Policy Working Papers • Brotherhood Comment • Changing Pressures Bulletin • Migration Action • Building Better Lives
<p>The Australian Institute of Family Studies (AIFS) http://www.aifs.gov.au</p>	<p>The AIFS aims to promote the identification and understanding of factors affecting marital and family stability in Australia through the following:</p> <ul style="list-style-type: none"> • Research Program: including issues relating to children and parenting; family and marriage; and family and society; and • Communications and Information Program including publishing and disseminating research and organising conferences and seminars. 	<ul style="list-style-type: none"> • Family Matters
<p>Contributing to Australian Scholarship and Science (CASS) Foundation http://www.cassfoundation.org/</p>	<p>The CASS foundation is a private philanthropic foundation created to support and promote the advancement of education, science and medicine, and research in those fields.</p>	<p>CASS plans to fund a 3 year project with a small number of selected schools commencing in 2007 to address issues of engagement and disengagement by primary and early middle secondary school students</p>
<p>Smart Internet Technology CRC http://www.smartinternet.com.au/</p>	<p>The Smart Internet Technology CRC combines research in Artificial Intelligence (AI), Social Interaction and Network Development to create enabling technologies for smart Internet applications that will allow users and network providers to manage this complexity.</p>	<ul style="list-style-type: none"> • Smart Internet Social Networks
<p>Teacher Learning Network http://www.tln.org.au/</p>	<p>The Teacher Learning Network provides professional development programs for teachers and education workers in schools and kindergartens.</p>	<ul style="list-style-type: none"> • Teacher Learning Network Journal
<p>Transitions in Early Childhood http://extranet.edfac.unimelb.edu.au/LED/tec/</p>	<p>This site provides a directory of research about the different transitions children face in their early years, including transitions:</p> <ul style="list-style-type: none"> • from parental to non-parental care; • from home-based care to centre-based care; • within early childhood services; • from home to preschool; and • from preschool to the first year of schooling 	<ul style="list-style-type: none"> • International Journal of Transition in Childhood

Key Organisations

UNITED KINGDOM - GOVERNMENT/NON PROFIT ORGANISATIONS

Organisation	Type of Service	Publications
Department for Children Schools and Families, United Kingdom http://www.dfes.gov.uk/	The UK Department for Education and Skills was established with the aims of creating opportunity, releasing potential and achieving excellence for all. The Department delivers on a range of issues through working closely with other government departments and cross departmental bodies such as the new unit working on early years and childcare issues and the Children and Young People's Unit.	<ul style="list-style-type: none"> • Higher Standards, Better Skills For All • Teachernet
The Standards Site, United Kingdom http://www.standards.dfes.gov.uk/	Official UK standards' site for schools, school leaders and teachers.	<ul style="list-style-type: none"> • Teacher Research Conference 2004-Summaries • Supporting School Self-Evaluation
OFSTED, United Kingdom http://www.ofsted.gov.uk/	OFSTED is the inspectorate for children and learners in England. It aims to contribute to the provision of better education and care through effective inspection and regulation. OFSTED administers a comprehensive system of inspection and regulation covering childcare, schools, colleges, children's services, teacher training and youth work.	<ul style="list-style-type: none"> • OFSTED Publications Site
Scottish Executive: Education and Social Research http://www.scotland.gov.uk/Topics/Research/Research/14478/218	<p>The Scottish Executive Education Department undertakes analytical activity that reflects the policy areas related to:</p> <ul style="list-style-type: none"> • pre-school & school education; • children and young people; • social care; and • tourism, culture and sport. <p>The aim is to ensure that policy making in the Education Department is based on the best evidence available</p>	<p>A number of education research publications dealing with the teaching profession can be downloaded from the website.</p> <p>Useful articles to profession development are:</p> <ul style="list-style-type: none"> • What Forms of Support do Teachers Value of Curriculum Change? • Professional Development Through Research
Scottish Council for Research in Education (SCRE), Scotland University of Glasgow http://www.scrc.ac.uk/	The SCRE's functions are to conduct educational research of the highest quality and to support the use of research outcomes through the dissemination of findings.	<ul style="list-style-type: none"> • SCRE Research Report series • Spotlight briefing papers • Special e-Reports
Teaching and Learning Research Programme (TLRP), UK, Institute of Education, University of London http://www.tlrp.org/	The TLRP aims to promote excellent educational research and ensure that it is used to enhance learning.	<p>A range of academic publications, research briefings and conference papers is published on the TLRP's website:</p> <ul style="list-style-type: none"> • TLRP Publications http://www.tlrp.org/pub/index.html • TLRP Research Briefings http://www.tlrp.org/pub/research.html

Key Organisations

UNITED KINGDOM - PRIVATE ORGANISATIONS

Organisation	Type of Service	Publications
<p>Futurelab: a new learning landscape http://www.futurelab.org.uk/</p>	<p>Futurelab uses new and emerging technologies to create rich learning resources that are involving, interactive and imaginative. Futurelab mobilises the expertise of the education, technology and creative sectors to provide an environment that stimulates radical new approaches to learning with technologies.</p>	<p>The website publishes reports, R&D projects and findings, book reviews, and links to other useful resources.</p>
<p>National Foundation for Educational Research, (NFER), UK http://www.nfer.ac.uk/index.cfm</p>	<p>The NFER aims to improve education and training, nationally and internationally, by undertaking research, development and dissemination activities and by providing information services.</p>	<ul style="list-style-type: none"> • Topic • ER Matters • NFER News • Annual Surveys of Trends in Education • A range of other publications covering subjects relevant to the primary and secondary sectors of education, as well as to policy makers, academics, researchers and other educational practitioners is available from the website.
<p>National Education Research Forum (NERF), UK http://www.nerf-uk.org/</p>	<p>The NERF oversees the development of a coherent strategy for educational research and its use through working with other organisations and individuals and organising projects, seminars and workshops.</p>	<ul style="list-style-type: none"> • The NERF Bulletin – Evidence for Teaching and Learning
<p>National College for School Leadership (NCSL), UK http://www.ncsl.org.uk/</p>	<p>The NCSL provides learning and development opportunities and professional and practical support for school leaders at every stage in their career.</p> <p>The NCSL aims to find out more about effective leadership, communicate the findings to the profession and policy-makers, and use this knowledge to inform programmes and initiatives</p>	<p>A list of publications on research, development and evaluation activities focusing on the work of school leaders is available from the website.</p>
<p>Learning and Skills Network (LSN), UK www.lsneducation.org.uk/</p>	<p>The key tasks of the LSN are to encourage innovation, explore new research methods, engage with new ideas and ensure that research findings are firmly embedded in policy and practice</p>	<p>A range of publications and resources is available from the website.</p>

Key Organisations

UNITED KINGDOM - PRIVATE ORGANISATIONS

Organisation	Type of Service	Publications
<p>Centre for the Use of Research and Evidence in Education (CUREE), UK http://www.curee-paccts.com/index.jsp</p>	<p>CUREE works to support and develop effective use of research and evidence in education in order to improve practice and policy and to help raise standards.</p>	<p>Teaching: the GTC Magazine Teachers' Professional Learning Framework series:</p> <ul style="list-style-type: none"> • Continuing Professional Development Framework • Guide to Peer Observation • The Learning Conversation • Learning Together
<p>British Educational Research Association (BERA), UK http://www.bera.ac.uk/</p>	<p>The BERA aims to promote a vital research culture in education. The Association consists of psychologists, sociologists, historians, philosophers-discipline oriented members and a strong contingent of educationists with special interests in curriculum, pedagogy, assessment, or management and taking either a theoretical, or evaluative or action-research perspective on education.</p> <p>BERA has Special Interest Groups (SIGs) representing the particular concern of a research group, including issues related to <u>professional development</u>.</p>	<ul style="list-style-type: none"> • The British Educational Research Journal (BERJ) • Research Intelligence • BERA Research Reviews • Research Guidelines • BERA occasional publications
<p>British Educational Communications and Technology Agency (BECTA), UK http://www.becta.org.uk/index.cfm</p>	<p>Becta is responsible for the development and delivery of its e-strategy for schools and the learning and skills sector. Becta provides strategic leadership in the innovative and effective use of ICT to enable the transformation of learning, teaching and educational organisations for the benefit of every learner.</p>	<p>A list of publications concerning the school, learning and skills, industry and developers, and Government and partners sectors is available from the website.</p> <p>A series of publications on Continuing Professional Development (CPD) includes the Teacher CPD Bibliography that provides a collection of abstracts and list of further sources as a starting point for those interested in the theme of ICT and teacher CPD.</p>

Key Organisations

UNITED STATES OF AMERICA – GOVERNMENT/NON-PROFIT ORGANISATIONS		
Organisation	Type of Service	Publications
<p>US Department of Education, including</p> <ul style="list-style-type: none"> • Institute of Education Sciences (IES) • National Centre for Education Statistics (NCES) <p>http://www.ed.gov</p>	<p>The ED aims to ensure equal access to education and to promote educational excellence throughout the nation by:</p> <ul style="list-style-type: none"> • establishing policies on federal financial aid for education, and distributing as well as monitoring those funds; • collecting data on America's schools and disseminating research; • focusing national attention on key educational issues; and • prohibiting discrimination and ensuring equal access to education. 	<p>ED publications are available throughout the website</p>
<p>Association for Supervision and Curriculum Development (ASCD)</p> <p>http://www.ascd.org/portal/site/ascd/index.jsp/</p>	<p>The ASCD is a nonprofit, nonpartisan organization that represents 175,000 educators from more than 135 countries and more than 60 affiliates. The ASCD addresses all aspects of effective teaching and learning—such as <u>professional development</u>, educational leadership, and capacity building.</p>	<ul style="list-style-type: none"> • Educational Leadership • International Journal of Education and Policy Leadership • Journal of Curriculum and Supervision
<p>Phi Delta Kappa (PDK)</p> <p>http://www.pdkintl.org</p>	<p>The PDK is an international association for professional educators. The organization's mission is to promote quality education as essential to the development and maintenance of a democratic way of life by providing innovative programs, relevant research, visionary leadership, and dedicated service.</p>	<ul style="list-style-type: none"> • Phi Delta Kappa International
<p>Project Zero at the Harvard Graduate School of Education</p> <p>http://www.pz.harvard.edu/index.htm</p>	<p>Project Zero is an education research group at the Graduate School of Education at Harvard University. Project Zero's mission is to understand and enhance learning, thinking, and creativity in the arts, as well as humanistic and scientific disciplines, at the individual and institutional levels.</p>	<ul style="list-style-type: none"> • Research Projects • Products and Services

Key Organisations

UNITED STATES OF AMERICA – PROFIT ORGANISATIONS		
Organisation	Type of Service	Publications
Society for Organizational Learning (SoL) http://www.solonline.org/	The purpose of SoL is to discover, integrate and implement theories and practices for the interdependent development of people and their institutions.	<ul style="list-style-type: none"> • Reflections - The SoL Journal
What Works Clearinghouse, USA http://www.whatworks.ed.gov/	The WWC collects, screens, and identifies studies of the effectiveness of educational interventions (programs, products, practices, and policies). The goal is to review the studies that have the strongest design, and report on the strengths and weaknesses of those studies against the WWC Evidence Standards to provide the best scientific evidence available.	A list of publications that meets the evidence standard is available from the website.
New Horizons for Learning, USA http://www.newhorizons.org/	New Horizons for Learning is a non-profit, international network of educators focused on identifying, communicating, and implementing the most effective teaching and learning strategies at all ages and abilities. The information on this website is freely available to anyone who can access the Internet.	
National Staff Development Council (NSDC), USA http://www.nsdcc.org/	The NSDC is committed to ensuring success for all students through staff development and school improvement.	<ul style="list-style-type: none"> • JSD quarterly journal - focusing on issues of leadership and learning relevant to all educators involved in professional learning • Teachers Teaching Teachers newsletter • Tools for School newsletter • The Learning System newsletter • The Learning Principal newsletter
Education Resource Information Centre (ERIC), USA http://www.eric.ed.gov/	ERIC provides a public website for searching a database of 1.2 million citations of journal and non-journal education literature.	
Carnegie Corporation of New York, USA http://www.carnegie.org/sub/research/index.html	The Corporation is concerned with the following program areas: <ul style="list-style-type: none"> • Education - under this program, the focus is on the three major areas: 1) advancing literacy, 2) urban school reform, and 3) teacher education reform; • International peace and security; • International development; and • Strengthening US democracy. 	<ul style="list-style-type: none"> • Carnegie Results • Carnegie Reporter • Carnegie Quarterly
Southwest Educational Development Laboratory (SEDL), USA http://www.sedl.org/	The SEDL creates and provides research-based products and services to improve teaching and learning.	<ul style="list-style-type: none"> • SEDL Letter

Key Organisations

INTERNATIONAL – OTHER

Organisation	Type of Service	Publications
Organisation for Economic Co-operation and Development (OECD) http://new.sourceoecd.org	The OECD is best known for its publications and its statistics, covering economic and social issues from macroeconomics, to trade, education, development and science and innovation.	Education and Skills monographs and series.
Michael Fullan - Change Forces: Education in Motion http://www.michaelfullan.ca/	Michael Fullan has developed a number of partnerships designed to bring about major change to school improvements and is engaged in training, consulting, and evaluating change projects.	A list of books and articles relating to leadership and change is available for download from the website.
Lorna Earl http://www.oise.utoronto.ca/depts/tps/learl/	Lorna Earl is an Associate Professor in the Theory and Policy Studies Department and Co-Director of the International Centre for Educational Change at the Ontario Institute for Studies in Education, University of Toronto.	Lorna is the author of many articles and monographs on a wide variety of educational issues, designed to make research accessible to policy makers, administrators and teachers. A list of her latest publications can be downloaded from her website.
Innovate: Journal of Online Education http://www.innovateonline.info/index.php?	Innovate is a bi-monthly journal that focuses on the creative use of information technology (IT) to enhance educational processes in academic, commercial, and governmental settings.	

A focus on the social nature of learning is integral to a vision of a democratic society and an actively engaged citizenry.

Across all learning sectors, research is emphasising the importance of developing new approaches that involve deep theoretical knowledge and understanding.

Research on Learning:
Implications for Teaching
Published by the
Department of Education & Training
© State of Victoria, 2005

Recommended Publications

Category	Publication and Link
Assessment	<ul style="list-style-type: none"> • Judith Arter and Jay McTighe (2005) <i>Scoring rubrics in the classroom: using performance criteria for assessing and improving student performance</i>, Moorabbin, Victoria, Hawker Brownlow Education http://books.google.com/books?hl=en&lr=&id=1PAGSvqDTJEC&oi=fnd&pg=PR7&dq=Scoring+rubrics+in+the+classroom:+using+performance+criteria+for+assessing+and+improving+student+performance&ots=J4l5zlopUV&sig=p_EXvgnLcs_YQDfd3XXYuuGYiFRM#PPP1_M1 • <i>Assessment for learning: 10 principles</i>, Assessment Reform Group http://arg.educ.cam.ac.uk/ • P. Black & D. Wiliam (1998). <i>Inside the black box: raising standards through classroom assessment</i>. King's College, London. http://www.aacompcenter.org/cs/wested/view/rs/41?x-t=wested.record.view • P. Black & D. Wiliam (1999). <i>Assessment for learning: beyond the black box</i>. Assessment Reform Group, University of Cambridge, Cambridge, http://arg.educ.cam.ac.uk/AssessInsides.pdf • Susan M. Brookhart (2001) <i>Successful students' formative and summative uses of assessment information</i>, Assessment in Education, Vol.8, No. 2, 2001 • Gavin T. L. Brown (2004) <i>Teachers' conceptions of assessment: implications for policy and professional development</i>, Assessment in Education, Vol. 11, No. 3, 2004 • Bronwen Cowie (2005) <i>Student commentary on classroom assessment in science: a sociocultural interpretation</i>, International Journal of Science Education, Vol. 27, No. 2, 2005 • <i>Current Perspectives on Assessment</i> (2005) Office of Learning and Teaching, Department of Education and Training, Victoria. http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/assessment_current_per.pdf • Lorna Earl (2003) <i>Assessment as learning-using classroom assessment to maximise student learning</i>. Corwin Press. • Margaret Foster (2001) <i>A policy maker's guide to systemwide assessment programs</i>, Australian Council of Educational Research • Harvey Goldstein (2004) <i>International comparisons of student attainment: some issues arising from the PISA study</i>, Assessment in Education Vol.11, No. 3, 2004 • Wendy Morgan and Claire M. Wyatt-Smith (2000) <i>Improper accountability: towards a theory of critical literacy and assessment</i>, Assessment in Education, Vol. 7, No. 1, 2000 • OECD (2005) <i>Formative assessment: improving learning in secondary classrooms</i>, Paris http://www.oecd.org/document/39/0,2340,en_2649_34859774_34365415_1_1_1_1,00.html • OECD (2005) <i>Policy brief: formative assessment: improving learning in secondary classrooms</i> http://www.oecd.org/dataoecd/19/31/35661078.pdf

Recommended Publications

Category	Publication and Link
Assessment (Continued)	<ul style="list-style-type: none"> • <i>Synopsis of key research papers on assessment</i> (2005) Office of Learning and Teaching, Department of Education and Training, Victoria. http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/synopsis_assessment.pdf • Jim Tognolini (2005) <i>Using online assessment to inform teaching and learning in primary and secondary schools</i>, paper presented at the 2005 ACER Research Conference on Monday 8 August 2005 http://www.acer.edu.au/documents/RC2005_Tognolini_LongPaper.pdf
Curriculum Design	<ul style="list-style-type: none"> • Howard Gardner, (2000) <i>The disciplined mind</i>, Penguin Books • Jay McTighe and Grant Wiggins (2004) <i>Understanding by design: professional development handbook</i>, Alexandria, VA., ASCD • Robert J. Marzano (2005) <i>A different kind of classroom: teaching with dimensions of learning</i>, Alexandria, VA., ASCD http://shop.ascd.org/productdisplay.cfm?productid=61192107 • Office for Standards in Education (2002) <i>The curriculum in successful primary schools</i>, UK http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=303 • Alan Reid (2005) <i>Rethinking national curriculum collaboration - towards an Australian curriculum</i>, Department of Education, Science and Training, Canberra http://www.dest.gov.au/NR/rdonlyres/662870A8-BA7B-4F23-BD08-DE99A7BFF41A/2650/report1.pdf • Dominique Simone Rychen and Laura Hersh Salganik (eds), (2003) <i>Key competencies for a successful life and a well-functioning society</i> (DeSeCo), Gottingen, Hogrefe and Huber http://www.portal-stat.admin.ch/desecco/index.htm • Scottish Executive (2004) <i>A curriculum for excellence</i>, The Curriculum Review Group, Scotland http://www.scotland.gov.uk/Resource/Doc/26800/0023690.pdf • George Siemens (2004) <i>Learning development cycle: bridging learning design and modern knowledge needs</i>, USA, elearn Space http://www.elearnspace.org/Articles/lc.htm • Carol Ann Tomlinson and Jay McTighe (2006) <i>Integrating differentiated instruction and understanding by design: connecting content and kids</i>, Alexandria, VA., ASCD http://shop.ascd.org/ProductDisplay.cfm?ProductID=105004

Recommended Publications

Category	Publication and Link
ICT	<ul style="list-style-type: none"> • Andrew Jones (2004) <i>A review of the research literature on barriers to the uptake of ICT by teachers</i>, BECTA, UK http://www.becta.org.uk/page_documents/research/barriers.pdf • Trevor Barr, Alex Burns and Darren Sharp (2005) <i>Smart internet 2010 report</i>, Melbourne, Swinburne University http://smartinternet.com.au/ArticleDocuments/123/Smart-Internet-2010.pdf • BECTA (2004) <i>What research says about ICT and continuing professional development (CPD) for teachers</i>, UK http://www.becta.org.uk/page_documents/research/wtrs_cpds.pdf • BECTA (2004) <i>What research says about ICT and reducing teachers' workloads</i>, UK http://www.becta.org.uk/page_documents/research/wtrs_workloads.pdf • Laura Naismith, Peter Lonsdale, Giasemi Vavoula et.al (2004) <i>Literature review in mobile technologies and learning</i>, Futurelab Series: Report 11 http://www.futurelab.org.uk/research/lit_reviews.htm • Marc Prensky (2001) <i>Digital natives, digital immigrants</i> http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives.%20Digital%20Immigrants%20-%20Part1.pdf • Marc Prensky (2004) <i>The emerging online life of the digital natives: what they do differently because of technology, and how they do it</i> http://www.marcprensky.com/writing/Prensky-The_Emerging_Online_Life_of_the_Digital_Native-03.pdf • Marc Prensky (2005) <i>Engage me or enrage me: what today's learners demand</i> http://www.educause.edu/ir/library/pdf/ERM0553.pdf • OECD (2006) <i>PISA: Are students ready for a technology-rich world?: What PISA studies tell us</i>, Paris http://www.oecd.org/home/0,2987,en_2649_201185_1_1_1_1_1_00.html • Ron Toomey (2002) <i>Schooling issues digest: information and communication technology for teaching and learning</i>, Commonwealth of Australia, Department of Education, Science and Training http://www.dest.gov.au/NR/rdonlyres/C251724A-1E09-4954-BFBE-FDA5836375E3/4508/technology.pdf • Gerry White (2005) <i>Beyond the horseless carriage: harnessing the potential of ICT in education and training</i>, education.au http://www.karisma.org.co/documentos/software/redp/horseless_carriages_GW.pdf

Recommended Publications

Category	Publication and Link
Leadership	<ul style="list-style-type: none"> • Jane Creasey and Fred Paterson (2005) <i>Leading coaching in schools, Leading Practice Seminar Series</i>, Nottingham, UK National College of School Leadership http://www.ncsl.org.uk/media/416/5B/leading-coaching-in-schools.pdf • R. A. Heifetz & M. Linsky (2002) <i>Leadership on the line</i>, Harvard Business School Press, Massachusetts. • Graham Houlton (2005) <i>Coaching educators: fad, fashion or valuable new approach to developing and supporting our key people?</i> Incorporated Association of Registered Teachers of Victoria Occasional Paper No. 93, Melbourne http://www.cse.edu.au/occasional.php • Robert J. Marzano, Timothy Waters and Brian A. McNulty (2005), <i>School leadership that works: from research to results</i>, Alexandria, VA., ASCD http://shop.ascd.org/productdisplay.cfm?productid=105125 • Derek Peale (2006) <i>Lessons in partnership: what are leaders, teachers and students learning from the collaborative approaches to personalisation?</i> Nottingham, UK, National College of School Leadership http://www.ncsl.org.uk/media/891/1A/personalised-learning-lessons-in-partnership-summary.pdf • Paul Power (2006) <i>Coaching school leaders to be different</i>, Incorporated Association of Registered Teachers of Victoria Occasional Paper No. 94, Melbourne http://www.cse.edu.au/occasional.php • Jean Russell, Graham Marshall, Tony Mackay et al (2004) <i>Leading teams: building the capacity of leadership teams for school improvement</i>, Incorporated Association of Registered Teachers of Victoria Occasional Paper No. 85, Melbourne http://www.cse.edu.au/occasional.php • P.M. Senge (2000) <i>Schools that Learn: A fifth discipline fieldbook</i>, Doubleday/Currency, New York. • Caroline Sharp, Anna Earnes, Dawn Sanders et al (2006) <i>Leading a research-engaged school</i>, Nottingham, UK, National College for School Leadership http://www.pre-online.co.uk/REpdfs/4_researchengagedncsl.pdf • T. J. Sergiovanni (2001) <i>The principalship: a reflective practice perspective</i>, Allyn and Bacon, Boston.
Learning Environments (Physical Spaces)	<ul style="list-style-type: none"> • Glen Earthman (2002) <i>School facility conditions and student academic achievement</i>, California, UCLA Institute for Democracy, Education and Access http://repositories.cdlib.org/idea/www/wws-rr008-1002/ • Ken Fisher (2005) <i>Linking pedagogy and space</i>, Melbourne, Research and Innovation Division, Office of Learning and Teaching, Department of Education and Training http://www.sofweb.vic.edu.au/knowledgebank/pdfs/linking_pedagogy_and_space.pdf

Recommended Publications

Category	Publication and Link
Learning Environments (Physical Spaces) (Continued)	<ul style="list-style-type: none"> • Ken Fisher (2002) <i>Schooling issues digest: the impact of school infrastructure on student outcomes and behaviour</i>, Commonwealth of Australia, Department of Education, Science and Training http://www.dest.gov.au/NR/rdonlyres/69728B50-143A-4C9A-BD91-3703FC7A80DC/4507/building.pdf • Prakash Nair (2004) <i>Building the future: lessons from Tasmania</i>, USA, DesignShare.com http://www.designshare.com/Research/Nair/LessonsTasmania/LessonsTasmania.asp • Prakash Nair and Randall Fielding (2005) <i>The language of school design: design principles for 21st century schools</i>, USA, DesignShare.com http://www.fieldingnair.com/Publications/Summary.aspx • Prakash Nair (2005) <i>Schools-good for children?</i> USA, DesignShare.com http://www.designshare.com/index.php/articles/schools-good-for-children/ • Prakash Nair (2003) <i>30 strategies for education reform</i>, USA, DesignShare.com http://www.fieldingnair.com/Publications/Summary.aspx • OECD (2001) <i>Designs for learning: 55 exemplary educational facilities</i>, Paris • OECD (2006) <i>21st century learning environments</i>, Paris http://www.oecd.org/document/0/0,2340,en_2649_33723_36423232_1_1_1_1,00.html • Elliot Washor (2003) <i>Innovative pedagogies and school facilities</i>, USA, DesignShare.com and Elliot Washor http://www.designshare.com/Research/Washor/InnovativePedagogyAndFacilities.asp
Literacy	<ul style="list-style-type: none"> • N. Alloway, P. Freebody, P. Gilbert, S. Muspratt (2002) <i>Boys, literacy and schooling: expanding the repertoires of practice</i>, Commonwealth of Australia, Department of Education, Science and Training http://www.dest.gov.au/NR/rdonlyres/835D5DAC-D69C-4716-91EE-CB6E2DCDA934/1564/BoysLiteracy.pdf • Andrew R, Beswick K, Swabey K, et al. (2005) <i>Repertoires for diversity: effective literacy and numeracy practice in inclusive schools in Tasmania: final report</i>, Commonwealth of Australia, Department and Education, Science and Training http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/lit_num_repertoires_diversity.htm • Marie Clay (2005) <i>Literacy lesson designed for individuals, Part 1 and 2</i>. Heinemann • Barbara Comber and Barbara Kamler (eds) (2005) <i>Turn-around pedagogies: literacy interventions for at-risk students</i>, NSW, PETA • <i>Effective literacy practice years 1 to 4</i> (2003) Ministry of Education, New Zealand. Learning Media.

Recommended Publications

Category	Publication and Link
Literacy (Continued)	<ul style="list-style-type: none"> • Hay, G. Elias and G. Booker (2005) <i>Schooling issues digest students with learning difficulties in relation to literacy and numeracy</i>, Commonwealth of Australia, Department of Education, Science and Training http://www.dest.gov.au/NR/rdonlyres/58727F46-8EA3-4E0E-B937-F5B2D849D6B9/7872/SchoolingDigestVol3INTERNAL.PDF • Susan Hill (1999) <i>Guiding literacy learners, focus of literacy</i>, Melbourne, Eleanor Curtain Publishing. www.unisa.edu.au/del/hill/guided.htm • <i>National inquiry into the teaching of literacy: teaching reading: report and recommendations</i> (2005) Commonwealth of Australia, Department of Education, Science and Training http://www.dest.gov.au/schools/literacyinquiry • <i>National inquiry into the teaching of literacy: teaching reading: literature review</i> (2005) Commonwealth of Australia, Department of Education, Science and Training http://www.dest.gov.au/nitl/documents/literature_review.pdf • D. Nicholson (2006), <i>Putting literature at the heart of the literacy curriculum</i>, Literacy, Vol.40, No 1 http://www.blackwell-synergy.com/doi/pdf/10.1111/j.1467-9345.2006.00425.x • L. Poulson, & E. Avramidis (2003) <i>Pathways and possibilities in professional development: case studies of effective teachers of literacy</i>, British Educational Research Journal, Vol. 29, No. 4 • K. Topping, & N. Ferguson (2005) <i>Effective literacy teaching behaviours</i>, Journal of Research in Reading, Vol. 28, Issue 2 • J. Vincent (2006) <i>Children writing: multimodality and assessment in the writing classroom</i>, Literacy, Vol.40, No 1 http://www.blackwell-synergy.com/doi/pdf/10.1111/j.1467-9345.2006.00426.x • J. Wilhelm, T. Baker, & J. Dube, (2001). <i>Strategic reading</i>, Portsmouth, NH: Heinemann. • M. J. Zimmer-Gembeck, P. A. Creed, M.Tucker (2006) <i>Family history, self-perceptions, attitudes and cognitive abilities are associated with early adolescent reading skills</i>, Journal of Research in Reading, Vol. 29, Issue 1 http://www.blackwell-synergy.com/doi/pdf/10.1111/j.1467-9817.2006.00290.x

Recommended Publications

Category	Publication and Link
Numeracy	<ul style="list-style-type: none"> • R. Andrew, K. Beswick, K. Swabey, et al (2005) <i>Repertoires for diversity: effective literacy and numeracy practice in inclusive schools: final report</i>, Commonwealth of Australia, Department of Education, Science and Training http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/lit_num_repertoires_diversity.htm • <i>Assessing numeracy in primary schools</i> (2004) Commonwealth of Australia, Department of Education, Science and Training http://www.dest.gov.au/NR/rdonlyres/628D2D71-ECAC-47E4-9A24-5B46B84EBA5E/4576/act_anips_report.pdf • <i>Building mathematical understanding in the classroom: a constructivist teaching approach</i> (2004) Commonwealth of Australia, Department of Education, Science and Training and Catholic Education, South Australia http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/building_mathematical_understanding.htm • <i>Home, school and community partnerships to support children's numeracy</i> (2004) Commonwealth of Australia, Department of Education, Science and Training and the University of Queensland http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/home_school_community_partnerships.htm • <i>Inquiry into the promotion of mathematics and science education</i> (2006) Parliament of Victoria, Education and Training Committee http://www.parliament.vic.gov.au/etc/fs_inq_prom_math.html • <i>Learning a Living: First results of the adult literacy and life skills survey</i> (2005) Organisation for Economic Cooperation and Development, Paris http://www.oecd.org/dataoecd/44/7/34867438.pdf • <i>Numeracy research and development initiative 2001-2004: an overview of the numeracy projects</i> (2005) Commonwealth of Australia, Department of Education, Science and Training http://www.dest.gov.au/NR/rdonlyres/C75E96C0-45F9-4495-AF58-DD187874F70D/8470/numeracyoverview_20012004.pdf • <i>Teachers enhancing numeracy</i> (2004) Commonwealth of Australia, Department of Education, Science and Training, Education Queensland, Queensland Catholic Education Commission, and Association of Independent Schools http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/teachers_enhancing_numeracy.htm

Recommended Publications

Category	Publication and Link
Pedagogy	<ul style="list-style-type: none"> • ACER Research Conference Proceedings (2003) <i>Building teacher quality: what does the research tell us?</i> Melbourne, Australian Council for Educational Research http://www.acer.edu.au/research_conferences/2003.html • M. Andrews, M. Ainley and E. Frydenberg (2004) <i>Adolescent engagement with problem solving tasks: the role of coping style, self- efficacy, and emotions</i>, Paper presented at the 2004 AARE International Conference, University of Melbourne http://www.aare.edu.au/04pap/and04761.pdf • John D. Bransford, Ann L. Brown and Rodney R. Cockling (eds) (1999) <i>Brain, mind, experiences and school</i>, Washington, DC, National Academy Press http://newton.nap.edu/html/howpeople1/ • R. J. Marzano (2004) <i>Classroom instruction that works</i> ASCD, Hawker Brownlow Education, Australia • B. Mulford & H. Silins (2003) <i>Leadership for organisational learning and improved student outcomes - what do we know?</i> in Cambridge Journal of Education, 33:2, pp.175-195 • OECD (2005) <i>Attracting, developing and retaining effective teachers - final report: teachers matter</i>, Paris http://www.oecd.org/document/52/0,3343,en_2649_34859095_34991988_1_1_1_1,00.html • OECD (2002) <i>Understanding the brain: towards a new learning science</i>, Paris http://www.oecd.org/document/60/0,3343,en_2649_35845581_38811388_1_1_1_1,00.html • J. Russell, M. Ainley and E. Frydenberg (2005) <i>Schooling issues digest: student motivation and engagement</i>, Commonwealth of Australia, Department of Education Science and Training http://www.dest.gov.au/NR/rdonlyres/89068B42-7520-45AB-A965-F01328C95268/8138/SchoolingIssuesDigestMotivationandEngagement.pdf • G. Siemens (2004) <i>Connectivism: a learning theory for the digital age</i>, USA http://www.connectivism.ca/ • Joseph Zins, Roger Weissberg and Margaret Wang et al (eds), (2004) <i>Building academic success on social and emotional learning</i>, New York, Teachers College Press

Recommended Publications

Category	Publication and Link
Professional Learning	<ul style="list-style-type: none"> • Helen Astarte (2005) <i>Evaluating professional development; A faithful witness</i>. Incorporated Association of Registered Teachers of Victoria Occasional Paper No. 92, Melbourne http://www.cse.edu.au/occasional.php • Peter Cole (2005) <i>Leadership and professional learning: forty actions leaders can take to improve professional learning</i>, Incorporated Association of Registered Teachers of Victoria Seminar Series Paper No. 150, Melbourne http://www.cse.edu.au/seminar_series_latest.php • Peter Cole (2004) <i>Professional development: a great way to avoid change</i>, Incorporated Association of Registered Teachers of Victoria Seminar Series Paper No. 140, Melbourne http://www.cse.edu.au/seminar_series_latest.php • Lawrence Ingvarson and Elizabeth Kleinhenz (2006) <i>A standards-guided professional learning system</i>, Incorporated Association of Registered Teachers of Victoria Seminar Series Paper No. 153, Melbourne http://www.cse.edu.au/seminar_series_latest.php
Research and Evaluation	<ul style="list-style-type: none"> • ACER Research Conference Proceedings 2005: <i>Using data to support learning</i>, Melbourne, Australian Council for Educational Research http://www.acer.edu.au/research_conferences/2005.html • David Coghlan and Teresa Brannick (2005) <i>Doing action research in your own organization</i>, 2nd Ed., London, Sage Publications http://www.sagepub.com/booksProdDesc.nav?prodId=Book226970 • Lorna Earl (2004) <i>Measuring effectiveness and improvement in schools: why accountability is not about painting by numbers</i>, Incorporated Association of Registered Teachers of Victoria Seminar Series Paper No. 133, Melbourne http://www.cse.edu.au/seminar_series_latest.php • John Loughran, Ian Mitchell and Judie Mitchell (eds), (2002) <i>Learning from teacher research</i>, NSW, Allen and Unwin • Robert J. Marzano, (2003) <i>What works in schools: translating research into action</i>, Alexandria, VA., ASCD http://shop.ascd.org/productdisplay.cfm?productid=102271 • John Owen and Patricia Rogers (1999) <i>Program evaluation: forms and approaches</i>, 2nd edition, NSW, Allen and Unwin • Jeannette Rhedding-Jones (2005) <i>What is research? Methodological practices and new approaches</i>, Oslo, Norway, Universitetsforlaget • Caroline Sharp, Anna Eames, Dawn Sanders et al (2006) <i>Leading a research-engaged school</i>, Nottingham, UK, National College for School Leadership http://www.ncsl.org.uk/media/039/47/leading-a-research-engaged-school.pdf • David Silverman (2004) <i>Qualitative research: theory, method and practice</i>, 2nd ed., London, Sage Publications http://www.sagepub.com/booksProdDesc.nav?prodId=Book225018 • Lyn Yates (2004) <i>What does good education research look like? Situating a field and its practices</i>, UK, Open University Press

Recommended Publications

Category	Publication and Link
School and Community	<ul style="list-style-type: none"> <li data-bbox="517 282 1471 342">• Kevin Brain and Ivan Reid (2003) <i>Constructing parental involvement in an education action zone: whose need is it meeting?</i> Educational Studies, Vol. 29, No.2/3, 2003 <li data-bbox="517 360 1394 421">• Trevor H. Cairney (2000) <i>Beyond the classroom walls: the rediscovery of the family and community as partners in education</i>, Educational Review, Vol. 52, No.2, 2000 <li data-bbox="517 439 1374 521">• Andy Coleman (2006) <i>Lessons from extended schools</i>, Nottingham, UK, National College for School Leadership http://www.ncsl.org.uk/media/45D/C2/lessons-from-extended-schools.pdf <li data-bbox="517 539 1487 622">• Deborah Davis (2000) <i>Supporting parent, family, and community involvement in your school</i>, Northwest Regional Educational Laboratory http://www.nwrel.org/csrdp/family.pdf <li data-bbox="517 640 1487 801">• Merrilyn Goos, Daniel Lincoln, Angela Coco, Sandra Frid, Peter Galbraith, Marj Horne, Lesley Jolly, Alex Kostogriz, Tom Lowrie, Trish Short and Mohammad Gholam (2004) <i>Home, school and community partnerships to support children's numeracy</i>, Department of Education, Science and Training. http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/home_school_community_partnerships.htm <li data-bbox="517 819 1385 902">• Debra Hayes and Andrew Chodliewicz (2006) <i>School-community links: supporting learning in the middle years</i>, Research Papers in Education, Vol. 21, No. 1, March 2006 <li data-bbox="517 920 1410 1039">• Anne T. Henderson and Karen L. Mapp (2002) <i>A new wave of evidence - the impact of school, family and community connections on student achievement</i>, Southwest Educational Development Laboratory http://www.sedl.org/connections/resources/evidence.pdf <li data-bbox="517 1057 1445 1140">• Jane Martin, Lyn Tett and Helen Kay (1999) <i>Developing collaborative partnerships: limits and possibilities for schools</i>, parents and community education, international studies in sociology of education, Vol. 9, No.1, 1999 <li data-bbox="517 1158 1369 1296">• <i>Parents' and community members' attitudes to schooling: report on scoping study</i> (2004) Commonwealth of Australia, Department of Education, Science and Training http://www.dest.gov.au/NR/rdonlyres/AB938245-9166-4F1D-8139-996D9A94116E/1919/report.pdf <li data-bbox="517 1314 1386 1397">• Lyn Tett, Pamela Munn, Amy Blair, Helen Kay, Ian Martin, Jane Martin and Stewart Ranson (2001) <i>Collaboration between schools and community education agencies in tackling social exclusion</i>, Research Papers in Education Vol. 12, No. 1, 2001

Recommended Publications

Category	Publication and Link
School Transformation	<ul style="list-style-type: none"> • Annenberg Institute of School Reform (2004) <i>Improving practice to improve achievement</i> (2004) Brown University, USA http://www.annenberginstitute.org/publications/plc.html • Annenberg Institute of School Reform (2004) <i>School-based, job-embedded professional development</i> (2004) Brown University, USA http://www.annenberginstitute.org/publications/plc.html • J. Cresswell (2004) <i>Schooling issues digest: school effectiveness</i>, Commonwealth of Australia, Department of Education, Science and training http://www.dest.gov.au/NR/rdonlyres/5EE08C1D-E01F-4631-8203-77EE83B47930/4020/school_effectiveness.pdf • Michael Fullan (2001) <i>Leading in a culture of change</i>, Jossey Bass, San Francisco • Michael Fullan (2004) <i>Leading the way from whole school reform to whole system reform</i>, Incorporated Association of Registered Teachers of Victoria Seminar Series Paper No. 139, Melbourne http://www.cse.edu.au/seminar_series_latest.php • David Hargreaves (2003) <i>Education epidemic: transforming secondary schools through innovation networks</i> http://www.demos.co.uk/catalogue/educationepidemic/ • David Hargreaves (2003) <i>Working laterally: how innovation networks make and educational epidemic</i> http://www.demos.co.uk/catalogue/workinglaterally/ • David Istance (2001) <i>Teachers, quality and schools in the future: an international perspective</i>, article extracted from Kennedy, K. (ed.) <i>Beyond the rhetoric: building a teaching profession to support quality teaching</i> — College Year Book 2001 Australian College of Education, Deakin West ACT. http://www.dest.gov.au/NR/rdonlyres/40B74F6D-FF7E-4C7D-9FB1-A1E04B51487C/1555/Proceedings_web.pdf • J.P. Kotter (1996) <i>Leading Change</i> Harvard Business School Press, Massachusetts • OECD (2006) <i>Schooling for tomorrow: think scenarios, rethink education</i>, Paris http://www.oecd.org/document/42/0,2340,en_2649_201185_36507370_1_1_1_1,00.html • Riel Miller (2003) <i>Where schools might fit in a future learning society</i>, Incorporated Association of Registered Teachers of Victoria Seminar Series Paper No. 129, Melbourne http://www.cse.edu.au/seminar_series_latest.php • <i>Tools for school improvement planning: a project of the Annenberg Institute for school reform</i> (2004) Annenberg Institute, Brown University, USA http://www.annenberginstitute.org/Tools/index.php

Recommended Publications

Category	Publication and Link
Student Learning (see also Curriculum Design and Pedagogy)	<ul style="list-style-type: none"> • L. Cruddas (2005) <i>Carving a new order of experience: learning mentors supporting student voices: a report written on behalf of the Learning Mentor Strand Co-ordinator Task Group exploring student voice</i>, The Standards Site, Department for Education and Skills, UK http://www.standards.dfes.gov.uk/learningmentors/downloads/studentvoices.pdf • Howard Gardner (1993) <i>Multiple intelligences: the theory in practice</i>. Basic Books, New York • David Hargreaves (2005) <i>About learning</i>, UK, Demos http://www.demos.co.uk/catalogue/aboutlearning/ • David Hargreaves (2004) <i>Personalising learning - 2: student voice and assessment for learning</i>, Special Schools Trust http://www.schoolsnetwork.org.uk/content/articles/3625/chapt1studentvoice.pdf • K. Johnson (2004) <i>Children's voices: pupil leadership in primary schools: summary report and full report</i>, Nottingham, UK, National College for School Leadership http://www.ncsl.org.uk/media/1D6/3B/childrens-voices.pdf • D. McIntyre, D. Pedder and J. Rudduck (2005) <i>Pupil voices: comfortable and uncomfortable learnings for teachers in Research Papers in Education</i>, 20:2, pp.149-168 • <i>Narrowing the gap: reducing within-school variation in pupil outcomes</i> (2006) National College for School Leadership, Nottingham, UK http://www.ncsl.org.uk/media/761/61/narrowing-the-gap.pdf • National College for School Leadership (2006). Research Associate Programme project on personalised learning - overview of the summary report findings http://www.ncsl.org.uk/media/579/61/personalised-learning-overview.pdf • OECD (2006) <i>Schooling for tomorrow: personalising education</i>, Paris http://www.oecd.org/document/49/0,3343,en_2649_201185_36168625_1_1_1_1,00.html • D. Perkins, S. Tishman, A. Jay (1995) <i>The thinking classroom learning and teaching in a culture of thinking</i>. Allyn and Bacon. http://www.pz.harvard.edu/ebookstore/detail.cfm?pub_id=30 • <i>Personalised learning: tailoring learning solutions for every pupil</i> (2004) National College for School Leadership, Nottingham, UK http://www.ncsl.org.uk/media/579/43/personalised-learning-ldr-supplement.pdf • Pollard and M. James (eds) (2004) <i>Personalised learning: a commentary by the Teaching and Learning Research Programme</i>, Economic and Social Research Council, UK http://www.tlrp.org/documents/personalised_learning.pdf • R. Tarlton, D. Miliband, C. Leadbetter, et al (2005) <i>Leading personalised learning in schools: helping individuals grow</i>, National College for School Leadership, Nottingham, UK http://www.ncsl.org.uk/media/1C9/81/leading-personalised-learning-in-schools.pdf • Grant Wiggins and Jay McTighe (2005) <i>Understanding by design, 2nd Ed.</i>, Alexandria, VA., ASCD • E. Wood, (2003) <i>The power of pupil perspectives in evidence-based practice: the case of gender and underachievement in Research Papers in Education</i> 18:4, pp.365-383

© Copyright State of Victoria 2006

This publication is copyright. No part may be reproduced by any process except in accordance with the provisions of the Copyright Act 1968.

Authorised by the Department of Education and Early Childhood Development, 2 Treasury Place, East Melbourne, Victoria 3002.

Acknowledgements:

The Teachers as Researchers Project was managed by the Research Branch, Education Policy and Research Division, Office for Education Policy and Innovation.

Project Development Team:

Research Branch - Sandra Mahar, Manager, Oanh Vindurampulle, Chris Warne, Peter Iatrou, Catherine Herrick and Youla Michaels;
Teacher and SSO Development Unit - Helen Astarte, A/g Manager, and Tamara Greenham.