

MTESOL GRADUATION

The Ho Chi Minh City graduation of the MTESOL occurred on 16th May at the Kim Do Hotel. The MTESOL is a VU-Hanoi University degree and Cohort XX, XXI and XXII graduated with Professor Tarquam McKenna, who has been teaching on the delivery for the past four years, in attendance. He gave an address affirming the work and the families of the graduands.



Picture L to R: Ms Nguyen Thi Dieu Linh (Event Manager), Ms Pham Thi Phuong (Hanu-VU Mtesol Coordinator), Professor Tarquam Mckenna, Nguyen Thi Cuc Phuong (Hanoi University Vice President), Mr Sean Riley (Senior Trade Commissioner), Dr Nguyen Dinh Thu (PG lecturer) and Mr Ton Quang Hoa (Hanu Deputy Director Administration).

IMPORTANT DATES

- ◆ Wednesday 3 June
Mid-year Information Evening for Prospective Students CF campus
- ◆ Monday 8 June
Queen's birthday public holiday
- ◆ Wednesday 24 June
CoE student awards night
- ◆ Monday 20 July
HE Semester 2 starts
- ◆ Thursday 23 July
College brown bag lunch
- ◆ Sunday 23 August
VU Open Day
- ◆ Monday 31 August
Semester 2 census date
- ◆ Tuesday 1 September
College meeting
- ◆ 28 September—2 October
Semester 2 mid-semester break
- ◆ Friday 23 October
College strategic planning day
- ◆ Tuesday 3 November
Melbourne Cup public holiday
- ◆ Friday 27 November
College brown bag lunch
- ◆ Tuesday 15 December
College meeting

2015 COLLEGE OF EDUCATION STUDENT AWARDS

The College Awards ceremony, on 24 June, will celebrate and acknowledge the efforts and achievements of our students during the academic year of 2014.

Those of us attending the ceremony will mark the student's success on an occasion of enjoyment, recognition and well deserved pride.

We hope you can join us.

Recipients:

Undergraduate Awards	
Caroline Trezise	Outstanding First Year Student, Bachelor of Arts (Kynandoo)
Raelene Clinch	Outstanding Final Year Student , Bachelor of Arts (Kynandoo)
Mark Micallef	Outstanding First Year Student, Bachelor of Education (P-12)
Megan Garratt	Outstanding Final Year Student, Bachelor of Education (P-12)
Tracey Doherty	Outstanding First Year Student, Bachelor of Education Early Childhood/Primary
Hayley Geels	Outstanding Final Year Student, Bachelor of Education Early Childhood/Primary
Elizabeth Grennell	Outstanding Final Year Student, Bachelor of Youth Work
Ashley Handyside	Outstanding First Year Student, Bachelor of Youth Work
Zoe Meyn	Outstanding Student, Diploma of Education Studies
Postgraduate Awards	
Abigail Everiss	Outstanding Student in the Graduate Diploma in Primary Teaching
Jane Carroll	Outstanding Student in the Graduate Diploma in Early Childhood Teaching
Catherine Van Vliet	Outstanding Student in the Graduate Diploma in Secondary Teaching
Rukiye Kurucu	Outstanding Student in the Master of Education
Fiachra Barry	Outstanding Student in the Master of Teaching
Sponsored Awards	
Shannan Fox	ACHPER Awards Most Outstanding Graduating Student (Physical Education Primary), Bachelor of Education P-12
Michelle Ismay	ACHPER Awards Most Outstanding Graduating Student in the Graduate Diploma Secondary Education Graduate Diploma in Secondary Education
Ashleigh Koo	Mathematics Association of Victoria Awards Final year student, Excellence in Mathematics for Primary Teaching Award, Bachelor of Education
Teresa Hilkemeijer	Mathematics Association of Victoria Awards Excellence in Mathematics for Secondary Teaching Award, Graduate Diploma in Secondary Education
Declan Dodson	Victorian Teachers Mutual Bank Awards Highest Achieving Student on Practicum from third year results, Bachelor of Education
Andrea Lovett	Victorian Teachers Mutual Bank Awards Highest Achieving Student on Practicum from third year results, Bachelor of Education
Benjamin Snaith	Victorian Teachers Mutual Bank Awards Highest Achieving Student on Practicum from third year results, Bachelor of Education
Jade Batey	Victorian Teachers Mutual Bank Awards Highest Academic Achieving Student from third year results, Bachelor of Education
Mandy Prokhorenko	Victorian Teachers Mutual Bank Awards Highest Academic Achieving Student from third year results, Bachelor of Education
Jessica Carson	Victorian Teachers Mutual Bank Awards Highest Academic Achieving Student from third year results, Bachelor of Education
Dean's Awards	
Lezanne Millar	Dean's Scholar Bachelor of Education
Martti Martinson	Dean's Scholar Bachelor of Youth Work

DISCIPLINE GROUP UPDATES

Youth Work

We are getting ready for our study tour in November and have just received news that the High Commission in the Solomon Islands has invited students to a reception to be held by the High Commissioner so we are all very excited about that.

As a Discipline Group we have mainly focused on learning and teaching and have instigated a number of VU Collaborate initiatives with our PD days focusing on improving our student experience using this fabulous tool.

VU PhD Student represents Australia on The Case for Space Project

Martti Martinson from the Youth Work Discipline Group (a graduate from the Bachelor, a sessional and a current Post Graduate student) in the College of Education has just returned from Berlin, Germany where he attended the Global Young Researchers Lab which was organised as part of the global research project on youth participation, youth livelihoods and child protection.

The Case for Space is a global research and advocacy project that seeks to understand, and later call for, an enabling environment in three focus areas: youth action and youth-led civil society; youth livelihoods; and child protection. The target population is children and youth, and the conditions required for their development.

(Robyn Broadbent)



VU Student Represents Australia in a Global Youth Research Project

Early Childhood

This year the EC Discipline Group has been busy welcoming new colleagues, celebrating publication successes, progressing on Higher Degrees, presenting papers in Chicago, Illinois at AERA, engaging with the community, attending research seminars, and taking part in a structured writing group.

Community Engagement

A Professional Development evening was held to further develop the movement program- *Jump, Hop, Skip*. Movement ideas were shared aiming to stimulate motor skills in preschoolers in the western suburbs.

A Maths Expo was held by preservice teachers where they showcased teaching resources exploring maths concepts.



Recent publications

Agius, K., Aitken, J., Blaise, M., Boucher, K., Hamm, C., Iorio, J.M., Lovell, B., McCartin, J. (2015). Who's swallowing the Action Now: Classroom ready teachers report? Discussing, Understanding, and wondering. *Teachers College Record*, <http://www.tcrecord.org> ID Number: 17971

Bone, J. & Blaise, M. (2015). An uneasy assemblage: prisoners, animals, and asylum seeking children. *Contemporary Issues in Early Childhood Education*, 16 (1) 18-31.

Iorio, J.M. & Parnell, W. (Eds) (2015). *Rethinking readiness in early childhood education: Implications for policy and practice*. Palgrave.

DISCIPLINE GROUP UPDATES

Teacher Education for Diversity

The Discipline Group Teacher Education for Diversity has had a very productive year. Since the start of the year a number of colleagues have been successful in having their work published in the form of books, edited books, book chapters and journal articles. In particular, this Discipline group celebrates Neil Hooley's most recent publication titled 'Learning the Practice Interface: Reconstructing dialogue for progressive educational change'. This book has been published by Routledge. On May the 29th the Discipline group will hold its annual writing retreat day. On this day colleagues come together to share their most recent writing and engage in collaborative discussion intended to support people's work.

A number of members in our team will also present at the upcoming ATEA conference in Darwin and at AARE later in the year. Members are also presenting at international conference in Canada, Singapore, Timor Leste, South Africa, Budapest and Belfast. This year both Jo Williams and Neil Hooley gave separate presentations in the Diamond Series. Their presentations titled, 'Remaking education from below: Learning from the Chilean students movement' and 'Celebrating our 30 years of teacher education' were very well received. Marie Brennan recently gave the keynote at ACER's national teacher researcher conference on assessment in Sydney.

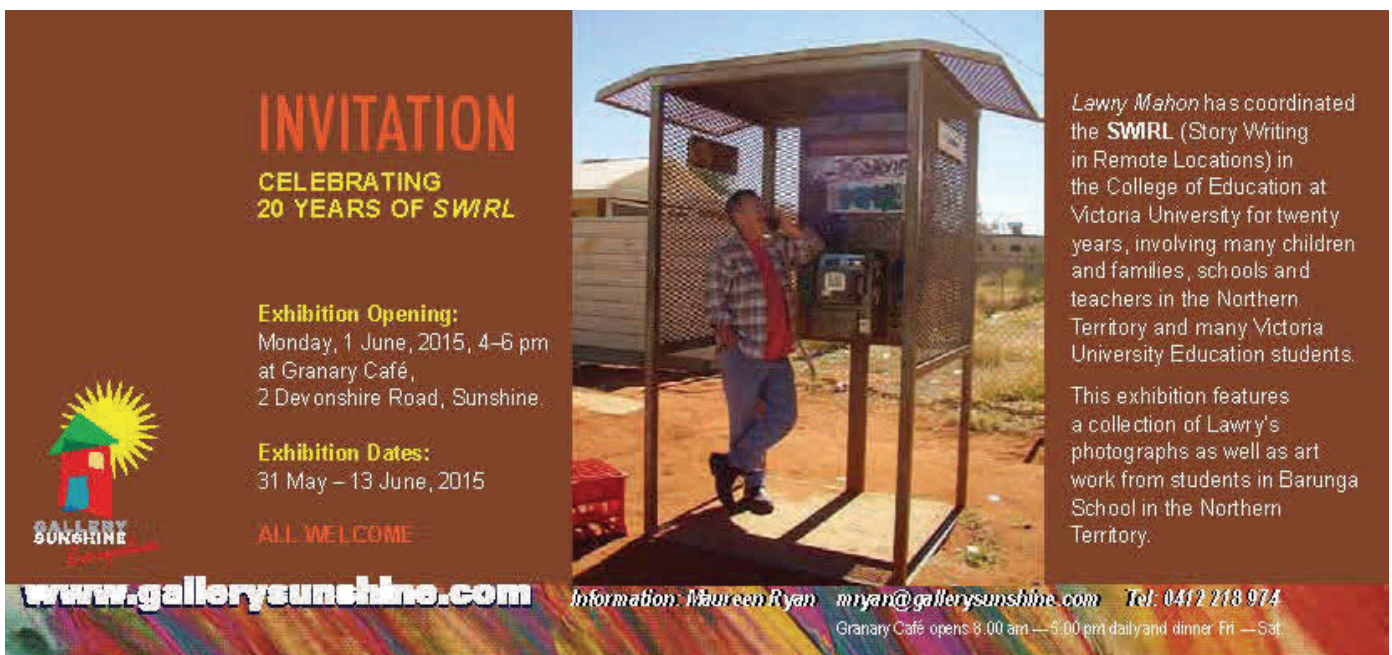
(Marcelle Cacciattolo)

Learning Across Boundaries

There is a growing interest in the area of public pedagogies and members of the Discipline Group were engaged actively in the inaugural Public Pedagogies Day in November 2014 and will be part of a similar expanded event in 2015 and are joining with other universities in the development of the Public Pedagogies Institute. Several members of the Discipline Group are contributing to the special Public Pedagogies edition of the Australian Journal of Adult Learning (December 2015) edited by Professor Ryan and Dr Karen Charman.

We are celebrating 20 years of the SWIRL (story writing in remote locations) Program. Over those years, Lawry Mahon and groups of Victoria University Education students have worked with many schools, teachers and families in remote schools in the Northern Territory.

This exhibition features a selection of the hundreds of photographs Lawry has taken, along with art work sent to us from students at Barunga School.



INVITATION
**CELEBRATING
20 YEARS OF SWIRL**

Exhibition Opening:
Monday, 1 June, 2015, 4–6 pm
at Granary Café,
2 Devonshire Road, Sunshine.

Exhibition Dates:
31 May – 13 June, 2015

ALL WELCOME

www.gallerysunshine.com

Information: Maureen Ryan mryan@gallerysunshine.com **Tel: 0412 218 974**
Granary Café opens 8.00 am – 5.00 pm daily and dinner Fri – Sat.

Lawry Mahon has coordinated the SWIRL (Story Writing in Remote Locations) in the College of Education at Victoria University for twenty years, involving many children and families, schools and teachers in the Northern Territory and many Victoria University Education students.

This exhibition features a collection of Lawry's photographs as well as art work from students in Barunga School in the Northern Territory.

(Maureen Ryan)

DISCIPLINE GROUP UPDATES

Curriculum and Pedagogy as Complex Conversations

In 2015, our Discipline Group has built upon its successful 2014 Symposium Day by establishing a reading program exploring key curriculum theorists' work. We are planning a Writing Retreat in June like the one pictured below. Our team members are progressing their PhDs and research programs, conducting several ARC-funded projects, submitting 3 ARC applications, delivering international conference/keynote presentations, conducting visual research on academic work, undertaking Visiting Scholar and External Reviewer roles and launching the new Bachelor of Education (Social Pedagogies) program.



Writing Retreat, 2014

Selected recent publications

Bottrell, D. (2015). Schools and communities fit for purpose. In H. Proctor, P. Freebody, & P. Brownlee (Eds.), *New and enduring controversies in education* (pp. 27-38). Springer, Cham, Switzerland.

De Jesus, A., Rcciardelli, L., Frisen, A., Smolak, L., **Yager, Z.**, Fuller-Tyszkiewicz, M., Diedrichs, P., Franko, D., & Holmqvist, K., (2015). Media Internalization and Conformity to Traditional Masculine Norms in Relation to Body Image Concerns Among Men. *Eating Behaviors*.

McKenna, T (2015) 'The Business of Validity, Reliability and Authentic Need: Arts-based Approaches to Researching Practice' in **Vicars, M.** et al. *The Praxis of English Language Teaching and Learning (PELT) Beyond the Binaries* pp 39 – 55. Sense Publishers.

Manathunga, C. (2015). Intercultural postgraduate

supervision: the centrality of place, time and other forms of knowledge. *Arts and Humanities in Higher Education*. iFirst

Pham, T., **Thalathoti, V.**, Dakich, E. (2014). Frequency and pattern of learner-instructor interaction in an online English language learning environment in Vietnam, *Australasian Journal of Educational Technology*, 2014, 30(6).

Selkrig, M., & Keamy, R. K. (2015). Promoting a willingness to wonder: Moving from congenial to collegial conversations that encourage deep and critical reflection for teacher educators. *Teachers and Teaching: theory and practice*, 21(4), 421 - 436.

Vicars, M. (2015) Arts based Educational Research. An Impossible Possibility? In K.Tobin & J Kinchelo (Eds). *Doing Educational Research*. 2nd edition: Rotterdam: Sense.

Zipin, L., Sellar, S., Brennan, M. & Gale, T. (2015). Educating for futures in marginalized regions: A sociological framework for rethinking and researching aspirations. *Educational Philosophy and Theory*, 47(3): 227-246.
(Catherine Manathunga)

MOONDANI BALLUK

In late 2014 Moondani Balluk Indigenous Academic Unit and the College of Education were successful in the tender to provide online cultural and historical awareness of Aboriginal Victoria for ALL Departmental teachers and school support staff. Further negotiations with the Victorian Institute of Teaching and the Department have opened up the programs for some Independent schools also.

The project team produced a 3 part module program that considers the teacher-citizen identity of Teaching and Teachers, and the history of Aboriginal Education. The second module examines the content available in Victoria that can provide concise, relevant and contemporary expressions of Aboriginal Studies. The third module explores possible strategies to engage Aboriginal learners.

The online package is now available for all schools in Victoria. Collaborative projects between Moondani Balluk and the College of Education such as this positions Victoria University as a place to develop 'reconciling and respectful' practices in learning and teaching.
(Mat Jakobi)

RESEARCH NEWS

The main College activity so far this year has been the compilation of the Units of Evaluation (UoE) for the ERA 2015 process. The FoR code for Education (13) is further sub-divided into the following 4 digit classifications, with our strengths identified in parentheses:

- 1301 – Education Systems (Early Childhood, Youth, Continuing & Community Education, Workplace based education)
- 1302 – Curriculum and pedagogies (theory and development, creative arts, literacy & a diverse range of other specialisations from other disciplines / College academics at VU)
- 1303 - Specialist Studies in Education (Teacher Education and the professional development of educators, comparative and cross cultural education, special education and disability)
- 1399 – Other (we did not submit in this FoR)

Thirty percent of the items were selected for peer review by the CoE peer review panel. I sincerely thank, Prof Mindy Blaise, Drs Efrat Eilam, Zali Yager and Kirsten Sadler for their extensive work and collaboration in this effort.

The UoE's will be rated in October this year by the Research Evaluation Committee for Education and Human Society, with ratings usually being released in early December.

Otherwise, individual and group achievements in research and scholarship are included in Discipline group, VI and CIRES news.

(Nicola Yelland)

Friday May 22nd, the College has 7 students presenting for candidature, in the Doctor of Education, the PhD and Masters by Research. There is a wonderful range and depth of studies proposed. The research proposals reflect the diversity of the Australian community. Studies span international issues and challenges, with research pertaining to South America and Africa, to educative and professional development issues in the health sector and values of teachers in faith based schools. Underpinning the proposals is concern for opportunity in learning.

We look forward to the contributions to be made to the University and beyond through these research theses.

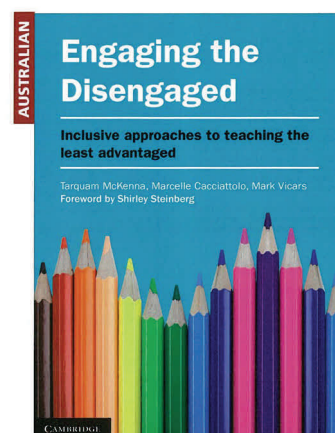
(Marg Malloch)

ENGAGING THE DISENGAGED

Engaging the Disengaged is a College of Education publication and addresses education across early primary, middle and secondary school levels, it explores how differences in culture, sexuality and wealth can alienate students, and examines challenges faced by schools in rural, remote and high-poverty settings. A recent book review in *Power & Education* 2015, Vol. 7 (1) 130–132 (sagepub.co.uk DOI: 10.1177/1757743814567590) states amongst other things *...the text constitutes yet another distinctive voice in the polyphonic discourse about social justice in learning, its underlying premise being 'the belief that everyone must do all that they can to reveal inequity and to act in the interest of social justice'* (p. 232)

Engaging the disengaged: Inclusive approaches to teaching the least advantaged. Cambridge University Press: Cambridge, 2013; 241 pp.: ISBN 978-1-107-62798-7, £54.00 (pbk)

ENGAGING THE DISENGAGED: INCLUSIVE APPROACHES
TO TEACHING THE LEAST ADVANTAGED
FIRST EDITION
TARQUAN MCKENNA, MARCELLE CACCIATOLLO AND MARK VICARS



www.cambridge.edu.au

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VICTORIA INSTITUTE

The Victoria Institute secures the first international site licence for AVID

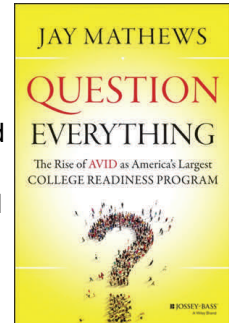
The Victoria Institute has secured the first international site licence to continue the implementation and research of the AVID program across Australia. The agreement follows the successful piloting of AVID in Australia, originally supported by Higher Education Partnerships and Participation Program – funding that finishes this year.

In less than four years AVID has achieved remarkable success in Australia with 28 AVID sites – primary, secondary and tertiary – across Australia, with more than 20,000 students now benefitting from the program.

The progress and success of the AVID program has recently been documented in the book *Question Everything: The Rise of AVID as America's Largest College Readiness Program*. Written by award winning education writer Jay Mathews, the book depicts the stories and winning strategies behind the upward trajectory of both the program and the students who take part in it. The book also captures the experiences and development of AVID in Australia in an interview with the Associate Director of The Victoria Institute and Director of AVID Australia, Claire Brown.

Later this year, AVID Australia's main teacher training event (AVID Australia Summer Institute) will again be held in Melbourne. This three day immersion model of professional learning allows teachers to study, practise and apply explicit teaching strategies relevant to their own classroom and school contexts, under the guiding hands of US and Australian Staff Developers. Summer Institutes in both the US and Australia are consistently rated by participants as among the best professional learning they have had. The event forms part of AVID's ongoing professional learning support for teachers. AVID's educational philosophy is based on the work of theorists such as Costa, Bloom, Vygotsky, Bandura, Marzano and many others.

For further information about AVID and US Summer Institutes please visit www.avid.org. The Australian Summer Institute information will be published on our local website in the coming months.



AVID Australia at a glance

<p style="font-size: 2em; font-weight: bold;">28</p> <p>AVID teaching sites in Australia</p>	<p style="font-size: 2em; font-weight: bold;">20,000</p> <p>students enrolled in AVID programs across Australia</p>	<p>AVID operates in</p> <p style="font-weight: bold;">Victoria</p> <p style="font-weight: bold;">Western Australia</p> <p style="font-weight: bold;">New South Wales</p> <p>and the</p> <p style="font-weight: bold;">Northern Territory</p>
<p>There are more than</p> <p style="font-size: 2em; font-weight: bold;">2000</p> <p>AVID trained teachers in Australia</p>	<p>AVID Australia has achieved its success in</p> <p style="font-weight: bold;">less than 4 years</p>	<p style="font-size: 2em; font-weight: bold;">5</p> <p>universities across Australia & New Zealand support and contribute to AVID's growth</p>

VICTORIA INSTITUTE

Passport to a positive future: An evaluation of the Melbourne Academy

During 2014 Kitty te Riele, Merryn Davies and Alison Baker, supported by Luke Swain, carried out research to evaluate the Melbourne Academy: a high support, flexible education model delivering VCAL programs as part of Melbourne City Mission. Students at the Melbourne Academy face social, economic and personal disadvantages for achieving educational goals. The project found that despite these considerable challenges, the Melbourne Academy makes major contributions to students being 'better off', in terms of academic achievement, attendance and participation, aspiration and motivation, connections with peers and community, and social and personal wellbeing. The project report contributes to the developing evidence base about education re-engagement.

The report has been well received by staff within Melbourne City Mission and will be formally launched on 18 June by the Deputy Premier of Victoria and Minister for Education, the Hon. James Merlino MP.



Controversies seminar series.

The Victoria Institute is proud to announce that The Controversies seminar series will return in 2015.

- **Controversies seminar 1: 'Unwell and Uneducated', 1 June 2015, The Victoria State Library**

Join The Victoria Institute for 'Unwell and Uneducated?', an event which will raise the educational concerns for young people with chronic illness and discuss how to address it through policy development and action. Dr Julie White's recent report which investigates the topic will be launched at the event and will also serve as a catalyst for the panel

discussion. Confirmed panel members include Professor Susan Sawyer from the Centre for Adolescent Health at the RCH, A/Professor Lyndal Bond from the Centre of Excellence in Intervention and Prevention Science, Cathy Nell from the Canberra based parent organisation, Missing School, with Corinne Grant confirmed as the host. [Registration now open.](#)

- **Controversies Seminar 2: 'Preventing conflicts, ending wars & building peace: A conversation with Dr Jose Ramos-Horta', 22 July 2015.**

The Inclusive Education Summit 2015, 31 July - 2 August 2015

The Victoria Institute will host the inaugural Inclusive Education Summit: Making sense of everyday practice, from Friday 31 July – Sunday 2 August 2015, in Melbourne. This annual conference seeks to strengthen inclusive education practices serving students from early years settings to further and higher education.

Confirmed keynotes: Professor Susan Gabel (Wayne State University) and Dr Kristine Black-Hawkins (University of Cambridge)

Abstract submission and registration are now open. See the [TIES15 website](#) for further details.

10 free registrations are available for College of Education staff. Contact Hendrik Jacobs

VICTORIA INSTITUTE

Keynotes on inclusion high in demand

Professor Roger Slee, Director of The Victoria Institute will present several keynotes over the coming months as inclusion features prominently on the international conference calendar.

On 8 May 2015, he delivered a keynote at the Australian Council for Education Leaders' [Disability Reform Summit: Leading and Sustaining Exceptional Practice](#). The two day conference targeted practitioners and school leaders. In middle July, Professor Roger Slee will feature as one of three plenary speakers, including Anson Chan the former Chief Secretary for Administration of the Hong Kong Special Administrative Region (HKSAR) Government, at [the International Conference on Diversity in Organizations, Communities, and Nations](#), hosted by the University of Hong Kong. Later in the month (27 July) Roger will be in Portugal for the [8th Inclusive and Supportive Education Congress](#) in Portugal. The congress is supported by National Association of Teachers of Special Education/Portugal and the National Association for Special Educational Needs/UK.

Growing audience for flexible learning research findings

Dr Vicky Plows of The Victoria Institute was a guest speaker at the [Beacon National Conference 'Education2Employment'](#) at the end of April, in Sydney. Vicky was one of the key members of the *Putting the Jigsaw Together: Flexible Learning Programs in Australia* project, funded by the Ian Potter Foundation that concluded last year. The audience was particularly interested in the findings from the Beacon School, one of eight case studies part of the *Putting the Jigsaw Together* project, as well as the team's broader research into effective / promising flexible learning programs.

Keen to continue engaging with school staff directly, Vicky is facilitating a session at a meeting of the South East Flexible Learning and Career Development Association in May, and at the [Victorian Applied Learning Association Conference 'Breaking the Mould'](#) in June. She will share information from a current collaborative industry project investigating professional learning

opportunities for staff working in flexible and inclusive learning programs, funded by the VU CRGS and the industry partners.

National seminar series

In March, Dr Tim Corcoran, Senior Research Fellow at The Victoria Institute, was joined by Professor Tom Billington from the University of Sheffield (UK) and Associate Professor Lise Bird Claiborne from the University of Waikato (NZ), for a national seminar series critically examining psychology's contributions to education. The Australian Association for Research in Education sponsored the series via one of two Strategic Initiatives grants awarded at the end of 2014. Seminars were presented in Melbourne, Brisbane and Perth and well attended by a range of educational researchers and school-based practitioners.



Picture L to R: Dr Tim Corcoran, Associate Professor Lise Bird Claiborne and Professor Tom Billington.

CENTRE FOR INTERNATIONAL RESEARCH ON EDUCATION

Review of vocational education and training in ACT public schools

In February the ACT Education and Training Directorate (ETD) commissioned the Centre for International Research on Education systems (CIRES) to conduct a review into Vocational Education and Training in ACT public schools. The review will: examine and evaluate the current model/models of VET in Schools implemented in ACT public schools, including resourcing and governance of VET in ACT public schools; examine and evaluate VET in Schools practices within other sectors and Australian jurisdictions; draw on Australian and international research perspectives to identify effective practice and resource efficient approaches for the provision of VET in ACT public schools, and make recommendations to optimise provision accordingly. The review commenced with briefings from the Hon. Joy Burch, Minister for Education and Training; Ms Diane Joseph, Director-General and Stephen Gniel, Deputy Director-General, ETD.

To conduct the extensive stakeholders consultations required for the review and meet the review's timelines, CIRES has deployed a large project team including: Stephen Lamb, Anne Jones, Berwyn Clayton, Hugh Guthrie, Esther Doecke, Anne Walstab, Robyn Klepetko, and George McLean.

The project is scheduled for completion by mid-2015.

Victorian government trade mission to South America

Approximately 30 representatives from all Victorian universities and selected TAFE institutes accompanied the Hon. Steve Herbert, Minister for Training and Skills and Minister for International Education on a trade mission to South America from 20 to 29 April. The mission visited four countries: Chile, Brazil, Colombia and Peru. The College of Education was represented George McLean, Principal Research Fellow, Centre for International Research on Education Systems. The potential benefits to the College include research collaborations, inbound doctoral and post-doctoral students and student exchange and collaborations to build the capacity of the South American education systems and institutions. A number of very promising discussions have already commenced with potential partners within the Victoria University framework for engagement with South America. Information of concrete outcomes will be provided in coming newsletters. A return visit by these South American countries is scheduled for September this year.





CONGRATULATIONS JO WILLIAMS!!!!

Dr Jo Williams PhD was awarded the Victoria University Medal for the best doctoral thesis at University graduations.

We congratulate Jo on her academic achievements and scholarship in pursuing the nature of social and community partnership from a Freirean perspective.

FIRST YEAR CHAMPIONS

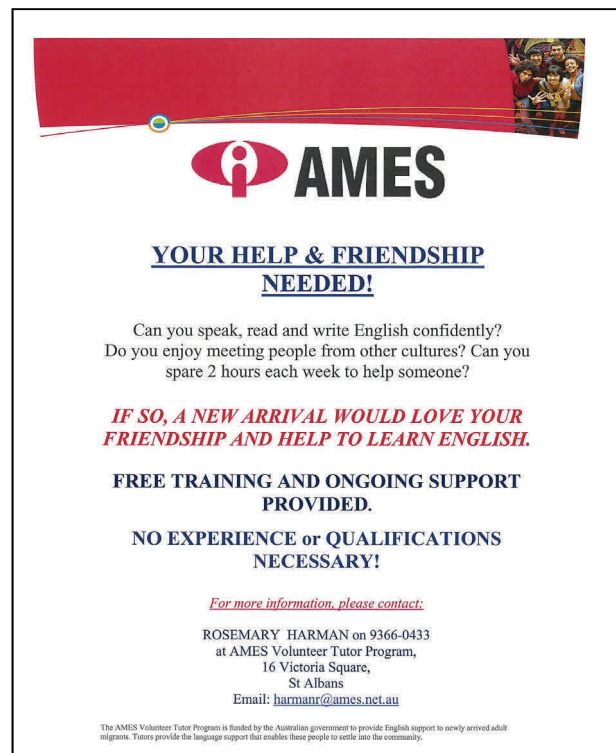
Congratulations to Ms Sue Ferguson who is the new co-first year champion with Peter Thomas.

It's been a great start to the year for the new students in the College!

Dear Colleagues

Nearly half-way through 2015 and there is such a lot of interesting and productive activity across the College. International activity is thriving; the new degree Bachelor of Education Social Pedagogy about to begin; widened approaches to partnership with schools are building on previous successes; systematic reviews of courses at all levels are being undertaken; and we have an enhanced profile for research across the College. We are getting to grips with data and how to use it in the College so as to combine evidence with analysis and professional judgement to make wise decisions. We are doing so well in many ways and I thank everyone for their sustained effort and achievement.

This Newsletter has been produced by the administrative team. Thank you Irene and Ray and Teah and Cindy and Sam and Leonie and Hima



AMES

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The AMES Volunteer Tutor Program is funded by the Australian government to provide English support to newly arrived adult migrants. Tutors provide the language support that enables these people to settle into the community.

