

## NOTES ON CONTRIBUTORS

### EDITORS

**Kitty te Riele** is Principal Research Fellow in the Victoria Institute for Education, Diversity and Lifelong Learning, at Victoria University. She researches educational policy and practice for marginalised young people, with a particular focus on alternative education initiatives. Results from her recent national project on flexible learning programs can be accessed at the Dusseldorp Forum website: [dusseldorp.org.au/priorities/alternative-learning/jigsaw/](http://dusseldorp.org.au/priorities/alternative-learning/jigsaw/) Kitty's books include the edited collection *Making Schools Different: Alternative Approaches to Educating Young People* (Sage, 2009) and *Ethics and Education Research* (co-authored with Rachel Brooks and Meg Maguire, Sage, 2014).

**Radhika Gorur** is a Director of the Laboratory of International Assessment Studies and Adjunct Fellow with the Victoria Institute for Education, Diversity and Lifelong Learning, at Victoria University. Her research seeks to understand how some ideas begin to cohere, stabilise, gain momentum, and make their way through the world. Researching and critiquing contemporary practices of quantification and 'trust in numbers' has been central to her research agenda. Using material-semiotic approaches, she has been developing a 'sociology of measurement' that makes explicit the instrumental and constitutive work of quantification and calculation in policy, and elaborates how the 'character of calculability' is imposed in specific policy settings. She aims to go beyond debunking and seeks to create opportunities for interdisciplinary engagements to explore how we might produce, use and critique numbers in education in a useful, equitable and ethical way.

### CONTRIBUTORS

**Alison Baker** is a community psychologist, currently working as a Postdoctoral Research Fellow at the Victoria Institute for Education, Diversity & Lifelong Learning in Melbourne. Her current research explores civic engagement through community-based arts and sports with young people in Melbourne. Alison is interested in blending creative research methodologies and documentary techniques to develop young people's sense of social justice and capacity for action.

**Tony Barnett** is the Head of Policy and Research at The Royal Children's Hospital Education Institute in Melbourne. He is currently conducting several research projects at the health-education interface.

**Rosalyn Black** is a Lecturer in the Faculty of Education at Monash University. Her research interests meet at the intersection of the sociologies of education and youth. They include the role of education policy and practice in relation to diverse social

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inequalities and the promotion of democratic citizenship. Rosalyn is the author of *Beyond the Classroom: Building new school networks* (ACER Press, Melbourne) and the co-author (with Lucas Walsh) of *In Their Own Hands: Can young people change Australia?* (ACER Press, Melbourne). Her coming book (with Lucas Walsh), *Rethinking Youth Citizenship after the Age of Entitlement*, will be published by Bloomsbury in 2016.

**Gillian Considine** is a Senior Research and Advocacy Officer at The Smith Family. Her current research focuses on the factors contributing to educational outcomes of disadvantaged children and young people. Gillian is also involved in a range of evaluation projects, examining the effectiveness of programs aimed at supporting student engagement in education.

**Lyn Craig** is an Australian Research Council Queen Elizabeth II Fellow at the Social Policy Research Centre at the University of New South Wales. Her research interests include parenthood and the time costs of care, work-family balance and the intra-household effects of work-care policy structures.

**David Farrugia** is a lecturer in the school of Humanities and Social Sciences at the University of Newcastle. His research specialisations include sociological explorations of youth, with a particular focus on the relationship between identities and youth inequalities. Previously, he worked with Professor John Smyth in the research group 'Addressing Disadvantage and Inequality in Education and Health' at Federation University Australia.

**Anne Hampshire** is Head of Research and Advocacy at The Smith Family. She has a background in research, social policy, service innovation and advocacy. Anne has researched and written in a range of areas, including children, young people and families, and social capital. She has contributed to the development of a range of initiatives aimed at addressing disadvantage including for young people, families and communities experiencing long term disadvantage.

**Tim Harrison** is Senior Lecturer, Community Engagement Programs, in the Faculty of Education at Arts at Federation University Australia. His PhD research explored community activism and empowerment.

**Liza Hopkins** is a Research Fellow at the Royal Children's Hospital Education Institute in Melbourne. She has a particular interest in the interconnections between education, technology, health and wellbeing, in which areas she has published widely. She also has a focus on the impact of social and cultural diversity in a complex, multi-cultural, multi-lingual and multi-faith society.

**Bridget Jenkins** is a Research Officer at the Social Policy Research Centre at the University of New South Wales. She recently completed her PhD thesis on

grandparent care in Western Sydney. Her research interests include grandparents and care; youth and wellbeing; and family decision making.

**Geskevalola Komba** participated in the youth panel at the workshop supported by the Academy of Social Sciences in Australia, and hosted by Victoria University, that forms the basis for this book. She is a university student and working for multicultural arts programs Western Edge Youth Arts, and the Barkly Arts Centre.

**Kristy Muir** is an Associate Professor of social policy and the Research Director of the Centre for Social Impact at the University of New South Wales. Her research aims to contribute to the understanding of and solutions for complex social issues experienced by children, young people, families and communities.

**Vicky Plows** is a Victoria University Postdoctoral Research Fellow in the Victoria Institute for Education, Diversity and Lifelong Learning, Melbourne. Vicky's work is located at the intersection of sociology, human geography, education, and childhood and youth studies. Her research seeks to address the social inclusion, education and well-being of young people who have traditionally experienced marginalisation in school and society. She is currently exploring how educators learn to work inclusively with young people in both 'traditional' and 'alternative' educational contexts.

**Roger Slee** is Director of The Victoria Institute for Education, Diversity and Lifelong Learning, at Victoria University. Prior to this appointment he held the Chair of Inclusive Education at the Institute of Education, University of London. Roger is the Founding Editor of The International Journal of Inclusive Education and his most recent books include *The Irregular School* (Routledge) and a co-edited book on the education of students with disabilities in New Zealand entitled *Tales from School* (Sense Publishers). Roger was formerly the Deputy Director General of the Ministry of Education in Queensland.

**Jesse Slovak** participated in the youth panel at the workshop supported by the Academy of Social Sciences in Australia, and hosted by Victoria University, that forms the basis for this book. He is a student at and public speaker for St Kilda Youth Service.

**John Smyth** is Research Professor of Education and research leader for the cross-disciplinary cross university research theme Addressing Disadvantage and Inequality in Education and Health in the School of Education at Federation University Australia. His research interests are in social justice, sociology of education, and critical policy analysis of education. His recent books include *The Socially Just School: Making Space for Youth to Speak Back* (Springer, 2014, with Barry Down and Peter McInerney) and *Living on the Edge: Rethinking Poverty, Class and Schooling* (Peter Lang, 2013, with Terry Wrigley).

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**Lawrence St. Leger** focuses his research on how to build the health and wellbeing of young people. He has published widely in the area and has been commissioned by the World Health Organisation (WHO) and the International Union of Health Promotion and Education (IUHPE) to develop evidence based guidelines for governments, professionals who work with young people, schools and local communities, about effective policies and practices that facilitate health for young people. These guidelines are available in over 11 languages. Lawry is regularly invited to address international and Australian conferences, and to advise governments and NGOs about policy development and effective practices that create health and wellbeing for young people.

**Lucas Walsh** is Associate Dean (Berwick) in the Faculty of Education at Monash University. He was previously Director of Research and Evaluation at The Foundation for Young Australians. His research interests include: youth transitions, wellbeing and economic, political, social and cultural participation; international education; and the social, educational and political dimensions of information and communication technology. He has co-authored two books, including *In Their Own Hands: Can Young People Change Australia?* (ACER Press, Melbourne, with Rosalyn Black).

**Billy White** participated in the youth panel at the workshop supported by the Academy of Social Sciences in Australia, and hosted by Victoria University, that forms the basis for this book. He is a qualified plasterer who participated in Hands On Learning while at school.

**Julie White** is Senior Research Fellow at the Victoria Institute, Victoria University. Prior to joining the Victoria Institute she held academic posts at La Trobe University and The University of Melbourne. Her research interests include identity, social justice, equity and inclusion and she is currently working on several projects about the education of young people with chronic illness and serious health challenges. Her book about the impact of Emeritus Professor of Sociology, Laurel Richardson, will be published in 2016 by Sense. She was formerly president of the Association for Qualitative Research, editor of *Qualitative Research Journal* and conference chair for the Australian Association for Educational Research. She recently co-edited a special issue of *Qualitative Inquiry* (Sage, 2015) and a book from the American Association of Educational Research – Disability Studies in Education SIG (Sense, 2015). She is a member of the editorial boards of the *Malaysian Journal of Qualitative Research* and the *International Journal of Inclusive Education*.

**Rob White** is Professor of Criminology in the School of Social Sciences at the University of Tasmania. He has written extensively in the areas of youth studies and criminology. Among his recent publications are *Youth Gangs, Violence and Social Respect* (Palgrave Macmillan, 2013), *Youth and Society* (Oxford University Press, 2013 – co-authored with Johanna Wyn), and *Juvenile Justice: Youth and*

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*Crime in Australia* (Oxford University Press, 2011 – co-authored with Chris Cunneen).

**James Williams** participated in the youth panel at the workshop supported by the Academy of Social Sciences in Australia, and hosted by Victoria University, that forms the basis for this book. He is a volunteer with ChIPS: Chronic Illness Peer Support based at the Royal Children's Hospital (Centre for Adolescent Health) in Melbourne.

**Johanna Wyn** is Director of the Youth Research Centre and Professor in the Melbourne Graduate School of Education at The University of Melbourne, Australia. Her work focuses on the interface between young people's learning and wellbeing in formal and informal educational settings. Recent publications include: *Youth and Generation: Rethinking Change and Inequality in the Lives of Young People* and the *Handbook of Children and Youth Studies*.

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