



Updates and information across the School of Education at UNE, encompassing teaching and research in early childhood, primary and secondary education.

Snapshot

Prof Stephen Tobias, Head of School.



2013 has passed so quickly. Usually this means that it has been busy and in our case very busy! We have passed the 2500 EFTSL student load mark: this translates into nearly 5000 enrolments in our School. We expect that our student load will continue to increase as we offer more units of study in Trimester 3.

Since our last newsletter we have welcomed several new staff and farewelled some as well. David Paterson, Chris Reading and Stephen Winn have left the School for new adventures. It was terrific to welcome Nicholas Gromik to the ICT Education team earlier this week. We are looking forward to

welcoming more new colleagues early next year: Jeff Bailey, Chris Boyle and Sophia Mavropoulou in Special Education, Vicente Reyes in Social Science Education and Yikiyo Nashida in Early Childhood Education.

The Future Campus Teaching Platform is now completed in Room 224. It will be a wonderful resource for teaching with our on-line and on-campus students.

The Media Laboratory will be adjacent to Room 224 and will provide a resource for staff to produce quality video clips, etc., for their Moodle websites. The Technology group has been very active this year and we are now seeing some of the benefits of their

insightful thinking.

During 2014 we will start developing a new SOE Strategic Plan for 2015-2020. As part of this process, I would like to encourage all Teams to start thinking about where they envisage their focus might be as for the next five years. Team Leaders will be encouraged to take this opportunity to consult with their staff and produce a review plan that may include thoughts about revising and developing new directions for their Teams in light of current developments in Higher Education and Teacher Education in particular.

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November @ SOE

During November each year, Movember is responsible for the sprouting of millions of moustaches around the world. With their “Mo’s” men raise vital funds and awareness for prostate and testicular cancer and mental health. As an independent global charity, Movember’s vision is to have an everlasting impact on the face of men’s health.



This year, our PEO Manager, **Tim Bartlett-Taylor**, has taken up the challenge to grow his Mo!

Background:

On average, men die at a significantly younger age than women – the average life expectancy for Australian men is almost five years less than women (presently 79.5 compared to 84), however there is no biological reason for this. The reasons for the poor state of men’s health in Australia and around the world are numerous and complex.

Your donation will support world-class men's health programs that combat prostate and testicular cancer and mental health challenges. The Movember Foundation is authorised by the Australian Tax Office as a deductible gift recipient and tax- exempt health promotion charity.



Australia’s Chief Scientist selects our best

The School of Education was proud to see the announcement that **Dr Terry Lyons** had been named as a member of Chief Scientist Ian Chubb’s STEM Industry and Education Advisory Group. Dr Lyons is currently the Team Leader of the Science and Technology Education team within the School, and has an impressive research track record in the science, technology, engineering and mathematics (STEM) area.

Professor Chubb pulled together the A-list group to advise him on the development strategies for improving science, technology, maths and engineering education, workplace skills and literacy in the general community. The group includes former Liberal education minister Brendan Nelson, Google Australia’s head engineer Alan Noble, Monash Chancellor and philanthropist Alan Finkel, and Nobel Laureate Brian Schmidt.

The group will advise the Chief Scientist on the means to a strategic framework for building a broad, high quality STEM base in the Australian workforce and community; priorities arising from the Office’s industry working group and education roundtables; and a plan to achieve best practice in STEM education in Australia.

In a statement released by Professor Chubb said the advisory group “will act as a forum for exchanging information and will advise on any other matter referred to it by the Chief Scientist.”

In 2012, Dr Lyons and **Dr Frances Quinn** led an Australia-wide survey of 3,500 first-year STEM students at 30 universities around the nation. Supported by Australia’s Chief Scientist, Professor Ian Chubb, the project aimed to find out what motivates students to take STEM courses and whether their experiences of these courses meet expectations.



Dr Tiffany Jones (above) on an episode of *The Project*, aired by Channel Ten on October 29, 2013.

SOE Lecturer provides expert advice on LGBTI discrimination

The School's **Dr Tiffany Jones** was interviewed on the Australian television program *The Project* about her research on religious schools and their treatment of lesbian, gay, bisexual, transgender and intersex (LGBTI) students.

The program featured Dr Jones' expertise on the subject, which explored the welfare of LGBTI students in NSW private schools and these schools' exemption from the anti-discrimination laws. Dr Jones highlighted that homophobic bullying is on the rise in schools, with increasing reports of verbal and physical abuse inside the classroom, and not only from fellow.



Dr Jones' edited book with Luke Gahan, *Heaven Bent*, published by Clouds of Magellan.

Dr Jones' work on this issue also features in her recently released edited book with Luke Gahan, entitled *Heaven Bent* (Clouds of Magellan). It is a collection of pieces about LGBTI experiences of religion and religious schooling, with a foreword by Australian Senator Louise Pratt.

Heaven Bent features contributions from Australian politicians, religious leaders, and LGBTI writers and poets. The book was launched in Melbourne in October by Australia's first intersex Mayor Tony Briffa, and will also have a Sydney launch hosted by Professor Kerryn Phelps.



New Staff @ SOE



Dr Sue Elliott
Senior Lecturer in Early Childhood Education



Dr Nicolas Gromik
Lecturer in ICT Education

Literacy Snapshots: Our Reading Stories Exhibition

An exhibition of children's photographs was opened at Dixson Library on the 12th November 2013, supported by the School of Education. The exhibition, entitled *Literacy Snapshots: Our Reading Stories*, is an outcome of the evaluation of a "Closing the Gap" literacy grant conducted by **Dr Jeanette Berman** and **Prof Lorraine Graham**. There were four NSW independent schools that took part from Armidale, Tamworth, Nowra and Sydney. As part of the evaluation of the project, children at the schools were given disposable cameras and asked to take photos of "reading in their lives".



A student showing her artwork at the *Let's Hang It!* exhibition.



Guest judge Ross Laurie with Tristan Williamson, winner of the People's Choice Award, and Prof Stephen Tobias, Head of School of the School of Education.

A selection of 52 of these canvasses were chosen for the exhibition curated by Michelle Arens, UNE Art Collection Manager. The opening was attended by approximately 100 people, including members of the local Elders group, parents, staff and students from Minimbah and Carinya schools, and School of Education academics. Kostane Strong, Project Officer from the Tablelands Community Support Options, commented: "Thank you for such a lovely day yesterday, the elders may not be very outspoken but love to support community events throughout the year by being present and sharing in the success of the future generations. You are all doing a wonderful work with students of the future." The exhibition will run until May 2014.

Top Award for Early Childhood Sustainability Education

Dr Nadine McCrea, an Associate Professor of Early Childhood Education, has received a top honour for her SPROuts program on how to teach about sustainability at an early childhood level. SPROuts is short for Sustainable Projects Recognising Outstanding Practise, and Dr McCrea's Award was the first ever presented to an individual.

The award recognises Dr McCrea's efforts organising the New England Children's Services Eco-mentoring Network. Her work included a series of events, attended by over 70 representatives of early childhood services from throughout the New England North West, plus staff from UNE and TAFE New England Institute. These were staged with the assistance of the local branch of Early Childhood Australia.

"The early childcare centres I brought together shared what they were doing, in terms of sustainability. So I established a network through which they were sharing ideas and mentoring each other," Dr McCrea said. "This award highlights how environment, equity and economic aspects of sustainability can be embedded into early childhood education. For example, children's physical activity, knowledge of everyday life and access to creative literature can intertwine with edible gardening experiences that also include touching-on advertising, purchasing and packaging.

"Teaching sustainability practices and an appreciation for the environment at a young age is not a new thing," Dr McCrea added. "Rather, it's a return to age-old values.

"We're helping children to establish positive life habits at an early age, rather than trying to affect change later on, in terms of caring for themselves, others and the world they live in," she said. "We are talking about three-to-five-year-olds being their own sustainable lifestyle advocates. It's not about scaring them by saying the world will disappear if they don't do something."

Dr McCrea hopes her award highlights the importance of early childhood education both at UNE and at other universities. Dr McCrea is planning a follow-up workshop for the region's early childhood educators, to be held in mid-2014, using the prize money from her SPROuts Award.



Greetings from Cambridge, UK!

Dr Michelle Bannister-Tyrrell is currently with the University of Cambridge's Faculty of Education as a visiting scholar. Dr Bannister-Tyrrell is working with Dr David Whitebread and Marisol Basilio, world-renowned experts in the field of metacognition and self-regulation in children.



Above: the Faculty of Education Hometon College at the University of Cambridge



Studying how children learn in the Edupsychology Lab

While at the campus, Dr Bannister-Tyrrell has assisted with their current research study PLaNS (Play, Learning and Narrative Skills), funded by the LEGO Foundation. She has also attended meetings with London Gifted and Talented and the University of Warwick's IGGY project, which explores teacher training and online provisions in gifted education (for more information, go to www.iggy.net/about).

Dr Bannister-Tyrrell currently lectures in School Pedagogy Gifted and Talented Education area in the School of Education at UNE, and is an Australian delegate for the Asia Pacific Federation on Giftedness. She will be in the UK until April, 2014. We look forward to providing more updates in the newsletters to come!



(l-r) Dr Bannister-Tyrrell with Dr Whitebread and Ms Basilio

AusAID Leadership Program in Bhutan



Prof Tobias and A/Prof Miller at the Ministry of Education in Thimpu, Bhutan

Prof Steve Tobias and **A/Prof Judy Miller** travelled to Thimpu, Bhutan during September as part of the AusAID Australian Leadership Awards (ALA) program, *Capacity Building for Leadership in Higher Education in Bhutan*, led by **Adj/Prof Tom Maxwell**. Prof Tobias and A/Prof Miller participated in presentations given by the ALA Fellows at the Royal University of Bhutan (RUB) about their experiences during the program, and gave feedback on leadership project presented by the Fellows.

The visit followed a 'shadowing' process, in which ALA Fellows being matched with a UNE counterpart in order to gain an in-depth insight into UNE's policies, operations and leadership styles as it related to their profession goals. Both Prof Tobias and A/Prof Miller participated in this activity, as well as Vice-Chancellor Prof Jim Barber, who hosted the Vice-Chancellor of RUB Dasho Pema Thinley, during the last week in August.



VC Dasho Pema Thinley (centre) with Prof Tobias and A/Prof Miller at RUB

The project hopes to strengthen the relationship between UNE and RUB, and encourage continued collaboration between Australia and Bhutan.



Professional Experience @ SOE

by Tim Bartlett-Taylor

The Professional Experience Office (PEO) provides assistance and support for UNE students and staff, and for schools and teachers. It is responsible for the development of professional experience programs and models of practicum and liaises at the ground level with students and education providers. The PEO Team is committed to ensuring that students undertaking their professional experience placements are equipped with utmost understanding of the nature of the teaching profession.

The PEO supports the School of Education by finding practicum placements for internal students enrolled in the various education degrees on offer through the University of New England. The staff of the PEO also works with external students by answering enquires, liaising with teachers working with practice teachers, and storing and maintaining information databases relating to student experience and their progress and achievements.

Throughout 2013 the staff of the Professional Experience Office has worked tirelessly, placing over 3000 students into educational settings, with more to come. With the current trends in students at UNE enrolling in education degrees, 2014 should see even more placements administered by the PEO.

As there is a great deal of information that needs to be conveyed to teachers taking Professional Experience students, the staff of the PEO is currently working on tightening rules and procedures for students while on placement and making the information more accessible to students and teachers by placing a greater deal of information on the new website.

The PEO is also looking into hiring more Practicum Liaison Officers to help observe, guide and mentor students and Supervising Teachers while on Professional Experience, offering feedback, support and advice. Currently there are nine PLOs in rural NSW and one in Sydney. More PLO's are required in Sydney due to the large number of enrolments there and we hope to introduce this in 2014.

QuickSmart News

The 2012 Annual Numeracy Report has now been compiled by the SiMERR statistician, Stefan Horarik, and Executive Assistant, June Billings.

"In 2012, the *QuickSmart* team received data from 5880 students who participated in *QuickSmart* Numeracy lessons and 1767 average-achieving comparison peers. These students were drawn from schools from nineteen regions around Australia. Further data were also submitted for independent analysis to the Northern Territory (NT) Department of Education and Training by NT schools. The data collected to date from thousands of *QuickSmart* students indicate that the narrowing of the achievement gap between *QuickSmart* and Comparison students results in low achieving students proceeding with their studies more successfully by learning to "trust their head" in the same ways that effective learners do. Analyses have consistently identified impressive statistically significant end-of-program and longitudinal gains in terms of probability measures and effect sizes that mirror the qualitative improvements reported by teachers, paraprofessionals, parents and *QuickSmart* students".

Thank you to all our *QuickSmart* School Co-ordinators who have sent us their data for the 2012 *QuickSmart* year. The annual *QuickSmart* Numeracy report for 2012 can be downloaded from the SiMERR site: <http://simerr.une.edu.au/quicksmart/pages/qsresearchevidence.php>.

The *QuickSmart* team will be farewelling two of their member at the end of this year. Jenny Thomas and Shirley Cooke will be retiring at the end of 2013, and will be greatly missed by the SiMERR group.



Jenny joined the SiMERR team in 2003 when John, Lorraine and Mike Royer from the University of Massachusetts won an ARC Discovery grant. Jenny instructed the students who participated in the key research underpinning *QuickSmart* from 2003-2005. She has also led a number of other investigations into aspects and extensions of the program. Jenny has enhanced the lives of everyone she has worked with in our team and the 'brains trust' of just about everything to do

with *QuickSmart*.

Shirley joined the SiMERR team in 2009 after already having a notable career as a Mathematics teacher, head teacher and senior administrator. Shirley has worked on both the Numeracy and Literacy *QuickSmart* projects and has worked with instructors and teachers around Australia on implementing the *QuickSmart* program in their schools and communities. She has been the driving force to document the roles and contributions of *QuickSmart* coordinators and instructors.



Learning and Teaching in Changing Times: Asian Conference on Education Osaka, October 2013

by Dr Yvonne Masters

The Fifth Asian Conference on Education (ACE) was held in Osaka in October 2013 with the theme of 'Learning and Teaching in Changing Times'. The instigator of these conferences is IAFOR (International Academic Forum), an organization that stands on being international, intercultural and interdisciplinary. With 500 delegates from 47 countries the discussions were certainly all of these.

Keynote speakers challenged us to consider not only how education is changing in terms of its global perspectives, but also to consider what the purpose of education is. The closing speaker, Marjo Mitsutomi, challenged that: *"Of all human support systems, it is often the educational systems that lag the furthest behind. On the practical side, teachers are in contact with students the most. The official and political side of education systems tends to be run by bureaucrats whose understanding of human learning and organizational leadership in general may be found lacking. Therefore, educational systems are slow to respond to changing times by failing to act with appropriate measures to the external pressures placed on schools by society at large"* (abstract). Given the current climate in Australia, this was a timely reminder that we need to be proactive in education.

Discussion also centred on MOOCs (inevitably) and whether pedagogy is being considered in the rush to be in the "in" crowd and offer MOOCs. Keith Miller challenged that for each decision regarding the use of any technology there is accompanying ethical issues and that we need *"to explore the intersection of sophisticated electronic artifacts, educational goals, and ethics"* (abstract).

On a micro level, I presented a paper titled "Where in the World is Kolkata? Can International School Placements Make a Difference to Intercultural Awareness?". This paper examined whether taking part in an international professional experience placement had any lasting effect after students returned home. The data that I had collected suggested that there was some effect and that there was greater awareness of difference after the placement. As our students move into a range of schools with students who are 'different' there are advantages in such placements. The attendees at my session were much inspired by the words of one of the students who commented that:

"During my time in India I had the pleasure of meeting many different people. I don't think these people will ever realise the impact they have had on me, my previous beliefs and generalisations and my newly formed realisations and thoughts. These people have helped me to understand and adapt to change and to never judge something or someone until you have tried to put yourself in their shoes and understand the reasons behind their actions.

I believe these people are role models, using their wisdom and knowledge to help shape others perspectives. During my short stay I believe my cultural sensitivity has been changed and formed, and that these people are responsible for my differing views. I am ashamed to say that before venturing on this journey I was quite a racist person towards specific cultural groups which I have always seen as one of my bad qualities, especially since being born and bred in such a multicultural country. As a primary teacher, I now see the importance of teaching values education and concepts such as acceptance and empathy" (Acacia).

The networking opportunities, the ability to discuss common education issues and the challenges to thinking all made this is an excellent conference. The conference occurs again next year with the possible theme of Transforming and Changing Education: Borderlands of Becoming and Belonging.

Calendar @ SOE

10 December

School Meeting

12-18 December

Academic Skills Week

20 December

Trimester 3 lectures end

23 December

Student Census date

NSW School Holidays
commence

25 December

Christmas Day (public
holiday)

26 December

Boxing Day (public
holiday)

27-31 December

University closed

Trimester 3 recommences

1 January

New Year's Day (public
holiday)

2 January

University re-opens

6 January

Trimester 3 lectures
recommence

24 January

Trimester 3 ends

26 January

Australia Day

27 January

Australia Day Holiday

28 January

Trimester 3 exams
commence

SOE @ UNE Unit Commendations Ceremony

The School of Education took home a number of teaching awards at the UNE 2012 Unit Commendations Ceremony recently. Unit commendations are awarded to only approximately 5% of total unit offerings at UNE each year, and it was great to see so many SOE staff recognised at this event.

The School received a total of 24 commendations, including internal and external study modes, which emphasised the ongoing commitment to our students. The awards are based on student feedback and overall satisfaction, and our School continues to rank highly across UNE in these areas.



(l-r) Ms Rose Lovelock, Ms Robyn Bultitude and Dr Adele Nye

- EDCX400 Dr Kelvin McQueen
- EDCX401 A/Prof Bob Boughton, with Dr Adele Nye, Ms Rose Lovelock, and Ms Robyn Bultitude
- EDEC391 Mrs Ros Littlelyke
- EDDE212 Mr Andrew Simpson with Ms Dana Pankhurst and Ms Jennifer Clark
- EDDE523 Dr Beverley Croker
- EDDE925 Mrs Edie Wright with Dr Deidre Clary



Dr Pep Serow



(l-r) Mrs Edie Wright, Mr Andrew Simpson and Dr Deidre Clary

- EDLT115 A/Prof Huy Phan
- EDME258 Dr Pep Serow
- EDME440 Dr Brenda Wolodko
- EDME931 Dr Brenda Wolodko with Dr Bing Ngu, Dr Theodosia Prodromou, and Mr Martin Schmude
- EDPE247 Dr John Haynes with A/Prof Judy Miller, Mr Joe Occhino, and Ms Liz Sozou
- EDSE213 Dr Mike Littlelyke with Dr Peter Fletcher, Prof Neil Taylor, Dr Bruce McMullen, Ms Liz Sozou and Mr Steve Grono
- EDSE459 Dr Mike Littlelyke with Dr Bruce McMullen, Mr Steve Grono and Ms Liz Sozou



(l-r) Ms Liz Sozou, Dr Terry Lyons and Ms Nicolette Hilton



(l-r) Dr John Haynes and Ms Liz Sozou

- EDSE967 Dr Terry Lyons with Ms Nicolette Hilton
- EDSP422 Dr Ingrid Harrington
- EDSS223 Mrs Kim Porter with Ms Madeline Fussell
- EDSS224 Mrs Kim Porter
- EDSS968 Dr Graeme Bourke
- EDUC403 Dr Keita Takayama with Dr Brian Denman, Dr Siri Gamage, Dr Tiffany Jones, Dr Mutuota Kigotho, and Dr Zuo Cheng Zhang



(l-r) Dr Theodosia Prodromou, Mr Martin Schmude and Dr Brenda Wolodko



(l-r) Dr Mutuota Kigotho, Dr Tiffany Jones, Dr Keita Takayama and Dr Brian Denman

- EDUC456 Dr Peter Fletcher

Research @ SOE

Research Grants

Auh, M. "Creative Engagement with Asia through HD Videoconferencing" – successful in obtaining ARC Linkage funding of \$92 163.

Boughton, B. "Aboriginal adult literacy campaign community development Wilcannia, Bourke & Engonnia" – successful in obtaining FSCIA Community Development Fund grant of \$200 000.

Clary, D. "Teachers Learning through Language Across the Secondary Curriculum" – successful in obtaining University Research Seed Grant funding of \$12 090.

Gregory, S. "Support the sharing and reuse of virtual world education resources" – successful in obtaining OLT Seed Grant funding of \$5 000.

Jones, T. "Developing a Framework for Understanding Transnational GLBTIQ Education Rights Movements" – successful in obtaining University Research Seed Grant funding of \$19 000.

Masters, Y. "Teaching by Numbers: Can ATARs or GPAs signify teacher quality?" – successful in obtaining University Research Seed Grant funding of \$14 580.

Phan, H. "Learning without limits: Addressing disadvantaged students through positive psychology programs" – successful in obtaining University Research Seed Grant funding of \$15 000.

Sigauke, A. "Global Education in Teacher Education: A comparative study: Australia-Zimbabwe" – successful in obtaining University Research Seed Grant funding of \$5 720.

Sims, M. "Quotation for an expert report on: Monitoring and quality assurance practices for early childhood services in Australia" – successful in obtaining Deutsches Jugendinstitut funding of \$9 700.

Ellis, E. & Sims, M. "Bilingualism in the bush: reconceptualising 'speech community' in immigrant family language maintenance in regional Australia" – successful in obtaining ARC Discovery funding of \$278 000.

Takayama, K. & Jones, T. "Quantitative and Qualitative Exit Survey" – successful in obtaining MATSITI Collaborative Workforce Project funding of \$52 500.

Tobias, S. "It's part of my life: engaging university and community to enhance science and mathematics education" – successful in obtaining OLT Seed Grant funding of \$1 million, in partnership with Southern Cross University.

Publications

Journal articles

Clary, D., Kigotho, M., & Barros-Torning, M. (2013) Harnessing mobile technologies to enrich adolescents' multimodal literacy practices in middle years classrooms. *Literacy Learning: The Middle Years*, 21, 49.

Kigotho, M., & Sims, R. (2013) Education Across Space and Time: Meeting the diverse needs of the distance learner. Special Issue: *Distance Education*, 34, 137-141.

Kivunja, C. (2013) Embedding Digital Pedagogy in Pre-Service Higher Education To Better Prepare Teachers for the Digital Generation. *International Journal of Higher Education*, 2, 131-142.

Kucita, P., Kivunja, C., Maxwell, T. W., & Kuyini-Abubakar, A. (2013) Bhutanese stakeholders' perceptions about multi-grade teaching as a strategy for achieving quality universal primary education. *International Journal of Educational Development*, 33, 206-212.

Nye, A., Foskey, R., & Edwards, H. (2013) Collegial reflection on the meaning of metaphors in learning: emerging theory and practice. *Studies in Continuing Education*.<http://www.tandfonline.com/doi/abs/10.1080/0158037X.2013.796921>

Prodromou, T. (in press December 2013). A Modelling approach to probability-analysing students' conceptual structures. *NOMAD - Nordic Studies in Mathematics Education*, 18(4).

Prodromou, T., & Pratt, D. (2013). Making Sense of stochastic Variation and Causality in a Virtual Environment. *Technology, knowledge and learning*, Springer, 18, 121-147.

Cook, K., Davis, E., Williamson, L., Harrison, L., & Sims, M. (2013) Discourses of Professionalism in Family Day Care. *Contemporary Issues in Early Childhood*, 14, 112-126.

Sims, M., & Rofail, M. (2013) The experiences of grandparents who have limited or no contact with their grandchildren. *Journal of Aging Studies*, 27, 377-386.

Books

Serow, P., Callingham, R., & Muir, T. (In Press) *Primary Mathematics: Capitalising on ICT for Today and Tomorrow*. Sydney (Australia): Cambridge University Press Australia

Vlaardingerbroek, B., & Taylor, N. (2013) *Issues in Upper Secondary Science Education*. Sydney (Australia): Palgrave Macmillan USA.

Book Chapters

Gregory, S. (2013) Engaging Classes in a Virtual World. In Bredl, K. & Bösche, W. (Eds.) *Serious Games and Virtual Worlds in Education, Professional Development, and Healthcare*. Hershey (USA): Information Science Reference.

Prodromou, T. (In press) Developing a modelling approach to probability using computer-based simulations. In Shernoff, E. & Sriraman, B. (Eds.) *Probabilistic Thinking: Presenting Plural Perspectives (PT:PPP)*. New York (USA): Springer.

Prodromou, T. (2013) Connecting Probability to Statistics using simulated phenomena. In Madden, J. & Smith, R. (Eds.) *International Teacher Education Dialogue*. Sydney (Australia): The Primrose Hall Publishing Group.

Sims, M. (2013) The importance of early years education. In Pendergast, D. & Garvis, S. (Eds.) *Teaching early years: curriculum, pedagogy and assessment*. Crows Nest (Australia): Allen & Unwin.

Conference Papers

Boughton, B., & Durnan, D. (2013) Adult literacy campaigns, political participation and nation building in Timor-Leste. In *Refereed Conference Proceedings of the 3rd International Conference on Language, Education and Diversity*. Auckland, New Zealand: University of Auckland.

Kivunja, C. (2013) Leximancer software driven lexicography for dictionaries in the digital age. In *Lexicography and Dictionaries in the Information Age: Selected papers from the 8th ASIALEX International Conference*. Denpasar, Bali: Airlangga University.

Prodromou, T. (2013) Data Visualisation and Statistics from the Future. In *59th ISI World Statistics Congress Detailed Programme*. Hong Kong, China: Hong Kong Convention and Exhibition Centre.