

MCERA

Media Centre for Education Research
A U S T R A L I A

2018 ANNUAL REPORT



CONTENTS

MESSAGE FROM THE CEO	3
MESSAGE FROM THE CHAIR	4
RESEARCHER FEEDBACK	6
WHY WE NEED MCERA	7
OUR SERVICES	9
MEDIA COVERAGE	10
CASE STUDIES	14
INFORMED SOURCES	19
BOARD OF DIRECTORS	20
EDUCATION RESEARCH ADVISORY PANEL	22
OUR PATRONS	24
SPONSORSHIP AND FUNDING	25
FINANCIAL REPORT	26

MESSAGE FROM
THE CEO

Shannon Schedlich



Welcome to the first annual report of the Media Centre for Education Research Australia (MCERA).

Since joining the organisation in October 2017, I have been constantly impressed by the way that education researchers and mainstream media have worked together through MCERA to ensure research-informed content is reported to the Australian public. In a landscape where opinion is often given as much credence as facts, it is paramount that organisations like MCERA are working to ensure genuine expertise is both valued and widely shared.

When I speak to people about the size of the MCERA team, they are often surprised to hear just how lean we run, and the outcomes we are able to generate with such a small group. This is testament to the incredible dedication and passion of the MCERA staff.

Jodie Harvey joined MCERA in April 2016 initially as a Project Development Officer before being promoted to the role of Business Manager. Jodie manages MCERA's administrative and financial systems and provides governance and administrative support to the Board of Directors.

Media Officer Scott Arthurson joined MCERA in September 2017, after working in communications, media evaluation and academic editing, giving him insight into both media relations and the scholarly setting. The rapport he has built with journalists and researchers alike has seen the Media Centre's standing grow with both groups.

I would like to acknowledge the excellent work of Cathie Brown, MCERA's inaugural Chief Executive Officer, on whose efforts and groundwork much of our success has been based.

I would also like to recognise the efforts of casual staff and volunteers who have helped get MCERA to where we are today – Lucy Wickins, Frank Wilson, Karen Phillips, and Sheresthna Joshi.

Dr Shannon Schedlich

Chief Executive Officer

*"YOU AND YOUR TEAM ARE PURE
GENIUSES. TRULY IMPRESSED."*

**- DR MADALENA CRUZ-FERREIRA,
INDEPENDENT SCHOLAR, JAN 2018**

MESSAGE FROM **THE CHAIR**

Anna Sullivan



The Media Centre for Education Research Australia (MCERA) is quickly becoming the ‘go to’ organisation in Australia for the latest educational research and for fast, expert responses, leading to better informed media reporting on educational issues. MCERA is an independent, not-for-profit company. MCERA gives the media ready access to quality peer-reviewed research and suitable academic experts that can inform public opinion, education policy and education practice, to ensure that Australia has an excellent education system.

MCERA provides a range of services to journalists and education researchers. In particular, MCERA:

- Assists the media to provide more accurate and informed coverage of educational issues;
- Identifies and encourages individual educational researchers to engage with the media, media outlets or journalists, especially when coverage of their specialist areas of expertise are in the headlines and/or become a matter of public interest;
- Facilitates contact between the media and educational researchers; and
- Supports and trains educational researchers to work more effectively with the media.

In his [address](#) at the National Press Club in 2017, Vice Chancellor Barney Glover passionately defended the importance of “expertise and evidence” in public debate and the central role that universities must play in this. He argued:

“Universities perform an essential role in society. We must stand up for evidence. Stand up for facts. Stand up for the truth. ... Because in an era where extremists and polemicists seek to claim more and more of the public square, our need for unbiased, well-researched information has seldom been greater. ... In this, academics and journalists have common cause.”

MESSAGE FROM
THE CHAIR

cont.

Australian educational researchers undertake world class research that is often hugely influential in academic education circles. However, little news of their findings reaches mainstream media.

Given that education affects everyone and is paramount to a successful society, the quality of media reporting in this area is important. Yet it is often difficult for the media to get timely access to research and expert comment informed by that research. Because of this, media reports of important educational issues often rely on well-meaning but not necessarily well-informed opinions. This means that the Australian public is not receiving accurate and informed information about education issues.

MCERA is helping to change this.

In 2014 I had a vision to start an organisation to improve the media's reporting of educational issues and to improve the public's respect for education research. The media tend to frame public debate and therefore play an important role in providing direction to policy-making, educational practice and public dialogue. At the time, the media relied heavily on opinions which lacked engagement with research. Further, education researchers were hesitant to engage with the media. This meant that the Australian public was often misinformed about important education matters and the lack of substance in such debates contributed to negative public perceptions of educators at all levels of education.

With the support of many people and organisations, the Media Centre for Education Research Australia has become a reality. In February 2017 we began offering services. In the first year of operation, MCERA generated over 1,400 media items and had a media reach which exceeded 10.8 million. This exceeded expectations.

MCERA is helping to ensure quality media reporting on education matters and therefore helping advance Australian education.

Associate Professor Anna Sullivan

Chair of the Board

RESEARCHER FEEDBACK

"I FOUND MCERA'S SUPPORT INVALUABLE IN HELPING GUIDE ME THROUGH THE PROCESS OF ENGAGING WITH THE MEDIA. THEY WERE AVAILABLE TO ANSWER ALL QUESTIONS AND PLAYED A CENTRAL ROLE IN MAKING SURE THE JOURNALIST AND JOURNAL WERE ON THE SAME PAGE FOR THE RELEASE OF THE RESEARCH. IT WAS A TERRIFIC EXPERIENCE AND THE COVERAGE OF THE RESEARCH SPEAKS HIGHLY TO MCERA'S EXPERTISE."

- DR REBECCA COLLIE, UNIVERSITY OF NEW SOUTH WALES (UNSW SYDNEY) MAY 2018

"IN A VERY SHORT PERIOD OF TIME, MCERA HAVE ESTABLISHED THEMSELVES AS THE GO-TO ORGANISATION FOR FAST, INFORMED RESPONSES TO EDUCATION MATTERS IN AUSTRALIA. WHEN [A MAJOR STEM ISSUE AROSE] IN NSW LAST WEEK, MCERA WERE ON THE PHONE TO ME. A MEDIA RELEASE WAS DRAFTED, THEY SENT IT TO ME PROMPTLY FOR FURTHER REFINEMENT, AND THE NEXT DAY I DID THREE INTERVIEWS AND ONE TELEVISION APPEARANCE ACROSS FOUR DIFFERENT MEDIA OUTLETS. AUSTRALIANS WANT RELIABLE INFORMATION SOURCES – ESPECIALLY WHERE EDUCATION IS CONCERNED – AND MCERA THROUGH ITS OUTREACH ARE PROVIDING THAT KNOWLEDGEABLE SERVICE."

- DR JANE HUNTER, UNIVERSITY OF TECHNOLOGY SYDNEY (UTS), MARCH 2018

MORE THAN 90% OF RESEARCHERS FOUND MCERA HELPFUL IN FACILITATING THEIR WORK WITH THE MEDIA.

100% OF RESEARCHERS WITH COVERAGE GENERATED FOUND THEIR WORK WAS ENTIRELY OR ALMOST ENTIRELY ACCURATELY COVERED IN THE MEDIA THROUGH THEIR MCERA ENGAGEMENT.

95% OF RESEARCHERS WHO ENGAGED WITH MCERA WERE SATISFIED WITH THE SERVICE THEY RECEIVED FROM MCERA, WITH ALMOST HALF FINDING THAT MCERA EXCEEDED THEIR EXPECTATIONS.

WHY WE NEED MCERA

By serving as a conduit between the media and education researchers, MCERA assists public understanding of education issues and informs policy and practice. MCERA assists the media to disseminate research-based stories that contribute to community understanding on important education matters.

We believe that by empowering the public with accurate knowledge of education issues, we contribute to better policy-making, greater understanding between students, parents and educators and a brighter future for all Australians.



The Public

Everybody has an ‘opinion’ about the education system but finding real evidence-based research about what works and what doesn’t is not so simple. MCERA was established to improve and facilitate media access to the wealth of research undertaken by Australian experts in the field. In doing this it seeks to improve the quality of reporting about education issues and, in turn, advance the quality of education in Australia.

Researchers

At a time when the distinctions between fact, opinion, and informed argument are under threat, and increasingly replaced by competing accusations of “fake news” and post-truth politics, it is more important than ever for educational researchers to get their work out into the public domain. Teachers, parents, education communities, politicians and policy makers are all consumers of media reporting and are influenced by the public discussion. MCERA helps educational researchers to make deliberate forays into the Australian public arena through mainstream media so that quality research is disseminated to help improve the quality of public discussion.

WHY WE NEED MCERA

Universities

The Australian Government recently introduced a national engagement and impact assessment to assess the benefits flowing from university research. One of the measures of engagement and impact is the ‘translation’ of research via media coverage as a way of capturing the potential for wider economic and social benefits. MCERA facilitates broad dissemination of the latest education research raising the quality and availability of evidence that decision makers, school principals, teachers and the public receive through the media.

Media

Journalists are generally committed to finding the most accurate information available for their reporting, but it can be very difficult for the media to access high quality research and the right expert to comment in a timely manner on an educational issue. This issue is exacerbated by the increasing pressures placed on many journalists by changing revenue models, shorter news cycles and shrinking newsrooms. MCERA saves time for journalists by providing a single point of access to a wide range of authoritative, independent and accessible education news, research, insights, background and comments across the many different fields and sectors of education.

Educators

Educators build the knowledge, skills and confidence of others, making a vital contribution to Australia’s social and economic wellbeing. Awareness of their value is often internalised as a strong passion for what they do. Yet their ability to do their job well is affected by external factors: education policies, parent perceptions, school resources, workplace pressure, and the availability of professional support and learning. By ensuring the public and politicians hear the voices of education researchers – many of whom have also been educators – MCERA increases understanding of educators’ work. This better enables policymakers to make decisions that empower educators to thrive and excel. Further, through Informed Sources (see page 19), MCERA provides time-poor educators and school leaders with resources for professional development, and enhanced communication with the wider school community.

"THE TEAM AT MCERA HAVE BEEN VERY HELPFUL IN FINDING IMPORTANT RESEARCH AND EDUCATION EXPERTS FROM ACROSS THE COUNTRY. AS WELL AS IDENTIFYING TIMELY STUDIES AND PAPERS, THEY'RE ALWAYS ABLE TO PUT ME IN TOUCH WITH ACADEMICS TO DISCUSS VARIOUS ISSUES, OFTEN AT VERY SHORT NOTICE. AND IT'S ALWAYS A PLEASURE WORKING WITH THEM!"

-PALLAVI SINGHAL, EDUCATION REPORTER, THE SYDNEY MORNING HERALD, APRIL 2018

OUR SERVICES

MCERA is an indispensable source of content and expertise for mainstream media and contributes to a greater public understanding of key educational issues by offering the following services:

Media Releases

MCERA prepares and distributes media releases on newly published education research from around the world, with a particular focus on Australian research.

Expert Comment

When an education-related issue hits the news, MCERA rapidly locates key experts on the topic, elicits responses and distributes their comments to journalists, who can choose to use the quotes directly in their stories, as a background or provide details of contacts for a follow up interview.

Expert Referrals

MCERA has a detailed database of education experts and can assist journalists to find appropriate experts.

Media Briefings

There are education issues that appear in the mainstream media which are complex and difficult for journalists to report on. MCERA media briefings provide journalists with up-to-date information on complex issues so they can separate fact from opinion and go back to fundamental research when needed.

Round-ups

When controversial research is published in academic journals, MCERA will provide an overview and independent expert commentary to help journalists understand and cover the research. This supports accurate and informed coverage.

Media support for education academics

MCERA supports education academics to work more effectively with the media and provides media training for key sponsors. In particular, MCERA provides one-on-one coaching to support researchers to communicate effectively with the media.

“WORKING WITH MCERA HAS BEEN A REAL EYE-OPENER FOR ME. IT’S AMAZING WHAT A DIFFERENCE IT MAKES TO THE READERSHIP OF RESEARCH BY LETTING THE MEDIA KNOW ABOUT IT. THAT MIGHT SOUND OBVIOUS, BUT FOR ME (AS PERHAPS FOR MANY ACADEMICS), THIS WAS BIG NEWS. SCOTT FROM MCERA WAS A HUGE HELP, FIRST IN CRAFTING A MEDIA RELEASE, AND THEN IN DISTRIBUTING IT TO MEDIA OUTLETS. AS A RESULT OF THE EXPOSURE FROM MCERA, MY RESEARCH HAS BEEN DISCUSSED ON RADIO, IN PRINT, AND LED TO REQUESTS FOR FOLLOW-UP OPINION PIECES. ASIDE FROM ALL OF THOSE TANGIBLE OUTCOMES, I REALLY VALUE THE FACT THAT IT HAS BEEN MY FIRST REAL TASTE OF “MEDIA TRAINING” – WHERE IN THE PAST I’VE TURNED DOWN REQUESTS TO APPEAR ON RADIO, SCOTT’S HELPFUL ADVICE MADE ME FEEL COMFORTABLE WITH THE MEDIUM. I WOULD NOW KNOW HOW TO WRITE A MEDIA RELEASE AND DISTRIBUTE IT ON MY OWN IF I EVER NEEDED TO, SO MANY THANKS FOR THIS EXCELLENT SERVICE.”

- DR NICK KELLY, QUEENSLAND UNIVERSITY OF TECHNOLOGY (QUT)

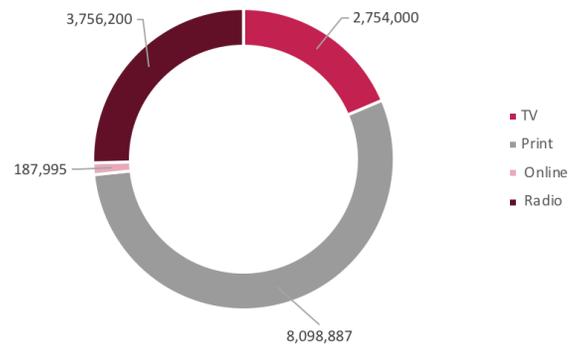
MEDIA COVERAGE

REACH: 14,797,100

BY STATE

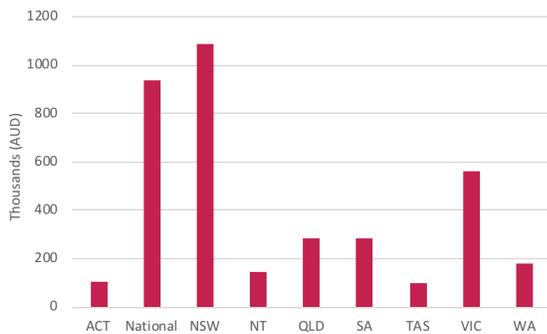


BY MEDIA TYPE

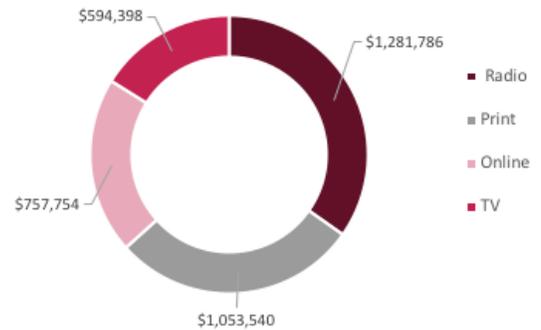


ADVERTISING SPACE RATE: \$3,687,500

ASR BY STATE



ASR BY TYPE



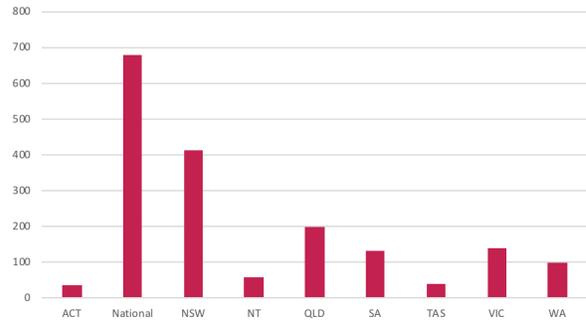
MEDIA COVERAGE

VOLUME OF ITEMS: 1,780

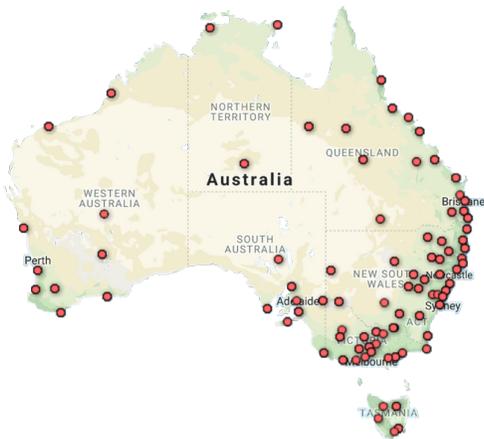
REGIONAL PRINT & BROADCAST OUTLETS (NON-CAPITAL CITIES): 746



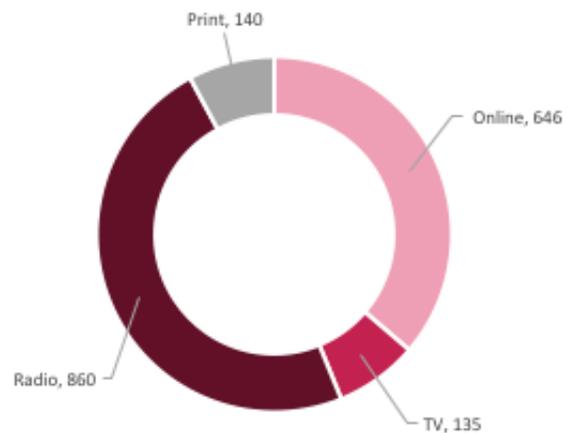
ALL ITEMS BY STATE



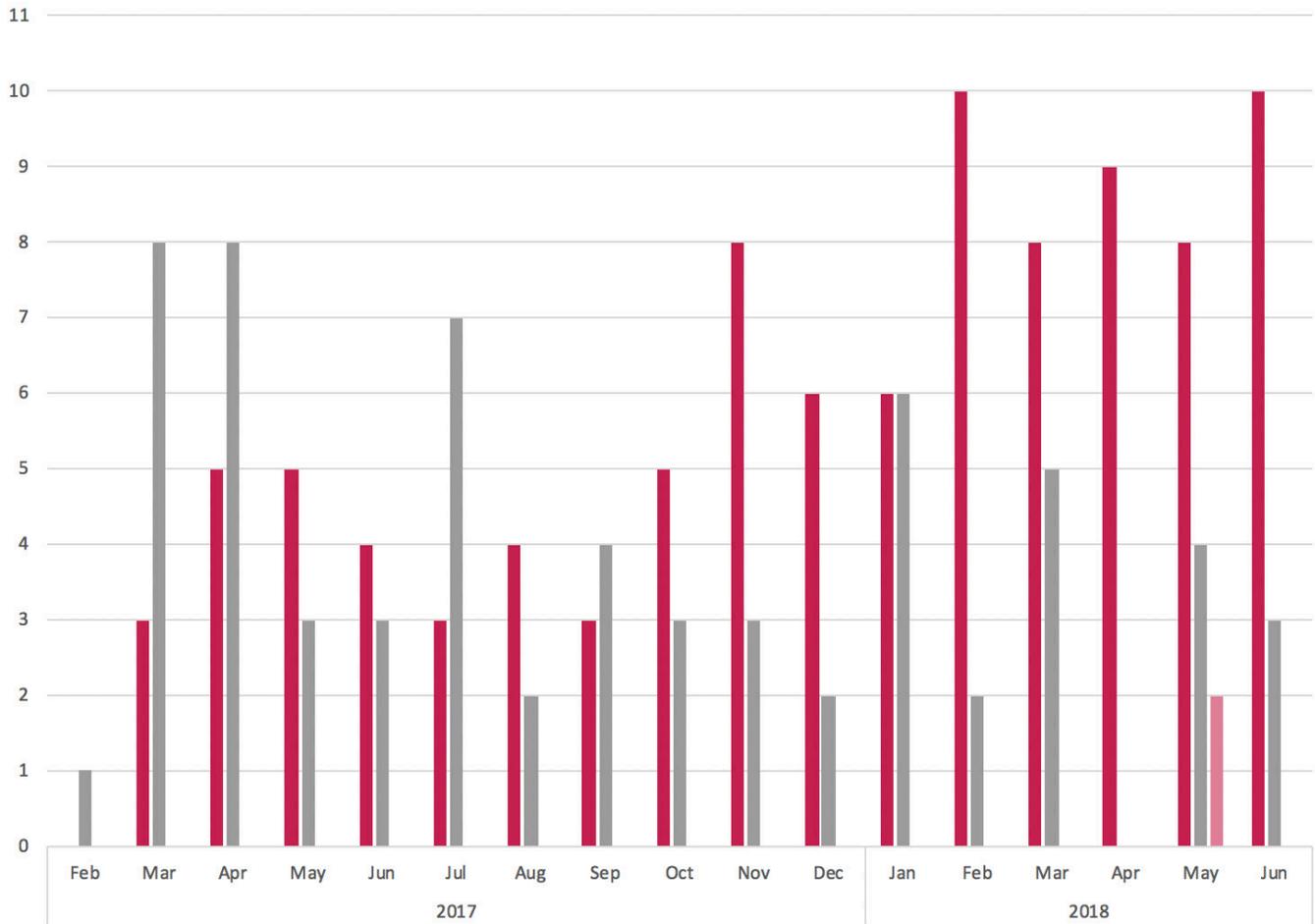
GEOCODING OF MEDIA OUTLETS



BY MEDIA TYPE



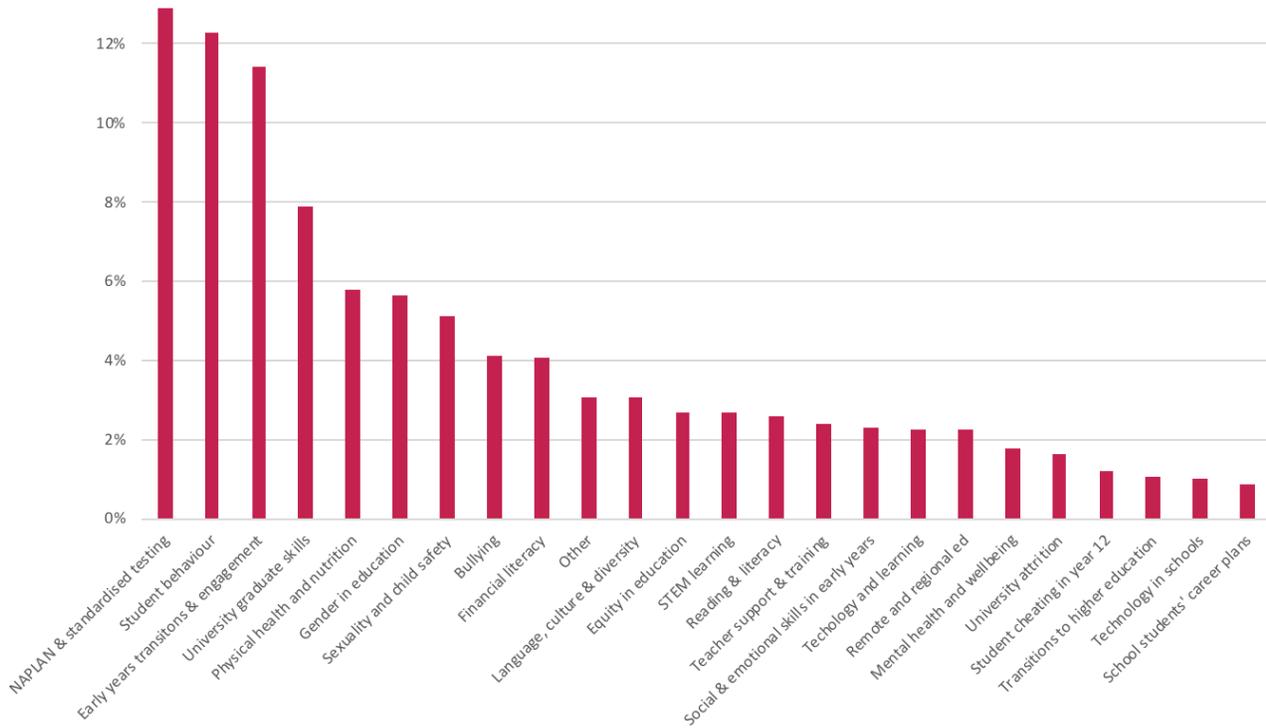
MEDIA COVERAGE



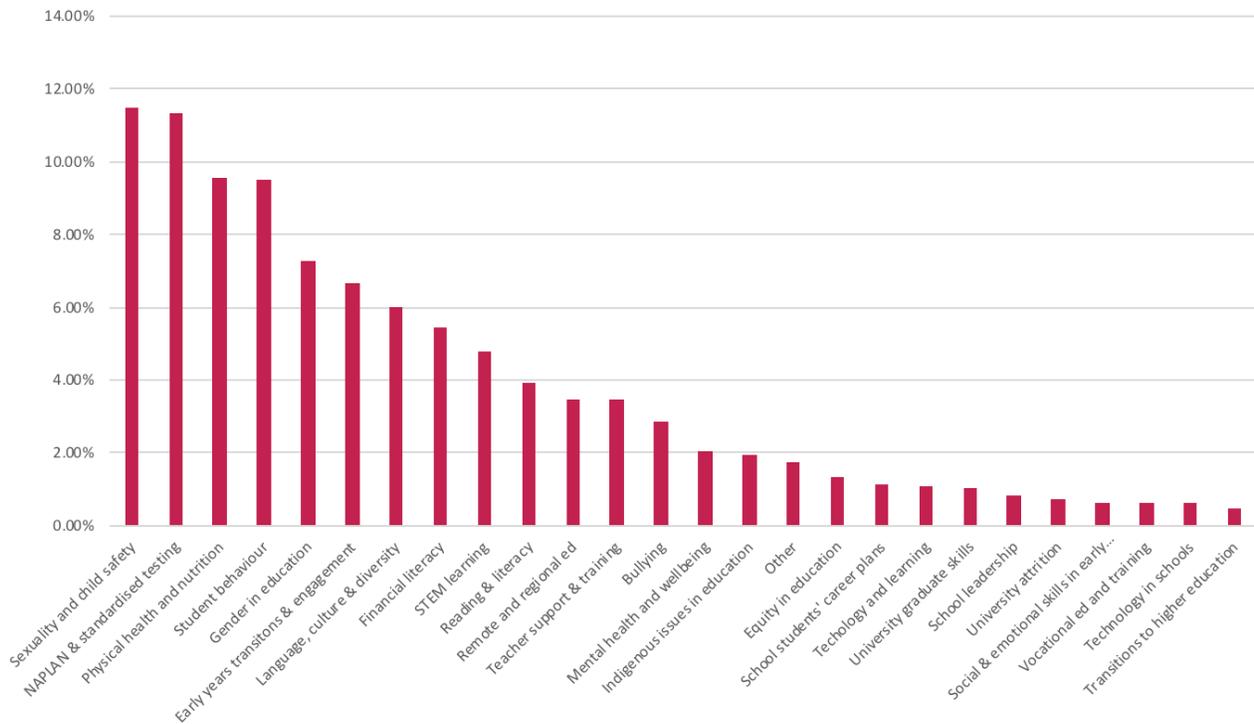
- Expert comments, referrals and roundups
- Media release issued
- Media briefing

MEDIA COVERAGE

PORTION OF REACH



PORTION OF VOLUME



CASE STUDIES

Children's Financial Literacy – Carly Sawatzki

Dr Carly Sawatzki worked with MCERA to promote her findings on teaching financial literacy to children which was published in Springer's [Mathematics Education Research Journal](#). The article, published in September 2017, was titled '[Lessons in financial literacy task design: Authentic imaginable useful](#)'.

MCERA issued the release for general distribution in early October given broad media interest in financial literacy at the time. It was first picked up by two regional ABC radio stations and a regional print outlet. Within a few days, it led to a widely syndicated interview with Dr Sawatzki on ABC Radio's Business PM, and another interview on ABC News (an article on these interviews featured on the ABC [website](#)). At this point the total reach of the coverage was around 503,500 people.

On October 24, The Conversation published [an article](#) by Dr Sawatzki. This article was syndicated to several news sites (including ABC Online), and sparked interest for further ABC Radio interviews broadcast in regional NSW and Victoria. The article contained direct links to the researcher's journal article.

The researcher was again featured on [ABC Radio National](#) in late November, and in a story in "[Kids News](#)" (part of the *Herald Sun*) later that week.

By the end of November, total coverage had a reach of 583,500. At the time of writing, the Springer article had been downloaded 2,200 times, and had an [Altmetric Attention Score of 51](#), placing it in the top 5% of all research outputs scored by Altmetric.

"MCERA DEVELOPED MY THINKING ABOUT AND APPROACH TO PUBLIC INTELLECTUALISM THROUGH THE MEDIA. THROUGH WRITING A MEDIA RELEASE TOGETHER, I LEARNED TO HONE IN ON AND COMMUNICATE SIMPLY AND EFFECTIVELY ABOUT THE MOST IMPORTANT TAKE-AWAYS FROM MY RESEARCH. THIS INCLUDED ADVICE ON HOW TO NAVIGATE IMPORTANT QUESTIONS ABOUT THE ROLE OF BANKS IN FINANCIAL LITERACY EDUCATION AND GENTLY CHALLENGE WAYS OF THINKING THAT ARE POTENTIALLY MARGINALISING FOR COMMUNITIES EXPERIENCING DISADVANTAGE AND FINANCIAL HARDSHIP. I AM NOW RECOGNISED AS A UNIQUE AND LEADING VOICE IN MY FIELD, AND AM REGULARLY CONTACTED FOR EXPERT COMMENT. I CANNOT THANK MCERA ENOUGH FOR THEIR MENTORING AND SUPPORT - THEY ARE SO IMPORTANT TO THE MODERN ACADEMY."

- DR CARLY SAWATZKI, UNIVERSITY OF CANBERRA

CASE STUDIES

Women's leadership in education – Jane Wilkinson

In anticipation of International Women's Day (8 March), on 6 March 2017, MCERA distributed comments from Monash researcher Professor Jane Wilkinson on the changes necessary to enable women's leadership in education and the workplace. Her comments were based on two recently published book chapters on educational leadership: '[Leading for social justice: Examining educational leading through a practice lens](#)', and '[Reclaiming education in educational leadership](#)'.

The release led to interviews with Professor Wilkinson the following day on ABC Radio Melbourne and 6PR radio in Perth. In these, she drew upon her research to discuss the workplace practices that would need to change, such as breakfast and evening meetings, if women are to have equitable opportunities to attain leadership.

On International Women's Day, Professor Wilkinson's comments were reported on three additional stations: MIX FM 102.3 and Cruise in South Australia, and 4KQ in Brisbane. Her media coverage had a total reach of 283,000, and an Advertising Space Rate (ASR) of \$23,021.

Career choice by students – Jennifer Gore

A June 2017 release on a journal article about Australian school students' career aspirations co-authored by Professor Jennifer Gore and published in [Higher Education Research & Development](#) led to articles in the *Sydney Morning Herald* and *The Age*. Professor Gore was then interviewed on ABC Radio Sydney.

Professor Gore's research was then picked up on Canberra's 2CC radio. That same day, an interview with Professor Gore and co-author Dr Anna Fletcher was broadcast on Radio National's PM. Later in the month, the story was also published in The Australian Higher Education section.

In total, the coverage had an estimated reach of 426,090, and an ASR of \$160,424. At the time of the writing, the research itself had received 2,187 views, and had an Altmetric score of 35, placing it in the top 5% of all research outputs scored by Altmetric.

CASE STUDIES

Students' problematic sexual behaviour and teacher training – Lesley-Anne Ey

In late July 2017, the journal Sex Education published the paper '[Educators' understanding of young children's typical and problematic sexual behaviour and their training in this area](#)', co-authored by Dr Lesley-anne Ey, of UniSA. MCERA arranged an exclusive with the *Sydney Morning Herald* on the paper in early August.

The exclusive was printed in the *SMH* after being [published online](#) and syndicated across more than 120 Fairfax websites, which linked directly to the research. The same day, Dr Ey was contacted for an interview on ABC Radio. Content from this interview was syndicated nationwide across Radio National, Triple J and ABC metropolitan and regional stations. Dr Ey was also interviewed by Kidspot.com, resulting in [another piece](#) that linked directly to Dr Ey's paper. The next day, the *SMH* published a separate piece online referring to the research. The following week, Dr Ey was interviewed for another article in *The Advertiser* in South Australia.

This coverage had a total reach of 758,007, and an ASR of \$234,973. At the time of writing, Dr Ey's article had received 1,782 views, and an Altmetric Attention Score of 147, placing it in the top 5% of all research outputs scored by Altmetric (and the top 2% of papers of the same age). Based on the attention the article received, Routledge asked Dr Ey to submit a book proposal on the same topic.

"MCERA'S MEDIA RELEASE OF MY JOINT RESEARCH AROUND CHILDREN'S PROBLEMATIC SEXUAL BEHAVIOUR RESULTED IN THE RESEARCH FEATURING IN THE SMH, THE MELBOURNE AGE AND THE ADVERTISER AND INTERNATIONAL MEDIA IN THE UK AND NZ. DURING THE PREPARATION OF THIS RELEASE, MCERA SUPPORTED MY NEEDS AROUND THE SENSITIVITY OF THIS TOPIC, PROVIDING MULTIPLE DRAFTS TO ENSURE THE MEDIA RELEASE ACCURATELY REPRESENTED THE RESEARCH AND DID NOT MISREPRESENT MY COMMENTS. ANOTHER MEDIA RELEASE ABOUT BULLYING BY MCERA DREW ON THREE STUDIES, INCLUDING ANOTHER OF MY JOINT RESEARCH PROJECTS, PLACING MY RESEARCH NEXT TO WORLD LEADERS IN THE FIELD IN THIS RELEASE. I PLACE GREAT TRUST IN MCERA IN REPRESENTING MY RESEARCH ACCURATELY AND PROFESSIONALLY, WHICH IS WHAT I NEED GIVEN THE SENSITIVITY OF THE TOPICS I RESEARCH. "

- DR LESLEY-ANNE EY, UNIVERSITY OF SOUTH AUSTRALIA

CASE STUDIES

Importance of physical education – Shane Pill and Brendon Hyndman

In early September 2017, in the lead-up to National Health and Physical Education Day, MCERA released comments by Associate Professor Shane Pill, of Flinders University, on the importance of “physical literacy” in schools, based on his extensive research history in physical education. On the same day, MCERA distributed a release putting forward Dr Pill as an expert available for general comment on sport and physical education in schools on National Health and Physical Education Day. MCERA also issued a release on research by Dr Brendon Hyndman, of Southern Cross University, on “invigorating” playgrounds to encourage physical activity in schools.

The two academics’ input formed the basis of articles in Melbourne's *Herald Sun* and *The Advertiser* in Adelaide released in print on 6 September. The following day, Dr Pill’s comments appeared in the Cairns Post. He was interviewed for another article in the *Sun Herald* and the *Sunday Canberra Times* that weekend, which was syndicated across at least 29 Fairfax Media websites. Dr Hyndman’s research also featured in an article in the *Courier Mail*.

Later that month, Dr Pill was interviewed about physical literacy on Adelaide’s Nine News. Coverage continued through to early December, with one article in the magazine *Education Review* and another in *Sunshine Coast Daily*, both of which closely followed MCERA’s original release.

CASE STUDIES

NAPLAN, research and public policy

In early 2018, MCERA identified that the media regularly reported on NAPLAN testing in Australia, yet the coverage relied heavily on opinion and was lacking authoritative insight from education research. MCERA prepared an ‘issue-based campaign’ to help provide a greater understanding of this complex education issue.

Prior to the testing period, MCERA held two media briefings on [May 3](#) and [May 10](#) to assist journalists to understand the research that informs the complexity around NAPLAN, so they could separate fact from opinion and refer to fundamental research when needed. Leading education experts were asked to present and explain the latest research directly to the media and answer questions. Experts provided briefings on related topics such as literacy teaching, mathematical reasoning, teacher professional learning, NAPLAN’s uses and limitations as an effective assessment, and its implications for Aboriginal and Torres Strait Islander students.

The goal was to support the media to develop a deeper understanding on the complexity of NAPLAN and related issues so that they could provide better informed media reporting. The briefings also introduced journalists to leading educational researchers who could provide expert comments in the future.

A variety of media personnel attended the online briefings. Attendees included journalists from News Corp Australia, Fairfax, education press journalists, and observers from the Queensland Independent Education Union and the Queensland Department of Education.

In addition to these media briefings, MCERA issued media releases, expert comments and expert referrals from February to May. For example, one media release outlined Dr Angelique Howell’s research on students’ experiences of NAPLAN. It included advice to parents and educators on ways to reduce NAPLAN stress for students. This research was covered by *The Advertiser* and Nine News Adelaide.

In four months, this ‘issue-based campaign’ on raising the understanding of NAPLAN resulted in 45 media reports and generated a reach of 565,100 and an ASR of \$124,900.

MCERA will continue to provide content and expertise to the media and thus contribute to a greater public understanding of NAPLAN and related issues.

INFORMED SOURCES

In 2018, MCERA launched '[Informed Sources: Latest Educational Research – Content for Australian Schools](#)', which provides school leaders with high quality articles on relevant, recently published educational research.

Twenty articles are published throughout the year on a range of education issues, presented in a format that can be inserted straight into school newsletters, Facebook groups, or blogs, or shared with staff for professional development. The articles are easy to read, authoritative and informed by research. The articles also include hyperlinks to related published research wherever possible.

Informed Sources is a valuable resource aimed at helping school leaders keep up to date with the latest developments in education research. It also provides schools with access to quality research to help inform policy and practice.

MCERA is uniquely placed to identify important research across a range of education issues because it has formal relationships with publishers, researchers, universities and research associations which are committed to this endeavour.

Informed Sources is currently available in both full-year and half-year subscriptions. In the future, MCERA plans to expand the reach of Informed Sources: Latest Educational Research to an international audience.

BOARD OF DIRECTORS

The MCERA Board of Directors provides governance, strategic direction and oversight for the centre. It is comprised of a mix of representatives, with a wide variety of expertise and experience, who are well placed to lead the organisation.



ASSOCIATE PROFESSOR ANNA SULLIVAN

BOARD CHAIR, DIRECTOR

Associate Professor Anna Sullivan is the founding director of MCERA and was appointed the inaugural Chair of the Board in May 2016. Anna is currently an Associate Professor of Education at the University of South Australia.



DR JIM DAVIES

COMPANY SCERETARY, DIRECTOR

Jim Davies is an independent education consultant and researcher, recently researching principals' professional practices that facilitate indigenous education. He has previously held numerous leadership roles in the South Australian public education system, including District Superintendent.



PROFESSOR MICHELE SIMONS

DIRECTOR

Professor Simons is the Dean and Head of the School of Education at Western Sydney University. She has extensive experience in supporting learning in the fields of adult education, vocational education and workplace learning, and secondary teacher education programs. Michele sits on the Board of the Australian Council of Deans of Education.



LINCOLN SMITH

DIRECTOR

Lincoln Smith is a Partner at Norman Waterhouse Lawyers, specialising in Employment, Industrial Relations and Media Law, with over 17 years' experience. Lincoln is also a Director of the Mary MacKillop College and a member of the Law Society's Industrial Relations Committee.



SUSI STEIGLER-PETERS

DIRECTOR

Susi Steigler-Peters is the founder of Learning 21, an education consultancy group. Susi was previously the Global Education Lead in Telstra, where her role reached all Australian schools, TAFEs, universities and key education agencies.



NICK WILKINS

DIRECTOR

Nick Wilkins is a Partner at Nexia Edwards Marshall specialising in business consulting and taxation. He has more than 25 years' experience in the provision of taxation, accounting and business services to corporate clients, including ASX-listed companies.

BOARD OF DIRECTORS

In addition, the current Board would like to acknowledge the work of previous Board members:

Megan Bonny MVO (August 2017 – July 2018)

Professor Martin Westwell (April 2016 – November 2017)

Roger Zubrinich (May 2016 – December 2017)

The organisation is also grateful to those who participated in the MCERA Establishment Group, which predated the appointment of the Board:

Dr Jim Davies, Consultant, past CEO Principals Australia Institute Ltd, and past President South Australian Secondary Principals Association;

Mr Peter Holmes, Accountant and Partner, Ferrier Hodgson;

Associate Professor Nicole Mockler, University of Sydney, Communications Coordinator for the Australian Association for Research in Education;

Ms Michele Nardelli, Associate Director, News and Communications, University of South Australia;

Professor Alan Reid, Emeritus Professor, School of Education, University of South Australia;

Professor Michele Simons, Dean and Head of the School of Education, Western Sydney University;

Associate Professor Anna Sullivan, Senior Lecturer, University of South Australia;

Professor Martin Westwell, Chief Executive Officer, SACE Board;

Mr Nick Wilkins, Accountant and Partner Nexia Edwards Marshall; and

Mr Roger Zubrinich, Consultant, Establishment and Government Relations.

EDUCATION RESEARCH ADVISORY PANEL

The Education Research Advisory Panel comprises eminent educational researchers who are nominated by Platinum and Gold sponsor organisations and appointed by the Board. The Advisory Panel members provide advice to MCERA staff by identifying specialist researchers, alerting staff to upcoming events and newly published research and encouraging suitable peers to engage with MCERA.

Members of the Education Research Advisory Panel to date have included:

Associate Professor Helen Askwell-Williams

Flinders University

Associate Dean of Research and Director, Flinders Educational Futures Research Institute

Expertise: cognitive psychology and educational practice; evaluation of quality in teachers' and learners' knowledge; mental health promotion in educational settings

Professor Tracey Bunda

University of Southern Queensland

Head (College for Indigenous Studies, Education and Research)

Expertise: Aboriginal and Torres Strait Islander education

Professor Lindsey Connor

Flinders University

Dean (People & Resources), College of Education, Psychology and Social Work

Expertise: education systems; education change

Professor Deborah Corrigan

Monash University

Expertise: science; STEM education

Professor Geoff Crisp

University of New South Wales (Sydney)

Pro-Vice Chancellor (Education)

Expertise: science; online learning

Professor Martin Mills

Director of the Centre for Research on Teachers and Teaching at the Institute of Education, University College London

Immediate Past President of Australian Association for Research in Education

Expertise: social justice; pedagogies; school reform; teachers' work; alternative education; gender

Associate Professor Sue Nichols

University of South Australia

Leader, Multiliteracies and Global Englishes Research Group in the Centre for Research in Education

Expertise: literacy; family involvement; practitioner inquiry; inclusive education

EDUCATION RESEARCH ADVISORY PANEL

Professor Ruth Bridgstock

University of South Australia (now with Griffith University)

Expertise: higher education and graduate employability; the future of education and work

Professor Chris Davison

University of New South Wales (Sydney)

Head of the School of Education

Expertise: language education and school-based assessment

Professor Bob Lingard

University of Queensland

Emeritus Professor

Expertise: equity in education; assessment; education policy

Professor Neil Selwyn

Monash University

Expertise: digital media in everyday life; the sociology of technology (non)use in educational settings

Professor Pat Thompson

University of Nottingham

Convenor of the Centre for Research in Arts, Creativity and Literacy

Expertise: interdisciplinary engagement with questions of creative and socially just learning and change

ON HALF OF ALL EXPERT COMMENTS THAT MCERA HAS RELEASED, MEMBERS OF THE EDUCATION RESEARCH ADVISORY PANEL HAVE PROVIDED INPUT INTO WHO ARE THE MOST RELEVANT PEOPLE TO CONSULT.

MCERA ALSO UTILISES ITS EXPERT DATABASE AND INPUT FROM AUSTRALIAN ASSOCIATION FOR RESEARCH IN EDUCATION SPECIAL INTEREST GROUP (SIG) CONVENORS TO ENSURE THE MOST RELEVANT PEOPLE ON ANY TOPIC ARE BEING PUT FORWARD FOR COMMENT.

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FINANCIAL REPORT

Media Centre for Education Research Australia

Profit & Loss Statement For the year ended 30 June 2018

	2018 \$	2017 \$	2016 \$
Income			
Interest Received	462	1,314	-
Government Grants	-	-	150,000
Sponsorship	129,344	105,550	24,351
Subscriptions (Informed Sources)	8,680	-	-
	138,486	106,864	174,351
Expenses			
Bank Charges	64	52	-
Events And Fundraising	195	5,266	-
General Expenses	435	34	-
Insurance	2,124	2,032	2,060
Interest	18	3	-
Legal Costs And Filing Fees	126	2,809	-
Marketing And Advertising	2,158	2,211	-
Office Expenses	1,145	643	472
Recruitment Costs	2,000	6,370	-
Salaries And Wages (And On Costs)	165,813	126,798	4,048
Sub Contractors	9,085	4,344	9,320
Subscriptions	-	90	-
Travelling Expenses	1,861	3,522	-
Webinar Hosting	164	-	-
Websites	292	520	-
	185,478	154,692	15,900
Net Profit (Loss)	(46,992)	(47,829)	158,452
Retained Earnings (Accumulated Losses) At The Beginning Of The Financial Year	110,623	158,452	-
Retained Earnings At The End Of The Financial Year	63,631	110,623	158,452

Media Centre for Education Research Australia

ABN: 91 612 123 627

Address: Rm 380, Social Sciences South,
Flinders University, Bedford Park

MCERA is a registered charity, to find out more about supporting our organisation contact info@mcera.org.au

