Curriculum Publications

Name:	**Dr Beverley Anne Rogers**
	EdD, Grad Cert Ed (Higher Ed), ML&ME, Grad Dip Ed Admin, BEd, BSc
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Current position:	Lecturer
	College of Education, Psychology and Social Work
	Flinders University

TERTIARY QUALIFICATIONS

Qualification	Year	Institution
Graduate Certificate Education (Higher Education)	2016	Flinders University, South Australia
Doctor of Education	2013	University of South Australia
Certificate IV in Training and Assessment (Cert IV)	2013	Personal Training and Development (RTO)
Master of Leadership and Management in Education	1999	University of Newcastle, NSW
Graduate Diploma in Educational Administration	1990	Deakin University, Victoria
Bachelor of Education	1988	Adelaide University, South Australia
Diploma of Education	1975	Adelaide University, South Australia
Bachelor of Science (Mathematics/Psychology)	1974	Adelaide University, South Australia

DfE (previously DECD) appointments summarised

2013	Senior Consultant, Standards in DECD HR and Workforce Development
2012	Completion of Doctor of Education LSL
July 2008 - 2011	Director Numeracy and Sciences, Curriculum Services, DECD
April 2007 - June 2008	Superintendent Curriculum Design and Policy, Curriculum Services, DECD
August 2005 - April 2007	Principal Project Officer- Strategic Reform Unit/Strategy and Policy Unit, DECD
Dec 2003 - Jan 2004	Acting District Superintendent, Elizabeth Munno Para DECD
2004 - July 2005	Chair Northern Adelaide State Secondary Schools Principals' Network (NASSPN) DECD and Principal
1996 - July 2005	Principal Fremont-Elizabeth City High School PC08 DECD
1995	Principal Fremont High School and Elizabeth City High School amalgamated on two sites
1994	Principal Fremont High School, Elizabeth
1992-1993	Principal Whyalla High School, Whyalla
1990-1991	Deputy Principal Stuart High School, Assistant Principal Edward

	John Eyre High School, Whyalla
1988-1989	Coordinator Mathematics Stuart High School, Whyalla
1984-1987	Coordinator Maths/IT The Heights R-12 School
1976-1983	Teacher Parks High School (Regional Mathematics Advisor 1982-1983)

Publications
Books
Rogers, B. (2016). *Educational Leadership: cultivating plurality in a 'public space'*. Saarbrucken, Germany: LAMBERT Academic Publishing.

Giles, D., Bell, M., Halsey, J., Palmer, C., Bills, A., & Rogers, B. (March 2016). *Teaching within a relational approach to educational leadership* South Melbourne, Victoria: Cengage Learning Australia.

Book Chapters
Rogers, B. (under review). Democracy in Decline? The possibility of developing democratic and deliberative orientations as conduct In S. Riddle, A. Heffernan, & D. Bright (Eds.), *Education for Democracy Reconsidered:* . Queensland: Routledge

Rogers, B. (Under Review). Rethinking knowledge hierarchies in teaching educational leadership to International Students. In E. A. Samier, E. ElKaleh & W. Hammad (Eds.), *Internationalisation of Educational Administration and Leadership Curriculum: Voices and Experiences from the 'Peripheries'*. Howard House, Wagon Lane, Bingley, BD16 1WA: Emerald Publishing Ltd.

Rogers, B. (2021). The rise and fall of evidence-based research. In F. W. English (Ed.), *The Palgrave Handbook of Educational Leadership and Management Discourse*. US: SpringerNature.

Rogers, B. (2017). Thinking beyond leadership as a service to policy. In G. Lakomski, S. Eacott & C. W. Evers (Eds.), *Questioning Leadership: New Directions for Educational Organizations* (pp. 112-124). Sydney: Routledge. SENSE A publisher

Refereed Journal Articles (Peer Refereed)
Rogers, B. (2020). Strengthening of the case for teacher judgement: a critique of the rationalities and technologies underpinning Gonski 2.0's renewed call for evidence-based practice *Social Alternatives: Special Issue-The Activist Scholar: In and Against the Neoliberal University, 38*(3).

Rogers, B. (2018). Towards cognitive justice in higher education: rethinking the teaching of educational leadership with international students. *Studies in Continuing Education, 41*(3). doi:10.1080/0158037X.2018.1520209

Rogers, B., Giles, D., & Bills, A. (under review). Leading Professional Learning Within a Collective Profession. *Teacher Development: An International Journal of Teachers' Professional Development*. Q2

Kung, S., Giles, D., & Rogers, B. (2018). Phenomenologically unpacking teacher's perceptions of their 'best' teaching experiences. *Teachers and Curriculum, 18*(1), 53-59.

Bills, A., Giles, D., & Rogers, B. (2017). Whatever it takes! Using a Component Theory approach with public secondary schools Principals 'doing schooling differently'. *School Leadership & Management*. doi:http://dx.doi.org/10.1080/13632434.2017.1293641   Q2

Bills, A., Giles, D., & Rogers, B. (2016). 'Being in' and 'feeling seen' in professional development as new teachers: the ontological layer(ing) of professional development practice. *Australian Journal of Teacher Education, 41*(2), 106-121. doi:http://dx.doi.org/10.14221/ajte.2016v41n2.7   Q2

Bills, A., Rogers, B., & Giles, D. (2016). Reclaiming the ontological over the epistemological: A case study into a New Zealand Primary School disclosing an embodied culture of teacher inquiry. *New Zealand Journal of Teachers' Work, 13*(1).

Rogers, B. (2015). Educational leadership and Hannah Arendt. *Journal of Educational Administration and History*, doi:http://dx.doi.org/10.1080/00220620.2015.1034983 to be published in Vol 48(2) in 2016. Q2

Rogers, B. (2016). Reimagining Educational Leadership through mobilising Arendt's 'public space'. *Psychosociological Issues in Human Resource Management, 4*(1), 58-69.

Rogers, B. (2003). Educational Research for Professional Practice: More Than Providing Evidence for Doing 'x Rather Than y' of Finding the 'Size of the Effect of A on B'. Australian Educational Researcher, 30(2), 65-85. Q2

Peer-reviewed Conference Presentations

Rogers, B. (2016) Transforming educational leadership research through *keeping the argument open*: a journey in re-designing pedagogies of *thinking together* about the critique of Western leadership theories which informs a research agenda. *AARE Conference: 29thNov-1st Dec 2016 Melbourne*.

Rogers B, Shifana M and Thambi M. (2015) Unsettling the familiar: challenging discourses of deficit through the hesitation and pause of an appreciative lens. *AARE Conference: 29th Nov-3rd Dec 2015*. Fremantle.

Rogers B. (2015) Reframing professional learning within a collective profession: rich and shared accountability as an integrated process of dialogue, observation and feedback about 'standards' *AARE Conference: 29th Nov-4th Dec 2015*. Fremantle.

Rogers, B. (2013). Why Arendt? Employing Hannah Arendt's concepts of plurality, thinking and judgement to inform a reconsideration of Educational Leadership. Paper presented at the Peer reviewed paper presented at AARE 2013 Shaping Australian Educational Research, Adelaide.

Rogers, B. (2013). 'Doing Educational Leadership': Cultivating plurality in a teacher 'public space'. Paper presented at the Peer reviewed paper presented at AARE 2013 Shaping Australian Educational Research, Adelaide.

Conference Presentations (Abstract review)

Rogers, B. (2019). *Rethinking knowledge hierarchies in educational leadership* Paper presented at the AARE Education for a Socially Just World, Queensland University of Technology, Kelvin Grove, Brisbane Qld.

Rogers, B. (2019). *Resisting teaching at the expense of research: experiences of teaching academics* Paper presented at the AARE Education for a Socially Just World, Queensland University of Technology, Kelvin Grove, Brisbane Qld.

Rogers, B. (2018). *Strengthening the case for Teacher Judgement: Challenging Gonski 2.0's call for 'Practical' Evidence-based Prescriptions, Delivered into 'Teachers' Hands'.* Paper presented at the AARE Sydney 2nd -6th December

Rogers, B. (2018). *Thoughtfulness, Plurality, Care/Responsibility: Ethical Dimensions for School Leaders Reclaiming Agency.* Paper presented at the AARE Sydney 2nd -6th December

Rogers, B. (2017). *Not simply transfer: rural leaders re-contextualising their post-graduate study in context.* Paper presented at the AARE 27th - 30th November Hotel Realm Canberra, ACT.

Rogers, B. (2017). *Not simply transfer: rural leaders re-contextualising their post-graduate study*. Paper presented at the Creativity and Innovation: The new DNA of Schools SASPA Conference 17th, 18th August 2017, Adelaide

Giles, D.L. Rogers, B. & Bills, A. (2016) Signs of an appropriate rate of change at a local level. Presentation to the South Australian School Principals Association (SASPA), 22 August

Rogers B, Giles D and Bills A. (2015) Reframing Standards and Professional Learning Within a Collective Profession. *SASPA Conference.* Adelaide 31st August-1st September.

Rogers B. (2015) Should all leaders/researchers read Arendt? *Postgraduate Research Seminar 28th May.* Flinders University.

Rogers, B. (2014). *Educational Leadership: in dialogue with turn-around pedagogies* Paper presented at the FEFRI Conference 2014 - Turnaround Pedagogies 24th November, Adelaide Flinders University.

Rogers, B., Shifana, M., & Thambi, M. (2014). *Disrupting deficit: using the appreciative lens to build pedagogies inspired by "funds of knowledge"* Paper presented at the FEFRI Conference 2014 - Turnaround Pedagogies 24th November, Adelaide Flinders University.

Rogers, B. (2013). Why Arendt? Employing Hannah Arendt's concepts of plurality, thinking and judgement to inform a reconsideration of Educational Leadership. Paper presented at the Peer reviewed paper presented at AARE 2013 Shaping Australian Educational Research, Adelaide.

Rogers, B. (2013). 'Doing Educational Leadership': Cultivating plurality in a teacher 'public space'. Paper presented at the Peer reviewed paper presented at AARE 2013 Shaping Australian Educational Research, Adelaide.

Other Presentations

Rogers, B. (2017). *Not simply transfer: rural leaders re-contextualising their post-graduate study*. Paper presented at the Social Inquiry Seminar, 13th September, Flinders University.

Rogers, B. (2014). *Finishing the Thesis.* Paper presented at the University of SA Research Writing Summer School 23 January Adelaide

Rogers, B. (2014). *Educational Leadership—understanding and thinking about what is 'hidden in plain sight'—mediatization, depoliticisation and managed consensus*. Paper presented at the EdD Workshop Presentation April 29th 2014, Flinders University Adelaide.

Thesis

Rogers, B. (2013). *Educational Leadership: cultivating plurality in a dialogic teacher 'public space'.* (Doctor of Education), University of South Australia, Unpublished Thesis.

Research Reports

Rogers, B., Giles, D. L., & Bills, A. (2016). 'Being in' and 'feeling seen' in professional development: a report of research at College Street Normal School in 2014 Adelaide: Flinders University

Thesis Examination

Year	Program	Title
2017 Flinders University	EdD	Exploring the ontological nature of teachers' conversations within a Dominant ideology: A hermeneutic phenomenological inquiry – Sharyn Schubert
2017 University of Waikato NZ	PhD	Judging What They Do: Formal, Informal, and Self Appraisal of New Zealand (Rural) Primary School Principals – Kerry Rinehart
2018 University of South Australia SA	MEd Thesis	People in the Day, Paper at Night: An ethnographically inspired case study of a principal in s small school -
2019 Flinders University	MEd (IB) Dissertation	Developing and Promoting International Mindedness: The International Baccalaureate and Middle Years Programme schools in Australia: Sara Colville
2020 Monash University	PhD	Women and Academic Leadership at Public and Private Universities in Mongolia
2020 University of Canterbury NZ	PhD	Learning about 21st Century skills and progressive education through Participatory Action Research

Thesis Completions

Year	Program	Title
2019 Divya Dawadi	PhD 2144033	Inclusion of Children Living with Disability in ECD and Education Programs in Nepal: Construction of a Stakeholder Informed Framework Primary: Kerry Bissaker 2015-2019 April
2019 Gavin Marcus	EdD 2098244	Principal as business leader Primary: Shane Pill 2016 – 2019

Dissertation Completion

Name	Program	
Hassan Mekawy	MEd	Dissertation