

# Andrew Wojecki

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## Educational Details

2001-2004      **PhD in Adult Education**      University of South Australia  
Adelaide, South Australia

- Research student in Centre for Research in Education, Equity and Work
- Research focus in teacher education, workplace pedagogy, identity construction, narrative inquiry and qualitative research methods.
- Fieldwork conducted in ten remote community schools in Central Australia.
- Thesis written on educators' identity construction and the implications upon pedagogical practice

2000-2001      **MA in Education**      Flinders University  
Adelaide, South Australia

- Conducted MA by research leading to advancement in PhD studies
- Postgraduate student in Flinders University Institute of International Education

1994-1999      **B.Sci. in Education**      Northern Arizona University  
Flagstaff, Arizona

- Participated in I-Step advanced teacher training program in Centre for Excellence in Education
- Took part in 18 month student exchange program in the Unaipon School of Aboriginal and Torres Strait Islander Studies, University of South Australia

## Employment Details

2003-Current      Australian Institute of Social Relations      Adelaide, SA  
Relationships Australia (SA)

### Senior Project Officer

#### Key Achievements

- Successful management of workforce training and development programs within South Australian public sector organisations
- Responsible for development, delivery, facilitation, and assessment of nationally accredited vocational education and training (VET) programs
- Coordination of two-year Commonwealth funded training and development program for public service managers and frontline staff
- Effective management of state funded training and development schemes for Indigenous youth workers in rural and remote communities in South Australia
- Development of strategic partnerships through ongoing consultative processes within diverse communities, organizations, and key stakeholders across South Australia
- Collection of data and key indicators for project analysis and evaluations
- Production of ongoing and evaluative reports for key stakeholders and funding bodies

In this position I am responsible for the development and delivery of state-wide workforce development program targeting public service institutions within the South Australian Government. Of note, I have been involved in the training of Indigenous youth workers and community services workers across regional and

remote communities in South Australia, funded through the South Australian Department for Families and Communities.

In this role, I have supervised the implementation of a two year inter-agency workforce development and training initiative for community and health services managers and staff in Ceduna, on the far west coast of South Australia. Through this project I managed the creation of content and learning materials and coordinated the delivery of action-based workplace learning programs for participating organisations in the Rural Health Support, Education and Training (RHSET) program funded through the Commonwealth Department for Health and Aging.

I work within an interdisciplinary team focusing on providing worker mentoring and training for Anangu youth workers across the Anangu Pitjantjatjara Yankuntjatjara (APY) Lands in northern South Australia. I am responsible for intensive coaching and mentoring programs that are tailored for individual communities and workers, facilitating the training activities and strategic planning for youth development programs across participating communities in the APY Lands..

Within this capacity, I also deliver in training programs across the spectrum of Relationships Australia (SA) core business activities such as cultural diversity training, Mental Health First Aid training, as well as, functioning as a researcher within the Australian Institute of Social Relations (AISR), a division of Relationships Australia (SA).

2004 University of South Australia, School of Education Adelaide, SA  
**Lecturer**

#### Key Achievements

- Development and facilitation of lectures for Adult Educators employed within the South Australian Technical and Further Education (TAFE) system
- Facilitation of tutorial sessions and online and distance support for students enrolled through distance learning
- Curriculum development and design

I lectured in the course Adult Education as Vocation, within the bachelor's degree program of Adult, Vocational, and Workplace Learning. I was responsible for the development and delivery of lectures and tutorials for internal students, and for motivation and support of external students through phone and email dialogue. In this position I was in charge of expanding upon the curriculum designed for the course and updating it with current readings and learning activities. I conducted all marking and assessment and uploading of final grades into university databases.

2002-2003 Department of Education and Children's Services Adelaide, SA  
**Temporary Relief Teacher**

#### Key Achievements

- Educator employed within multiple sites of schooling and teaching within primary, middle, and secondary schooling levels
- Extensive work in educational sites supporting potential early school leaving cohorts and disadvantaged students

I taught across all three sectors of schooling in South Australia (public, private, Catholic). I instructed across all age levels – primary, middle, secondary, and senior secondary levels. I taught across a broad range of disciplines and content areas. These experiences enabled me to work within diverse schooling and workplace cultures.

2001 Flinders University, School of Education Adelaide, SA  
**Tutor**

### Key Achievements

- Responsible for development, delivery, and assessments of tutorial content and evaluation of written assignments
- Worked effectively and contributed within a collaborative academic environment

I facilitated tutorials closely with the Senior Lecturer within the course Social Context of Schooling for final year B. Ed. students. In this I role I created and organised tutorial activities and facilitated reading comprehension sessions on core course readings. I contributed to lectures and in organising other course tutors. I was responsible for all marking, assessment activities and recording within university systems.

2000                      Dakshinayan    Bihar, India  
**Volunteer Educator**

### Key Achievements

- Worked collaboratively with village-based educators constructing literacy programs for Adivasi (Indigenous) community schools
- Developed competence in Inter-cultural communication skills

I worked as a Consultant Educator for an Indian non-government organization, delivering community based educational programs in remote communities in north-eastern India. I trained community educators in developing literacy and numeracy curricula for English language programs to be implemented by community educators and community based sites of learning.

1999      Red Mesa School District    Navajo Nation, Arizona, USA  
**Teacher**

### Key Achievements

- Increased school retention rates amongst early school age leavers

I taught at Red Mesa High School in the north-east corner of the Navajo Nation in northern Arizona. I instructed in American History, World History, and World Geography. I worked with year 9, 10, and 11 students. Red Mesa School District was well known for its truancy and drop out rate within its secondary school. During my tenure, I contributed to decreasing the school age drop out rate. From this teaching experience I realised the value of employing intergenerational learning strategies in school based activities to facilitate reengaging disenfranchised students and communities with mainstream schooling.

## Relevant Experience

### Additional Qualifications

Certificate IV in Workplace Training and Assessment  
Mental Health First Aid (University of Melbourne)  
Introduction to Narrative Therapy (Dulwich Centre)

### Project Management

- Nganana Tjungudingula Ngalya Pukarni – “We Will Rise Up and Work Together” arts-based inquiry project for Aboriginal Education Workers funded through Country Arts SA and South Australia Youth Arts Board  
\$7,000.00 Budget – September 2005
- Rural Health Support, Education and Training (RHSET) project, Commonwealth Department of Health and Aging – Ceduna and Far West Coast Workforce Training program  
\$138,050.24 – 24 months (2003-2005)
- State-wide Aboriginal Youth Worker Training, Department for Families and Communities, Government of South Australia

\$89,000.00 12 months (2006)

\$115,200.00 12 months (2005)

\$75,000.00 12 months (2004)

### **Consultancies**

2006 Department of Education and Children's Services Adelaide, SA  
Project Consultant to the Hills Murray Lands District Office. Principal role in developing and implementing curricula and facilitating workshops in Youth Leadership Development for Aboriginal students in Years 7 and 9, attending five regional schools.

2006 Finnish National Board of Education Helsinki, FI  
Research Consultant for a project exploring Educational Futures in Schooling. Contributed to an international consortium of academics and practitioners exploring future scenarios of the Finnish schooling system and implications upon Finnish teacher training institutions.

### **Associations**

American Educational Research Association (International Affiliate)  
Narrative and Research Special Interest Group (AERA)  
Critical Educators for Social Justice (AERA)  
Gurteen Knowledge Network

### **Publications**

#### **Book Chapters**

(Forthcoming 2007) Learning 'Race': Personal Narrative as Pedagogy in Critical Whiteness Studies – Pitfall of Potential? In Riggs, D. *Taking Up the Challenge: Critical Race and Whiteness Studies in a Postcolonising Nation*.

#### **Journal Articles.**

(Submitted August 2006) "What's identity got to do with it, anyway?: constructing adult learner identities in the workplace. *Studies in the Education of Adults*. Awaiting outcome of peer review process.

(Submitted September 2006) "Shaping Youth Worker Training: Shifting from the 'what' to the 'how.' *Youth Studies Australia*. Awaiting outcome of peer review process.

Wojecki, A. (2003). Reflections on the work of research: my experiences of postgraduate research. In *Australian Journal of Adult Learning*. 43 (2).

#### **Conference Papers**

##### **Upcoming papers**

"Adult learners and the identities they tell: pedagogic spaces for inviting new tales." Paper to be presented at the *Adult Education Research Conference*, Nova Scotia, June 6-9, 2007.

"I am not a learner: implications of identity construction in workplace learning." Paper to be presented at the annual *American Educational Research Association*, Chicago, April 9-13, 2007.

##### **Previous Papers**

"When Learning Matters Most: Overcoming Wounding Learning Practices and Re-Storying Learner Identities." Paper presented at the *4<sup>th</sup> International Conference on Researching Work and Learning*, University of Technology, December 12-14 2005, Sydney, Australia.

“Learning ‘race’ at the bus stop: developing personal narrative as pedagogy in antiracist education.” Paper presented at the 44<sup>th</sup> annual conference of *Adult Learning Australia*, November 18-19, 2004, Adelaide, South Australia.

“Personal Narrative as Methodology.” Paper presented to the *Centre for Research for Teacher Education and Development*, University of Alberta, Alberta, Canada, June 4, 2003.

“Teaching in the Centre: Identity, Space, and Central Australia.” Paper presented at the *Fourth International Interdisciplinary Conference on Advances in Qualitative Methods*, Banff, Canada, May 24-26, 2003.

“Interviewing: The Art of Travel and Opening Spatial Frontiers.” Paper presented at the *Fourth International Interdisciplinary Conference on Advances in Qualitative Methods*, Banff, Canada, May 24-26, 2003.

“Voices in the Margin: Stories from the Centre.” Poster presentation at the *Fourth International Interdisciplinary Conference on Advances in Qualitative Methods*, Banff, Canada, May 24-26, 2003.

## References

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