

# John Christopher Guenther: Curriculum Vitae

## Qualifications and education

2006 Doctor of Philosophy **Charles Darwin University**, Darwin, NT.

Title: VET as a Tool for Regional Planning and Management: Case Studies from Australian Tropical Savanna Communities

2003 Certificate IV in assessment and workplace training, **NGT Tasmania**

1996 Diploma of Theology (Missiology) [ACT/BCV], **BCV Victoria**, Lilydale, Vic.

1984 Bachelor of Applied Science (Applied Chemistry) **TCAE**, Launceston, Tas.

## Recent experience in research and evaluation

John's research and evaluation interests stem from a body of work over several years that has progressed from adult learning, VET, social capital and community well-being to a more focused interest in complex issues relating to rural and remote communities, their economies and sustainable environments. Over the last 15 years John has project managed research and evaluation projects that have spanned all states and territories of Australia. A recurring theme in all his work is the importance of learning for adults, young people and children, fit for purpose in the social, environmental and economic context it is delivered. He is also interested in theory and philosophy as it affects policy and practice in these contexts.

2016 – Current **Batchelor Institute of Indigenous Tertiary Education**, Darwin: *Research Leader, Education and training*

This role is designed to build on work completed in the CRC-REP-particularly applying the concept of 'red dirt thinking' and build research and evaluation capacity with the Institute. The position is designed to build collaborative partnerships to undertake high quality research and evaluation work on issues of importance to Aboriginal and Torres Strait Islander peoples. As part of his collaborative work, in 2016, John was also appointed an adjunct professor with the Nulungu Research Institute, based in Broome. In 2017 he was appointed an adjunct researcher with the Cairns Institute at James Cook University. Recent projects include: NCVER 'Enhancing Training Advantage for remote Indigenous learners (2015-2017)'; Review of Warlpiri Education and Training Trust programs (2016-2017).

2011 – 2016 **Flinders University / CRC-REP**, Adelaide: *Principal Research Leader, Remote Education*

The focus of the CRC's research is on identifying how education systems can be better designed to suit the needs of the communities and stakeholders in remote regions by examining demand (what students, parents/carers and the local economy need), supply (what systems need to provide, including better staff recruitment and retention), policy issues and alternative delivery models. John remains an adjunct Associate Professor with the School of Education. For more see <https://old.crc-rep.com/remote-education-systems> .

2002 - 2011 **Charles Darwin University**, Darwin: *Research and evaluation consultant*

Project management and reporting: Projects include: Evaluation of the Northern Territory Differential Response Framework (2008-2009); Evaluation of Family Violence Partnership Program projects (2006-2008); Evaluation of the Akeyulerre Healing Centre (2009-2010); NCVER Role of VET in Welfare to work (2006-2007); NCVER VET/ACE Connections in Northern Australia (2005-2007); Evaluation of the Northern Territory Targeted Family Support Service (2010-2012). John is currently an adjunct with CDU's Northern Institute, at Casuarina.

1997 – 2016 **Cat Conatus**, TAS and NT: *Research and evaluation consultancy*

Contracting to educational institutions, businesses and government agencies across Tasmania and nationally with an extensive range of evaluation and consultancy services. Consultancy projects include: Palmerston 'State of the Children' Report (2016); Evaluation of the Cognitive Coaching Program for the Tasmanian Principals Association north-west Tasmania (2010); Evaluation of the Desert Peoples Centre's TrainingPlus program (2009-2010); Review of Teacher Accommodation in NW Tasmania for the Department of Education (2010-2011). Evaluation of Department of Education Flexible Provision Program, North West Tasmania (2009); For more see [www.catconatus.com.au/res.html](http://www.catconatus.com.au/res.html)

## Professional membership

John is a member of the **Australian Vocational Education and Training Research Association (AVETRA)**, the **Australian Association for Research in Education (AARE)** and the **Australasian Evaluation Society (AES)**.

## Selected journal articles

Guenther, J. (2016, 12 May 2016). Resourcing for remote schools: what difference does it make?, Retrieved August 2016, from <https://aeunt.org.au/news/resourcing-remote-schools-john-guenther/>

- Guenther, J., Osborne, S., Arnott, A., & McRae-Williams, E. (2015). Hearing the voice of remote Aboriginal and Torres Strait Islander training stakeholders using research methodologies and theoretical frames of reference. *Race Ethnicity and Education*, 1-12. doi: 10.1080/13613324.2015.1110294
- Guenther, J., Halsey, J., & Osborne, S. (2015). From Paradise to beyond: Geographical constructs and how they shape education in the 'bush'. *Australian and International Journal of Rural Education*, 25(3).
- Guenther, J., Disbray, S., & Osborne, S. (2015). Building on 'Red Dirt' Perspectives: What Counts as Important for Remote Education? *Australian Journal of Indigenous Education*, 44(2), 194-206. doi: <http://dx.doi.org/10.1017/jie.2015.20>
- Guenther, J., Disbray, S., & Osborne, S. (2014). Digging up the (red) dirt on education: one shovel at a time. *Journal of Australian Indigenous Issues (Special Edition)*, 17(4), 40-56.
- Guenther, J. (2014). Measuring the unmeasured in educational programs: filling in the blanks through evaluation. *Learning Communities: International Journal of Learning in Social Contexts*, 14(Special Issue: Evaluation), 204-222.

## Selected books/chapters

- Guenther, J., Disbray, S., & Osborne, S. (2018). "It's just teasing": Responding to conflict in remote Australian schools. In P. T. Slee, G. Skrzypiec & C. Cefai (Eds.), *Child & Adolescent Wellbeing & Violence Prevention in Schools*, : Routledge.
- Guenther, J., McRae-Williams, E., Osborne, S., & Williams, E. (2017). Decolonising colonial education researchers in 'near remote' parts of Australia. In G. Vass, J. Maxwell, S. Rudolph & K. N. Gulson (Eds.), *The Relationality of Race and Racism in Educational Research*, Routledge.
- Guenther, J., Disbray, S., Benveniste, T., & Osborne, S. (2017). 'Red Dirt' Schools and Pathways into Higher Education. In J. Frawley, S. Larkin & J. A. Smith (Eds.), *Indigenous Pathways, Transitions and Participation in Higher Education: From Policy to Practice* (pp. 251-270). Singapore: Springer Singapore.

## Selected publications and reports

- Guenther, J., Bat, M., Stephens, A., Skewes, J., Boughton, B., Williamson, F., . . . Dwyer, A. (2017). *Enhancing training advantage for remote Aboriginal and Torres Strait Islander learners*. Adelaide: NCVER.
- Guenther, J., Disbray, S., & Osborne, S. (2016). *Red dirt education: a compilation of learnings from the Remote Education Systems project*. Retrieved from [http://www.crc-rep.com.au/resource/RedDirtEducation\\_CompilationLearningsRES\\_EBook.pdf](http://www.crc-rep.com.au/resource/RedDirtEducation_CompilationLearningsRES_EBook.pdf)
- Grow Well Live Well. (2016). *Palmerston State of the Children Report: A report on the wellbeing of children and young people in Palmerston*. Palmerston: <http://www.palmerston.nt.gov.au/community-services/children-and-families/grow-well-live-well>

## Selected conference and seminar presentations

- Guenther, J. (2017, 13-14 September, 2017). *Applying 'Red Dirt Thinking' to adult learning in the Northern Territory* Paper (Keynote) presented at the 40th National Conference Australian Council for Adult Literacy Darwin Convention Centre, Darwin, NT. [http://www.acal.edu.au/conference/wp-content/uploads/2017/10/2017-ACAL-e-proceedings-double\\_sided-web-min.pdf](http://www.acal.edu.au/conference/wp-content/uploads/2017/10/2017-ACAL-e-proceedings-double_sided-web-min.pdf)
- Guenther, J., Galbraith, M., Moss, B., & Dhamarrandji, P. (2015). *Practice based best evidence: What evidence base counts when evaluating good practice in program delivery?* Paper presented at the AIFS Knowledge Circle Webinar Series. 28 April 2015. Retrieved from <https://www2.aifs.gov.au/cfca/knowledgecircle/news-events/practice-based-best-evidence-what-evidence-base-counts-when>
- Guenther, J., Milgate, G., Perrett, B., Benveniste, T., Osborne, S., & Disbray, S. (2016) *BOARDING SCHOOLS FOR REMOTE SECONDARY ABORIGINAL LEARNERS IN THE NORTHERN TERRITORY. SMOOTH TRANSITION OR ROUGH RIDE?* Paper presented at the Australian Association for Research in Education Annual Conference, Melbourne. [https://www.academia.edu/30190480/Boarding\\_schools\\_for\\_remote\\_secondary\\_Aboriginal\\_learners\\_in\\_the\\_Northern\\_Territory\\_Smooth\\_transition\\_or\\_rough\\_ride](https://www.academia.edu/30190480/Boarding_schools_for_remote_secondary_Aboriginal_learners_in_the_Northern_Territory_Smooth_transition_or_rough_ride)

## Referees

- Professor Ian Falk, (former) Chair of Rural and Remote Education, Charles Darwin University, [IanHFalk@gmail.com](mailto:IanHFalk@gmail.com)
- Doctor Allan Arnott, Senior Lecturer, Charles Darwin University, 0448 686 953, [allan.arnott@cdu.edu.au](mailto:allan.arnott@cdu.edu.au)

## Contact details

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