NEW STAFF

We welcome new staff to the School of Education.

His research interests include:

- epistemology
- phenomenology
- embodied cognition
- ethics or applied ethics
- narrative inquiry
- psychology
- virtue and character development.

His current work focusses on the relationship between theory and practice, how theory informs practice, and/or how practice informs theory.

A Genealogical Analysis of the Concept of 'Good' Teaching: A Polemic. *Journal of Philosophy of Education*, *52*(1), 144-162.

DR STEVEN STOLZ

Senior Lecturer

Steven Stolz, PhD, is a Senior Lecturer and Program Director of the Master of Teaching at the University of Adelaide, Australia.

Recent publications

Stolz, S. A. (2020). Phenomenology and phenomenography in educational research: a critique. *Educational Philosophy and Theory*; Thorburn, M., & Stolz, S. (2019).

Understanding experience better in educational contexts: the phenomenology of embodied subjectivity. *Cambridge Journal of Education*, *50*(1), 95-105; Stolz, S. (2018).

DR LYNDA MACLEOD

Lecturer

Lynda MacLeod EdD investigates the contribution of education leaders in developing high performing schools and systems through the application of research to practice.

adelaide.edu.au

Lynda is specifically interested in supporting practicing teachers and leaders to enhance their capacity.

Current areas of interest are educational leadership, especially leading the professional learning of teachers, as well as leading self-learning.

Lynda was the recipient of the 2017 National Fellowship Award of the Australian Council of Educational Leaders.

Recent publications

MacLeod, L. (2018). Lifelong learning: Is there a choice? *Professional Educator*, *19*(2), 14-17.

Lynda holds a position on the Teachers' Registration Board of SA and an Executive role for the Australian College of Educators of SA.

DR STEPHEN KELLY

Lecturer

Stephen Kelly PhD is a lecturer in education (Teaching and Research).

His current publications have been influenced by post-structuralist approaches to education drawn on Foucault studies to pursue interests in politics, policies, history and philosophy of education and the connection of these domains of thought to contemporary educational practice.

He is interested in applying these sociological and philosophical approaches to research curriculum and its connection to the ontologies of diverse cultures, the subjectivities of educators and children, the work of leaders in cultivating school cultures, and arts and literacy education.

His current teaching focus is in the areas of middle and secondary pedagogy, professional practice and research, and literacy education.

Recent publications

Kelly, S. (2018). Governing literate populations: The political uses of literacy in securing civil society (1st Edition ed.). London: Routledge.

Recent articles include: Kelly, S. (2018). Governing civil society: How literacy, education and security were brought together.

In D. Kember, & D. Corbett (Eds.), Structuring the thesis: Matching method, paradigm, theories and findings (1st Edition ed., pp. 301-310). Singapore: Springer; Kelly, S. (2017).

Responding to terror: recruiting a martial body of literate subjects. *Critical Discourse Studies*, *14*(2), 188-205.

DR CHIDO ALOZIE

Lecturer

Chidozie Alozie PhD joins the School of Education in 2020 as a lecturer within the Bachelor of Teaching and the Master of Teaching programs.

Chidozie has taught across a variety of international contexts and systems for almost 20 years, including with UNICEF, as a New York City Teaching Fellow and the United States Department Of Education for No Child Left Behind.

While his dissertation focused on policy analysis through a Foucauldian poststructuralist lens, his research interests also include educational inequality; multiculturalism and social cohesion; and educational reform- its policy and implementation.

His current teaching focus will allow for a closer inspection of initial teacher education, curriculum development and education politics and policy.