



Helen M. G. Watt – Curriculum Vitae (full)

Professor of Educational Psychology
 Director of Research Development (Social Sciences)
 School of Education and Social Work
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SPECIALISATIONS

Educational psychology: Motivation, Occupational choice, STEM engagement and pathways, Teacher development, Gender role socialisation.

Research methods: Measurement and scale construction, Quantitative methods, Longitudinal, and Mixed methods.

PROFESSIONAL POSITIONS

Director of Research Development (Social Sciences), The University of Sydney	2021 +
Professor of Educational Psychology, The University of Sydney	2017 +
ARC Future Fellow	2017-2021
Professor, Education, Monash University	2016-2017
Head, Educational Psychology and Inclusive Education, Monash University	2015-2017
ARC Australian Research Fellow	2011-2015
Associate Professor, Education, Monash University	2009-2015
Senior Lecturer, Education, Monash University	2006-2008
Assistant Research Scientist, Educational Psychology, University of Michigan	2004-2006
Postdoctoral Research Fellow, Educational Psychology, University of Michigan	2003-2004
Senior Lecturer, Educational Psychology and Quantitative Methods, Univ. of Western Sydney	2003
Assoc. Lecturer, Educational Psychology and Quantitative Methods, The University of Sydney	1998-2002
Lecturer, Quantitative Methods, Institute for Early Childhood, Macquarie University	1997-1998

EDUCATIONAL HISTORY

PhD:	The University of Sydney, Australia	2002
Dissertation:	<i>Gendered achievement-related choices and behaviours in mathematics and English: The nature and influence of self-, task- and value perceptions</i>	
Honours:		
American Educational Research Association (AERA) Div E (Counseling & Human Development)	Outstanding Dissertation Award	2004
Runner up for American Psychological Association Div 15 (Educational Psychology)	Dissertation Award	2004
Runner up for Australian Fulbright Postdoctoral Award	(in top 8 nationally, 1 awarded per year across all disciplines and institutions in Australia)	2003
AERA Div C (Learning and Instruction) Graduate Student Research Excellence Award	Research Excellence Award, The University of Sydney	2001
Research Excellence Award, The University of Sydney	Royston George Booker Award, The University of Sydney (for graduate studies)	1997
		1996

BEd (Secondary Mathematics) Hons I & Medal: The University of Sydney 1993

Dissertation: *Perceptions of talent: A study of perceived mathematical talent with Year 10 students*

Honours: Class I & University Medal 1993, G S Caird Scholarship for Undergraduate Studies 1992

EDUCATION AWARDS

Sydney University Postgraduate Representative Association (SUPRA) “Supervisor of the Year”	2020
Monash Postgraduate Association “Supervisor of the Year” Award	2013
Nominee, Monash Postgraduate Association “Supervisor of the Year” (each year)	2007-2011
Nominee, Monash Vice-Chancellor’s Education Award for Excellence in Honours Supervision	2013
Monash Faculty nominee, Carrick citations for outstanding contributions to student learning, <i>For sustained excellence in challenging, engaging & supporting research students in educational and developmental psychology.</i>	2008
Nominee, AERA Division K (Teaching and Teacher Education) exemplary research Award	2008

Monash, Vice-Chancellor's Showcase of Teaching Excellence: <i>Challenges and innovations in quantitative research methods instruction by intensive delivery format as an unfamiliar topic among higher degree research participants.</i>	2007
University of Western Sydney, Teaching Quality Grant, \$5000	2003
The University of Sydney, Faculty Teaching Excellence Award (for teaching during 2002)	2003
The University of Sydney, Faculty Teaching Excellence Award (for teaching during 1999)	2000

OTHER RESEARCH AWARDS

Fellow of the American Educational Research Association (AERA)	2022
Fellow of the Academy of Social Sciences in Australia (ASSA)	2021
Faculty of Education, Monash University, inaugural Dean's Award for Research Impact	2015
Runner-up, AERA Division E (Counseling & Development) Outstanding Research Award	2014
Society for Research in Child Development International Award	2007
Faculty of Education, Monash University, inaugural Dean's Award, Excellence in Research by Early Career Researchers	2006
Australian Association for Research in Education, Early Career Researcher Award	2004
Australian Association for Research in Education, Postgraduate Student Research Award	1995
Faculty of Education, The University of Sydney, Thomas T Roberts Award, \$10 000	1998

COMPETITIVE GRANTS WON

External = \$7,353,873

- ARC = \$2,584,771 (*additionally, Level D salary 2011-15; Level E 2017-21*)
- Other External= \$4,769,102

Institutional = \$137,035

AUSTRALIAN RESEARCH COUNCIL: \$2,584,771

1. *Gendered engagement and participation in sciences and mathematics.* 2017-2021
Watt, H. M. G.: ARC FT 170100153, \$948,232
2. *Attracting and sustaining engaged teachers of science and mathematics.* Rice, S., **Watt, H. M. G.**, 2016-2019
& Richardson, P. W. with Rose A. (DET Queensland): ARC LP 160100094, \$215,000
3. *Pathways to work engagement, wellbeing and positive teaching among mid-career teachers: The role of personal and workplace resources.* 2014-2016
Richardson, P. W. & **Watt, H. M. G.:** ARC DP140100402, \$352,000
4. *Participation in mathematics and science careers: Longitudinal study of motivational and contextual predictors.* **Watt, H. M. G.** Australian Research Fellowship (for salary cover 5 years) 2011-2015
Watt, H. M. G. ARC DP110100472, \$564,539
5. *Early career teachers' personal wellbeing and professional commitment.* 2009-2012
Watt, H. M. G. & Richardson, P. W.: ARC DP0987614, \$320,000
6. *Motivations for choosing teaching as a career and development in the profession: A multicohort longitudinal study of beginning teachers.* 2006-2009
Richardson, P. W., **Watt, H. M. G.**, & Eccles, J. S.: ARC DP0666253, \$185,000

OTHER EXTERNAL: \$4,759,102

1. *Promoting adolescents' mathematics engagement and participation in NSW.* Holmes, K., **Watt, H. M. G.**, Anderson, J., Berger, N., Mackenzie, E., & Reid O'Connor, B.: 2022-2024
NSW Department of Education, \$400,400
2. *Understanding and building the strengths and skills of non-specialist mathematics teachers and schools' capacities for junior secondary mathematics.* **Watt, H. M. G.**, Bobis, J., Anderson, J., Holmes, K., & Richardson, P. W.: NSW Department of Education, \$472,327 2021-2024
3. *Principals as STEM leaders: Building the evidence base for improved STEM learning.* 2018-2020
Beswick, K., Fraser, S., Geiger, V., **Watt, H. M. G.**, Viller, S., & Branson, C.: Australian Government Department of Education and Training, \$2.6M

4. *Building an evidence base for national best practice in mathematics education.* 2015
 Callingham, R., Beswick, K., Goos, M., Anderson, J., **Watt, H. M. G.**, Thornton, S., Hurrell, D., & Carmichael, C.: Office of the Chief Scientist, \$542,000
5. *Gender & STEM Network conference: What schools, families, and workplaces can do?* 2013
 Lazarides, R. & **Watt, H. M. G.**: DFG (Deutsche Forschungsgemeinschaft), German Research Foundation, 25,000€
6. *Monash College Pty Ltd. Transition Pathways Project.* Richardson, P. W. & **Watt, H. M. G.** : 2009-2012
 focused on the experiences and achievements of international students and their psychosocial adjustment in the Australian context. \$688,000
7. *Employment details, experiences of support and induction, self-efficacies, and career aspirations for short-term contract vs. permanent beginning teachers in Victoria, 2007.* 2007-2008
Watt, H. M. G., Richardson, E., & Richardson, P. W.: Victorian Institute of Teaching, \$30,000

INSTITUTIONAL: \$137,035

1. *Exploring the efficacy of early childhood teacher registration.* Fenech, M. & **Watt, H. M. G.**: 2020
 USyd, FASS FRSS scheme, \$6,090 [* mentored]
2. *Gendered motivations and occupational choices in upper- to post-secondary transitions.* 2015
Watt, H. M. G.: Monash University, ARC Small, \$20,000
3. *Who enters our programs and why? A study of career motivations and aspirations.* 2015
Watt, H. M. G., Moore, D. W., Anderson, A., Ehrich, J., Furlonger, B., Gamble, N., Jacobs, K., Jacobs, N., Kronborg, L., McLean, L., Phillipson, S.N., Phillipson, S., Reupert, A., Richardson, P., Round, P., Roodenburg, J., Sharma, U., Snell, T., Stewart, S., Subban, P., Swalwell, J.: Monash University, ARC Small, \$18,000 [* mentored group project]
4. *To teach or not to teach? Career motivations and professional pathways of young adults.* 2013
Watt, H. M. G. & Richardson, P. W.: Monash University, ARC Small, \$15,000
5. *Responding to self-injury in schools: A pilot study of the education needs of preservice teachers.* 2011
Watt, H. M. G. & Hasking, P.: Monash University, Faculty Seeding Grant, \$7,953
6. *Gender and occupational choice: A longitudinal study.* 2009-2010
Watt, H. M. G.: Monash University, ARC Small, \$15,000
7. *Why are some teachers aggressive?* Riley, P., **Watt, H. M. G.**, Richardson, P. W., & Sharma, U.: 2009
 Monash University, ARC Small, \$15,000
8. *Gender, career choice and professional engagement: A pilot study.* **Watt, H. M. G.**, Richardson, P. W., Dever, M., & Paterson, J.: Monash University, ARC Small, \$15,000 2008
9. *Why don't people choose a teaching career?* 2007
Watt, H. M. G.: Monash University, Faculty Project Grant, \$6,000
10. *Advancing research in teaching and learning.* **Watt, H. M. G.**, Richardson, P. W., Wilkins, K., Sharma, U., & Cairns, L.: Monash University, Faculty Research Group foundation, \$7,000 2007
11. *Self-efficacy for graduating teachers: Within and beyond the classroom walls.* 2006
Watt, H. M. G. & Richardson, P. W.: Monash University, ARC Small, \$11,992

FELLOWSHIPS:

1. ARC Future Fellowship (above), *Gendered engagement and participation in sciences and mathematics* 2017-2021
2. Australian Research Fellowship (above), *Participation in mathematics and science careers* 2011-2015
3. Positive Psychology Summer Institute fellowship (8-14 July, Milan, Italy), \$10,000 2004
4. Postdoctoral Research Fellowship, University of Michigan, with Prof J. Eccles, \$US35,000 2003
5. The University of Sydney, Ewing Postdoctoral Project Scholarship, 4 months pro-rata \$49,186 ^a 2002
6. The University of Sydney, Alexander Mackie Research Fellowship, \$2,000 ^a 2002

^a Note. These were unable to be transferred on commencing my appointment at UWS and were returned to The University of Sydney.

I am frequently consulted when methodological expertise is required as Consultant on colleagues' projects, e.g.,

- *Mathematics anxiety and engagement strategy* Advisory Board, Australian Council for Educational Research (ACER) 2018+
- *Understanding factors contributing to gender differences in Australian adolescents' achievement* Expert Feedback on Report for Dr Emma Burns, for SACE Board of South Australia 2022
- *Teach! The role of teachers' beliefs and instructional practices for students' beliefs and academic outcomes* (German Research Foundation [DFG] LA-3522/5-1, 2019-2021, PIs: Lazarides & Schiefele, Potsdam University)

- *Social and cultural influences on adolescent literacy motivation and development* (NICHD / OSERS / OVAE \$USD2,034,000: 2004-7, #1R01HD046115-01, PIs: Eccles & Moje, University of Michigan)
- *Math-Science Partnerships Research Evaluation Project* (NSF 2004-7, HER 0335369 PIs: Karabenick & Maehr, University of Michigan)
- *BRiTE: Building Resilience in Teacher Education* (OLT 2013-15 ID13-2924 \$150,00: CI Mansfield, Murdoch University)

RESEARCH OUTPUTS

PEER-REVIEWED JOURNAL ARTICLES (by year) [† equal first author; * mentored student publications]

1. Lazarides, R., **Watt, H. M. G.**, & Richardson, P. W. (2023). Does school context moderate longitudinal relations between teacher-reported self-efficacy and value for student engagement and teacher-student relationships from early until midcareer? *Contemporary Educational Psychology*, 72, 102136. <https://doi.org/10.1016/j.cedpsych.2022.102136>
2. * Toh, L. & **Watt, H. M. G.** (2022). How do adolescent mathematical self-concept and values explain attainment of different kinds of STEM degrees in adulthood? *Contemporary Educational Psychology*, 69, 102057. <https://doi.org/10.1016/j.cedpsych.2022.102057>
3. Fenech, M. & **Watt, H. M. G.** (2022). Quality early childhood education through self, workplace, or regulatory support: Exploring the efficacy of professional registration for early childhood teachers in Australia. *Australian Educational Researcher*. <https://doi.org/10.1007/s13384-022-00575-8>
4. Fenech, M., Wong, S., Boyd, W., Gibson, M., **Watt, H. M. G.**, & Richardson, P. W. (2022). Attracting, retaining and sustaining early childhood teachers: An ecological conceptualisation of workforce issues and future research directions. *Australian Educational Researcher*, 49(1), 1-19. <https://doi.org/10.1007/s13384-020-00424-6>
Fenech, M., Wong, S., Boyd, W., Gibson, M., **Watt, H. M. G.**, & Richardson, P. W. (2022). Correction to: Attracting, retaining and sustaining early childhood teachers: An ecological conceptualisation of workforce issues and future research directions. *Australian Educational Researcher*, 49(1), 21-22. <https://doi.org/10.1007/s13384-020-00424-6>
5. Hübner, N., Wagner, W., Meyer, J., & **Watt, H. M. G.** (2022). To those who have, more will be given? Effects of an instructional time reform on gender disparities in STEM subjects, stress, and health. *Frontiers in Psychology*, 13, 816358, doi: 10.3389/fpsyg.2022.816358
6. † De Clercq, M., **Watt, H. M. G.**, & Richardson, P. W. (2022). Profiles of teachers' striving and wellbeing: Evolution and relations with context factors, retention and professional engagement. *Journal of Educational Psychology*, 114(3), 637-655. <https://doi.org/10.1037/edu0000702>
7. **Watt, H. M. G.**, Butler, R., & Richardson, P. W. (2021). Antecedents and consequences of teachers' goal profiles in Australia and Israel. *Learning and Instruction*, 14, 101491. doi: 10.1016/j.learninstruc.2021.101491
8. * Powers, T. E. & **Watt, H. M. G.** (2021). Understanding why apprentices consider dropping out: Longitudinal prediction of apprentices' workplace interest and anxiety. *Empirical Research in Vocational Education and Training*, 13(9), 1-23. <https://doi.org/10.1186/s40461-020-00106-8>
9. Lazarides, R., **Watt, H. M. G.**, & Richardson, P. W. (2020). Teachers' classroom management self-efficacy, perceived classroom management and teaching contexts from beginning until mid-career. *Learning and Instruction*, 69, 101346. doi: <https://doi.org/10.1016/j.learninstruc.2020.101346>
10. **Watt, H. M. G.** & Richardson, P. W. (2020). Motivation of higher education faculty: (How) it matters! Invited article in M. Daumiller, R. Stupnisky, & S. Janke (Eds.), Special Issue 'Motivation of higher education faculty: Theoretical approaches, empirical evidence, and future directions', *International Journal of Educational Research*, 100, 101533. doi: <https://doi.org/10.1016/j.ijer.2020.101533>
11. **Watt, H. M. G.** & Parker, P. D. (2020). Person- and variable-centred quantitative analyses in educational research: Insights concerning Australian students' and teachers' engagement and wellbeing. *Australian Educational Researcher*, 47(3), 501-515. <https://doi.org/10.1007/s13384-020-00390-z>
12. * Rajendran, N., **Watt, H. M. G.**, & Richardson, P. W. (2020). Teacher burnout and turnover intent. *Australian Educational Researcher*, 47(3), 477-500. <https://doi.org/10.1007/s13384-019-00371-x>
13. * Poon, D. B., **Watt, H. M. G.**, & Stewart, S. E. (2020). Future counselors' career motivations, perceptions, and aspirations. *Higher Education, Skills and Work-Based Learning*, 10(1), 155-170. doi: 10.1108/HESWBL-02-2019-0031
14. **Watt, H. M. G.**, Bucich, M., & Dacosta, L. (2019). Adolescents' motivational profiles in mathematics and science: Associations with achievement striving, career aspirations and psychological wellbeing. *Frontiers in Psychology*, 10, 244-266. doi: 10.3389/fpsyg.2019.00990

15. **Watt, H. M. G.**, Ehrich, J., Stewart, S. E., Snell, T., Bucich, M., Jacobs, N., Furlonger, B., & English, D. (2019). Development of the Psychologist and Counsellor Self-Efficacy Scale. *Higher Education, Skills and Work-Based Learning*, 9(3), 485-509. DOI 10.1108/HESWBL-07-2018-0069
16. * George, S. V., Richardson, P. W., & **Watt, H. M. G.** (2018). Early career teachers' self-efficacy: A longitudinal study from Australia. *Australian Journal of Education*, 62(2), 217-233: doi: 10.1177/0004944118779601
17. **Watt, H. M. G.**, Carmichael, C., & Callingham, R. (2017). Students' engagement profiles in mathematics according to learning environment dimensions: Developing an evidence base for best practice in mathematics education. *School Psychology International*, 38(2), 166-183. doi: 10.1177/0143034316688373
18. **Watt, H. M. G.** & Goos, M. (2017). Theoretical foundations of engagement in mathematics. *Mathematics Education Research Journal*, 29(2), 133-142. doi: 10.1007/s13394-017-0206-6
19. **Watt, H. M. G.**, Hyde, J. S., Petersen, J., Morris, Z. A., Rozek, C. S., & Harackiewicz, J. M. (2017). Mathematics - A critical filter for STEM-related career choices? A longitudinal examination among Australian and U.S. adolescents. *Sex Roles*, 77(3-4), 254-271. doi: 10.1007/s11199-016-0711-1
20. Carmichael, C., Callingham, R., & **Watt, H. M. G.** (2017). Classroom motivational environment influences on emotional and cognitive dimensions of student interest in mathematics. *ZDM Mathematics Education*, 49, 449-460. doi: 10.1007/s11858-016-0831-7
21. Gniewosz, B. & **Watt, H. M. G.** (2017). Adolescent-perceived parent and teacher overestimation of mathematics ability: Developmental implications for students' mathematics task values. *Developmental Psychology*, 53(7), 1371-1383. doi: <http://dx.doi.org/10.1037/dev0000332>
22. † * Lazarides, R. & **Watt, H. M. G.** (2017). Student-perceived mothers' and fathers' beliefs, mathematics and English motivations, and career choices. *Journal of Research on Adolescence*, 27(4), 826-841. doi: 10.1111/jora.12317
23. * Suryani, A., **Watt, H. M. G.** & Richardson, P. W. (2016). Students' motivations to become teachers: Findings from Indonesia. *International Journal of Quantitative Research in Education*, 3(3), 179-203.
24. † * Lazarides, R. & **Watt, H. M. G.** (2015). Girls' and boys' perceived mathematics teacher beliefs, classroom learning environments and mathematical career intentions. *Contemporary Educational Psychology*, 41, 51-61.
25. **Watt, H. M. G.**, Richardson, P.W., & Wilkins, K. (2014). Profiles of professional engagement and career development aspirations among USA preservice teachers. *International J. of Education Research*, 65, 23-40.
26. * Spearman, J. & **Watt, H. M. G.** (2013). Perception shapes experience: The influence of actual and perceived classroom environment dimensions on girls' motivations for science. *Learning Environments Research*, 16(2), 217-238. doi:10.1007/s10984-013-9129-7
27. **Watt, H. M. G.**, Richardson, P. W., & Devos, C. (2013). (How) does gender matter in the choice of a STEM teaching career and later teaching behaviours? In H. M. G. Watt, N. Jansen, & G. Joukes (Eds.), 'Gendered pathways towards (and away from) STEM fields'. *International Journal of Gender, Science and Technology*, 5(3), 187-206.
28. **Watt, H. M. G.**, Jansen, N., & Joukes, G. (2013). Gendered pathways towards (and away from) STEM fields. *International Journal of Gender, Science and Technology*, 5(3), 178-183.
29. **Watt, H. M. G.** & Richardson, P. W. (2012). An introduction to teaching motivations in different countries: Comparisons using the FIT-Choice scale. *Asia-Pacific Journal of Teacher Education*, 40(3), 185-197.
30. † * Kiliç, A., **Watt, H. M. G.**, & Richardson, P. W. (2012). Factors influencing teaching choice in Turkey. *Asia-Pacific Journal of Teacher Education*, 40(3), 199-226.
31. **Watt, H. M. G.**, Shapka, J.D., Morris, Z.A., Durik, A.M., Keating, D.P., & Eccles, J. (2012). Gendered motivational processes affecting high school mathematics participation, educational aspirations and career plans: A comparison of samples from Australia, Canada & the United States. *Developmental Psychology*, 48, 1594-1611.
32. **Watt, H. M. G.**, Richardson, P.W., Klusmann, U., Kunter, M., Beyer, B., Trautwein, U., & Baumert, J. (2012). Motivations for choosing teaching as a career: An international comparison using the FIT-Choice scale. *Teaching and Teacher Education*, 28, 791-805.
33. Castan, M., Paterson, J., Richardson, P., **Watt, H.**, & Dever, M. (2010). Early optimism?: First-year Law students' expectations and aspirations. *Legal Education Review*, 20(1/2), 1-11.
34. Frenzel, A.C., Goetz, T., Pekrun, R., & **Watt, H. M. G.** (2010). Development of mathematics interest in adolescence: Influences of gender, family and school context. *J. of Research on Adolescence*, 20(2), 507-537.
35. Nagy, G., **Watt, H. M. G.**, Eccles, J.S., Trautwein, U., Lüdtke, O., & Baumert, J. (2010). The development of students' mathematics self-concept in relation to gender: Different countries, different trajectories? *Journal of Research on Adolescence*, 20(2), 482-506.
36. **Watt, H. M. G.** (2008). A latent growth curve modeling approach using an accelerated longitudinal design: The ontogeny of boys' and girls' talent perceptions and intrinsic values through adolescence. In C. Ding (Ed.), 'Examining individual change: Analyzing longitudinal data through different growth models'. *Educational*

- Research and Evaluation*, 14(4), 287-304.
37. **Watt, H. M. G.** & Richardson, P.W. (2008). Motivations, perceptions, and aspirations concerning teaching as a career for different types of beginning teachers. *Learning and Instruction*, 18, 408-428.
[highest cited article award in this journal (Impact Factor: 3.73)]
 38. **Watt, H. M. G.** & Richardson, P. W. (2008). Motivation for teaching. *Learning and Instruction*, 18(5), 405-407.
 39. **Watt, H. M. G.** & Richardson, P.W. (2007). Motivational factors influencing teaching as a career choice: Development and validation of the FIT-Choice Scale. *Journal of Experimental Education*, 75(3), 167-202.
[feature article]
 40. **Watt, H. M. G.**, Eccles, J. S., & Durik, A. M. (2006). The leaky mathematics pipeline for girls: A motivational analysis of high school enrolments in Australia and the USA. In P. Wyncarczyk (Ed.), 'An international investigation into gender inequality in science, technology, engineering and mathematics (STEM)'. *Equal Opportunities International*, 25(8), 642-659.
 41. **Watt, H. M. G.** & Eccles, J. S. (2006). Preface to the special issue. *Educational Research and Evaluation*, 12(4), 295-296.
 42. **Watt, H. M. G.** (2006). The role of motivation in gendered educational and occupational trajectories related to math. In H. M. G. Watt & J.S. Eccles (Eds.), Understanding women's choice of mathematics and science related careers: Longitudinal studies from four countries. *Educational Research and Evaluation*, 12(4), 305-322.
 43. † * Hawkins, C. C., **Watt, H. M. G.**, & Sinclair, K. E. (2006). Psychometric properties of the Frost Multidimensional Perfectionism Scale with Australian adolescent girls: Clarification of multidimensionality and perfectionist typology. *Educational and Psychological Measurement*, 66, 1001-1022.
 44. † Richardson, P. W. & **Watt, H. M. G.** (2006). Who chooses teaching and why? Profiling characteristics and motivations across three Australian universities. *Asia-Pacific Journal of Teacher Education*, 34, 27-56.
 45. **Watt, H. M. G.** (2005). Explaining gendered math enrollments for NSW Australian secondary school students. In R. Larson & L. Jensen (Series Eds.) & J.E. Jacobs & S.D Simpkins (Vol. Eds.), 'Leaks in the pipeline to math, science, & technology careers', *New Directions for Child and Adolescent Development*, 110 (Winter), 15-29.
 46. **Watt, H. M. G.** (2005). Exploring adolescent motivations for pursuing maths-related careers. *Australian Journal of Educational and Developmental Psychology*, 5, 107-116.
 47. **Watt, H. M. G.** (2005). Attitudes to the use of alternative assessment techniques in mathematics: A study with secondary mathematics teachers in Sydney, Australia. *Educational Studies in Mathematics*, 58(1), 21-44.
 48. Richardson, P.W. & **Watt, H. M. G.** (2005). "I've decided to become a teacher": Influences on career change. *Teaching and Teacher Education*, 21, 475-489.
 49. **Watt, H. M. G.** (2004). Development of adolescents' self-perceptions, values and task perceptions according to gender and domain in 7th through 11th grade Australian students. *Child Development*, 75, 1556-1574
 50. * Cocks, R.J. & **Watt, H. M. G.** (2004). Relationships among perceived competence, intrinsic value and mastery goal orientation in English and Maths. *Australian Educational Researcher*, 31(2), 81-111.
 51. Kritikos, V., **Watt, H. M. G.**, Krass, I., Sainsbury, E.J., & Bosnic-Anticevich, S.Z. (2003). Pharmacy students' perceptions of their profession relative to other health care professions. *International Journal of Pharmacy Practice*, 11, 121-129.
 52. * Summerville, B. & **Watt, H. M. G.** (2003). Skin cancer risk behaviours among adolescents in a Sydney metropolitan school. *Health Promotion Journal of Australia*, 14, 123-127.
 53. * Tonkin, S.E. & **Watt, H. M. G.** (2003). Self-concept over the transition from primary to secondary school: A case study on a program for girls. *Issues in Educational Research*, 13(2), 27-54.
 54. **Watt, H. M. G.** (2002). Exploring adolescent personal and social gender stereotypes about maths: An explanation for continued gender differences in participation? *Change: Transformations in Education*, 5(2), 39-54.
 55. **Watt, H. M. G.** (2000). Measuring attitudinal change in mathematics and English over the first year of junior high school: A multidimensional analysis. *Journal of Experimental Education*, 68, 331-361.
 56. **Watt, H. M. G.** & Bornholt, L.J. (2000). Social categories and student perceptions in high school mathematics. *Journal of Applied Social Psychology*, 30, 1492-1503.
 57. Dickson, J., Fleet, A., & **Watt, H. M. G.** (2000). Success or failure in a core University unit: What makes the difference? *Higher Education Research and Development*, 19, 59-73.
 58. Hayes, A. & **Watt, H. M. G.** (1998). Work and family life: Contemporary realities, current expectations and future prospects. *Australian Journal of Early Childhood*, 23(3), 33-39.
 59. **Watt, H. M. G.** & Bornholt, L.J. (1994). Gendered perceptions of talent and planned participation in mathematics. *Australian Journal of Career Development*, 3(3), 43-50.

EDITED BOOKS

1. **Watt, H. M. G.**, Richardson, P.W., & Smith, K. (Eds.). (2017). *Global perspectives on teacher motivation*. NY: Cambridge University Press.
2. Richardson, P.W., Karabenick, S., & **Watt, H. M. G.** (Eds.).(2014). *Teacher motivation: Theory and practice*. NY: Routledge.
3. **Watt, H. M. G.** & Eccles, J. S. (Eds.). (2008). *Gender and occupational outcomes: Longitudinal assessments of individual, social and cultural influences*. Washington, DC: American Psychological Association.

BOOK CHAPTERS

1. **Watt, H. M. G.** & Richardson, P. W. (2022, in press). Supportive school workplaces for beginning teachers' motivations and career satisfaction. In T. Urdan & E. Gonida (Eds.), *Remembering the life, work, and influence of Stuart Karabenick: A legacy of research on self-regulation, help-seeking, teacher motivation, and more*; Advances in Motivation and Achievement, Volume 22. Emerald.
2. Shah, C., Richardson, P. W., **Watt, H. M. G.**, & Rice, S. (2022). 'Out-of-field' teaching in mathematics: Australian evidence from PISA 2015. In L. Hobbs & R. Porsch (Eds.), *Out-of-field teaching across teaching disciplines and contexts* (pp. 71-96). Springer. https://doi.org/10.1007/978-981-16-9328-1_4 . eBook ISBN: 978-981-16-9328-1; Print ISBN: 978-981-16-9327-4. <https://link.springer.com/book/10.1007/978-981-16-9328-1?sap-outbound-id=380AD7CBF3C12389F16AF0DB086E3E27A31E800B>
3. Richardson, P. W. & **Watt, H. M. G.** (2019). Beginning teachers' engagement profiles across four country settings: Implications for teacher education and early career induction. In N. Safi, C. E. Bauer & M. Kocher (Eds.), *Lehrberuf: Vorbereitung, Berufseinstieg, Perspektiven Beitrage aus der Professionsforschung* [The teaching profession: Training, career entry, perspectives. Contributions from the field of research on the teaching profession] (pp. 139-147). Bern: hep verlag.
4. Richardson, P. W. & **Watt, H. M. G.** (2018). Teacher professional identity and career motivation: A lifespan perspective. In P. A. Schutz, J. Y. Hong, & D. Cross Francis (Eds.), *Research on teacher identity and motivation: Mapping challenges and innovation* (pp. 37-48). NY: Springer. ISBN 978-3-319-93836-3
5. **Watt, H. M. G.**, Richardson, P. W., & Smith, K. (2017). Why teach? How teachers' motivations matter around the world. In H. M. G. Watt, P. W. Richardson, & K. Smith (Eds.), *Global perspectives on teacher motivation* (pp. 1-21). NY: CUP.
6. **Watt, H. M. G.**, Richardson, P. W., & Morris, Z. M. (2017). Divided by discipline? Contrasting motivations, perceptions, and background characteristics of beginning Australian English and Mathematics teachers. In H. M. G. Watt, P. W. Richardson, & K. Smith (Eds.), *Global perspectives on teacher motivation* (pp. 349-376). NY: Cambridge University Press.
7. Rice, S., Richardson, P. W., & **Watt, H. M. G.** (2017). Hard-to-staff Australian schools: How can we ensure that all students have access to quality teachers? In T. Bentley & G. C. Savage (Eds.), *Educating Australia - challenges for the decade ahead* (pp. 279-295). Melbourne: Melbourne University Press.
8. Viete, R., Plowright, S., **Watt, H.**, Faine, M. & Joseph, C. (2017). Discourses, voices, contradictions and silences in Malaysia's education reform: About this book and its editor (pp. 215-224). In C. Joseph (Ed.), *Policies and politics in Malaysian education: Education reforms, nationalism and neoliberalism*. Taylor & Francis.
9. † Richardson, P.W. & **Watt, H. M. G.** (2016). Factors influencing teaching choice: Why do future teachers choose the career? In J. Loughran & M. L. Hamilton (Eds.), *International Handbook of Teacher Education* (pp. 275-304), NY: Springer.
10. **Watt, H. M. G.** (2016). Gender and motivation. In K. Wentzel & D. Miele (Eds.), *Handbook of motivation at school, 2nd ed* (pp. 320-339). NY: Routledge, Taylor & Francis.
11. **Watt, H. M. G.** & Richardson, P. W. (2015). Teacher motivation. In J. Wright (Ed.), *International encyclopedia of the social and behavioral sciences, 2nd ed* (pp. 64-71). San Francisco: Elsevier.
12. **Watt, H. M. G.** & Richardson, P. W. (2015). A motivational analysis of teacher beliefs. In H. Fives & M. G. Gill (Eds.), *International handbook of research on teachers' beliefs* (pp. 191-211). NY: Routledge.
13. **Watt, H. M. G.** & Richardson, P.W. (2014). Beginning teachers' motivations, effectiveness and wellbeing. In A.-L. Østern (Ed.), *NAFOL Year Book 2014: Once a teacher-always a teacher?* (pp. 53-64). Bergen, Norway: Fagbokforlaget Vigmostad&Bjørke AS. [Open Access]
14. † Richardson, P. W. & **Watt, H. M. G.** (2014). Why people choose teaching as a career: An expectancy-value approach to understanding teacher motivations. In P.W. Richardson, S. Karabenick, & **H. M. G. Watt** (Eds.), *Teacher motivation: Theory and practice* (pp. 3-19). NY: Routledge.
15. Richardson, P. W., **Watt, H. M. G.**, & Karabenick, S. A. (2014). Teacher motivation matters: An introduction. In P. W. Richardson, **H. M. G. Watt**, & S. A. Karabenick (Eds.), *Teacher motivation: Theory and practice* (pp. xii-xxii). NY: Routledge.

16. † Richardson, P. W., **Watt, H. M. G.**, & Devos, C. (2013). Types of professional and emotional coping among beginning teachers. In M. Newberry, A. Gallant, & P. Riley (Eds.), *Emotion and school; Advances in Research on Teaching*, Vol. 18 (pp. 229-254). Bingley, UK: Emerald Group Publishing Ltd. doi:10.1108/S1479-3687(2013)0000018016
17. * Spearman, J. & **Watt, H. M. G.** (2013). Women's aspirations towards "STEM" careers: A motivational analysis'. In W. Patton (Ed.), *Conceptualising women's working lives: Moving the boundaries of discourse*. Rotterdam: Sense Publishers (pp. 175-192). doi:10.1007/978-94-6209-209-9_10
18. **Watt, H. M. G.** & Richardson, P.W. (2013). Teacher motivation and student achievement outcomes. In J. Hattie & E. M. Anderman (Eds.), *International guide to student achievement* (pp. 271-273). NY: Routledge.
19. † Riley, P., **Watt, H. M. G.**, Richardson, P. W., & De Alwis, N. (2012). Relations among beginning teachers' self-reported aggression, unconscious motives, personality, role stress, self-efficacy and burnout. In T. Wubbels, P. den Brok, J. Tartwijk, & J. Levy (Eds.), *Interpersonal relationships in education; Advances in Learning Environments Research*, Volume 3 (pp. 151-168). Rotterdam, The Netherlands: Sense Publishers.
20. **Watt, H. M. G.** (2010). Gender and occupational choice. In J. C. Chrisler & D. R. McCreary (Eds.), *Handbook of gender research in Psychology* (pp. 379-400). New York: Springer.
21. † Richardson, P. W. & **Watt, H. M. G.** (2010). Current and future directions in teacher motivation research. In T. C. Urdan & S. A. Karabenick (Eds.), *The decade ahead: Applications and contexts of motivation and achievement; Advances in Motivation and Achievement*, Volume 16B (pp. 139-173). Bingley, U.K.: Emerald. [2011 Literati Outstanding Author Contribution Award Winner]
22. * De Alwis, N. & **Watt, H. M. G.** (2010). Entrepreneurial and other career motivations among Engineering students. In A. Malach-Pines & M. F. Özbilgin (Eds.), *Handbook of research on high-technology entrepreneurs* (pp. 267-280). Cheltenham, U.K.: Edward Elgar Publishing.
23. **Watt, H. M. G.**, Richardson, P.W., & Pietsch, J. (2009). Choosing to teach in the "STEM" disciplines: Characteristics and motivations of science, technology, and mathematics teachers from Australia and the United States. In A. Selkirk & M. Tichenor (Eds.), *Teacher education: Policy, practice and research* (pp. 285-309). New York: Nova Science Publishers.
24. **Watt, H. M. G.** (2008). What motivates females and males to pursue sex-stereotyped careers? In **H. M. G. Watt** & J. S. Eccles (Eds.), *Gender and occupational outcomes: Longitudinal assessments of individual, social, and cultural influences* (pp. 87-113). Washington, DC: APA.
25. **Watt, H. M. G.** (2008). Gender and occupational outcomes: An introduction. In **H. M. G. Watt** & J. S. Eccles (Eds.), *Gender and occupational outcomes: Longitudinal assessments of individual, social, and cultural influences* (pp. 3-24). Washington, DC: American Psychological Association.
26. **Watt, H. M. G.**, Richardson, P.W., & Tysvaer, N.M. (2007). Profiles of beginning teachers' professional engagement and career development aspirations. In A. Berry, A. Clemans, & A. Kostogriz (Eds.), *Dimensions of professional learning: Professionalism, practice and identity* (pp. 155-176). Rotterdam, The Netherlands: Sense Publishers.
27. † Richardson, P.W., **Watt, H. M. G.**, & Tysvaer, N.M. (2007). What motivates people to change out of business-related careers into teaching? In M. F. Özbilgin & A. Malach-Pines (Eds.), *Career choice in management and entrepreneurship - A research companion* (pp. 219-239). Edward Elgar Press.

INVITED PROFESSIONAL ARTICLES

1. **Watt, H. M. G.** (2021). Attribution theory and academic motivation among diverse youth: Reflections on AERA 2021 special invited session by Distinguished Professor Sandra Graham. *Studying and Self-Regulated Learning SIG Times Magazine* [October issue].
<https://ssrbsite.files.wordpress.com/2021/10/aera-ssrl-sig-times-magazine-october-issue-2021.pdf>
2. **Watt, H. M. G.** (2016). Promoting girls' and boys' engagement and participation in senior secondary STEM fields and occupational aspirations. *ACER 2016 Research Conference Proceedings* (pp. 34-44). ACER: Camberwell. ISBN 978-1-74286-407-5.
3. **Watt, H. M. G.** & Richardson, P. W. (2011). FIT-Choice: Attracting and sustaining 'fit' teachers in the profession. *Professional Educator*, 10(2), 28-29.
4. **Watt, H. M. G.** & Richardson, P. W. (2008). Guest editorial: Motivation for teaching. *Learning and Instruction*, 18, 405-407.
5. † Richardson, P. W. & **Watt, H. M. G.** (2008). Career change? *Monash Business Review*, 4(3), 7-9.
6. **Watt, H. M. G.** (2007). A trickle from the pipeline: Why girls under-participate in maths. *Professional Educator*, 6(3), 36-41.
7. **Watt, H. M. G.** & Eccles, J. S. (2006). Preface to the special issue. In **H. M. G. Watt** & J.S. Eccles (Eds.), 'Understanding women's choice of mathematics and science related careers: Longitudinal studies from four

countries'. *Educational Research and Evaluation*, 12(4), 295-296.

CONTRACTED REPORTS

1. Hobbs, L., Du Plessis, A. E., Oates, G., Caldis, S., McKnight, L., Vale, C., O'Connor, M., Rochette, E., Watt, H., Weldon, R., Richardson, P., & Bateup, C. (2022). National summit on teaching out-of-field: Synthesis and recommendations for policy, practice and research. <https://oofas-collective.squarespace.com/s/TOOF-National-Summit-Report.doc>
2. Fraser, S., Beswick, K., Geiger, V., Watt, H. M. G., Dennett, G., Holland-Twining, B., Page, L., & Dacosta, L. (2021). *Principals as STEM Leaders: Building the evidence base for improved STEM learning*. Final Report. Canberra, ACT: Department of Education, Skills and Employment. <http://dx.doi.org/10.25959/100.00038498>
3. Geiger, V., Fraser, S., Beswick, K., Boden M., Branson, C. M., Clark, J., Elliot, M., Falloon, G., Hatisaru, V., Hurrell, D., Jones, M., Miller, J., Pierpoint, A., Watt, H. M. G., & Viller, S. (2021). *Principals as STEM Leaders: Building the evidence base for improved STEM learning* [Website]. Canberra, ACT: Department of Education, Skills and Employment.
4. Beswick, K., Geiger, V., Fraser, S., Boden M., Branson, C.M., Clark, J., Elliot, M., Falloon, G., Hatisaru, V., Hurrell, D., Jones, M., Miller, J., Pierpoint, A., Watt, H. M. G., & Viller, S. (2021). *Principals as STEM Leaders: Building the evidence base for improved STEM learning. Professional Learning Modules*. Canberra, ACT: Department of Education, Skills and Employment.
5. Shah, C., Richardson, P. W., & Watt, H. M. G. (2020). *Teaching 'out of field' in STEM subjects in Australia: Evidence from PISA 2015*. GLO Discussion Paper Series 511, Global Labor Organization (GLO), pp. 1-67. <https://ideas.repec.org/p/zbw/glodps/511.html>
6. Watt, H. M. G. (2016, 2014, 2013, 2012). STEPS: Study of Transitions and Education Pathways Participating School Annual Reports (9 schools across Sydney & Melbourne: www.stepsstudy.org); approx. 80 pp. report per school, per year.
7. Richardson, P. W., Watt, H. M. G., & Guns, A. (2011). *The tertiary pathways project: Cultural, social and intellectual factors and outcomes*. Monash College Pty. Ltd. 16/12/11.
8. Shah, C., Long, M., & Watt, H. M. G. (2011). *Final analysis of teacher supply and demand in South Australia*.
9. Watt, H. M. G. (2010). *Recommendations for LSAC (Longitudinal Study of Australian Children) Measures*.
10. Watt, H. M. G., Richardson, E., & Richardson, P.W. (2008). *Employment details, experiences of support and induction, self-efficacies, and career aspirations for short-term contract vs. permanent beginning teachers in Victoria, 2007*.
11. Crump, S., Karaolis, J., Murphy, K., Nicholls, J., Kamperos, G., & Watt, H. (1999). *St Catherine's Waverley Innovation and Best Practice Report*.
12. Crump, S., Sachs, J., Ladwig, J., Retallick, J., & Watt, H. (1998). *Report of the Academic Reference Group into "Student Course Choice and Timetabling" for the HSC Taskforce Secretariat*.

RESEARCH LEADERSHIP

INTERNATIONAL MENTORING

Funds won by postdoctoral mentees to work with me:

Mikaël De Clercq (Belgium):	2018-2020
Madeleine Bieg (Germany):	2016
Gloria Gratacos (Spain):	2015
Rebecca Lazarides (Germany):	2013-2016
Jaana Viljaranta (Finland):	2013, 2016
Jean-Louis Berger (Switzerland):	2013
Christelle Devos (Belgium):	2012

Postdoctoral position funded by my research grants:

Nir Madjar (Israel):	2011-2012
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EDITORIAL BOARDS

Associate Editor:

Social Psychology of Education	2022+
AERA Open	2014-2022
Educational Research Review	2010-2013

Editorial Boards:

Australian Journal of Education	2014+
Contemporary Educational Psychology	2014-2022

International Journal of Quantitative Research in Education 2012+
 Journal of Research on Adolescence 2008-2010
 Journal of Experimental Education 2006-2008
 Equal Opportunities International 2006-2010

REVIEWING SCHOLARLY JOURNALS

I additionally review for several other journals, including but not limited to:

Child Development
 Developmental Psychology
 Educational Psychologist
 Journal of Educational Psychology
 Psychological Bulletin
 Learning and Instruction
 Educational Research and Evaluation
 Educational Research Review
 Equal Opportunities International – **Outstanding Reviewer Award, 2009, Emerald Literati Network**
 Teaching and Teacher Education
 Journal of Adolescence
 British Journal of Educational Psychology
 Asia-Pacific Journal for Teacher Education
 Sex Roles
 Journal of Women and Minorities in Science and Engineering
 Current Issues in Education
 CHANGE: Transformations in Education

GUEST EDITORSHIPS

George, S. V., **Watt, H. M. G.**, Swan, P., & Parker, P. D. (2020). Person- and variable-centred quantitative analyses in educational research: Insights concerning Australian students' and teachers' engagement and wellbeing. *The Australian Educational Researcher*, 47(3).
Watt, H. M. G., Jansen, N., & Joukes, G. (Eds.). (2013). Gendered pathways towards (and away from) STEM fields. *International Journal of Gender, Science and Technology*, 5(3).
Watt, H. M. G. & Richardson, P.W. (Eds.). (2012). Teaching motivations in different countries: Comparisons using the FIT-Choice scale. *Asia-Pacific Journal of Teacher Education*, 40(3).
Watt, H. M. G. & Richardson, P.W. (Eds.). (2008). Motivations for teaching: Theoretical perspectives and empirical findings. *Learning and Instruction*, 18(5).
Watt, H. M. G. & Eccles, J.S. (Eds.). (2006). Understanding women's choice of mathematics and science related careers: Longitudinal studies from four countries. *Educational Research and Evaluation*, 12(4).

LEADERSHIP OF PROFESSIONAL ASSOCIATIONS

International

Invited member of EARLI Centre for Excellence in Research (E-CER), <i>The good teacher</i> , led by Mareike Kunter (DIPF) & Rob Klassen (York), 1,250€ * 8 meetings (total 10K€)	2021-2024
American Educational Research Association (AERA): Presidential nominee, International Relations Committee	2013-2016
Chair, <i>AERA Motivation in Education SIG</i> (elected from 400+ members)	2012-2014
Program Chair, <i>AERA Motivation in Education SIG</i> (elected from 400+ members)	2010-2012
Founder and coordinator, <i>Network Gender & STEM</i> (www.genderandSTEM.com)	2011+

National

Co-convenor, <i>MEL SIG [Melbourne branch of the AARE Motivation and Learning SIG]</i>	2006-2011
Executive, <i>Australian Association for Research in Education (AARE)</i>	2008-2011
Founder and convenor, <i>AARE Motivation and Learning SIG</i>	2002-2011
Executive, <i>New South Wales Institute for Educational Research (NSW-IER)</i>	1998-2002

CONFERENCES ORGANISED

2022 Network Gender & STEM (in prep.): Munich, with Prof Bernhard Ertl, July 21–23.
2021 Network Gender & STEM (deferred from 2020): *STEM education for the new work order: Policy, practice and partnerships*, Sydney, July 29–31 [online].

- 2018** Network Gender & STEM: *Re-imagining who does STEM*, Eugene, Oregon, with Prof Jenefer Husman, July 31–Aug 2.
- 2016** Network Gender & STEM: *Promoting girls' and women's participation in STEM advancement and innovation: Connecting research with global policy and practice*, Newcastle, U.K., with Ms Noortje Jansen, July 21-23.
- 2014** Network Gender & STEM: *Gender & STEM 2nd Network conference: What schools, families, and workplaces can do?* Berlin, Germany, with Dr Rebecca Lazarides & Prof Angela Ittel, TU-Berlin, July 3-5.
- 2012** Network Gender & STEM: *First Gender and STEM Educational and Occupational Pathways and Participation Network Conference*, Amsterdam, The Netherlands, with VHTO, Sept 5-6. (see www.genderandSTEM.com)

PROFESSIONAL SERVICE ROLES

International

- | | |
|--|-------|
| Board member, University of Salzburg, <i>Human Development, Learning, and Instruction in Times of Global Change</i> “doctorate school plus (DSP)” | 2022+ |
| Panelist, National Science Foundation (NSF), Wellcome Trust, and Economic and Social Research Council (ESRC) Science Learning+ Partnership Grants | 2016 |
| Category 1 grants reviewer: ARC, Israeli Science Foundation, Swiss National Science Foundation, Research Foundation Flanders, NSF (USA), ESRC (UK) | 2006+ |

National

- | | |
|--|-----------|
| Media Centre for Education Research (MCERA): Education Research Advisory Panel | 2020-2022 |
| Excellence for Research in Australia (ERA) Peer Reviewer | 2010+ |
| Doctoral Award Committee, <i>Australian Association for Research in Education (AARE)</i> | 2010-2017 |
| Executive, <i>AARE</i> | 2008-2011 |
| Awards coordinator, <i>AARE</i> | 2008-2011 |
| Executive, <i>New South Wales Institute for Educational Research (NSW-IER)</i> | 1998-2002 |

SAMPLE MEDIA PUBLICITY:

STEPS study (Study of Transitions and Education Pathways): www.stepsstudy.org

- The Sydney Morning Herald: 15 October 2018 “Concerning: HSC gender trends have not changed over 20 years” <https://www.smh.com.au/education/hsc-gender-stem-subjects-trends-education-20181009-p508jl.html>
- The Weekend Australian Magazine: 2 December 2017 “Straight to the heart”
- VHTO Conference Amsterdam: 12 November 2015 “Lost in Choices” [Expert commentary: Gender & STEM](#)
- Sydney Morning Herald: 27 Feb 2007 “Bravado puts boys in maths fast lane” [\[online\]](#) [\[pdf\]](#)
- [Directions in Education 1 June 2007](#) “Girls and maths”
- [Herald Sun article 6 March 2007](#) “Great math divide”
- [The Age article 5 March 2007](#) “Doing the sums on maths and girls”
- [Education Review 14 March 2007](#) “Girls think maths is out of their reach”

Radio interviews:

- [3cR Radio](#) "Breakfast Show" interview 5 June 2012
- [SYN FM "Panorama" interview 1 March 2007](#)

FIT-Choice project (Factors Influencing Teaching Choice): www.fitchoice.org

- Teacher (ACER, podcast interview) 7 Jan 2021: “The Research Files episode 64: Early career teachers’ self-efficacy and mentoring” [\[https://www.teachermagazine.com.au/en/articles/the-research-files-episode-64-early-career-teachers-self-efficacy-and-mentoring\]](https://www.teachermagazine.com.au/en/articles/the-research-files-episode-64-early-career-teachers-self-efficacy-and-mentoring)
- Education HQ: 20 Oct 2020: “Long-term effects of excessive teacher workloads revealed”
- Education Review: 20 Oct 2020 “Study finds ‘excessive demands’ on beginning teachers produce negative, long-lasting impacts on classroom management”
- The Educator: 21 Oct 2020 “How teachers' workloads impact classroom management”
- The Age: 6 Oct 2013 “Burnout in the classroom”
- Sydney Morning Herald: 6 Oct 2013 “Teachers under stress”
- Education Review: Sept 2013 “What’s getting under your skin”
- Victorian Institute of Teaching, Twilight Seminar 24/11/11 “FIT’ to teach: Sustaining a healthy workforce” [\[weblink\]](#)
- Education Review: 20 Oct 2011 [\[weblink\]](#) “Calling lost participants”
- The Age: 7 March 2011 [\[weblink\]](#) [\[full print version\]](#) “More teachers, but fewer staying the course”

- Victorian Institute of Teaching Newsletter, Issue 03 Nov 2009 [[weblink](#)][[full print version](#)] “Study reveals beginning teachers have differing career plans”
- The Age: 16 March 2009 [[weblink](#)][[full print version](#)] “Many teachers use job as a career step”
- The Age: 10 July 2007 [[weblink](#)] “Life lessons”
- The Age: 3 June 2007, p.7 [[weblink](#)][[full print version](#)] “Sea change in the classroom”
- The Age: 3 June 2007, p.14 [[weblink](#)][[full print version](#)] “Career of education should be a pooled resource”
- The Age: 27 Nov 2006, p.2 [[weblink](#)][[full print version](#)] “Teaching’s good life simply a myth”
- [Monash University recruitment 2006](#)
- Victorian Institute of Teaching Research Discussions: “The Aspirations and Expectations of the New Generation of Teachers” [[weblink](#)][[pdf available](#)]
- Monash News: Oct. 2002 [[full print version](#)]

Radio interviews:

- SYN FM "Panorama" interview 6 June 2007
- [ABC Radio Adelaide: Bald Brothers Breakfast program, 28 Nov 2006](#)

Out-of-field STEM teaching:

- HeraldSun: 10 May 2020, <https://www.monash.edu/news/articles/stem-classes-taught-by-teachers-outside-their-field-of-expertise>
- Campus Review: 11 May 2020, <https://www.campusreview.com.au/2020/05/swathes-of-year-10-students-taught-by-out-of-field-teachers-new-study/>
- Sydney Morning Herald: 12 May 2020, <https://www.smh.com.au/national/one-in-eight-stem-classes-taught-by-out-of-field-teacher-20200511-p54ru1.html>
- The Age: 12 May 2020, <https://www.theage.com.au/national/one-in-eight-stem-classes-taught-by-out-of-field-teacher-20200511-p54ru1.html>
- Education Review: 12 May 2020, <https://www.educationreview.com.au/2020/05/how-thousands-of-australian-students-are-being-taught-stem-subjects-by-out-of-field-teachers/>
- School News: 12 May 2020 <https://www.school-news.com.au/news/stem-classes-taught-by-teachers-outside-of-their-field-of-expertise/>
- Australian Teacher Magazine: 1 June 2020 <https://educationhq.com/dashboard/list/publications/1/issue/574/>

NEW RESEARCH PRODUCTS

The FIT-Choice project is a worldwide first to follow large numbers of teachers from initial teacher education until mid-career. New psychometric measures are outcomes of 3 ARC grants to enable a common measurement platform. Researchers’ uptake led to > 24 language translations and studies in many more countries. System and policy uptake by the IEA in ‘TEDS-M’ is impacting teacher education in 17 countries.

- **Watt, H. M. G.** & Richardson, P. W.: FIT-Choice Scale (Factors Influencing Teaching Choice). Feature article of *Journal of Experimental Education*, 2007, now translated into 22+ languages, used around the world including IEA Teacher Education and Development Study in Mathematics (TEDS-M; <http://www.iea.nl/teds-m.html>) 17-country international comparative study of primary/secondary future mathematics teachers. Nominated for AERA Division K (Teaching and Teacher Education) “exemplary research in teaching” Award 2008.
- **Watt, H. M. G.** & Richardson, P. W.: PECDA Scale (Professional Engagement and Career Development Aspirations). Published in *Learning and Instruction*, 2008, widely translated and used around the world.
- **Watt, H. M. G.** & Richardson, P. W.: TSS (Teaching Style Scale). Published in *Learning Environments Research*, 2013, designed to meet the need for a theoretically grounded economical teacher self-report measure for situations where it is not possible to conduct large numbers of observations or student class reports.

KEYNOTES

1. **Watt, H. M. G.** (2022, May). *Teachers’ motivations matter!* Keynote address of the [Quality Teaching in Practice conference](#), Sydney, 5-6 May.
2. **Watt, H. M. G.** (2021, Nov.). *What motivates teachers, and how does it matter for their professional pathways of engagement, instruction and wellbeing?* Keynote address of the 20th INGED International English Language Teaching Online Conference [online], 5-6 November. <https://inged.org.tr>

3. **Watt, H. M. G.** (2018, July). *Gendered career decisions: Lifelong, lifewide, STEM-wide*. Keynote Address of the biennial Network Gender & STEM conference, Eugene Oregon, 31 July - 2 Aug.
4. **Watt, H. M. G.** (2018, Sept.). *Youth career motivations according to choice of a future teaching career: Differences among potential secondary teachers, primary teachers, and those unattracted to teaching*. Keynote Address of the Pathways to the Teaching Profession focus conference. Brugg-Windisch Switzerland, 13-14 Sept.
5. **Watt, H. M. G.** (2017, July). *Harnessing girls' and women's talent potentials in STEM domains*. Keynote Address at the 22nd Biennial World Council for Gifted and Talented Children conference. Sydney, 20-23 July.
6. **Watt, H. M. G.** (2016, Aug.). *Improving STEM Learning: What will it take?* Australian Council for Educational Research conference. Brisbane, 7-9 Aug.
7. **Watt, H. M. G.** & Richardson, P. W. (2014, Dec.). *"FIT" to teach: How do initial motivations and coping strategies impact early career teaching style and wellbeing?* Invited Motivation & Learning SIG Joint Keynote presented at the Australian Association for Research in Education conference, Brisbane, 1-5 December.
8. **Watt, H. M. G.** (2014, July). *Gendered STEM motivations and trajectories*. In Invited Distinguished Symposium "Longitudinal Analyses on Gender and STEM". Gender & STEM 2nd Network Conference, 3-5 July.
9. **Watt, H. M. G.** (2014, June). *Passion and persistence in STEM pathways*. Invited Conference Keynote at the International Congress on Motivation biennial conference, Helsinki, June 12-14. icm2014.fi/
10. **Watt, H. M. G.** & Richardson, P.W. (2014, July). *What motivates future teachers, with what consequences for professional engagement, effectiveness, and wellbeing?* Invited Presidential Keynote Symposium, International Congress of Applied Psychology 4-yearly conference, Paris, July 8-12. www.icap2014.com/
11. **Watt, H. M. G.** & Richardson, P.W. (2014, May). *Early career teachers' effectiveness, engagement and wellbeing*. Invited Keynote for NAFOL (Norwegian National Doctoral School), Tromsø, Norway, 20-21 May.
12. **Watt, H. M. G.** (2012, Apr.). "Gendered educational and occupational choices related to mathematics: The role of expectancies and values through adolescence". In keynote panel: *Gender, motivation and performance: Questions that remain*. Gender Development Research Conference, San Francisco, 19-20 April.
13. **Watt, H. M. G.** (2010, June). *Girls and Maths: Why do gender differences persist in educational and occupational outcomes?* Keynote presentation at Insights: A National Conference on Girls' Education, Melbourne, June 16-18.
14. **Watt, H. M. G.** & Richardson, P.W. (2009, Aug.). *Motivations for teaching and their relationships with professional engagement types: An expectancy-value perspective*. Invited paper presented in Motivation SIG Keynote Symposium at the European Association for Research on Learning and Instruction biennial conference, Amsterdam, 25-29 Aug.
15. **Watt, H. M. G.** (2009, Dec.). *The Big Theories - Making a real difference to advancing research and practice: Expectancy-value theory*. Invited ML-SIG Keynote Panelist at the Australian Association for Research in Education conference. Canberra, 29 Nov.- 3 Dec.
16. **Watt, H. M. G.** (2007, Mar.). *More girls in STEM: What secondary education can do?* Keynote at the VHTO [Vrouwen in Hogere Technische Opleidingen / Women in Higher Technical Education] conference. Maarssen, Amsterdam, 8 March.

INVITED PRESENTATIONS

1. **Watt, H. M. G.** (2022, May). *Mathematics motivations and engagement through adolescence: Different profiles lead to different educational and occupational outcomes*. Oxford University, May 19.
2. **Watt, H. M. G.** (2022, Apr. 27). *Reviewing journal manuscripts: when do you agree, how long should it take, what should you write, how much can a journal/editor ask of you? ... and more!* UNSW Educational Psychology Research Group Roundtable.
3. **Watt, H. M. G.** (2020, Nov.). *What are teachers' motivated to achieve, and how does it matter for their development in the profession and own wellbeing?* Australian Association for Research in Education seminar series, Nov. 11. <https://www.aare.edu.au/events/seminar-series/>
[recording: www.dropbox.com/s/texzl6haet2xno0/AARE%20Seminar%2010%20-%20Watt%20-%2011-20.mp4?dl=0]
4. **Watt, H. M. G.** & Richardson, P.W. (2019, Aug.). *Beginning teachers' motivational development and consequences: Implications for teacher education and early career induction*. University of Heidelberg, Aug 7.
5. **Watt, H. M. G.** (2018, Aug.). *Motivated to teach or not? Career motivations of high-school graduates*. Univ. Helsinki, August 20.
6. Richardson, P.W. & **Watt, H. M. G.** (2017, Aug.). *Designing and managing a longitudinal mixed-methods study of teachers: The FIT-Choice program of research*. University of Salzburg, August 22.
7. **Watt, H. M. G.** & Richardson, P.W. (2017, Aug.). *"FIT" to teach: Highlight findings from the FIT-Choice project*. University of Salzburg, August 22.

8. **Watt, H. M. G.** & Richardson, P.W. (2017, Sept.). *"FIT" to teach: Highlight findings from the FIT-Choice project*. University of Potsdam, September 5.
9. **Watt, H. M. G.** & Richardson, P. W. (2015, May). *Fokus Australien: Factors influencing teaching as a career choice*. University of Cologne, May 4.
10. Richardson, P. W. & **Watt, H. M. G.** (2015, April). *Beginning teachers' motivations, effectiveness and wellbeing*. Combined Program in Education and Psychology (CPEP) Colloquium series, University of Michigan, April 22.
11. **Watt, H. M. G.** (2014, June). *STEPS: Study of Transitions and Education Pathways*. Helsinki Collegium for Advanced Studies, University of Helsinki, June 6.
12. **Watt, H. M. G.** & Richardson, P. W. (2014, Sept.). *Beginning teachers' effectiveness and wellbeing*. AITSL Invited Presentation, Melbourne, Sept. 26.
13. **Watt, H. M. G.** & Richardson, P. W. (2014, June). *Early career teachers' effectiveness and wellbeing*. SFIVET (Swiss Federal Institute for Vocational Education & Training) invited retreat, Lugano, June 26-27.
14. **Watt, H. M. G.** (August, 2012). *Overview and current directions in STEPS (Study of Transitions and Education Pathways) and FIT-Choice (Factors Influencing Teaching Choice) longitudinal projects*. Helsinki Collegium for Advanced Studies, University of Helsinki, Aug. 8.
15. **Watt, H. M. G.** (Sep, 2012). *An expectancy-value motivational typology in mathematics and science: Implications for career aspirations & psychological wellbeing*. Invitational motivation retreat, University of Tübingen, Sept. 12.
16. **Watt, H. M. G.** & Richardson, P.W. (August, 2011). *The FIT-Choice project: Teaching motivations and professional commitment across Australian and Cambridge samples*. University of Cambridge, Aug. 16.
17. **Watt, H. M. G.** & Richardson, P.W. (Nov., 2011). *"FIT" to Teach: Sustaining a healthy workforce*. Victorian Institute of Teachers Twilight Seminar, Melbourne, Nov. 24.
18. **Watt, H. M. G.** (Sept., 2011). *Why do gender differences persist in educational and occupational outcomes?* LMU University of Munich, Sept. 6.
19. **Watt, H. M. G.** (Sept., 2010). *Gender and occupational choice in STEM domains*. Science and Mathematics Education Cluster seminar, University of Melbourne, Sept. 17.
20. Richardson, P.W. & **Watt, H. M. G.** (2009, August). *Profiling "types" of beginning teachers and their different teaching motivations*. University of Cambridge, Aug. 18.
21. **Watt, H. M. G.** & Richardson, P.W. (August, 2009). *Measuring teaching motivations, self-efficacies and aspirations: An overview of the development and validation of three new psychometric instruments*. University of Cambridge, Aug. 17.
22. **Watt, H. M. G.** & Richardson, P.W. (2009, August). *Scale development and validation of new measures for teaching motivations, self-efficacies and aspirations*. Oxford University, Aug. 11.
23. **Watt, H. M. G.** & Richardson, P.W. (2007, April). *Motivations, engagement and aspirations: Choosing teaching as a career*. Curry Institute, University of Virginia, Apr. 6.
24. **Watt, H. M. G.** & Richardson, P.W. (2007, Nov.). *Motivations, engagement and aspirations for the career choice of teaching*. Murdoch University, Nov. 30.
25. **Watt, H. M. G.** & Richardson, P.W. (2007, March). *Motivations for choosing a teaching career: An international comparison using the "FIT-Choice" scale*. Oxford University, March 26.
26. **Watt, H. M. G.** & Richardson, P.W. (2007, March). *Profiling types of beginning teachers' professional engagement and career development aspirations*. University of Goettingen, March 15.
27. **Watt, H. M. G.** (2007, March). *The ontogeny of academic values and talent perceptions through adolescence*. University of Goettingen, March 6.
28. **Watt, H. M. G.** & Richardson, P.W. (2006, June). *The 'FIT-Choice' Project: Motivations for teaching, professional engagement, and career development aspirations*. Oxford University, June 2.
29. **Watt, H. M. G.** & Richardson, P.W. (2005, Dec.). *The "FIT-Choice" project: Teaching motivations and professional commitment across Australian and US samples*. Educational Studies colloquium, University of Michigan, Dec. 1.
30. **Watt, H. M. G.** & Richardson, P.W. (2005, Oct.). *A new theoretical model for studying motivations for teaching*. The Max Planck Institute for Human Development, Berlin.
31. **Watt, H. M. G.** (2004, Oct.). *The ontogeny of ability self concepts and task values: An Australian study*. The Max Planck Institute for Human Development, Berlin (funded by Max Planck Institute for Human Development, Berlin).
32. **Watt, H. M. G.** (2004, March). *Gendered developmental trajectories for competence beliefs and values through adolescence across two academic domains*. Faculté des sciences de l'éducation, Université Laval, Québec, Canada, address presented simultaneously in Montréal University by 'video- conference' 18 Mar. (funded by

GRIP 'Groupe de Recherche sur l'Inadaptation Psychosociale chez l'enfant' Director, R. Tremblay, University of Montréal, S. Larose, Université Laval).

33. **Watt, H. M. G.** (2004, February). *Gendered developmental trajectories for competence beliefs and values through adolescence across two academic domains: Applying latent growth modelling to accelerated longitudinal designs*. Gender and Achievement Research Program, University of Michigan, Feb. 12.
34. **Watt, H. M. G.** & Richardson, P. W. (2003, June). *Choice of teaching as a career: Theoretical development and empirical validation of an investigative motivational framework*. Combined Program in Education and Psychology, University of Michigan, 8 Oct.
35. **Watt, H. M. G.** & Richardson, P. W. (2002, Dec.). *Motivations for choosing teaching as a career: Implications for preservice teacher education*. University of Waikato, Symposium on quality teaching & learning, Dec. 10-12.
36. **Watt, H. M. G.** (1999, Jan.). *What makes high-school girls think they are talented (or not talented) at math?* Combined Program in Education and Psychology, University of Michigan, Jan. 12.
37. **Watt, H. M. G.** (2002, Oct.). *How to write a thesis*. Faculty of Education, University of Sydney, invited colloquium for Postgraduate Education Students' Association annual forum, October 19.
38. **Watt, H. M. G.** (2000, Nov.). *How to write a thesis*. Faculty of Education, University of Sydney, invited colloquium for the Postgraduate Education Students' Association annual forum, November 4.
39. **Watt, H. M. G.** (1996, May). *Gender Equity*. Killara High, invited colloquium to all staff for their Development Day, May 24.

CONFERENCE PAPERS (by year and author) - includes invited/feature sessions that were not Keynotes

In this section the following acronyms are used,

AARE: Australian Association for Research in Education (annual conference)

AHDA: Australasian Human Development Association (biennial conference)

AERA: American Educational Research Association (annual conference)

EARLI: European Association for Research on Learning and Instruction (biennial conference)

ICAP: International Congress of Applied Psychology (4-yearly conference)

ICM: International Conference on Motivation (biennial conference)

ISSBD: International Society for the Study of Behavioural Development (biennial conference)

SELF: Self-Enhancement and Learning Facilitation (biennial conference)

SRA: Society for Research on Adolescence (biennial conference)

SRCD: Society for Research in Child Development (biennial conference)

2021

1. **Watt, H. M. G.**, De Clercq, M., & Richardson, P.W. (2021, Nov.). *Profiles of teachers' striving and wellbeing from early until mid-career: Workplace influences and consequences for engagement and wellbeing*. In Feature Symposium "Teachers' work demands, professional engagement and personal wellbeing" at the AARE conference, Melbourne [online], Nov. 28-Dec. 2.
2. **Watt, H. M. G.** (2021, Aug.). *Changes in perceived teaching competences for types of beginning teachers, sources and implications*. In Feature Symposium "In search of the 'good' teacher: Perspectives on teacher competence" at the EARLI conference, Gothenburg [online], Aug. 23-29.
3. Richardson, P.W., Heffernan, A., Westcott, S., & **Watt, H. M. G.** (2021). *Hanging by a thread: Precarious futures for early career women academics in STEM*. Paper presented at the biennial Network Gender & STEM conference, Sydney [online], 29-30 July.
4. * Toh, L. & **Watt, H. M. G.** (2021). *Women's preparation for a mathematical STEM career: How do expectancies and values predict attainment of a mathematical STEM tertiary degree?* Paper presented at the biennial Network Gender & STEM conference, Sydney [online], 29-30 July.

2020 AERA, ICM, Network Gender & STEM, AARE were not held due to the COVID-19 pandemic.

5. Richardson, P.W., **Watt, H.M.G.**, Dacosta, L., & Rice, S. (2020). *Do out-of-field secondary science teachers' attitudes to science differ, and how does it matter for their teaching practice and own job satisfaction?* Paper at the annual Out-of-Field-Teaching Across Specialisations Collective Symposium [Online], 29-30 Aug.

2019

EARLI,

6. Gniewosz, B., **Watt, H. M. G.**, & Richardson, P.W. (2019). *Motives to choose a teaching career and burnout development during the first 10 years of service*. Paper presented in Symposium "Contextual influences on

teacher motivations, self-efficacy, and instructional and wellbeing outcomes” at the EARLI conference. Aachen, Germany: 12-16 Aug.

7. Lazarides, R.L., **Watt, H. M. G.**, & Richardson, P.W. (2019). *Influences among teachers' self-efficacy, behavior and school contexts into mid-career*. Paper presented in Symposium “Contextual influences on teacher motivations, self-efficacy, and instructional and wellbeing outcomes” at the EARLI conference. Aachen, Germany: 12-16 Aug.
8. Richardson, P.W. & **Watt, H. M. G.** (2019). *Contextual influences on beginning teachers' professional engagement and satisfaction*. Paper presented in Symposium “Studies on motivation beyond primary education: Longitudinal and short-term changes” at the EARLI conference. Aachen, Germany: 12-16 Aug.
9. **Watt, H. M. G.** & Richardson, P.W. (2019). *Influences on beginning teachers' motivations, reported instruction and burnout until mid-career*. Paper presented in Symposium “Contextual influences on teacher motivations, self-efficacy, and instructional and wellbeing outcomes” at the EARLI conference. Aachen, Germany: 12-16 Aug.

2018

10. Richardson, P.W., **Watt, H. M. G.**, & Rice, S. (2018). *Gendered motivations for STEM, teaching, and STEM teaching*. Paper presented at the biennial Network Gender & STEM conference, Eugene Oregon, 31 July- 2 Aug.
11. **Watt, H. M. G.** (2018). *Invited Discussant*. For Symposium “Job demands, challenges and wellbeing in the teaching profession: Correlates and predictors from 3 different countries”. Pathways to the Teaching Profession focus conference. Brugg-Windisch, Switzerland: 13-14 Sept.
12. **Watt, H. M. G.** & Richardson, P.W. (2018). *Development and consequences of initial motivations to teach*. Paper presented in Invited Symposium “Antecedents and consequences of teachers' motivations, hopes and emotions” at the ISSBD conference. Gold Coast: 15-19 July.

AERA,

13. Richardson, P.W. & **Watt, H. M. G.** (2018). *Teacher professional identity and career motivation: A lifespan perspective*. In symposium titled “Challenges and opportunities: Exploring the social, political and cultural influences on teacher identity development” at the AERA conference. New York: 13-17 April.
14. **Watt, H. M. G.** & Richardson, P.W. (2018). *Teachers' motivations to teach: An expectancy-value theoretical framework and longitudinal empirical findings*. In symposium titled “A decade of teacher motivation research: Looking back and looking forward” at the AERA conference. New York: 13-17 April.

ICM,

15. * Berger, J.-L., **Watt, H. M. G.**, & Richardson, P.W. (2018). *Motivations and attributions that predict teachers' interest and confidence in their classroom teaching: A longitudinal study*. Paper presented in Symposium “Teachers' enthusiasm: antecedents, effects, and underlying mechanisms” at the ICM conference. Aarhus, Denmark: 15-17 Aug.
16. * Suryani, A., Richardson, P.W., & **Watt, H. M. G.** (2018). *What factors motivate Indonesian students to become teachers?* Paper presented in Symposium “Motivation in teaching careers” at the ICM conference. Aarhus, Denmark: 15-17 Aug.
17. Viljaranta, J., **Watt, H. M. G.**, Tuominen, H., Niemivirta, M., Lauermann, F., Eccles, J. S., Spinath, B., Steinmayr, R., & Salmela-Aro, K. (2018). *Task value profiles among adolescents in Australia, Finland, the United States, and Germany*. Paper presented in Symposium “The development of math- and Language Arts-related expectancy-value beliefs: Analyses of cross-domain developmental trajectories” at the ICM conference. Aarhus, Denmark: 15-17 Aug.
18. **Watt, H. M. G.** & Richardson, P.W. (2018). *Motivated to teach or not? Career motivations of high-school graduates*. Paper presented in Symposium “Motivation in teaching careers” at the ICM conference. Aarhus, Denmark: 15-17 Aug.
19. **Watt, H. M. G.** (2018). *Invited Discussant*. For Symposium “Utility-value interventions: How effective are they and when do they work?” at the ICM conference. Aarhus, Denmark: 15-17 Aug.

AARE,

20. **Watt, H. M. G.** (2018). *Adolescents' motivational profiles in science and mathematics: Antecedents and consequences for engagement and wellbeing*. In Feature Symposium “Motivational and instructional influences on STEM learning and teaching” at the AARE conference. Sydney: 2-6 Dec.
21. **Watt, H. M. G.** (2018). *Chair and Moderator*. For Motivation & Learning SIG Feature Panel “Current issues facing teacher motivation and learning” at the AARE conference. Sydney, 2-6 Dec.

2017

EARLI,

22. Richardson, P.W., & **Watt, H. M. G.** (2017). *Contextual influences on beginning teachers' career motivations and career choice satisfaction*. Paper presented in Invited Distinguished Symposium, "Contextual influences on teachers' career choice and development in the profession" at the EARLI conference. Tampere, Finland: 29 Aug.- 2 Sept.
23. **Watt, H. M. G.**, Carmichael, C., & Callingham, R. (2017). *Students' engagement profiles in mathematics according to learning environment dimensions*. Paper presented in Symposium, "Emotions and motivation in mathematics education" at the EARLI conference. Tampere, Finland: 29 Aug.- 2 Sept.

AARE,

24. Richardson, P.W. & **Watt, H. M. G.** (2017). *Motivations in choosing teaching as a career: Theoretical foundations and empirical international findings*. Paper in Invited Symposium "Motivations for work and career" at the SELF conference. Melbourne: 25-28 Sept.
25. **Watt, H. M. G.** & Richardson, P.W. (2017). *Motivations for career choice: Theorisation and validation of a general measure among school and university students*. Paper in Invited Symposium "Motivations for work and career" at the SELF conference. Melbourne: 25-28 Sept.

2016

26. Richardson, P.W., **Watt, H. M. G.**, & Morris, Z.A. (2016). *Divided by discipline? Contrasting motivations, perceptions, and background characteristics of beginning English and Mathematics teachers*. Paper presented at the Network Gender & STEM conference. Newcastle UK: 21-23 July.
27. **Watt, H. M. G.** (2016). *Panelist*. For Invited Panel, closing session at the 3rd biennial Network Gender & STEM conference. Newcastle UK: 21-23 July.
28. **Watt, H. M. G.** (2016). *STEM career aspirations for adolescents within different motivational profiles*. Paper presented in Symposium "Individual and contextual influences on adolescents' STEM motivation and engagement" at the SRA conference. Baltimore: 31 March - 2 April.
29. **Watt, H. M. G.** & Richardson, P. W. (2016). *Implications of initial teaching motivations for early career teaching style and own wellbeing*. Paper at the ISSBD conference. Vilnius: 10-14 July.

AERA,

30. **Watt, H. M. G.** & Richardson, P.W. (2016). *Motivational factors influencing teaching choice: Measurement, comparisons, and consequences*. Invited Paper presented in Symposium "International comparative studies of teacher motivation and how they matter" at the AERA conference. Washington DC: 8-12 Apr.
31. Gniewosz, B. & **Watt, H. M. G.** (2016). *But my parents think I can – Intrinsic math motivation and student-perceived parental ability beliefs*. Paper presented in Symposium "Parental effects on adolescents' and young adults' motivation and career plans in STEM" at the AERA conference. Washington DC: 8-12 Apr.
32. Lazarides, R. & **Watt, H. M. G.** (2016). *Teacher beliefs, classroom goal structure and girls' and boys' career choices in mathematics*. Paper presented in Symposium "Engaging male and female STEM students: Investigations of learning environments and teacher influences" at the AERA conference. Washington DC: 8-12 Apr.
33. **Watt, H. M. G.** *Discussant*. (2016). For Symposium "Retaining quality teachers: International perspectives on teacher resilience" at the World Education Research Association focal meeting, AERA annual conference. Washington DC: 8-12 Apr.

AARE,

34. **Watt, H. M. G.** (2016). *Discussant for Featured Symposium: Unpacking the career aspirations of Australian school students*, Convenor: Professor Jenny Gore, at the AARE conference. Melb.: 27 Nov. -1 Dec.
35. **Watt, H. M. G.** (2016). *Discussant for Symposium: "Teacher development, identity, relationships & wellbeing: Research perspectives across career stages"*, Chair: Caroline Mansfield, AARE annual conference. Melb.: 27 Nov. -1 Dec.
36. **Watt, H. M. G.** (2016). *Lessons learned from the Best Practice in Mathematics Education project: Advancing research and practice for student engagement*. ML-SIG Feature Symposium, "Surveys: Design & Selected Findings". [Panel Participants alphabetised: Judy Anderson, University of Sydney; Vince Geiger, Learning Sciences Institute Australia, ACU; Merrilyn Goos, University of Queensland; Tracey Muir, University of Tasmania; Helen M. G. Watt, Monash University]. AARE conference. Melb.: 27 Nov. -1 Dec.

2015

AERA,

37. **Watt, H. M. G.** & Richardson, P.W. (2015). *Professional and personal consequences of beginning teachers' motivations: Implications for early career teaching style and own wellbeing*. Paper presented in Symposium

“Why teacher motivation matters: Implications for instructional practice, professional engagement and wellbeing” at the AERA Annual Conference. Chicago: 16-20 April.

38. * Suryani, A., **Watt, H. M. G.**, & Richardson, P. W. (2015). *Motivations and perceptions predicting future Indonesian teachers' professional engagement and career development aspirations*. Poster presented at the AERA Annual Conference. Chicago: April 16-20.

AARE,

39. **Watt, H. M. G.** (2015). *Gendered motivations for career choice through upper secondary school*. Invited paper in Symposium “Outside-in, and inside-out, influences on young people’s aspirations” at the AARE conference. Fremantle: 29 Nov-3 Dec.
40. Richardson, P. W., **Watt, H. M. G.**, & Pietsch, J. (2015). *Who chooses to teach STEM and why?* Paper presented at the AARE conference. Fremantle: 29 Nov-3 Dec.
41. Richardson, P. W., & **Watt, H. M. G.** (2015). *The role of motivational resources for beginning teachers' resilience to excessive work demands*. Paper presented at the AARE conference. Fremantle: 29 Nov-3 Dec.

2014

42. * Lazarides, R. & **Watt, H. M. G.** (2014). *The role of teacher beliefs in girls' and boys' STEM career choices*. in Symposium “Educational and vocational development as a foundation for sustainable well-being: Complementary theoretical and international perspectives” at the ICAP conference. Paris: 8-12 July.
43. Richardson, P. W., **Watt, H. M. G.**, & Devos, C. (2014). *How do initial motivations and coping style influence early career teaching?* at the ICM conference. Helsinki: 12-14 June.
44. Richardson, P. W., **Watt, H. M. G.**, & Pietsch, J. (2014). *Teaching in STEM disciplines: Who and why?* Paper at the AARE conference. Brisbane: 1-5 December.

AERA,

45. * Lazarides, R. & **Watt, H. M. G.** (2014). *Student-perceived mathematics teacher beliefs, math classroom learning environments and gendered math career intentions*. Paper presented in Symposium “Gender, educational and occupational choices: International perspectives” at the AERA conference. Philadelphia: 3-7 April.
46. Hyde, J. S., **Watt, H. M. G.**, Petersen, J. L., Morris, Z. A., & Harackiewicz, J. (2014). *Gender and STEM in high school: The role of mathematics values, interest, and test scores in STEM career preferences*. Paper in Symposium “Gender, educational and occupational choices: International perspectives” at the AERA conference. Philadelphia: 3-7 April.
47. * Becker-Kurz, B., **Watt, H. M. G.**, Frenzel, A. C., & Pekrun, R. (2014). *Antecedents and effects of teacher expressiveness*. Paper presented in Symposium “Antecedents and correlates of teachers' relational work” at the AERA conference. Philadelphia: 3-7 April.
48. Richardson, P. W. & **Watt, H. M. G.** (2014). *The impact of teaching career motivations and coping resources on early career teachers' relational style*. Paper presented in Symposium “Antecedents and correlates of teachers' relational work” at the AERA conference. Philadelphia: 3-7 April.
49. * Suryani, A., **Watt, H. M. G.**, & Richardson, P. W. (2014). *Initial motivations for teaching and perceptions of the profession: Indonesian students' perspectives*. Roundtable at the AERA conference. Philadelphia: 3-7 April.

2013

50. **Watt, H. M. G.** (2013). *A motivational analysis of emerging adults' educational and occupational choices related to mathematics*. Paper presented in Symposium “What determines adolescents' interest in STEM careers? Effects of gender, motivational beliefs, values, and stereotypes” at the SRCD conference. Seattle: 18-20 April.

AERA,

51. **Watt, H. M. G.** & Richardson, P. W. (2013). *Professional engagement and behavioural consequences of motivations for teaching*. Paper presented in Symposium “Antecedents and consequences of motivations for teaching choice: International perspectives” at the AERA conference. San Francisco: 27 April - 1 May.
52. * Madjar, N., **Watt, H. M. G.**, Malanchuk, O., & Eccles, J. S. (2013). *Trajectories of educational aspirations and attainment through adolescence and beyond: Person, school and home influences*. Paper presented in Symposium “Educational and occupational aspirations: Complementary theoretical perspectives and analytical approaches” at the AERA conference. San Francisco: 27 April - 1 May.

SPCIC (Inaugural Social Psychology of the Classroom International Conference),

53. Richardson, P. W., **Watt, H. M. G.**, & Devos, C. (2013). *What types of professional and emotional coping are displayed among beginning teachers?*. Paper presented in Symposium “Teacher motivations, professionalism and wellbeing” at the Inaugural SPCIC conference. Auckland: 15-18 July.

54. **Watt, H. M. G.** (2013). *'Positively engaged', 'disengaged', 'struggling ambitious' and 'indifferent', mathematics and science students in Australia: Relationships with gender, career aspirations and psychological wellbeing*. Paper presented in Symposium "Socialisation and consequences of students' achievement motivations: International perspectives" at the Inaugural SPCIC conference. Auckland: 15-18 July.
55. * Morris, Z. A., **Watt, H. M. G.**, & Richardson, P. W. (2013). *Connecting professionally: Measuring teacher professional behaviour in early career secondary teachers*. Paper presented in Symposium "Teacher motivations, professionalism and wellbeing" at the Inaugural SPCIC conference. Auckland: 15-18 July.
56. * Suryani, A., Richardson, P. W., **Watt, H. M. G.** (2013). *Teaching career and second job: Indonesian teacher education students' perspectives*. Paper presented in Symposium "Teacher motivations, professionalism and wellbeing" at the Inaugural SPCIC conference. Auckland: 15-18 July.
57. * Guns, A., **Watt, H. M. G.**, & Richardson, P. W. (2013). *What impacts attrition among South-East Asian business students studying in Australia?* Paper at the Inaugural SPCIC conference. Auckland: 15-18 July.

EARLI,

58. **Watt, H. M. G.**, Richardson, P. W., & Devos, C. (2013). *Initial teaching motivations, professional engagement, and subsequent teaching behaviours*. Paper in Symposium "Teacher motivations in international context" at the EARLI conference. Munich: 27-31 August.
59. **Watt, H. M. G.** (2013). *A math/science expectancy-value typology: Implications for career aspirations and wellbeing*. Paper presented in Symposium "Gender & STEM: International perspectives on students' motivation, career aspirations and choice" at the EARLI conference. Munich: 27-31 August.
60. * Morris, Z.A., **Watt, H. M. G.**, & Richardson, P. W. (2013). *Measuring teacher professional behaviour in Australian early career teachers*. Paper presented at the EARLI conference. Munich: 27-31 August.
61. * Guns, A., **Watt, H. M. G.**, & Richardson, P. W. (2013). *Factors influencing attrition of South East Asian business students studying in Australia*. Paper presented at the EARLI conference. Munich: 27-31 August.
62. * Suryani, A., **Watt, H. M. G.**, & Richardson P. W. (2013). *What factors motivate students to enter teacher education? Do they really want to be a teacher?* Paper presented at the JURE (junior researchers of EARLI) pre-conference of EARLI, Munich, Germany. 26-27 August.

AARE,

63. † Richardson, P. W., **Watt, H. M. G.** (2013). *Professional and emotional coping among early career teachers*. Paper presented at the AARE conference, Adelaide. 1-5 December.
64. * Suryani, A., **Watt, H. M. G.**, & Richardson P. W. (2013). *Teaching as a career: Perspectives of Indonesian future teachers*. Paper presented at the AARE conference, Adelaide, 1-5 Dec.

2012

65. * Findlay, C. & **Watt, H. M. G.** (2012). *Socio-motivational determinants for girls' pathways of mathematical enrolment and career choice*. Paper presented in symposium "Individual factors fostering students' interest and learning outcomes in STEM education" at the SRA conference. Vancouver, 8-10 Mar.
66. * Quin, K. & **Watt, H. M. G.** (2012). *The relationship of personality traits and motivation to teaching career choice*. Paper presented at the International Congress of Psychology (ICP). Capetown: 22-27 July.
67. **Watt, H. M. G.**, Shapka, J. D., Morris, Z. A., Durik, A. M., Keating, D. P., & Eccles, J. S. (2012). *Gender, motivation and mathematics participation: A comparison of samples from Australia, Canada and the USA*. In Symposium "STEM Participation: Individual motivations, perceptions, and cultural values". Gender & STEM Network Conference. Amsterdam: 5-6 September.
68. **Watt, H. M. G.** & Richardson, P. W. (2012). *Do secondary and primary preservice teachers' motivations differ, and does it matter?*. In Symposium "Motivations, beliefs and practices of preservice teachers". ICM conference. Frankfurt: 28-30 August.

ICIRE (International Conference on Interpersonal Relationships in Education),

69. * Madjar, N. & **Watt, H. M. G.** (2012). *Multidimensional engagement: Exploring individual and contextual factors in secondary math and English classrooms*. Paper presented at the ICIRE conference. Vancouver, 11-12 April.
70. **Watt, H. M. G.**, Richardson, P. W., & Spearman, J. (2012). *Teacher profiles of autonomy-support behaviours and consequences for student belonging and affect*. Paper presented at the ICIRE conference. Vancouver, 11-12 April.

AERA,

71. **Watt, H. M. G.**, Shapka, J. D., Morris, Z. A., Durik, A. M., Keating, D. P., & Eccles, J. S. (2012). *Gendered motivational processes affecting high school mathematics participation, educational aspirations and career*

plans: A comparison of samples from Australia, Canada and the USA. In Symposium "Does gender still matter in student motivation? How, why, for what, and for whom?". AERA conference. Vancouver: 13-17 April.

72. **Watt, H. M. G.** & Richardson, P. W. (2012). *Intersecting teacher beliefs and behaviours: The influence of self-efficacy and importance value beliefs on teaching style.* In Symposium "The functions of teachers' beliefs: Filter, frame, and guide". AERA conference. Vancouver: 13-17 April.
73. **Watt, H. M. G.,** Richardson, P. W., Klusmann, U., Kunter, M., Beyer, B., Trautwein, U., & Baumert, J. (2012). *Motivations for choosing teaching as a career: Comparing Australian, USA, German, and Norwegian teacher candidates.* In Symposium "Factors Influencing Teaching Choice (FIT-Choice): International perspectives". AERA conference. Vancouver: 13-17 April.

AARE,

74. * Guns, A., Richardson, P. W., & **Watt, H. M. G.** (2012). *How do life goals and motivations of international students studying in Australia impact their achievement outcomes?* Paper presented in Symposium 'Teachers in a brave new world: Internationalisation, professionalism and social emotional learning' at the AARE-APERA Conference/WERA Focal Meeting. Sydney: 2-6 December. [Ann was awarded the AARE Motivation & Learning SIG Student Presentation Award for best research paper presentation]
75. * Morris, Z. A., Richardson, P. W., & **Watt, H. M. G.** (2012). What is popular is not always right – Measuring teacher professional behaviour. Paper presented in Symposium 'Teachers in a brave new world: Internationalisation, professionalism and social emotional learning' at the AARE-APERA Conference/WERA Focal Meeting. Sydney: 2-6 December.
[Zoe was awarded the AARE Postgraduate Student Research Award for an outstanding research paper. The annual competition involved \$1,000 and a certificate. Zoe was also awarded the Monash Education Research Community (MERC) Publication Award for this paper, this annual award involved \$500 and a certificate.]
76. Richardson, P. W., Fleet, A., **Watt, H. M. G.,** & Waniganayake, M. (2012.). *What motivates Early Childhood teachers to undertake a teaching career, and does it matter?* Paper presented in Symposium titled 'Attracting and retaining early childhood teachers'. Paper presented at the AARE-APERA Conference/WERA Focal Meeting. Sydney: 2-6 December.
77. **Watt, H. M. G.,** Shapka, J. D., Morris, Z. A., Durik, A. M., Keating, D. P., & Eccles, J. S. (2012). *Comparing gendered motivational processes affecting maths (and non-maths) education and career plans across 3 country samples.* Paper presented in Symposium titled 'Synergy between quantitative methods and substantive research'. Paper presented at the AARE-APERA Conference/WERA Focal Meeting. Sydney: 2-6 December.

2011

78. * Spearman, J. & **Watt, H. M. G.** (2011). *Perception shapes experience: The influence of actual and perceived classroom environment dimensions on girls' motivations for science.* Paper presented at the Hong Kong Psychological Society annual conference, June 4, Hong Kong.
79. **Watt, H. M. G.** (2011). *Emerging adults' intentions for mathematics-related careers: A gendered motivational analysis in Australia.* Paper presented in Symposium "Occupational aspirations, values and choices: An international perspective" at the SRCD conference. Montreal: 31 Mar - 2 Apr.
80. **Watt, H. M. G.,** Richardson, P. W., & Spearman, J. (2011). *Autonomy support predictors of teacher-reported student belonging and affect.* Paper presented in Symposium titled "Learning, motivation and teacher-student interaction: The impact of student- and teacher-related characteristics". European Congress of Psychology Annual Conference, Istanbul, 4-8 July.

AERA,

81. Richardson, P. W. & **Watt, H. M. G.** (2011). *Possibilities of possible selves theory for teachers: Implications for beginning teachers' psychological wellbeing, work engagement, and teaching style.* Paper presented in Symposium "Teacher motivation: Why does it matter?" at the AERA conference. New Orleans: 8-12 April.
82. **Watt, H. M. G.** & Richardson, P. W. (2011). *Motivational antecedents of early career teachers' emotional health and teaching behaviours.* Paper presented in Symposium titled "Exploring the motivational and emotional nexus of teaching" at the AERA conference. New Orleans: 8-12 April.

EARLI,

83. **Watt, H. M. G.** (2011). Symposium Organiser & Chair: *Teaching Motivations in Different Countries: Comparisons using the FIT-Choice scale.* EARLI conference. Exeter: 29 Aug-3 Sept.
84. **Watt, H. M. G.** (2011). Symposium Discussant: *Teacher goals: Theory development and future research.* EARLI conference. Exeter: 29 Aug-3 Sept.
85. **Watt, H. M. G.** & Richardson, P. W. (2011). *Teachers' profiles of professional engagement and career development in Australia and the U.S.* Invited paper in EARLI Symposium "Beliefs About Being a Teacher: Motives for teaching and what it means to be a teacher". EARLI conference. Exeter: 29 Aug-3 Sept.

AHDA,

86. * De Alwis, N., **Watt, H. M. G.**, & Richardson, P.W. (2011). *Planned persistence and burnout among beginner teachers*. AHDA conference. Dunedin: July 4-6.
87. * Guns, A., **Watt, H. M. G.**, & Richardson, P. W. (2011). *Do early motivations and perceptions make a difference for beginning teachers' career trajectories?* AHDA conference. Dunedin: July 4-6.
88. Richardson, P. W., Guns, A., & **Watt, H. M. G.** (2011). *How does transition happen for South-East Asian international students in Australia?* AHDA conference. Dunedin: July 4-6.

AARE,

89. * Findlay, C., **Watt, H. M. G.**, & Kronborg, L. (2011). *How mathematics motivations and their social antecedents impact girls' senior high school and career choices related to mathematics*. Paper presented in Symposium "Measuring motivations and motivation-related trajectories among Australian and international students in Australia" at the AARE conference. Hobart: 27 November - 1 December.
90. * Guns, A., Richardson, P. W., & **Watt, H. M. G.** (2011). *Experiences of transition and academic engagement among Asian International business students in Australia*. Paper presented in symposium "Measuring motivations and motivation-related trajectories among Australian and International students in Australia" at the AARE conference. Hobart: 27 November - 1 December.
91. * Guns, A., Richardson, P. W., & **Watt, H.** (2011). *How do life goals and motivations of international students studying in Australia impact their achievement outcomes?*. AARE & Asia Pacific Education Research Association (APERA), Sydney, Dec 2-6. <http://www.aare.edu.au/data/publications/2012/Guns12.pdf>, pp. 1-17.
92. * Guns, A., **Watt, H. M. G.**, & Richardson, P. W. (2011). *The influence of preservice teachers' motivations and perceptions on career trajectories*. Paper presented in Symposium "Contemporary professional issues for teachers in the 21st Century" at the AARE conference. Hobart: 27 November - 1 December.
93. **Watt, H. M. G.**, Klusmann, U., Richardson, P. W., Kunter, M., Beyer, B., & Trautwein, U. (2011). *Comparing teachers' career motivations across settings: An illustration to establish strong factorial invariance*. Paper presented in Symposium titled "The invariance condition in educational research: Invariance between groups, instruments, language and across time" at the AARE Conference, Hobart, 27 Nov.- 1 Dec.

2010

94. Riley, P., **Watt, H. M. G.**, & Richardson, P.W. (2010). *Classroom relationships strained by teachers' aggressive student management techniques*. Paper presented at the ICIRE Conference, Boulder, April 28-29.
95. **Watt, H. M. G.** & Richardson, P. W. (2010). *Do teaching motivations change following early career teaching experiences? Stability and change for different "types" of beginning teachers*. Paper presented at the ICM Conference, Porto, 2-4 Sept.
96. * Spearman, J. & **Watt, H. M. G.** (2010). *Motivating classroom features for girls and boys studying science and maths*. Paper presented at the APS Educational & Developmental conference, Melbourne, Nov 26. [Jenny Rickard Award for best student presentation]
97. **Watt, H. M. G.** (2010). *The mediating role of motivations in gender-typed educational choices*. Paper presented in Symposium titled "Factors associated with academic and vocational success in youth and young adults from Germany, Australia, Canada and the U.S." at the SRA Biennial Conference, Philadelphia, March 11-13, 2010.

AERA,

98. **Watt, H. M. G.** & Richardson, P. W. (2010). *When the rubber hits the road: Changing motivations for teacher subtypes in the first five years of teaching*. Paper presented in Symposium "Teacher motivation: Applying motivational theories using international samples and diverse methodological approaches". AERA conference. Denver: 30 Apr.- 4 May.
99. **Watt, H. M. G.** & Richardson, P. W. (2010). *Different Types of Beginning Teachers: One size does not fit all*. Invited paper presented in AARE Presidential Session titled "New Frontiers in Australian Teacher Education Research" at the AERA conference. Denver: 30 Apr.- 4 May.

ICAP,

100. * De Alwis, N., **Watt, H. M. G.**, & Richardson, P.W. (2010). *Personal and environmental variables that predict burnout and persistence among early career teachers*. Paper presented in Symposium titled "Teacher identity development" at the ICAP conference. Melbourne: 11-16 July.
101. * Quin, K. & **Watt, H. M. G.** (2010). *Teachers: From factors to facets*. Paper presented in symposium "Teacher Identity Development". Paper presented at the ICAP conference. Melbourne: 11-16 July.
102. * Toh, Y. & **H. M. G.** (2010). *Combination of achievement goal effects on learning strategies and coping skills*. ICAP conference. Melbourne: 11- 6 July.
103. **Watt, H. M. G.** (2010). *An expectancy-value approach to the study of teacher motivations*. Paper presented in Symposium titled "Teacher Motivations: Extending the Big Theories" at the ICAP conference. Melbourne: 11-

16 July.

AARE,

104. * Spearman, J. & **Watt, H. M. G.** (2010). *Motivating classroom features for girls studying science*. Paper presented in Symposium “Consequences of teacher-student interaction on students’ motivation” at the AARE conference. Melbourne: 29 Nov.- 2 Dec.
[Motivation & Learning SIG Student Presentation Award for best paper presentation]
105. * Toh, Y. & **H. M. G.** (2010). *2x2 Achievement goal framework in learning and coping*. AARE conference. Melbourne: 29 Nov.- 2 Dec. [Yvonne was awarded an AARE Postgraduate Student Research Award for an outstanding research paper. The national competition involved \$1,200 and a certificate.]
106. **Watt, H. M. G.** (2010). *Multidimensional measurement of student engagement in context and over time*. Paper presented in ML-SIG & AM-SIG Invitational Panel "Scientific approaches to measuring student engagement" at the AARE conference. Melbourne: 29 Nov.- 2 Dec.
107. **Watt, H. M. G.** & Richardson, P. W. (2010). *Changing motivations, self-efficacies, career satisfaction and planned persistence for different types of teachers through the first 5 years of teaching*. Paper presented at the AARE conference. Melbourne: 29 Nov.- 2 Dec.

2009

108. **Watt, H. M. G.** (2009). *An expectancy-value approach to teacher motivation: Why choose teaching?* Paper presented in symposium "Motivation for teaching: Utilising diverse motivational theories" at the AERA conference. San Diego: 13-17 April.

EARLI,

109. **Watt, H. M. G.** (2009). *Boys and girls, interest and ability beliefs, maths and English: A longitudinal Australian study.* Paper presented in symposium "Developmental trajectories within and across domains: Consideration of gender, interest, and beliefs" at the EARLI conference. Amsterdam: 25-29 August.
110. **Watt, H. M. G.** (2009). Discussant, for symposium 'Motivation and learning as transactions among teachers and students' at the EARLI conference. Amsterdam: 25-29 August.

AHDA,

111. * De Alwis, N. & **Watt, H. M. G.** (2009). *What makes teaching a less appealing career choice among Engineering students?* Paper presented in Symposium "Teaching personalities and motivations: Theoretical advances and empirical findings". AHDA conference. Adelaide: 6-8 July.
[Nilusha was awarded the biennial "best student paper presentation award", \$500 & certificate]
112. * Ku, W. S. & **Watt, H. M. G.** (2009). *How do gender role orientation and perception of teachers affect high school students' teaching self-efficacy and career choice?* Research poster presented at the AHDA conference. Adelaide: 6-8 July.
113. * Quin, K. & **Watt, H. M. G.** (2009). *Teachers and personality: A multi-faceted approach.* Paper presented in symposium 'Teaching Personalities and Motivations: Theoretical Advances and Empirical Findings'. Paper presented at the AHDA conference. Adelaide: 6-8 July.
[Kevin was runner-up for the AHDA biennial "best student paper presentation award"]

APS,

114. * Mehic, E. & **Watt, H. M. G.** (2009). *Factors affecting immigrant students' motivation to achieve.* Paper presented at the APS Educational & Developmental conference. Melbourne: 26-27 Nov.
115. * Toh, Y. & **H. M. G.** (2009). *Coping patterns and goal achievement.* Paper presented at the APS Educational & Developmental inaugural conference. Melbourne: 26-27 Nov.

AARE,

116. * Ku, W. S. & **Watt, H. M. G.** (2009). *Effects of gender and gender role orientation on high school students' teaching perceptions and aspirations in Hong Kong.* Paper presented in Symposium "Beginning teachers' career motivations" at the AARE conference. Canberra: 29 Nov.- 3 Dec.
[Shan was awarded the AARE Postgraduate Student Research Award for an outstanding research paper. The annual national competition involved \$1,200 & certificate.]
117. * Quin, K. & **Watt, H. M. G.** (2009). *The influence of personality traits on the choice of teaching as a career.* Paper presented in Symposium "Beginning teachers' personalities and identity development" at the AARE conference [Paper ID QUI091538]. Canberra: 29 Nov.- 3 Dec. ISSN 13249339.
[Kevin was awarded an AARE Postgraduate Research Award for an outstanding research paper. The annual national competition involved \$1,200 and a certificate]
118. **Watt, H. M. G.** (2009). *Motivations underpinning teaching career choice.* Paper presented in Symposium titled "Beginning teachers' career motivations" at the AARE conference. Canberra: 29 Nov.- 3 Dec.

2008

AERA,

119. **Watt, H. M. G.** & Richardson, P.W. (2008). *Motivations, perceptions, and aspirations concerning teaching as a career for different types of beginning teachers.* Paper presented in Symposium 'Improving teacher quality: What promising insights can be learned from developmental and psychological science?' at the AERA conference. New York: 24-28 March.

AARE,

120. * Morrison, F. J. & **Watt, H. M. G.** (2008). *What teachers say and do to engage students in their classes.* Paper presented in symposium "Once more unto the breach dear friends, once more": Motivation and engagement in students and teachers'. Paper presented at the AARE conference. Brisbane: 30 Nov.- 4 Dec.
121. * Morrison, F.J., **Watt, H. M. G.**, & Richardson, P.W. (2008). *How do teachers' self-efficacy and instructional strategies for student engagement relate to students' reported engagement?* Paper presented in Symposium 'Multiple dimensions and correlates of teacher self-efficacy' at the AARE conference. Brisbane: 30 Nov.- 4 Dec.
122. Richardson, P.W. & **Watt, H. M. G.** (2008). *Possible selves of beginning teachers: The origins of occupational*

choice and professional satisfaction. Paper presented in Keynote Symposium 'How can psychological theory inform research in teacher education?' at the AARE conference. Brisbane: 30 Nov.- 4 Dec.

123. Sharma, U., **Watt, H. M. G.**, & Richardson, P.W. (2008). *Relationship between teacher self-efficacy in working with students with disabilities and their training in special education*. Paper presented in Symposium 'Multiple dimensions and correlates of teacher self-efficacy' at the AARE conference. Brisbane: 30 Nov.- 4 Dec.
124. **Watt, H. M. G.** & Richardson, P.W. (2008). *A new multidimensional measure of teaching self-efficacy: The SET Scale*. Paper presented in Symposium 'Multiple dimensions and correlates of teacher self-efficacy' at the AARE conference. Brisbane: 30 Nov.- 4 Dec.

2007

125. **Watt, H. M. G.** (2007). *Australian adolescents' aspired senior high math enrollments: Trajectories, explanations, and consequences*. Paper presented in Symposium 'Modeling adolescent educational and career aspirations: Perspectives from Canada, Finland, and Australia' at the SRCD conference. Boston: 29 March - 1 April.
126. **Watt, H. M. G.** & Richardson, P.W. (2007). *How perceived professional "demands" and "rewards" shape beginning teachers' career engagement and aspirations*. Paper presented at the AHDA conference. Sydney: 5-8 July.
127. **Watt, H. M. G.**, Richardson, P.W., & Pietsch, J. (2007). *Choosing to teach in the "STEM" disciplines: Characteristics and motivations of Science, ICT, and Mathematics teachers*. Paper presented at the MERGA [Mathematics Education Research Group of Australasia] Annual Meeting, Hobart, July 2-6, 2007. *Proceedings of the 30th annual conference of the Mathematics education research group of Australasia*, Vol. 2, pp. 795-804.

AERA,

128. **Watt, H. M. G.**, Richardson, P.W., & Gilbert, M. (2007). *Motivations for beginning, aspiring to, or rejecting teaching careers from late adolescence through early adulthood*. Paper presented at the AERA conference. Chicago: 9-13 April.
129. **Watt, H. M. G.**, Richardson, P.W., & Tysvaer, N. (2007). *Profiles of beginning teachers' professional engagement and career development aspirations*. Paper presented in Symposium 'Beliefs and emotions about becoming and being a teacher' at the AERA conference. Chicago: 9-13 April.

AARE,

130. Richardson, P.W., **Watt, H. M. G.**, & Pietsch, J. (2007). *Who chooses to teach in the "STEM" disciplines and why?* Paper presented in Symposium 'Teaching Choices – Careers, Confidence, Growth and Engagement'. AARE conference [Paper ID RIC07346]. Fremantle: 25-29 Nov.
131. **Watt, H. M. G.**, & Richardson, P.W. (2007). *Motivations, perceptions, and aspirations concerning teaching as a career for different types of beginning teachers*. Paper presented in Symposium 'Teaching Choices – Careers, Confidence, Growth and Engagement'. AARE conference [Paper ID WAT07029]. Fremantle: 25-29 Nov.

2006

132. Nagy, G., **Watt, H. M. G.**, Trautwein, U., Lüdtke, O., Eccles, J., & Baumert, J. (2006). *The development of students' mathematics self-concept in relation to gender: Different countries, different trajectories?* Paper presented at the 4th International Biennial SELF Research Conference, Ann Arbor MI, 23-27 July.

133. **Watt, H. M. G.** (2006). *The ontogeny of task values and self-perceptions across domains as a function of context and gender: Perspectives from NSW Australia*. Paper presented in Symposium 'Contextual explanations for the development of interests and self-concepts from preadolescence through early adulthood' (Discussant - Adrian Beavis). Paper presented at the ISSBD Biennial Conference, Melbourne, 2-6 July.

134. **Watt, H. M. G.** (2006). *Emerging adults' intentions for math-related careers: A gendered motivational analysis*. Paper presented in Symposium 'Motivations influencing young adults' participation in math and science careers: Perspectives from Canada, Australia and the USA' (Discussant - Frederic Guay). Paper presented at the SRA Biennial Conference, San Francisco, March 23-26, 2006.

135. **Watt, H. M. G.** (2006). The "FIT-Choice" Project: A large-scale and longitudinal study of beginning teachers' motivations and professional commitment. Paper presented in Symposium 'The "crisis" of teacher shortages in Australia: What do large-scale and longitudinal research programs tell us?' (Discussant – Toni Downes). AARE Annual Conference Papers [Paper ID WAT06256], Adelaide, 27-30 Nov 2006. ISSN 13249339.

AERA,

136. **Watt, H. M. G.** (2006). *Change in teacher efficacy beliefs and student self-, task- & value-related maths*

motivations during the junior high transition. Paper presented in Symposium 'Comparative Statistical Models for Understanding the Impact of Teacher Efficacy on Student Motivation over Time' (Discussant – Jacquelynne Eccles). Paper presented at the AERA Annual Conference, San Francisco, 8-12 April.

137. **Watt, H. M. G.**, Richardson, P.W., & Moje, E.B. (2006). *More than reading books: Examining the range of adolescent literacy and relationships to academic and social well-being.* Paper presented in Symposium 'Youth Literacy Motivations, Practices, and Achievement Across Time, Space, and Communities' at the AERA Annual Conference, San Francisco, 8-12 April.
138. Moje, E.B., **Watt, H. M. G.**, & Tysvaer, N. (2006). *Understanding youth as whole beings: An examination of the place of literacy in relation to other activities and identities.* Paper presented in Symposium 'Youth Literacy Motivations, Practices, and Achievement Across Time, Space, and Communities' at the AERA Annual Conference, San Francisco, 8-12 April.
139. * Hawkins, C.C., **Watt, H. M. G.**, & Sinclair, K.E. (2006). *Perfectionism: Clarification of multidimensionality and perfectionist typology using the 'Frost Multidimensional Perfectionism Scale'.* Paper presented at the AERA Annual Conference, San Francisco, April 8-12, 2006.

2005

140. Richardson, P.W. & **Watt, H. M. G.** (2005). *Switching careers: Factors influencing career change into teaching in Australia.* Paper presented at the annual conference for the Society for Research in Adult Development, Atlanta, Georgia 6-7 April.
141. **Watt, H. M. G.**, Richardson, P.W., & Eccles, J.S. (2005). *Rewards of reading for pleasure: Relationships between voluntary reading and post-secondary educational participation for African American and European American males and females from early adolescence through emerging adulthood.* Paper presented at the European Conference for Educational Research conference, Dublin, 7-10 September.
142. **Watt, H. M. G.** (2005). *Developmental trajectories for intrinsic value and self-perceptions of talent: An Australian study with secondary school boys and girls in maths and English.* Paper presented in Symposium 'The development of interest and self-concept in multiple domains: Results of large-scale longitudinal studies from the U.S., Australia, and Germany' at the EARLI conference, Nicosia Cyprus, 23-27 August.
143. **Watt, H. M. G.** (2005). *A new theoretical model for studying motivations for teaching: Theorisation and empirical evidence.* Paper presented in Symposium 'Motivations for teaching: Perspectives from Israel, Germany, Australia, USA' at the EARLI conference, Nicosia Cyprus, 23-27 August.
144. **Watt, H. M. G.** (2005). *Using latent growth modeling to model development with overlapping cohort-sequential designs: The ontogeny of boys' and girls' ability beliefs and values through adolescence.* Paper presented in Symposium 'Growth models and their applications in educational and psychological research' (Discussants – Mark Davison & Michael Furr). Paper presented at the AERA Annual Conference, Montreal, 11-15 April.
145. **Watt, H. M. G.** (2005). *The ontogeny of values across domains as a function of context and gender: Perspectives from NSW Australia.* Paper presented in Symposium 'Contextual influences on the development of interest and values in adolescence' (Discussant – Mary Ainley). Paper presented at the SRCD Biennial Conference, Atlanta, 7-10 April.

2004

146. * Harvey, P., Sinclair, C., Dowson, M., & **Watt, H. M. G.** (2004). *An investigation of the motivations of teachers to engage in postgraduate study based on the EMAPS Scale.* Paper presented in Symposium 'Teacher induction: Motivations for commencing, developing and succeeding in the teaching profession' at the AERA Annual Conference, San Diego, 12-16 Apr.
147. Richardson, P.W. & **Watt, H. M. G.** (2004). *Graduate entry into teaching: Motivations and beliefs for career change.* Paper presented in Symposium 'Teacher induction: motivations for commencing, developing and succeeding in the teaching profession' at the AERA conference, San Diego, 12-16 April.
148. **Watt, H. M. G.** (2004). *Adolescents' engagement with English through Australian grades 7 to 11.* Paper presented in Symposium 'Engagement in literacy over time, place and domain' (Discussant – Ilana Snyder). Paper presented at the AERA Annual Conference, San Diego, 12-16 April.
149. **Watt, H. M. G.** & Richardson, P.W. (2004). *Why choose to teach? Motivations for entering the profession based on the 'FIT-Choice' Scale.* Paper presented in Symposium 'Teacher induction: motivations for commencing, developing and succeeding in the teaching profession' at the AERA conference, San Diego, 12-16 April.
150. **Watt, H. M. G.** & Richardson, P.W. (2004). *A new model for exploring teaching as a feminized profession.* Paper presented at the Gender Development Research Conference, San Fran., 23-24 April.
151. Richardson, P.W. & **Watt, H. M. G.** (2004). *An Australian study of motives for making the career change into teaching.* Paper presented at the Hawaii International Conference on Education, Honolulu, 3-6 Jan.

152. **Watt, H. M. G.** (2004). *Boys and English: Do boys 'disengage' from English through secondary school?* Paper presented at the 3rd International Biennial SELF Research Conference, Berlin, 4-7 July.
153. **Watt, H. M. G.** & Richardson, P.W. (2004). *Self-concept of teaching ability and values for teaching: Definition, measurement and relative influences on the choice of teaching as a career.* Paper presented at the SELF conference, Berlin, 4-7 July.
154. **Watt, H. M. G.** (2004). *Are explanations for gendered career aspirations and senior high math enrolment domain specific?* Paper presented in Symposium 'Math and science courses, grades and career goals: Longitudinal perspectives on the influence of gender and beliefs'. Paper presented at the SRA Biennial Conference, Baltimore, 11-14 March.
155. **Watt, H. M. G.** (2004). *How do boys' and girls' self-beliefs and values develop in math and English through Australian grades 7 to 11?* Paper presented in Symposium 'Understanding the development of adolescents' academic beliefs through school and beyond' (Discussant - Allan Wigfield). Paper presented at the SRA Biennial Conference, Baltimore, 11-14 March.
156. **Watt, H. M. G.** (2004). *Modelling grade contextual change for boys' and girls' self-beliefs and values across two academic domains through Australian grades 7 to 11.* Paper presented at the ICM Biennial Conference, Lisbon Portugal, 30 Sept - 2 Oct.
157. **Watt, H. M. G.** & Richardson, P.W. (2004). *Motivations for becoming a teacher.* Paper presented at the ICM conference, Lisbon Portugal, 30 Sept.- 2 Oct.
158. *Hawkins, C.C., **Watt, H. M. G.**, & Sinclair, K. (2004). *Psychometric properties of the Frost Multidimensional Perfectionism Scale for Australian adolescent girls.* AARE Annual Conference Papers, Melb., 28 Nov-2 Dec.
159. **Watt, H. M. G.** (2004). *Development of Adolescents' Self Perceptions, Values and Task Perceptions According to Gender and Domain through Australian Grades 7 to 11.* AARE conference [Paper ID WAT04298], Melbourne, 28 Nov - 2 Dec.
160. **Watt, H. M. G.** & Richardson, P.W. (2004). *Development and application of a new theoretical framework to assess motivations for entering the teaching profession across three universities.* AARE conference [Paper ID WAT04301], Melbourne, 28 Nov - 2 Dec.

2003

SRCD,

161. **Watt, H. M. G.** (2003). *Attitudinal predictors of gendered aspirations for maths-related careers and senior high enrolment: Australian longitudinal data.* Paper presented in Symposium 'Antecedents of mathematics-related career paths and aspirations: perspectives from Australia, Canada and the USA' at the SRCD conference, Tampa, Florida, 24-27 April.
162. **Watt, H. M. G.** (2003). *Adolescent development of gendered academic motivation and perceived competence: Math and English Australian grades 7 to 11.* SRCD conference, Tampa, Florida, 24-27 April.

AERA,

163. Richardson, P.W. & **Watt, H. M. G.** (2003). *Career change into teaching: An investigation of influences, motives and aspirations.* AERA Annual Conference, Chicago, 21-25 April.
164. **Watt, H. M. G.** (2003). *Gender differentiated self, task and value perceptions in math throughout adolescence: Applying latent growth modeling to longitudinal data through Australian grades 7 to 11.* AERA conference, Chicago, 21-25 April.
165. **Watt, H. M. G.** & Richardson, P.W. (2003). *Motivational factors leading to teaching as a career choice: Development and validation of the FIT-Choice scale.* AERA conference, Chicago, 21-25 April.

ECER (European Conference for Educational Research),

166. Richardson, P.W. & **Watt, H. M. G.** (2003). *Rethinking research into the choice of teaching as a career: Application of a new theoretical approach.* Paper presented at the ECER conference, Hamburg, 17-20 September.
167. **Watt, H. M. G.** & Richardson, P.W. (2003). *Teaching as a gendered profession: The application of Expectancy-Value theory to understanding gendered motivations for teaching as a career choice.* Paper presented at the ECER conference, Hamburg, 17-20 September.

EARLI,

168. Richardson, P.W. & **Watt, H. M. G.** (2003). *Teaching as a career change: An exploration of motives and influences.* Paper presented at the EARLI Biennial Conference, Padova Italy, Aug. 26-30.
169. **Watt, H. M. G.** (2003). *Explaining the gender imbalance in maths participation in Australia: Predicting senior high maths enrolments and maths-related career plans using longitudinal data.* Paper presented at the EARLI conference, Padova Italy, 26-30 August.
170. **Watt, H. M. G.** & Richardson, P.W. (2003). *Factors Influencing Teaching Choice: Development and validation*

of the 'FIT-Choice' Scale. Paper presented at the EARLI conference, Padova Italy, 26-30 August.

2002

171. * Anastasiou, P. & **Watt, H. M. G.** (2002). *Motives for choosing to become a teacher, and for choosing Sydney University for the BEd Degree*. AARE conference papers [Paper ID ANA02659], Brisbane, 1-5 Dec.
172. Richardson, P. & **Watt, H. M. G.** (2002). *A survey investigation of influences and choices in attracting graduates into teaching*. AARE conference papers [Paper ID RIC02556], Brisbane, 1-5 Dec.
173. **Watt, H. M. G.** (2002). *A qualitative investigation of perceived influences shaping adolescents' plans to pursue (or not pursue) maths-related careers*. Paper presented in Symposium 'Motivation, learning and participation' at the AARE conference [Paper ID WAT02306] Brisbane, 1-5 Dec.
174. **Watt, H. M. G.** (2002). *Students' engagement with and values related to maths through secondary school: A longitudinal study*. Paper presented at the invitational conference on 'values in maths and science education', Monash University, 2-5 Oct.

2001

175. **Watt, H. M. G.** (2001). *The nature and development of boys' and girls' self-perceptions and value judgements in math through grades 7 to 11 in Australia*. Paper presented in Session 'Gender, Identity and Socialization'. AERA conference, Seattle, 10-14 April. **Division C 'Learning and Instruction' Graduate Student Research Excellence Award: \$USD400 honorarium and plaque (Eric Reproduction Services ED 452 270).**
176. **Watt, H. M. G.** (2001). *Ability and value perceptions in math and English: Developmental trajectories for boys and girls in Australia grades 7 to 11*. SRCD conference, Minneapolis, 19-22 April.

AHDA,

177. **Watt, H. M. G.** (2001). *Self-, task- and value perceptions in math: Definition and relative prediction of academic choices in math participation through Australian grades 9 to 11*. Paper presented in Symposium 'Structure and functionality of self-perceptions: Theoretical and empirical definition and relative predictive utility in early and middle adolescence in Australia' at the AHDA conference, Brisbane, 2-4 July.
178. **Watt, H. M. G.** (2001). *The nature and development of boys' and girls' self-perceptions and value judgements in English through grades 7 to 11: An application of latent growth modelling*. AHDA conference, Bris. 2-4 July.

AARE,

179. * Cocks, R.J. & **Watt, H. M. G.** (2001). *Self-perceptions of academic competence: How they develop and how they relate to the intrinsic motivation for learning in English and Mathematics in Year 6 students*. AARE conference papers [COC01033]. Fremantle, 2-6 Dec., ISSN 13249339.
180. * Hawkins, C.C., **Watt, H. M. G.**, & Sinclair, K. (2001). *The promises and pitfalls of perfectionistic behaviour in Australian adolescent girls*. AARE conference papers [HAW01757]. Fremantle, 2-6 Dec., ISSN 13249339.
181. **Watt, H. M. G.** (2001). *The nature and development of boys' and girls' self-perceptions and value judgements in maths and English through grades 7 to 11: An application of latent growth modelling*. AARE conference papers [WAT01030], Fremantle Perth, 2-6 Dec.

2000

182. * Hawkins, C.C., **Watt, H. M. G.**, & Sinclair, K. (2000). *An empirical investigation of perfectionism in Australian secondary school students*. International Conference on Special Education, Bangkok, 12-14 Jan.
183. **Watt, H. M. G.** (2000). *Change trajectories for adolescents' academic motivation and perceived competence: The case of mathematics and English in Australia*. Paper presented in Symposium 'Stage- and context-specific development of key attitudes among adolescents from the USA, Germany, Australia and Israel' at the SRA conference, Chicago, 30 March - 2 April.
184. **Watt, H. M. G.** (2000). *Exploring perceived personal and social gender stereotypes of maths with secondary students: An explanation for continued gender differences in participation?* AARE conference papers [Online-Paper ID WAT00302] Sydney, 4-7 Dec. (Eric Reproduction Services ED449096) ISSN 13249339.

1999 and earlier:

185. **Watt, H. M. G.** & Eccles, J.S. (1999). *An international comparison of students' maths- and English-related perceptions through high school using hierarchical linear modelling*. AARE conference papers [Paper ID wat99215], Melbourne, 29 Nov.- 2 Dec. (Eric Reproduction Services ED 444 182).
186. **Watt, H. M. G.** (1998). *The impact of the first year of high school on student self-, task- and value perceptions and judgements about significant others in mathematics and English*. ISSBD conference, University of Berne, Switzerland, 1-4 July (Eric Reproduction Services ED 422 450).
187. **Watt, H.** (1998). *Measuring attitudinal change in mathematics and English over the first year at high school: a multidimensional analysis*. AERA conference, San Diego, 13-17 April (Eric Reproduction ED 421 492).
188. **Watt, H. M. G.** (1998). *What makes high-school girls think they are talented (or not talented) at maths? A*

- qualitative examination of intra- and extra-personal influences and performance bases.* AARE conference papers [Online- Paper ID WAT98021]. Adelaide, 1-4 Dec.
189. **Watt, H. M. G.** (1997). *Changes in student beliefs and perceived social context in relation to maths across the first year of high school.* AARE conference papers [Online - Paper ID WATTH97293]. Bris. 1-4 Dec.
 190. Hayes, A., Sidhu, K., & **Watt, H.** (1997). *Parental employment and care roles: Attitudes of early childhood professionals in training.* Paper presented at the AHDA conference. University of Adelaide, July.
 191. **Watt, H. M. G.** (1996). *Students' gendered perceptions of talent in high school according to academic domain, and their effect on career aspirations.* Paper presented at the ERA & AARE Joint Conference, Singapore, 25-29 Nov. (Eric Reproduction Services ED 429 375). ISSN 1324-9339.
 192. **Watt, H. M. G.** (1995). *Parental influences on students' perceptions of talent in relation to high school mathematics: Effects on mathematics participation.* AARE conference papers [watth.332]. Hobart, 26-30 Nov.
 193. **Watt, H.** & Bornholt, L.J. (1994). *Predictors of female participation in HSC mathematics and mathematics-related careers.* AARE conference papers [Online- Paper ID watth94.086]. Newcastle, 27 Nov.-1 Dec.

RESEARCH SUPERVISION:

PhD, Current students

1. *Why do girls/women who aspired to STEM careers in high school, opt out of those choices and careers?*
Lili Toh
2. *Non-specialist mathematics teachers: The importance of support and work satisfaction*
Yasser Mijail Meneses Zepeda
3. *Teachers' motivations for engaging in self-identified professional learning*
Cameron Malcher

PhD, Completed students

4. *Using real-world scientific problems to promote students' mathematics motivations: A mixed-methods study of grade 7 students and their teachers.* Jake Little, The University of Sydney; co-supervised with A/Prof Judy Anderson. 2021
5. *The measurement, structure and trajectories of cognitive and affective dimensions of mathematics interest among Australian grades 7-10 students.* Kester Lee, The University of Sydney; co-supervised with A/Prof Judy Anderson. 2020
6. *Teacher burnout: Personal and school environment correlates of burnout, wellbeing and turnover intent in a sample of Australian teachers.* Natalia Rajendran, Monash University; co-Supervised with Prof Paul Richardson. 2020
7. *Factors Lifting Apprenticeship Retention Expectations (FLARE).* Tim Powers, Monash University; co-Supervised with Prof Paul Richardson. 2020
8. *Belonging and socioemotional wellbeing among students in transition from primary to secondary school.* Kimberley O'Brien, Monash University. 2016
9. *The relationship of personality traits and achievement motivation to course and career choice: A theoretical exploration and empirical investigation.* Kevin Quin, Monash University. 2016
10. *Teacher professional boundaries: online and offline.* Zoe A. Morris, Monash University; co-supervised with Prof Paul Richardson. 2016
11. *Indonesian teacher education students' motivations for choosing a teaching career and a career plan.* 2015
Anne Suryani, Monash University; co-Supervised with Prof Paul Richardson.
Dr Suryani was awarded the Monash University Mollie Holman Medal for her Doctoral thesis, and a Postgraduate Publications Award
12. *Teachers' classroom behaviour and its impact on students' foreign language anxiety, motivation and achievement.* Diana Chitra Hasan, Monash University; co-Supervised with Prof Paul Richardson. 2015
13. *Emotions in the classroom.* Betty Becker; co-Supervised with Prof Reinhard Pekrun, LMU Munich 2013
14. *Attribution and motivation: A cultural study among Native and Chinese Indonesian university students.* 2012
Novita Sutantoputri, Monash University.
15. *Coping patterns and goal achieving behaviour in the perfectionist.* Yvonne Toh, Monash University. 2011
16. *Social adjustment of children with chronic conditions during school transitions: A longitudinal study of social-cognitive and social-ecological factors.* Anne McMaugh, co-supervised with A/Prof Ray Debus, The University of Sydney. 2005
17. *The nature of perfectionism and its academic implications for secondary school students.* 2005
Colleen Hawkins, co-supervised with A/Prof Ken Sinclair, The University of Sydney.
Dr Hawkins was awarded the Australian Association for Research in Education [AARE] Early Career Researcher Award for her Doctoral research in 2005, AERA Division C Learning and Instruction Graduate Research Excellence Award in 2006, and AERA Division E Dissertation Award in Counseling in 2006.

Master of Education

18. *Changes in motivations and perceptions of teachers: Lessons from FIT-Choice data.* Ann Guns, 2011
co-supervised with Dr Paul Richardson (Monash) & Prof. Drs. D. Gijbels and S. De Maeyer (Antwerp).
19. *What teachers believe, say and do: A study of the relationship between teacher self- efficacy for 2009
student engagement, their engagement practices, and student engagement.* Fiona Morrison, Monash.

Master of Psychology (Educational & Developmental)

20. *The effect of gender and parental background on career motivations.* Ashwinnie Ponniah, Monash. 2013
21. *How mathematics motivations and their social antecedents impact girls' senior high school and 2011
career choices related to mathematics.* Caroline Findlay, Monash University.
22. *Identifying factors that influence burnout and planned persistence among beginner teachers.* 2010
Nilusha De Alwis, Monash University.
23. *Teachers' motivation and professional engagement: An integrated theoretical perspective.* 2010
Annabelle Fourie, Monash University.
24. *Factors affecting immigrant students' academic motivation and achievement.* 2010
Emina Mehic, Monash University.
25. *Perception shapes experience: The influence of actual and perceived classroom environment 2010
dimensions on girls' motivations for science.* Juliette Spearman, Monash University.
26. *Effects of gender and gender role orientation on high school students' teaching perceptions and 2009
aspirations in Hong Kong.* Wai Shan Ku, Monash University.
27. *An investigation into the effects of positive psychology constructs and personality factors on 2009
student academic achievement and well-being.* Nicole Luzzo, Monash University.
28. *Personality and teachers: A multi-faceted approach.* Kevin Quin, Monash University. 2008

Postgraduate Diploma of Psychology (Educational & Developmental)

29. *Perceptions of the counselling profession – motivational profiles, career choice satisfaction 2016
and planned persistence.* Dale Poon, Monash University.
30. *Future counsellors' career identity status, career decision self-efficacy, and satisfaction with choice.* 2016
Samantha Fredericks, co-supervised with Dr Sandy Stewart, Monash University.
31. *Identifying factors that deter engineering students from pursuing a "STEM" teaching career.* 2008
Nilusha De Alwis, Monash University.
32. *Do parents' knowledge of depressive symptoms and parental emotional intelligence influence 2008
recognition of adolescent depression?* Christine Dodson co-supervised with Dr Simon Crisp, Monash.
33. *Attitudes of university students towards teaching as a career.* Amy Brown, Monash University. 2007
34. *Teachers - the next generation: Issues in teacher recruitment.* Amy Young, Monash University. 2007
35. *Parental attachment style, anxiety, status anxiety and the impact they have on parents' choices 2006
for the number of extra-curricular activities attended by their children.* Alison Ackland-Prpic, Monash.

Master of Teaching Honours

36. *Transition from primary to secondary school: A case study on the use of transition programs.* 2001
Susanne Tonkin, University of Sydney.
37. *A comparison of single-sex and coeducational school students' views of the opposite sex.* 2000
Justin Langley, University of Sydney.
38. *The attitudes of prospective science teachers toward the teaching of Physics.* Michael Frewin, USyd 1999
39. *The effect of gender upon the secondary school counselling relationship.* Kaylene Thomas, USyd 1999

Bachelor of Education Honours

40. *Motives for choosing to become a teacher, and for choosing Sydney University for the Bachelor 2002
of Education degree.* Penny Anastasiou, University of Sydney.
41. *The impact of gifted and talented programs on students' academic self-concept.* Karyn Tate, USyd 2001
42. *Self-perceptions of academic competence: How they develop and how they relate to intrinsic 2001
motivation for learning in English and Maths for Year Six students.* Rachel J Cocks, USyd.
43. *Social relationships of the gifted and talented: Patterns of peer acceptance, friendship, friendship 2000
quality, loneliness and social satisfaction among gifted and talented students at the upper primary
level.* John H R Williams, University of Sydney.
44. *Perceptions of male primary teachers: A comparative study assessing parents' and principals' 1999
perceptions of male primary teachers.* Geoff R Clarke, University of Sydney.

45. *Sun protection knowledge, attitudes and behaviours in male and female adolescents.* 1999
Belinda Summerville, University of Sydney.
46. *Integrating the history of mathematics into teaching: Pedagogy into practice.* Allison Gregory, 1999
co-supervised with Dr Lloyd Dawe and Mr Lindsay Grimison, University of Sydney.
47. *Self-efficacy as a contribution to the selection of career choices: A path analysis.* 1997
Huy Phan, co-supervised with Dr Richard Walker, University of Sydney.
48. *An investigation of some teachers' beliefs about assessment in mathematics K-12.* 1996
Karen Simpson, co-supervised with Mr Lindsay Grimison, University of Sydney.

UNIVERSITY SERVICE

The University of Sydney

Director of Research Development (Social Sciences)	2021+
Joint initiator & co-convenor: FASS ECR research mentoring 'Developing a coherent and feasible research program'	2021+
Initiator & co-convenor: STEM Education & Engagement (STEM-EE) research group, includes FASS PhD scholarship 2022-2024	2021+
Initiator & convenor: Motivation, Engagement and Individual Choice Pathways (MOVE ^{icp}) Research Network	2018+
Initiator & co-organiser, SSESW Research Seminar Series	2019
Presenter, DVC(E) portfolio: Methodology seminars and mentoring	2017+
Presenter, FASS ARC workshops	2018+
Presenter, SSESW workshops (competitive ARC applications; HDR co-supervision)	2018+

Monash University

University service:

Human research ethics management committee	2009
Human research ethics committee	2008-2010
Women's mentoring scheme (Mentor)	2007-2008
Representative, National Teacher Education and Child Protection Forum	2007

Faculty service:

Head, Educational Psychology and Inclusive Education	2015-2017
ARC Expert Panel	2013-2017
Monash Small Grants Panel	2013-2016
Advanced Research Methods Restructure Working Party	2011
Staff Work-Life Balance Working Party (Acting Chair)	2010-2011
Faculty Forum	2010
Faculty Board	2008-2009
Founder and leader, <i>Psychology of Teachers and Students</i> Faculty Research Group	2008-2017
Chair, <i>Psychology, Counselling, Inclusive education, and Giftedness</i> Faculty Research Strength	2007-2009
Australian Research Council Working Party (Chair)	2009
Promotions Committee (Associate Professor)	2010, 2014-17
Research Committee	2009-10/2014-17
Research Resourcing subcommittee	2009-2010
Research Grants Working Party	2013-2016
Research Induction Committee	2007-2008, 2016

University of Western Sydney (Faculty service)

Western Sydney University Postgraduate Studies External Advisory Committee	2018-2022
Research and Graduate Studies Committee	2003
Honours Subcommittee	2003
Honours Review Working Party	2003
Deputy Chair, Graduate Attributes Working Party	2003
Convenor, Review of Research Training Units Working Party	2003

The University of Sydney (Faculty service)

Faculty, Honours Coordinator and Program Director	1999-2002
School of Development and Learning, Honours Coordinator	1999-2002

Education I Human Development restructure committee	2002
Education I-III Restructure Committee	2001
Graduate Medical Program Evaluation Committee	1999-2000
Undergraduate Studies Committee	1999-2002
Teaching and Learning Committee	2000-2002
Honours Review Committee	1999-2002
Sydney University Postgraduate Research Association Counsellor	1996-1997
Postgraduate Education Students' Association founding executive member	1995-1996
Teacher of the Year Award committee	1994-1995

PROGRAMS AND COURSES DEVELOPED (by organisation, year developed)

The University of Sydney

Motivation in Education (graduate)	2022
Motivation, Engagement and Learning (undergraduate)	2020

Monash University

4 th year educational psychology project (honours)	2016
Adolescent Development and Learning (undergraduate)	2006
Introduction to Quantitative Research Methods (graduate)	2006, 2016
Motivation, Engagement & Learning (graduate)	2007
Contemporary Issues in Developmental Psychology (graduate)	2007

University of Western Sydney

Psychology for Teaching (graduate)	2003
Research Methods I & II (undergraduate and graduate)	2003

The University of Sydney

Evaluation & Measurement in Education (undergraduate)	1998
Beginning Educational Research (undergraduate and graduate)	2000
Methodologies and Educational Research (undergraduate and graduate)	2000

University of Michigan

Constructivism in Math Education	1999
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COURSES TAUGHT (by university, years taught)

The University of Sydney

Quantitative Research Methods (research higher degree students, co-taught)	2020+
Reading and Applying Educational Research (undergraduate, co-taught)	2020

ACSPRI (Australian Consortium for Social and Political Research Inc.)

Fundamentals of structural equation modeling (www.acspri.org.au): Summer & Winter * 2 ea	2013-2014
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Monash University

4 th year educational psychology project	2016
Adolescent Development and Learning (undergraduate)	2006-10/2016-17
Introduction to Quantitative Research Methods (graduate)	2006-10/2016-17
Motivation, Engagement & Learning (graduate)	2008-2010
Developmental Psychology and Counselling Skills (graduate, co-taught)	2008
Contemporary Issues in Developmental Psychology (graduate)	2007-2008

University of Michigan

Motivation (graduate, co-taught with Prof Jacquelynne Eccles)	2003
Issues in Mathematics Learning, Instruction and Motivation: Constructivism (graduate, invited)	1999

University of Western Sydney

Psychology for Teaching (graduate)	2003
Research Methods I & II (undergraduate and graduate)	2003

The University of Sydney

Evaluation & Measurement in Education (undergraduate and graduate)	1998-2002
Beginning Educational Research, Honours (undergraduate and graduate)	2000-2002

Methodologies and Educational Research, Honours (undergraduate and graduate)	2000-2002
Authentic and Performance-Based Assessments (practising teachers)	2002
Master of Teaching (Honours) Research Methods Modules (graduate)	1996-1999
Education Honours III Research Methods Modules (undergraduate)	1996-1999
Qualitative Research Methods in Education (graduate, co-taught)	1997