

NEW ZEALAND ASSOCIATION FOR RESEARCH IN EDUCATION

TE HUNGA RANGAHAU MĀTAURANGA O AOTEAROA

McKenzie Award 2007

The recipient of the 2007 McKenzie Award is Emeritus Professor John Codd from Massey University.

John Codd began his academic career in 1966 when he completed a BA in English at the University of Canterbury. He began his teaching career teaching English, Mathematics and Liberal Studies at New Plymouth Boys High School, when he also completed a DipEd from Massey University in 1971. He then began work as a Psychologist at Psychological Services in Palmerston North. He joined the academic staff in Education at Massey University, completing his MA in Education at Massey University in 1974. His MA thesis topic was “Some philosophical problem in the cognitive-developmental approach to morality.” He undertook his secondary teacher education at the Christchurch Teachers College, graduating with distinction in 1976. John went on to complete his PhD at Massey in 1981. His doctoral thesis topic was “Cognitive structure and development in the education of poetic appreciation: a theoretical and clinical investigation.” His teaching at Massey has covered Educational Theory, Educational Policy and Policy Analysis, Curriculum Theory, Special Education, Educational Psychology and Theory and Process in Educational Administration. John has supervised 18 PhD and 21 Masterate candidates. In addition to his teaching, John has made many valuable contributions of service to the academy, most recently as a member of Massey University Council.

At the outset it is worth noting that John Codd received the title of emeritus Professor shortly after his retirement from Massey University. The title is awarded by the University Council only when retiring professors have made a sustained (not less than 10 years) contribution to scholarship, teaching, and/or service to the academy. In addition, Professor Codd also received a New Zealand Honour in the 2007 Queen’s Birthday Awards, namely, Member of the New Zealand order of Merit.

Professor Codd has made many contributions to the New Zealand Educational research community. He served as a joint editor of NZJES from 1993 to 1997. He has been a member of NZARE since 1979 when he presented at our first national conference, and served on the National Council from 1985 to 1990. Members who have regularly attended the annual conferences will be familiar with John’s presentations; always well-researched, always provocative, always thoughtful and always epitomising the critic and conscience role of academics. Most importantly, John’s presentations have been at the leading edge of research.

John Codd has a distinguished record as a scholar of international and national repute. He has authored or edited books and published over 80 journal articles or book chapters. In addition he has presented papers at academic and professional meetings in New Zealand, Australia, the UK and the US. This body of research represents a highly significant, original contribution to the fields of sociology of education, philosophy of education, and policy analysis in education. John Codd’s scholarship and research in the area of educational policy studies has been consistently excellent over many years, and has provided the basis for intelligent analysis of education reforms in New Zealand. He is a scholar with a strong theoretical focus and yet he is able to bring this well-informed approach to bear on complex issues of practice and policy.

John is a scholar of integrity. During his time in the university, and more recently in positions of responsibility in management and governance, John has attempted to put into practice the principles he presented in his academic work. He strongly holds to one of the cornerstone functions of the university, which is to be the critic and conscience of society. His views are captured, to some extent, in the following passage from his Introduction in the book he co-edited with Keith Sullivan, Education Policy Directions in Aotearoa New Zealand: “There is now a dominant managerialist culture within our educational institutions that competes with the traditional democratic culture. Managerialism with its emphasis on efficiency and external accountability treats teachers as functionaries rather than professionals and thereby diminishes their autonomy and commitment to the values and principles of education.” These views are important for all educational institutions, not just schools. They remind those in management positions that they must not lose sight of the underpinning values of education, even while having to engage in increasing amounts of compliance. John’s views are not simply rhetoric, they are based on years of careful research and scholarship.

It is with considerable pride and pleasure that the New Zealand Association for Research in Education recognises John Codd’s contribution to education research by conferring on him its 2007 McKenzie Award.



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