



NEW ZEALAND ASSOCIATION FOR RESEARCH IN EDUCATION
- TE HUNGA RANGAHAU MĀTAURANGA O AOTEAROA -

INPUT

Newsletter of the N.Z. Association for Research in Education

Vol. 28- No. 1 March 2006

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ISSN 0110-8824

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Letter from the President

Kia ora koutou

The New Zealand Association of Research in Education [NZARE] serves an important role in promoting educational research in Aotearoa-New Zealand. When I first joined NZARE many years ago, I recall the educational gurus of the time—well-known academics such as Geraldine MacDonald, Ivan Snook, John Codd, Anne Smith, Dick Harker, and Warwick Elley to name just a few— who infused me with a sense of awe and wonderment that happens when one is in the presence of authentic and respected researchers committed to their art. Such researchers showed us the importance of seeking new knowledge as a joyous journey of discovery in itself, and without any need for personal acclaim. And in doing so, they nurtured a new generation of researchers in the field of education. My sense of deep respect remains for these researchers, their humanity and humility, and their inspiration to others.

Perhaps, not surprisingly, I continue to wonder whether accountability systems are now superseding people as the source of shaping (that is, nurturing and inspiring) neophyte researchers. Accountability systems have their place. Yet I find myself asking about the extent to which our research intentions and involvements, perhaps by necessity, are increasingly configured by these systems. But then I remind myself that education is about relationships. And I am thankful for those academics who in their quest for research excellence continue to find ways of striking a spark in their colleagues for the good of education. NZARE, as an association of researchers committed to excellence in educational research, has a significant role to play in not only promoting quality research but also in ensuring that the aspirations and inspirations of neophyte researchers are nurtured. In this sense, research is about and for people.

I am honoured to introduce to you our new NZARE Council in this issue of INPUT. Already they have demonstrated their enthusiasm and commitment in dealing through email with the many tasks that seem to emerge regularly. Our first full Council meeting is scheduled for May 8. As your elected representatives, this team is serving your interests in promoting NZARE and its activities. We welcome you to make contact with Council members if you have any issues or ideas that you wish to Council to consider.



Colin Gibbs
President

Conferences and Meetings

NZARE Conference (5-8 December 2006)

This year's annual conference of the New Zealand Association for Research in Education is to be held in Rotorua in the Grand Tiara Hotel. The conference theme, *Manaakitanga: Feel the Spirit*, is sure to spark some inspirational presentations. The conference planning committee (Cheryl Stephens, Catherine Lang, Donna Grant, Kerry Earl, Jenny Ferrier-Kerr) are putting together what looks to be a great occasion. The timeline is listed below. Check the conference website for more information (<http://www.eenz.com/nzare06/>).

Timeline

1 March	Call for Papers opens
1 April	Online Registration opens
1 July	Call for Papers closes
14 July	Email notice to paper submitters of Acceptance / Decline into conference programme
1 August	Receipt of Refereed papers (electronic only: 1 x full & 1 x blind) for refereeing
mid-Sept	All feedback to refereed papers concluded
1 October	Early Registration closes – all presenters need to have registered AND paid by 1 st October
mid-October	Publication of conference programme and abstracts upon website
1 November	Receipt of any updated Refereed papers (electronic) for Conference Proceedings
5 December	Conference starts
18 December	Receipt of all Non-Refereed papers (electronic) for Conference Proceedings

AARE-NZARE

The 2007 conference is a joint conference with our Australian colleagues in the Australian Association for Research in Education. We will let you know of details as they come to hand.

**Te Tari Puna Ora o Aotearoa/NZ Childcare Association
43rd Annual Conference:
Early Childhood Education in Aotearoa/New Zealand:
Weaving Relationships and Narratives**

7-9 July 2006

Rutherford Hotel, Trafalgar Square, Nelson

Keynote Speakers include:

Prof Peter Moss, Thomas Coram Research Centre, Manchester, England

Mark Solomon, Chief Executive Officer, Ngai Tahu

Dr Margaret Brennan, Institute of Early childhood Studies, Victoria University, Wellington

Presentations may be either interactive workshop or seminar format and of ninety minutes in duration.

Submissions from Maori and Pasifika presenters are especially welcome.

Abstracts of no more than 120 words should be sent by 10 March 2006 to Tracey Betham, EA to Chief Executive, PO Box 11863, Manners Street, Wellington: email tracey.betham@nzca.ac.nz

Please include the presenter's name, contact details, qualifications and experience. For further information, contact Tracey Betham on 04 473 4672

**NZ Early Childhood Research
10th Annual Conference and Symposia
Mon 4th - Tues 5th December 2006**

The Conference is to be held at Whitireia Community Polytechnic, Porirua City. It is a convenient location for people travelling up the Island on the way to the Rotorua NZARE conference. Due to costs we decided to hold the symposia and conference in Wellington this year instead of Rotorua. Single day registrations will be available. This is a conference that will have a lot to offer for the brain and for your continuing growth as a researcher. The Polytechnic have modern well-equipped rooms and a brilliant outdoor covered auditorium space which we will be using. Ample parking is available on campus and the railway station is within walking distance. The venue is close to the aquatic centre, museum and art gallery, and big brand shops.

The purpose of the conference is to provide:

- A supportive, non-political, and stimulating forum for researchers to present, and for participants to learn about the latest research, research methodology, and theory in the early years of childhood (0 – 8yrs).
- Ongoing training and skill development for researchers through choices of training/workshop sessions offered within the programme.
- An opportunity for meeting researchers and strengthening professional networks.
- A great annual occasion for communicating your work to a range of people and organisations.

The closing date for submission of research papers for any one of the five symposia to be running during the conference, and for offers to lead workshop/researcher training sessions is **May 31st**. Offers to provide workshops on a research method or methodology and workshops on skills for researchers (such as learning to write better proposals for funding, or use of computer packages for data analysis) are welcomed.

If you are interested in contributing by way of a paper presentation or workshop please contact Dr. Sarah Farquhar – Email: sarah@childforum.com

The Call for Papers is available online at <http://www.childforum.com/symposium.asp>

Notices

To Supervisors and Students

One of NZARE's aims is to support the development of educational researchers, including post-graduate students. As the student representative for NZARE I would like to encourage supervisors to alert their students to the benefits of being a member of NZARE. Eligible students are those enrolled in a tertiary institution at least half-time and employed less than half-time. Of particular interest is the attractive Student Travel Awards. The awards cover the student registration fee at the annual conference and a contribution towards travelling expenses when a student member is the first author of a paper or poster that has been accepted for presentation at that conference. The membership form is available on the NZARE website, www.nzare.org.nz under Membership. The membership period begins at the beginning of the year, so why not bring this to the attention of your students now? This will also encourage students to plan ahead towards presenting their work at the 2006 conference to be held in Rotorua. Descriptions of new and in-progress thesis studies can be emailed to INPUT. Supervisors are encouraged to obtain copies of the attractive NZARE student pamphlets that explain how students can benefit from membership of NZARE. They are available from the secretariat.

Supervisors and Masters students are invited to consider applying for the Rae Munro Award for which nominations close later in 2006. The award is presented annually to a student member for an excellent Masters-level thesis from a New Zealand tertiary institution in an area that has implications for teacher education or classroom practice annually.

Be heard! Student members who would like an issue raised are welcome to contact me at ae@actrix.co.nz

Anne Elliot
Student Representative, NZARE

NZARE McKenzie Award 2005



The recipient of the 2005 McKenzie Award was Professor Margaret Carr from the University of Waikato.

Professor Carr is a distinguished researcher whose work is highly regarded throughout New Zealand and internationally. Her Herbison address to the joint NZARE-AARE conference in 2003 was a superb exposition of many of her research themes, and of her own change of research lens to a socio-cultural approach, where she identified things that she had not seen before. Margaret is regularly invited to present international keynote addresses. She was promoted to a personal chair in Education in 2005 and was made an Officer of the New Zealand Order of Merit in 2002 for services to early childhood education. With Professor Helen May she was responsible for the design of *Te Whariki*, an international benchmark for early years curriculum.

Professor Carr began her academic career as a geographer, then after a period as a parent and potter, returned to train as a kindergarten teacher in 1979. She taught in kindergartens until she joined the staff of Hamilton Teachers' College in 1986, becoming part of the University of Waikato following its merger with the College in 1991. Since then her contribution to research in early years education, and to educational assessment more widely, has been outstanding. Her publication rate has been prolific and she has worked both alone and in collaboration with colleagues such as Professor Helen May, Professor Anne Smith, Professor Guy Claxton, Dr Sally Peters and Dr Bronwen Cowie. Her PhD thesis, awarded in 1998, received high praise from the distinguished international examiner and provided the foundation for an amazing burst of research productivity.

Margaret's research is notable both for its theoretical rigour and for its grounding in early childhood educational settings. Her detailed analyses of children's patterns of behaviour and conversations provide a firm basis for new theoretical insights. She is methodologically strong and innovative. Her writing is also strongly grounded in psychological and sociological theory. Her work is thoughtful and imaginative, characterised by intellectual curiosity, detailed observation, and a commitment to the central importance of early years education.

Margaret's work on learning dispositions and assessment has achieved international recognition across the board and has led to numerous invitations to present keynote addresses at international conferences. Her book, *Assessment in Early Childhood Settings: Learning Stories*, has been translated into Danish. She is a member of a number of international editorial boards and has held visiting scholar posts.

Within New Zealand Margaret has directed five major Ministry of Education contracts, and been co-principal researcher for a Marsden Fund research contract on *Dispositions in a social context*. She has acted as a policy adviser to the Ministry of Education, and been a member of several research project advisory committees and working groups.

She was elected to the Board of NZCER in 2002, and is currently serving as Deputy Chair.

The dissemination of her research findings has often been innovative. Margaret has always been determined that her work should be accessible to teachers and parents as well as to academics. Alongside her extensive list of articles in refereed journals and books, she has made a series of videotapes for parents and teachers, which present information and ideas in authentic and understandable ways. These videotapes have been widely used and influential. She also responds to numerous requests to speak to groups

Margaret has proved a gifted supervisor of graduate research, often mentoring colleagues, which is a difficult role. She has also been in demand to referee other publishing and as acted as external examiner.

It is with considerable pride and pleasure that the New Zealand Association for Research in Education recognises Margaret's contribution to education research by conferring on her its 2005 McKenzie Award.

INPUT

Do you have something that you would like included in the July edition of INPUT?

INPUT serves to link members across New Zealand and beyond and keep us informed of research and scholarship relevant to education in Aotearoa, New Zealand.

Please forward copy relevant to any of the following categories which will be of interest to members:

- Conference and meeting updates
- Notices
- Call for manuscript submissions
- Completed projects and theses
- Research projects in process
- New publications
- Research opportunities

Please email copy to Susan Sandretto at susan.sandretto@stonebow.otago.ac.nz by Thursday, 1 June.

Rae Munro Award 2005



Judy Bailey

Thesis Title: *Mathematical investigations: A primary teacher educator's narrative journey of professional awareness*

The recipient of the 2005 Rae Munro Award, for an excellent master's thesis with implications for New Zealand teacher education or classroom practice, was Judy Bailey from the University of Waikato. Judy's thesis is titled *Mathematical investigations: A primary teacher educator's narrative journey of professional awareness*.

Judy's thesis work has given her the opportunity to investigate her professional practice in mathematics education with pre-service primary teachers, using mathematical investigations. Narrative inquiry was used as a tool to explore her own assumptions about the nature and learning of mathematics. Three previously unrecognised personal beliefs emerged which were contrary to what Judy espoused in the classroom. These were that 'real' mathematicians solve problems quickly, do so on their own, and do not 'get stuck'.

Judy changed some of her ways of thinking about mathematical problems as her study developed. One of these changes was to view mathematics as a sense-making activity involving numbers, patterns, shape, and space. Her previous conception of mathematics had been one of a separate body of 'correct' mathematical ideas where the emphasis was on attaining the correct answer. Similarly, Judy also adapted her teaching approach when using mathematical investigations. She learnt that such learning can involve long periods of being 'stuck'. She realised that her natural response when teaching, was one of providing immediate support and intervention, with careful questioning. Personal reflective writing about her experiences of mathematical investigations highlighted that 'being stuck' was beneficial. This approach, therefore, gave room for the student teachers to explore and think using multiple interpretations to solve problems, rather than adopting a sole focus on a definitive statement of learning about a particular mathematical idea.

Judy included student teachers in her study. She was able to compare the way she had responded to the solving of mathematical problems, with the experiences of four of her student teachers. Whilst some of the insights of the student teachers resonated with Judy's own, others were different, and she gained new perspectives about her learning and teaching approaches.

Judy's thesis meets the criteria for the Munro Award very well, in that it has the potential to impact on theorising and practice within teacher education and in the classroom.

It is with pleasure that the New Zealand Association for Research in Education confers on Judy Bailey its 2005 Rae Munro Award.

Tohu Pae Tāwhiti 2005



NZARE was unable to complete the handover of Te Tohu Pae Tāwhiti in Dunedin because neither the taonga nor the cheque managed to make it. This is the continuing story...

The handover lunch took place at Teachers Council - quite fortuitous really because Wally was very familiar with the surroundings having worked here in a past life.

Wally Penetito, Sheena Penetito, Lynne Whitney, Cedric Hall, Pine Southon (Wally's PA), Kay Morris Mathews, Kabini Saga, Mere Skerrett-White, Ken Wilson and Robina Broughton attended. Lynne did a wonderful job of reading Cedric's citation and Sheena shed tears when we acknowledged her contribution to Wally's long career with flowers. The staff in neighbouring offices particularly enjoyed our singing!

Everyone was impressed with the quality and quantity of food - catered by Simply Food, a service New Zealand Teachers Council uses frequently.

We were all moved by the ceremony, nobody more so than Wally and Sheena. They particularly thanked NZARE so I'd like to pass that on to you all.

I feel we can continue to hold our heads high in that we have honoured Wally in an appropriate way that gives closure to the award for the year.

Call for Manuscript Submissions

New Zealand Journal of Educational Studies (NZJES)

Journal Policy

The *New Zealand Journal of Educational Studies* is multidisciplinary in approach, and welcomes submissions reflecting a variety of methodologies and conceptual frameworks.

In addition to original reports, and critical reviews of educational research, theory and policy, *NZJES* will publish contributions that reflect on teaching and practice in educational settings at all levels and catering for individuals and groups across the lifespan.

The journal has a strong focus on the South Pacific region in general and New Zealand in particular, but is also interested in publishing papers from all parts of the world that contribute to the international debate of contemporary educational issues. However, authors from outside the region should keep in mind the journal's location, and attempt to structure the reporting of data and the discussion of ideas in ways that will be of relevance and interest to the majority of its readership. Papers reporting research with little or no clear attention to these factors are unlikely to find a home in *NZJES*.

The *NZJES* may occasionally publish *Special Issues*, depending upon current needs, emerging trends, and readership interests.

For more information including guidelines for authors- go to <http://www.nzcer.org.nz>

This journal is co-sponsored by NZARE and NZCER.

Kia ora koutou

Contributions are invited to the 2006 edition of 'Teachers & Curriculum'. Please publicise this invitation amongst your networks, including colleagues in schools, early childhood centres and tertiary institutions, retired colleagues, and amongst students. Contributions based on outstanding tertiary student assignment work are encouraged.

'Teachers and Curriculum' is an annual publication of the School of Education, at the University of Waikato, Hamilton, New Zealand. It includes articles about curriculum issues, research in the area of curriculum, and informed curriculum practice. Reviews of curriculum-related books may also be included.

The deadline for contributions is 1 August 2006, but earlier submission is desirable. The 2006 edition will be printed in November.

Catherine Lang
for the editorial committee

NOTES FOR CONTRIBUTORS

Teachers and Curriculum provides an avenue for the publication of papers that:

- raise important issues to do with curriculum
- report on research in the area of curriculum
- provide examples of informed curriculum practice
- review books that have a curriculum focus

This peer reviewed journal welcomes papers on any of these from tertiary staff and students, teachers, and other educators who have a special interest in curriculum matters. Papers on research may be full papers, or if time or space is at a premium, research notes, that is, a 2,000 word summary.

Submitting articles for publication

The editorial committee encourages contributors to ask colleagues to comment on their manuscripts, from an editorial point of view, before submission for publication.

Length

Papers or articles should not normally exceed 7,000 words, including references and appendices. An abstract must be provided. Abstracts should not be more than 100 words.

Method of submitting a paper

Please send manuscripts, in electronic form, to cmlang@waikato.ac.nz. Please ensure that the author's name and identifiable information appear only on the title page. Feedback on manuscripts is provided in hard copy form. It is therefore important that

authors retain an electronic version that is identical to the submitted manuscript.

Layout

Please provide copy in 12 point type in a font compatible with the use of macrons (e.g. Helvetica Maori or Times Maori) with line and half spacing for the main text, and with 20 mm margins on all edges. Word version 11.1 is preferred. Follow the style of referencing in the *Publication Manual of the American Psychological Association* (APA), 5th edition. Manuscripts not submitted in this format will be returned to authors for amendment.

Covering letter

When submitting a manuscript to *Teachers and Curriculum*, authors must, for ethical and copyright reasons, include in a covering letter a statement confirming that (a) the material has not been published elsewhere, and (b) the manuscript is not currently under consideration with any other publisher.

Date for submission

Manuscripts may be submitted at any time. The closing date for submission of manuscripts for the 2006 edition is 1 August 2006.

Copyright

Copyright of articles published in *Teachers and Curriculum* rests with the School of Education, the University of Waikato. Requests to reprint articles, or parts of articles must be made to the Editor via the Hamilton Education Resource Centre.

Editorial correspondence and manuscripts submitted for publication should be addressed to:

email- cmlang@waikato.ac.nz

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Editorial Committee

Fred Biddulph
Ken Carr
Sherrin Jefferies
Catherine Lang
Greg Lee
Marilyn Taylor

Completed Projects and Theses

2005 Completed Research Projects, Dissertations and Theses in the MTchLn at the Christchurch College of Education

TL802 Research Projects

Harriet Donald: *An Investigation of the Effectiveness of using Advance Organisers and Literacy Strategies to Promote Student Learning in Mathematics*

Marie Hanton: *Teacher learning in and beyond the Numeracy Project professional development: A case study*

Andrea Hutchings: *The social transition of behaviourally disordered students from year eight to year nine.*

Martin James: *State of the nation: A comparative analysis of teacher professional development with ICT between ICT PD clusters and non-ICT PD cluster schools*

Tina Liu: *Determining the effectiveness of 2 different strategies for teaching reading comprehension to help an NESB student who is under-achieving at school*

Keith Power: *On and off the job training for quantity surveyors: How does it measure up?*

Allan Robertson: *Exploring how to effectively teach the searching capabilities of Google.*

Jill Selwood: *Perspectives on a deaf mentoring programme: Does it make a difference?*

Jeanette Shearer: *Student perceptions of the use of formative feedback in written language: A case study.*

Anne Walker: *Evaluation of the influence of the Phono-Graphix programme on children's reading achievement*

TL803 Research Projects

Frances Graham: *It's not about the technology: Patterns of New Zealand teachers' ICT skills and classroom usage 1999-2003*

TL904 Dissertations

Ann McGrath: *A case study of the Junior Graduation Programme at years 9 and 10 of one school involved with the SMAD (Schools Making a Difference) Project*

Donna McAleer: *Understanding and developing early literacy: Partnerships between parents and teachers in early childhood education.*

TL905 Theses

- Phillipa Buckley-Foster: *What factors influence the evolution of beginning teachers' reading programmes?*

IT is a gender thing, or is it? Gender, curriculum culture and students' experiences of specialist IT subjects in a New Zealand High School

PhD thesis, University of Canterbury, 2005
Jane Abbiss, Christchurch College of Education

This doctoral thesis explores students' experiences of specialist information technology (IT) courses at the secondary school level in New Zealand. The exploration involves a survey of national curriculum arrangements and detailed consideration of the manner in which the curriculum is implemented in practice by teachers and experienced by students in three case study classes in a conventional high school, Kahikatea High School (KHS). These classes are year 12 computer studies (CPS) and years 12 and 10 text and information management (TIM). Twenty-two students were the focus of detailed observation in the course of a year.

It is found that students experience a gendered IT curriculum culture at KHS. Gendered subject cultures are established through national curriculum structures that maintain historically gendered subject domains and through conservative local subject arrangements at the school. The curriculum in practice takes on a gendered character as a function of choice – teachers' choices about subjects they will offer and the way courses are organised and presented, and students' choices about what subjects they will take and resultant gendered participation patterns in different classes. The subjects CPS and TIM are associated with nominally masculine and feminine computer practices and are thereby imbued with masculine and feminine subject identities.

However, there is considerable variation and nuance in the way students experience different IT courses at KHS. In short, individual students experience the same course differently. They are influenced to greater and lesser degrees by a range of factors, including expectations, prior experience, classroom pedagogy, classroom relationships and performance. Also, individuals negotiate their personal masculine or feminine identities as students of IT and computer users as they participate in specialist IT courses and in other arenas of their lives. As they negotiate these roles, males and females are established in relations of power or authority with the technology and with each other – as computer controllers, aspirant controllers and competent users. These relationships have a gendered character that derives from the attribution of the status of controllers to (some) males and the exclusion of females from this group. Notwithstanding, individual males and females aspire to and acquire different IT skills and status, which are associated with a range of user roles. Gender is thus a factor in individual students' experiences, but in ways that defy stereotyping and that are highly individualised.

All this suggests that gender is not essential in the sense that it implies sameness, but also that gender is not *passé* or inconsequential as a factor in students' experiences of specialist IT courses. Gender relations are a fundamental and inescapable feature of students' experiences of the IT curriculum in practice.

Research Projects In-Progress

The art of the matter

Teaching and Learning Research Initiative
The University of Waikato

There is a paucity of documented research information concerning teachers' and children's knowledge, attitudes and values regarding the Arts. This project investigates what children themselves bring to the Arts areas and how they develop their ideas and related skills. Second, it investigates the nature of any teaching processes that support or constrain Arts education, and in doing so, considers pedagogical interventions that deepen children's understanding and experiences in the Arts. The design of this study is responsive and open to the unexpected, the unpredictable and the expressive as is particularly relevant in the Arts (Eisner, 2002).

This two-and-a-half-year study richly documents, but also critically scrutinises in a collaborative way, the lives and experiences of teachers and children as evidenced through Arts education experiences. As a result it aims for a deeper understanding of what students know, what they need and what constitutes effective Arts pedagogy. The Art of the Matter project includes three university staff and eight generalist teachers as co-researchers within the Year 0-8 range willing to focus on at least one Arts form within the primary and intermediate school setting.

Director: Deborah Fraser

Co-Researchers: Clare Henderson, Graham Price, Fiona Bevege, Trish Bush, Gay Gilbert, Andrea Goodman, Amanda Klemick, Francis Pye, Lisa Rose & Shirley Tyson.

A research partnership to enhance capacity to analyse students in writing, using the English Exemplars

Teaching and Learning Research Initiative
University of Auckland

Dr Libby Limbrick, Pauline Buchanan, Marineke Goodwin and Helen Schwarcz of the School of Languages, Literacies and communication in the Faculty of Education, University of Auckland have commenced a collaborative project funded by the Teaching Learning Research Initiative working with schools under the Ministry of Education's School Monitoring and Support. The intention of this research partnership is to enhance teacher capacity to analyse students in writing using the English Exemplars. A key focus will be investigating student achievement as a result of using evidence more effectively to modify writing instruction. Two to four teachers in each of eight schools in the Manurewa Enhancement Initiative will undertake action research on an aspect of their instructional writing programme in collaboration with the Faculty of Education researchers.

**A collaborative self-study into the development and integration of
critical literacy practices**

Teaching and Learning Research Initiative
University of Otago

This project grows out of a pilot TLRI project funded in 2005 and consists of collaborative research into the development and implementation of critical literacy practices into guided reading lessons (Phase 1); and, integrated curriculum (Phase 2). The research team is using the term critical literacy to describe ways in which teachers and students can deconstruct traditionally taken-for-granted texts (Lankshear, 1994). The research is situated in four primary schools (deciles 2, 3, 8 and 9) and 11 classrooms (from years 1 through 8) with four Phase 2 and seven Phase 1 teachers in 2006. During 2006 a secondary school English department will be invited to participate in Phase 1 for 2007.

The research project is framed as self-study research in which the participating teachers will investigate their own professional practices (LaBoskey, 2004). Data will be collected to chart the growth of student reading comprehension and academic achievement in relevant curricular areas. Self-study research does not imply that teachers will work in isolation; rather, the research team will collaboratively gather and interrogate the emerging data on teaching practices and examine this within a framework of contemporary research, theory and practice related to reading development and critical literacy.

Research Team: Dr Susan Sandretto, Faculty of Education, University of Otago;
Elsie Boyens, Rae Parker, Garth Powell and Peter Thorn, East Taieri Primary School;
Lisa Hansen, Peta Hill, Clive Swale and Jennie Upton, Port Chalmers School;
Rosemary Coleman and Wendy Lamond, Balaclava School; and,
Tui Qauqau, Brockville School.

New Publications

Punishing the discipline- the PBRF regime: Evaluating the position of Education- where to from here?

Edited by Richard Smith and Joce Jesson

Published in 2005 by AUT University and The University of Auckland

This referred publication consists of a collation of papers and a record of workshops presented at the NZARE/NZCER PBRF forum held at The University of Auckland Faculty of Education in September 2004. In addition to the papers presented at the forum a series of other papers and commentaries on the PBRF is also included in this collection.

This is the first edited book on the perceived effects of the PBRF on the discipline of education from leading educationalists located in tertiary institutions throughout Aotearoa/New Zealand. The collection provides important critical insights into how academic educationalists have 'perceived' the imposition of the PBRF-regime on their professional lives and how the system has shaped the debates as to what 'counts' as legitimate educational research.

Punishing the discipline will be of interest to: policy-makers, the management of TEOs, educationalists and postgraduate students- all of whom should be actively involved in the debates about the quality of educational research and its future directions.

Phonics Handbook

By Tom Nicholson

Published in 2006 by Wiley and Sons, England

One in four school students struggle to read. *Phonics Handbook* has been written to give assistance to teachers in helping students with these reading difficulties. Taking a phonological approach, the book is set out in the form of lesson plans that can be used instantly, requiring no preparation. This book is the result of five years' research trials in reading clinics directed by the author.

Phonics Handbook includes lesson plans for every phonics skill: from the basic alphabet sounds to blends, digraphs and syllable breaking. Each lesson is followed by a worksheet for students.

The book includes diagnostic assessments of phoneme awareness, basic decoding skills, invented spelling, writing, and attitudes to reading. There is a test of word reading and an informal reading inventory. In this way, the book helps the tutor make assessments of the students' needs at the outset, and of whether the tutoring has been effective at the end of the programme.

Finally, the book offers a range of alternative teaching strategies. It includes advice on helping students with English as a second language, as well as those with difficulties ranging from dyslexia to motivation and attention problems. Whether the aim is to reinforce spelling, assist reading comprehension, or teach 'hard to teach' students, *Phonics Handbook* gives research-based advice on best practice.

**At the cutting edge:
The importance of phonemic awareness in learning to read and spell**

By Tom Nicholson
Published in 2005 by NZCER Press

This book is about something vitally important: learning to read and spell. To stand their ground in today's world, children must be able to read and spell confidently and well.

How can we help them learn these skills more easily? This book gives that help. As well as discussing how children learn to read and write, it is packed with practical ideas for giving them the tools they need, whatever their level—how to ensure a better start for the child just beginning school, or give effective support for older students with reading difficulties.

This second edition of *At the Cutting Edge* features updated research, shows how it can be used, provides an expanded array of activities that can be readily used by the classroom teacher to make the teaching of phonemic awareness both simple and fun, and contains a number of copiable blackline masters to support teaching and learning.

The author draws a careful distinction between phonemic awareness and phonics. Teaching phonemic awareness is not the same as teaching phonics. Phonics teaches how to link letters to phonemes, but phonemic awareness teaching concentrates on sound.

While this book emphasises the teaching of phonemic awareness it also suggests that a balance of whole language and phonics appears to produce more positive attitudes to reading than does either whole language or phonics alone. There is no reason why phonics and whole language could not be taught together. In fact, phonics can be taught through to high school, to help students handle the longer and more complex words that crop up in later grades.

Although there is more to reading than decoding skills, children who have high levels of these skills can focus their mental energy on developing comprehension, vocabulary and general knowledge through lots of reading practice—which will in turn give them opportunities to think productively about what they read.

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Invited Paper

Children as Rights Holders: Considerations for Research by Cindy Kiro

Original Research Studies

"The Way We Do Things Around Here": Environmental and Social Considerations of the Organisational Culture of two Playcentres by Paulene Gibbons

Growing a Rhizome: Embodying Early Experiences in Learning by Marg Sellers

Boys' Art, Girls' Art: A Rural Study by E. Beverley Lambert

Professional Agency for Student Teachers by Margaret Turnbull

Noise in Early Childhood Centres and How Safe is the Level of Noise? by Stuart J McLaren and Philip J Dickinson

Critical Analysis: Original Paper

Parent Support and Education Programmes: A Systematic Review by Boaz Shulruf

Research Methodology and Ethics: Original Papers

"Reaching the Foothills of Everest" Ethics Approval - A Personal Perspective by Chris Jenkin

Focus Group Methodology and its Usefulness in Early Childhood Research by Claire McLachlan

Research Note

Asian Immigrant Parents' and NZ Early Childhood Teachers' Views of Parent-Teacher Relationships by Karen Guo

Date of Publication: December 2005

Personal Subscription NZ Price: \$29.00

Institutional Sub and Overseas Price: \$39.00

Discount: Discount available for orders of 10+

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Researcher Support- CHILDforum.com

Contributions of (1) methodological and ethics articles and (2) point-of-view pieces are welcomed at any time for consideration for online publication. Please email:

sarah@childforum.com

Current content includes the following:

DIALOGUE & DEBATE http://www.childforum.com/ec_dialogue.asp

Defining Research – What is Research? What distinguishes ‘research’ from professional investigations, professional development activities and institutional self-review?

“Child Development” Is this a Relevant Term Today?
ARTICLES

Directory (international) of Academic Research Supervisors

<http://www.childforum.com/ec_article_details.asp?REF_NO=1> (with guidelines on selecting a supervisor)

Ethical Guidelines for Researching in Early Childhood Settings

<http://www.childforum.com/ec_article_details.asp?REF_NO=5> (Planning, undertaking and disseminating research) by Joy Cullen, Helen Hedges and Jane Bone

Researching with Men: Ideas and Strategies for Doing Better

<http://www.childforum.com/ec_article_details.asp?REF_NO=10> by David Mitchell and Philip Chapman

Focus Group Methodology and its Usefulness

<http://www.childforum.com/ec_article_details.asp?REF_NO=6> in Early Childhood Research by Claire McLachlan

Contributing to Educational Change as a Teacher-Researcher

<http://www.childforum.com/ec_article_details.asp?REF_NO=9> by Loraine Corrie

“Reaching the Foothills of Everest” Ethics Approval

<http://www.childforum.com/ec_article_details.asp?REF_NO=2> : A Personal Perspective by Chris Jenkin

Research as a Journey: The New Researcher as a First-Time Traveller

<http://www.childforum.com/ec_article_details.asp?REF_NO=7> by Michael Gaffney

Taking a Sociocultural Approach to Interviewing Young Children

<http://www.childforum.com/ec_article_details.asp?REF_NO=8> by Jill Robbins

Research Opportunities

Teaching and Learning Research Initiative (TLRI)

The Teaching & Learning Research Initiative (TLRI) is a Government programme that aims to:

- build knowledge, through partnership research, about teaching and learning;
- use this knowledge to create improved outcomes for learners; and,
- create partnerships between practitioners and researchers to maximise the value and usefulness of research.

KEY DATES FOR 2006

9 February	TLRI Board meeting
1 March	EOI documents for 2006 published on website EOI documents mailed out
16 May	EOI applications close
Week of 2 June*	EOI selection panel meets (1 day)
Week of 15 June*	TLRI Board meeting to approve shortlist
23 June	EOI applicants notified about shortlisting
29 August	FP applications close
Week of 11 Sept*	Selection panel meets (1 day)
Week of 18 Sept*	TLRI Board meeting to approve funded projects
4 October*	FP applicants notified about funding decision
24 October*	Announcement of successful 2006 funding round projects
January 2007	Funding commences for 2006 funding recipients
January 2007	Completion of one-year projects from 2006 and two year projects from 2005

* Dates to be confirmed

For more information on the TLRI, please contact:

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TLRI

C/- NZCER

PO Box 3237

Wellington

Website: www.tlri.org.nz

Brief Introduction to Council Members

President

Colin Gibbs

I have tertiary experience in universities and teachers colleges. I have held various positions in these institutions including lecturer/senior lecturer/associate professor in reading, language, professional studies, the arts, and special education. More recently I was Head of the School of Education and Social Sciences, School of Education at AIT and AUT. My research interests and academic writing encompass a range of fields. My major discipline area is educational psychology, and major field of enquiry is teacher education and education.

Vice President

Richard Smith

I am a Senior Lecturer at Te Kura M_tuaranga at AUT University where I am the Programme Leader for the school's Postgraduate Programmes. My research areas include: educational leadership and management; the ERO; the PBRF and the internationalisation of education.

Student Representative

Anne Elliot

I am a primary teacher, who diversified into academia through post-graduate studies. I have supported Web-based papers about ICT for educators and later graduated into teaching about ICT to pre-service teachers. I am currently in the thesis phase of an EdD concerned with beginning teachers' experiences with ICT.

Council Members

Wellington- Robin Broughton

Ko Taranaki taku maunga, ko Aotea taku waka, ko Ngā tihinewaiata taku hapuu, ko Ngā rauru Kītahi, ko Ngā ruahinerangi aku iwi.

I have been a primary school teacher in mainstream and immersion settings and was a founding member in the establishment of Te Kohanga Reo o te Herenga Waka at Victoria University in 1990 where I completed my Tohu Maoritanga, BA and Masters of Education. I was a Kaiako at Wellington College of Education before moving to my present position of Adviser: Teacher Education (Special Interest in Māori Education) at Te Pouherenga Kaiako o Aotearoa/New Zealand Teachers Council.

Waikato- Catherine Lang

I work in the School of Education at the University of Waikato, in primary professional practice. My teaching and research interests are in beginning teaching, preparing bicultural beginning teachers, social justice, teaching and relational connectedness, teacher professionalism and ethics, and the impact of social and political issues on schools and education.

Christchurch- Missy Morton

I am a Senior Lecturer and the Research Coordinator for the School of Professional Development at Christchurch College of Education. I am interested in poststructural and qualitative methodologies, disability studies, the discursive production of research, action research, inclusive education, and professional development and learning for supervision.

Otago- Susan Sandretto

I am a lecturer in the Faculty of Education, at University of Otago. My research interests include teacher education, social justice, gender equity, critical literacy and collaborative research. I am currently involved in a two-year TLRI funded project *A collaborative self-study into the development and integration of critical literacy practices*. I have the privilege of working alongside 11 teachers from four Dunedin primary schools as they support students to question texts that are often taken for granted and consider alternative viewpoints.

Mere Skerrett White

Nā Ngai Tahu, Ngāti Pīkiao, Ngāti Maniapoto, Ngāti Mahuta– I am the mother of five, a teacher educator committed to research (and development) in the current socio-political contexts of Aotearoa (as they are transforming); the intergenerational transmission of te reo Māori (as a living community language); equity issues and power sharing; and Māori education (past and present). My professional interests include bilingual/bicultural education.

2006 Conference Organiser

Cheryl Stephens

I am Head of Education Faculty at Te Whare Wananga o Awanuiarangi. I have been a member of the NZARE Council since 2001, initially as a member of the Maori Caucus, now a member of the Council in my capacity as convenor of the 2006 NZARE Conference to be held in Rotorua 5-8 December.

NZARE Council 2006

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