



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

INPUT

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Introducing the President

Kia Ora

In this issue of Input I would like to introduce you to our new President, Professor Linda Tuhiwai Te Rina Smith (Ngāti Awa, Ngāti Porou), internationally renowned researcher in Māori and indigenous education. She is currently Pro-Vice Chancellor (Māori) at the University of Waikato. She has held that position since July, 2007.

Professor Smith's PhD in education was conferred by The University of Auckland in 1996. In 1998, she was awarded Te Tohu Pae Tawhiti, the New Zealand Association for Research in Education (NZARE) Inaugural Award for Research Excellence in Māori Education. She also received the NZARE 1998 Jean Herbison Lecture Award and a Churchill Fellowship in 1991.

From 2001-2004, she chaired the Maori Tertiary Education Reference Group responsible for advising the Ministry of Education on operational strategy for Maori tertiary education.

She has served on many other bodies, including as a member of the Tertiary Education Advisory Commission (TEAC), advising the Minister of Tertiary Education on the shape of the tertiary education system for New Zealand.

Linda was a teacher in primary and secondary schools (1974-1985) and taught at the University of Auckland from 1989 prior to her post at the University of Waikato. She also spent some time as a school counselor and began her career as a researcher in the field of asthma research. Her research interests include young people and their participation in society and the economy, Maori social justice issues, Maori education policy and practice and oral histories. She has a deep interest in indigenous methodologies and ways of knowing. Her book, *Decolonizing Methodologies: Research and Indigenous Peoples* (Zed, 1999), is widely cited and highly regarded.

Linda can be reached on-
07 838 4997 or
tuhiwai@waikato.ac.nz

Please join me in extending a warm welcome to Linda.

Kind regards,
Susan Sandretto (editor, *Input*)

Māori Caucus

He Whakatauki

"Ko te pae tawhiti whaia kia tata, ko te pae tata whakamaia kia tina."

Continue seeking to bring distant horizons closer: Consolidate what you have already achieved.

The Māori caucus of NZARE supports the interests of members. Through Māori caucus you can make contact with other caucus members.

For more information, go to the **Māori** Caucus page on the NZARE website:
http://nzare.org.nz/maori_caucus.html

Contacts

Your representatives on the NZARE council are:

Adreanne Ormond. Email: a.ormond@auckland.ac.nz

Mere Kepa. Email: m.kepa@auckland.ac.nz



Pasifika Caucus

Mälō 'etau toe lava pea mälō ho'omou ngāue lahi mei hena. Fakaalofa lahi atu.
Taloha ni. Kia orana. Talofa. Bula. Warm greetings to you all.

Pasifika Caucus Upcoming Event

Publication from the Critiqueing Pasifika Education in the University Inaugural Conference 2007.

The Conference Organising Committee is pleased to announce that Nga Pae o Te Maramatanaga, The National Institute of Research Excellence in Māori Development & Advancement hosted by The University of Auckland will publish the Keynotes and the Conference Papers that were presented at the Critiqueing Pasifika education in the University Inaugural Conference 2007. The Journal will be released in May 2008 with the title *Pasifika Special Edition Vol. 4, Number 1, 2008*, the first Volume of 2008 in ALTERNATIVE an International Journal of Indigenous Scholarship.

Please watch this space for more information.

Promoting Pasifika education research and events.

The NZARE Pasifika pages have been created for Cook Islands Māori, Niue, Tongan, Samoan, Fijian, Tokelau, Tuvalu (collectively known as Pasifika), Micronesian, Melanesian, amongst others, educators to share and promote their research. If you have any papers and presentations etc. about researching and educating Pasifika peoples to disseminate and/or events that promote the education and research by Pasifika researchers please, contact the Pasifika Caucus representative, Dr. Linita Manu'atu at the School of Education Te Kura Mātauranga, Auckland University of Technology. (mail to: linita.manuatu@aut.ac.nz <<mailto:linita.manuatu@aut.ac.nz>>).

You can also visit our website: http://www.nzare.org.nz/pasifika_caucus.html
<http://www.nzare.org.nz/pasifika_caucus.html> to access more information on Pasifika education, research, events and publications.

Mälō 'aupito
Linita Manu'atu.

For Students

General

2007 presented a productive and promising year for the NZARE Student Caucus. Membership numbers increased substantially, students from 14 institutions across Australasia and the Pacific were represented at the annual conference in December and the benefits and awards available to student researchers were considerably enhanced (see the Student Caucus Annual Report, 2007 available on the NZARE website for details). If you are a postgraduate student of Education and are not yet an NZARE member, take a look at the Student Page on our website and consider the many benefits of being a part of the NZARE Student Caucus.

Towards the Future

NZARE recognises its role in facilitating a 'research community' of established and emergent New Zealand/Maori/Pacific scholars, and will thus be specifically targeting the support and engagement of early career researchers in 2008. A key objective of NZARE this year is to build up the next generation of researchers/academics so that New Zealand educational research might continue to have substantial impact in the future.

For Supervisors

I would like to again encourage supervisors to alert their students to the benefits of becoming an NZARE member. Eligible students are those enrolled in a tertiary institution at least part-time and employed less than part-time. Details of student benefits and the membership form are available on the NZARE website. Student pamphlets/flyers are also available on request from the secretariat and can be downloaded from the website.

Other

Descriptions of new and in-progress thesis studies are welcomed and can be emailed to INPUT.

Students or supervisors who would like an issue raised or have a query are welcome to contact me at roanna_horbelt@yahoo.com.au

Roanna Horbelt
NZARE Student Representative 2007/2008



Conferences and Meetings

NZARE is pleased to announce that the National Conference 2008 will be hosted by

**Massey University College of Education
Palmerston North**

Monday 24-Thursday 27 November


For a number of reasons the NZARE Executive decided at the end of 2007 to withdraw from the joint conference with AARE in Brisbane for 2008 and continue with a national conference. Massey were originally scheduled to host this conference in 2009. We have just been able to confirm that they are able to host one year earlier.

Because of the late announcement, timeline and organisation are in-progress. The same timeline as for past national conferences is being followed and a website is under construction at

www.eenz.com/nzare08

The **Call for Presentations** is now open and closes on **1st July** for submissions, and then the receipt of refereed papers is expected by 1st August.

Apologies for the late notification, but things re no 'All Go!'



Involve 08: Relate, 2-4 July 2008, Wellington

Involve 2008 is a conference about Young People and Quality Relationships.

Call for expressions of interest to present are now open and close on 1 February 2008. There are paper, snapshot (short presentations) and workshop opportunities. For the first time a peer review option is available to paper presenters. More details at www.involve.org.nz/presenting <outbind://15/www.involve.org.nz/presenting>

Involve is more than a conference. It is an experience. A meeting of hearts and minds. Bringing together over 500 people who work with young people: youth workers, policy analysts, peer support workers, health workers, professionals, young people, counsellors, and more. In a first for Involve a peer-reviewing option for papers will be available.


Keynote speakers at the conference include:

- Robert Epstein a renowned psychologist and author of *The case against adolescence: Rediscovering the adult in every teen*
- Ann-Marie Tupuola international youth development and identity expert
- Justin Duckworth locally-famous, but globally-focused

Involve is organised by New Zealand Association for Adolescent Health and Development, in partnership with National Youth Workers Network Aotearoa.

Support partners are the Ministry of Youth Development and Wellington City Council.

More information: www.involve.org.nz <outbind://15/www.involve.org.nz>



**Te Tari Puna Ora o Aotearoa/NZ Childcare Association
45th Annual Conference & AGM 2008 - Christchurch**
Future teachers, learners, and spaces -- keeping our values alive

The 45th Annual Conference will be held in Christchurch Convention Centre on 11-13 July 2008.

Confirmed keynote speakers include the following:

Sandra Griffin, Director, Infrastructure & Development, National Collaborating Centre for Aboriginal Health, BC Initiatives for Aboriginal Health, University of Northern British Columbia, Canada

Professor Margaret Carr, Professor of Early Childhood, School of Education, University of Waikato, New Zealand

Rosina Merry, Senior Lecturer, Department of Professional Studies in Education, University of Waikato, New Zealand and Te Tari Puna Ora o Aotearoa/NZ Childcare Association National President

Hana O'Regan, Dean of Te Puna Wanaka, Christchurch Polytechnic Institute of Technology, New Zealand

For more speaker and programme information please visit www.nzca.ac.nz

Registration opens in early 2008. For more information visit our 2008 Conference website.

**Educational Psychology Forum
University of Auckland, 11-12 September**

An Educational Psychology Forum will be held at the University of Auckland on 11-12 September. The keynote speaker will be Professor John Sweller. The forum will be of particular interest to all those who conduct research using an educational psychology framework.

Please contact Christine Rubie-Davies, the Forum Coordinator, for further information:
c.rubie@auckland.ac.nz

TEFANZ Biennial National Conference 2008

Wednesday 2 - Friday 4 July 2008

See <http://tefanz.org.nz/> for details

Venue: School of Education, University of Waikato, Hamilton, New Zealand

Conference theme: Restoring context, critique and connectedness to teacher education.

Keynote speakers:

Colin Gibbs

Keynote address title: Teacher presence and relational connectedness: Reclaiming the teacher in teacher education

Wendy Drewery and Maria Kecskemeti

Keynote address title: Restorative Practices: Implications for Teacher Education

Alan Hall

Keynote address title: Learning to 'do the right thing': Helping beginning teachers to think and act ethically.

Other speakers

- Karaitaina Tamatea and Raymond Gage – The wharehau as a metaphor for relational connectedness
- The Minister of Education Hon. Chris Carter – The Minister's vision for initial teacher education in New Zealand.
- Peter Coolbear – Director of Ako Aotearoa the National Centre for Tertiary Teaching Excellence, on the work of Ako Aotearoa and support for teacher educators

Pre-Conference Workshop

Tuesday 1st July

Topics:

Being on teacher education programme approval and reapproval panels

Being a teacher education programme monitor

Teacher education moderation processes and practices

The workshop is for staff in initial teacher education institutions, and is designed to assist participants in their involvement in these processes and to build capacity across the teacher education community. Current and potential monitors, panel members, and staff involved in moderation of programmes are encouraged to attend. The workshop will involve sharing experiences as well as providing information about the processes.

Notices

An invitation to contribute to the New Zealand Journal of Adult Learning

The Adult and Community Education Teaching and Research team based at the University of Canterbury has taken over the editorship and publication of the New Zealand Journal of Adult Learning.

Created by the National Council of Adult Education in the early 1970s, the Journal is an important platform for discussion, debate and sharing ideas about adult and community education, workplace learning and tertiary education.

The NZJAL gives priority to original material (including research, studies and theoretical discussion) relevant to adult learning and education in Aotearoa New Zealand.

The New Zealand Journal of Adult Learning is the **only** journal in Aotearoa New Zealand with a special focus on adult learning and education.

Editors:

Marion Bowl

Robert Tobias

Liz Tully

Billy O'Steen

Veronica O'Toole

Lynda Aitchison

The Journal aims to:

- Provide a forum for discussion and analysis of adult education, research, policy and practice.
- Provide a platform for new and experienced writers and researchers in the field of adult and community education.

We extend an invitation to anyone interested to submit articles and book reviews for consideration for publication. Contributions are welcomed from teachers, researchers and practitioners in the fields of adult and community education, tertiary education and lifelong learning.

The Journal publishes three kinds of contribution:

- Peer reviewed articles (4000 to 7000 words);
- Editor reviewed notes on practice and policy and forum articles to promote discussion (1000 to 2000 words);
- Book reviews

If you are interested in contributing contact us on:
nzjournaladultlearning@canterbury.ac.nz

An invitation to subscribe to the New Zealand Journal of Adult Learning

The Journal is published twice a year (in June and December). Annual subscriptions to the NZJAL are invited from individuals, institutions and libraries:

Institutional/Library subscribers: NZ \$55.00

Individual subscribers: NZ \$30.00


Overseas subscriptions please add NZ \$10.00 for airmail postage.

Payment details

You can pay by cheque or credit card. See enclosed subscription form.

For further information please contact:

nzjournaladultlearning@canterbury.ac.nz



Input

Do you have something that you would like included in 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@otago.ac.nz for the July edition of INPUT by Monday, 30 June.

New Publications

Fletcher-Flinn, C. F., & Thompson, G. B. (2007). Dissociation between deficits in explicit procedures and implicit processes in the visual-spatial and the phonological systems during reading acquisition. *Cognitive Neuropsychology*, 24, 471-484.

Abstract: Two clinical studies are reported of children with proficient word reading skill despite severe developmental deficits of visual recognition of the lateral (“mirror image”) orientation of letters. In dissociation from their deficit in explicit procedures, the children had proficient implicit processing of letters that change identity with lateral reversal, as shown in letter naming accuracy and reaction times relative to a normal comparison sample of children. In one child, another dissociation was also apparent in the phonological system. He had a severe developmental deficit in explicit processing of phonemes (phonemic awareness) but was proficient in grapheme-phoneme recoding for reading. The findings show it is possible for both the visual-spatial coding and the phonological systems to function in reading acquisition with a developmental deficit in explicit procedures while maintaining proficient development of reading skill.

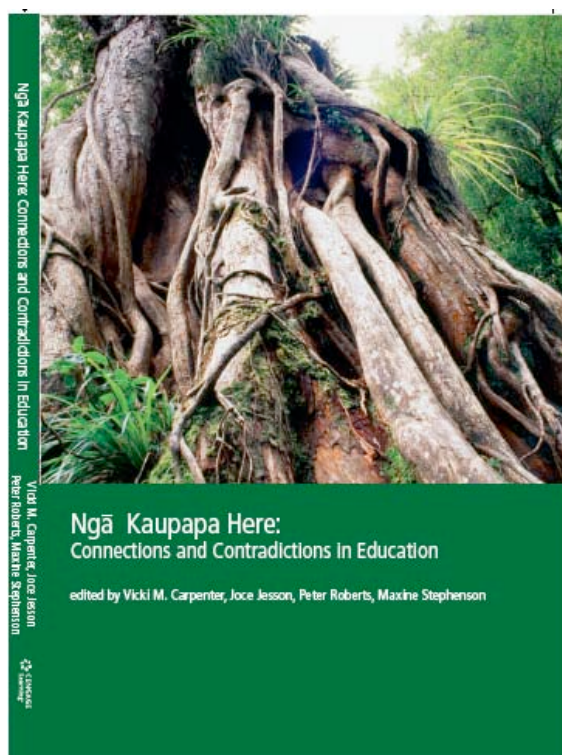
Thompson, G. B., & Johnston, R. S. (2007). Visual and orthographic information in learning to read and the influence of phonics instruction. *Reading and Writing*, 20, 859-884.

Abstract: In the Jackson and Coltheart theory of acquisition of word reading it is claimed that, near the beginning of the partial alphabetic phase of development, children have full use of abstract letter units (ALUs). This claim and less exclusive alternatives were examined. In Experiment 1, normal progress children with on average 9 months of school reading instruction, either with or without explicit phonics, read with moderate accuracy (orthographically) familiar words in upper-case letters (e.g., AND) that are visually dissimilar from their lower-case forms. Lower-case forms were read with greater accuracy but only for familiar words, there being no letter-case effect for less familiar words. Children with explicit phonics showed less impairment in reading accuracy when words were presented in upper-case form than children without such phonics. Children with on average 22 months of instruction, in Experiment 2, read relatively unfamiliar words that required some phonological mediation. Those without explicit phonics instruction read words with digraphs in unfamiliar upper case less accurately than in lower case, while those with explicit phonics showed no such letter-case difference. The results supported the view that children do not have full use of ALUs in early alphabetic reading, both children with and without explicit phonics to some extent using letter identities specific to lower case for representation of familiar words.

New book brings theory, context into education profession

A new book edited by leading academics at The University of Auckland's Faculty of Education examines global theories of sociology, philosophy, history and politics that inform the New Zealand education sector.

Ngā Kaupapa Here: Connections and Contradictions in Education (Cengage, Melbourne, Australia) also features a chapter written in te reo—believed to be a first for a New Zealand education text book. Twenty-two leading academics from New Zealand and around the world have contributed to the book, which was launched in mid-February.



Lead editor Dr Vicki Carpenter, Principal Lecturer in the Faculty's School of Social Policy and Pasifika Studies, says it is not always easy for students to consider changes and debates in education within their broader contexts. Dr Carpenter, along with co-editors Dr Joce Jesson, Associate Professor Peter Roberts and Dr Maxine Stephenson, says an understanding of such contexts is crucial—particularly for those most directly affected by policy reforms.

“Teachers and students, whether at the early childhood, schooling or tertiary level, are not always encouraged to see education in the light of wider social, political and cultural changes. Time pressures mean that the focus is often on the immediate ‘how to’ questions, including how to teach, how to learn, how

to assess, and how to administer and manage. While these are very important, such areas as the history of education can be easily forgotten – we can miss opportunities to learn from the past, and from great philosophical thinkers,” says Dr Carpenter.

The editors posit that New Zealand education occurs in a global context, and national and international economic and social trends greatly influence the education sector. Dr Carpenter says while teachers-in-training are given the tools to help them be effective in the classroom, this book offers deep theoretical models that encourage them to also be intellectual teachers with critical minds.

Written in te reo, chapter 12 is entitled, “He huarahi whakamua: potential; and possibilities”. Huarahi Māori (Maori medium) students undertake their degree in te reo and the editors believe this chapter will strongly support their journey. The inclusion of the te reo chapter is also a political statement by the editors regarding the value and

importance they place on New Zealand's indigenous language. The te reo chapter is translated into English in the following chapter.

The chapters in the book run sequentially, from "big picture" issues through to the classroom and centre, and in a general sense from matters of structure through to issues about agency.

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Contextual Factors Affecting Inclusion during Children's Transitions
from Preschool to School
Australian Journal of Early Childhood, forthcoming
Christine Rietveld

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Abstract: This qualitative study investigated the experiences of 2 pairs of boys (1 pair typically developing, 1 pair with Down Syndrome) during their transitions to school. The boys were observed using continuous narrative recordings during all aspects of the curriculum. Their teachers, parents and peers were also interviewed. Results indicated that the boys with Down Syndrome (DS) engaged in a narrower range of roles than the typically developing boys at preschool (interactions that did not involve any emotional connections with specific children). However, observations at school indicated that inclusion or exclusion were not within-child characteristics, but largely dependent on the context. The data suggest that specifically it was the nature of relationships in each context that affected inclusion and exclusion more than the setting (preschool or school) or the presence of DS. These relationships were shaped at all levels of the centre or school's educational culture and ethos.



New Publications from the Faculty of Education at the University of Auckland

Book chapters

- Jesson, J.G., Smith, R. (2007). Tertiary teaching matters: political economy of a New Zealand centre for tertiary teaching excellence, In A. M. Skelton (Ed.). *International perspectives on teaching excellence in higher education: Improving knowledge and practice* (pp.33-146). Abington: Routledge.
- Jesson, J.G. (2007). New Zealand Teacher Education: Caught in the contradictions. In D. J. Freeman-Moir & A. J. Scott (Eds.). *Shaping the Future: Critical Essays on Teacher Education* (pp. 55-74). Rotterdam: Sense Publishers.

Journal articles

- Brown, G. T. L., Lake, R., Matters, G. (2008). New Zealand and Queensland teachers' conceptions of learning: Transforming more than reproducing. *Australian Journal of Educational & Developmental Psychology*, 8, 1-14.
- Jesson, J.G., & Simpkin, P.G. (2007). New Zealand's Education Reforms: Engendering Changes in the Teacher Unions. *International Electronic Journal for Leadership in Learning*, 11, (22) <http://www.ucalgary.ca/~iejll/>
- Jeurissen, M. & Kitchen, M. (2007). Teacher research: Are the outcomes worth the struggle? *Set: Research for teachers*, 3, 44-49.
- Stephenson, M., Rio, N., Anderson, H. and Millward, P. (2008). Cultural Globalization and Teacher Education: A Local Perspective. *Diaspora, Indigenous, and Minority Education*, 2, 44 - 63.
- Tolosa, C. (2007). Beliefs and the teaching of Spanish: Native and non-native teachers' views. *New Zealand Language Teacher*, 33, 33-37.

Conference presentations

- Annan, B. (2008, January). *Consistency and connectivity to improve instructional practice*. New researcher presentation at the International Congress for School Effectiveness and Improvement, Auckland.
- Hill, M., & Robertson, J. (2008, January). *After the project is over: Do teacher researchers continue researching to improve outcomes for their students?* Paper presented at the International Congress for School Effectiveness and Improvement, Auckland.
- Jesson, J.G. (2007, November). *Belonging to the Tertiary Teaching Profession: Is the idea possible in the current climate?*. Paper presented at the Tertiary Education Research in New Zealand Conference, Auckland.
<http://www.herdsa.org.nz/Ternz/2007/home.html>

- Knight, N. (2008, January). *Developing partnerships for improving student outcomes*. Paper presented at the International Congress for School Effectiveness and Improvement, Auckland.
- Knight, N. (2008, January). *Sustained teacher practice in numeracy*. Paper presented at the International Congress for School Effectiveness and Improvement, Auckland.
- Lai, M. K., McNaughton, S., & Amituanai-Toloa, M. (2008, January). *Research-practice collaborations to raise literacy achievement*. Paper presented at the International Congress for School Effectiveness and Improvement, Auckland.
- Lai, M. K., Timperley, H., & McNaughton, S. (2008, January). *Sustaining achievement gains in culturally and linguistically diverse communities*. Paper presented at the International Congress for School Effectiveness and Improvement, Auckland.
- Lai, M. K. (2008, January). *Raising student achievement in poor communities through evidence-based conversations*. Paper presented at the International Congress for School Effectiveness and Improvement, Auckland.
- Levin, B., Lai, M. K., & O'Connell, P. (2008, January). *How to sustain improved student achievement*. Paper presented at the International Congress for School Effectiveness and Improvement, Auckland.
- O'Connell, P., Timperley, H., & Parr, J. (2008, January). *Is sustainability of educational reform an article of faith or deliberately crafted?* Paper presented at the International Congress for School Effectiveness and Improvement, Auckland.
- Robinson, V. & Hohepa, M. (2008, January). *Identifying and explaining how school leaders make a difference to student outcomes*. Keynote address at the International Congress for School Effectiveness and Improvement, Auckland.
- Rubie-Davies, C. M., & Dixon, R. (2008, January). *I think I can: Exploring expectations about education and achievement in secondary schools*. Paper presented at the International Congress for School Effectiveness and Improvement, Auckland.
- Timperley, H. (2008, January). *Closing the achievement gap through evidence-informed inquiry partnerships at multiple levels*. Keynote address at the International Congress for School Effectiveness and Improvement, Auckland.
- Timperley, H. (2008, January). *Evidence-based conversations making a difference to student achievement*. Paper presented at the International Congress for School Effectiveness and Improvement, Auckland.
- Van Hees, Jannie. (2008, January). *'Walking the talk': Transformations through professional development trainer modelling and coaching*. Paper presented at

the International Congress for School Effectiveness and Improvement,
Auckland.

Theses

Harnett, J. (2007). *Changing learning conversations: An action research model of reflective professional development*. Unpublished doctoral thesis, Massey University, Albany: New Zealand.

Hope, J. K. (2007). *Standard setting for information and communication technology in teacher education*. Unpublished doctoral thesis, University of Auckland, Auckland: New Zealand.

Completed Projects and Theses

Funds of knowledge in early childhood communities of inquiry
PhD, Massey University
Helen Hedges

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Inquiry is a fundamental human undertaking. The present study investigated interests-based curriculum and pedagogy in early childhood education, through the creation of a community of inquiry between children, teachers and a researcher. In two case study settings, it explored ways teachers and children co-construct interests-based curriculum and ways teachers might strengthen coherence between research, theory, practice and professional learning to support such curriculum construction. During year-long fieldwork, the researcher drew on participant observation techniques, interviews, documentation and co-constructed inquiry discussions as sources of data. Data analysis occurred on two levels: descriptive and theoretical. Sociocultural theory provides a foundation for the approaches to learning and teaching, inquiry, the research design and lenses of interpretation.

The study uses two frameworks to explain its findings, challenging and extending current understandings of funds of knowledge and communities of inquiry. In addition, it illuminates the concept of working theories. Discussion of the notion of evidence-informed inquiry explains some types of evidence teachers bring to the complexities of curriculum decision making as their funds of knowledge and working theories, thereby arguing against narrow interpretations of evidence-based practice.

This thesis argues that interpretation of children's interests, from a sociocultural perspective, requires a more analytical understanding of children's family and community experiences and their impact on children's inquiry, and of teacher interests and responsibilities in relation to culturally-valued knowledge. Further, the thesis contends that children's and teachers' co-constructed inquiry is dependent on reciprocal and responsive pedagogical relationships that provide meaningful responses during engagement in learning-and-teaching. Links between everyday knowledge and conceptual knowledge in children's learning may be brought together. In this way, participatory learning enables children and teachers to co-create a foundation for conceptual learning. Two inquiry continua and one model are offered to incorporate the key theoretical ideas and arguments of the thesis. It is argued that the model represents components of an interests-based sociocultural curriculum and pedagogy.

A funds of knowledge approach has the potential to transform early childhood learning-and-teaching environments, and implement partnerships with families, communities (including the research community) and cultures authentically. Implications for teaching practice, teachers' professional learning, research and policy are discussed to

recognise and strengthen both an inquiry focus in pedagogical relationships, and an awareness of funds of knowledge in early childhood education contexts.

Mind the gap! Policy change in practice.
School qualifications reform in New Zealand, 1980-2002
PhD, Massey University
Judie Alison

judie.alison@clear.net.nz

‘Policy gaps’ in education mean that the visions of policy-makers frequently fail to materialise fully, or at all, in teacher practice. This thesis argues that a significant ‘policy gap’ developed in New Zealand around school qualifications policy during the 1990’s, and puts forward some explanations for that. A significant shift in government discourses over that period, from largely social democratic to predominantly neo-liberal discourses, was not matched by a similar shift in the discourses of teachers or the union that represents them. During the same period, teachers and their representative bodies were excluded from policy development, reflecting this shift in government discourses. Government and teachers were ‘talking past each other’. As a result, qualifications reforms that might have been expected to be generally welcomed by the profession, as a government response to calls from the profession over many decades, were instead rejected by the majority of teachers. Furthermore, the absence of the teacher voice from policy development meant that the shape of the reforms moved significantly away from the profession’s original vision, a further reason for its unacceptability to teachers. Reform was only able to be achieved when teachers and their union were brought back into the policy-making and policy-communicating processes and a version of standards-based assessment closer to the union’s original vision was adopted by government. Nevertheless, the National Certificate of Educational Achievement that resulted appears to still be perceived by teachers as externally imposed and its origins in the profession’s advocacy for reform over many years have been lost. This indicates that ‘policy gaps’, while easily opened, are not as easily closed.


Thesis downloadable from <http://www.ppta.org.nz/cms/imagelibrary/102393.pdf>

Being-literate-in-the-world: Music, Language and Discourse in Education
PhD, University of Auckland
Trevor Thwaites

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This thesis questions the notion that written and spoken language alone structure nature as we experience it and sets out to demonstrate that humans make sense of their experiences through a wide range of expressive forms and modes. It does this through an investigation of the discourse of literacy in education, arguing that literacy should imply modes of meaning that are not just purely linguistic, but are also aural, visual, gestural, spatial and multimodal.

As a philosophical inquiry the thesis adopts a Heideggerian framework in exploring the relationship between language and music in education, and argues for new ways of Being-literate-in-the-world. Heidegger believes in a multiplicity of ways of 'Being' and, in the context of this research, Dasein (there-being) relates to the understanding of 'Being-literate'. Central to the argument is the exploration of the relationship between language and music in education and the consideration of how this might lead us to re-think the possibilities and potential for Being-literate-in-the-world.



An investigation of sites, uses and practices for literacy in the lives of
Pasifika students

PhD, Victoria University of Wellington

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Lower test scores on school measures of literacy for Pasifika students than for the majority of students in New Zealand are a cause for concern. As part of a wider attempt to address this problem the Ministry of Education has argued that teachers need to be better informed of out-of-school literacy practices. This thesis considers what can be learned when this guidance is followed and it investigates students' social and cultural uses of literacy in family and community settings. It explores the argument that knowledge of these out-of-school literacies will inform teachers and through incorporation (McNaughton, 2002) teachers may be able to make effective connections for students to school literacy.

A sociocultural perspective is used to investigate the social and cultural practices of the students while the study also uses Cremin's (1976) concept of configurations of sites to consider how learning is mediated for students in different settings. Rogoff's (1995) three planes of analysis provide a tool to examine students' practices at the community, interpersonal, and personal levels.

The investigation sought the students' own perspective of how they appropriate knowledge about literacy as they collected information with cameras and journals on their own practices. The participants were 14 Pasifika students aged 11 and 12 years (mostly Samoan) as well as three adult Samoan church representatives and teachers from the students' school. Students' photos were used to elicit rich description in semi-structured interviews and interview schedules were also used with students and adult participants.

The findings illustrate how the students were socialised into particular practices that are contextualised in the sites of family, church and neighbourhood. They reveal that for the students there was both overlapping of values and conflict between their sites of literacy practice. The complementarities occurred most strongly between family and church and a valued feature of the students' practice was the use of Samoan language. The most common conflicts were those related to popular culture and they occurred between the sites of family, church and school on the one hand and neighbourhood sites on the other as well as within family sites. The thesis argues that awareness of the complementary and conflicting features is essential for teachers in understanding the complexity the students face in choosing their paths among two cultures. This knowledge enables teachers to incorporate aspects of out-of-school literacy into school practice and to draw on those in the students' backgrounds who may facilitate students' literacy acquisition.


Starting preschool: How do children with and without
down syndrome become valued members of peer groups?

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This research was undertaken as 2004/5 co-recipient of the Graham Nuthall Classroom Research Trust Award and will soon be able to be viewed on the Graham Nuthall classroom trust website. <http://www.nuthalltrust.org.nz/index.html>

The purpose of this study was to investigate the process of transition from home to early childhood centre or playgroup for three children with and three children without Down Syndrome (DS). This qualitative study explored the first month of attendance and focused on: i) how the children became valued members of a peer group (facilitative inclusion) and whether the processes differed for the children with DS, ii) how the typically developing children experienced the child with DS and iii) the extent to which the experiences of children with DS were dependent on the broader socio-cultural context. Results indicated that the typically developing children experienced inclusion into same status roles including the most advanced forms of these (parallel play and social play) virtually always when they interacted with peers. In contrast, peers often excluded the children with DS from any valid role or included them into inferior roles (e.g. baby or object). Peers were often unsure how to include the child with DS and used their existing schema to view her/him as a baby or they developed new categories for understanding the child such as 'mystery' or 'not like me.' Unequal relationships or avoidance of the child stemmed from such beliefs. The lack of facilitative inclusion had major implications for the children's social and cognitive development. Investigation into the processes underlying the outcomes in each setting indicated a number of barriers. While all staff were enthusiastic about the presence of the child with DS, there were discrepancies between their understandings, and practices, of inclusion and the intentions underlying the various inclusion policies in New Zealand. Recommendations for altering pedagogical practices in early childhood settings and policy to support facilitative inclusion conclude the study.



Learning to Teach: Induction Research Programme 2006-2007

In 2006 the Teachers Council launched a three stage research programme to investigate the quality of advice and guidance provided to provisionally registered teachers in New Zealand. All three stages of the *Learning to Teach* research programme have now been completed:

- A critical review of New Zealand and international literature on theories of induction, policies, and best practices by the New Zealand Council for Education Research (NZCER).
- A national survey and focus groups with teachers who had recently completed their provisional registration, also completed by NZCER.
- In-depth case studies of exemplary induction practices in 20 organisations throughout New Zealand conducted by the NZ Action Research and Review Centre at Unitec.

The Case Study Report is due to be published in May and launched at a seminar at this time. Copies of all the reports can be accessed at the Teachers Council website: www.teacherscouncil.govt.nz.

Any inquires on the *Learning to Teach* induction research programme should be addressed to: erin.pilcher@teacherscouncil.govt.nz.

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