



NZARE

NEWZEALANDASSOCIATIONFORRESEARCHINEDUCATION
- TE HUNGA RANGANAU MATAURANGA O AOTEAROA -

From the President

Dear NZARE Members,

I am writing to let you know about some of the changes we have made and seek your further support and commitment to NZARE.

1. Council has agreed that the name for our annual conference will change to the NZARE Annual Meeting and Conference.

This change, while subtle, is to foster the idea that NZARE is not just an association that puts on an annual conference, but is an association of researchers who come together and talk about educational research. In 2009 we will be encouraging researchers to organise their advisory meetings, book sessions that are essentially meetings, and use the opportunity of the Annual Meeting and Conference to do research business such as plan collaborative research projects. Please consider this opportunity for your research programmes in future.

2. Council has agreed that Special Interest Groups (SIGs) will become part of the NZARE Annual Meeting and Conference programme.

This change is to respond to demand from our members for opportunities to meet with colleagues with a special interest not always catered for within the main body of the conference. The policies for gaining recognition to become a SIG are being revised and will be posted on the NZARE website by the end of June. At this stage we have not set a fee for membership of a SIG, but that is a possibility.

3. Council agreed last year to a rolling “state of the art” subject symposium. This is a response to the demand from some of our researchers to get a critical and intellectual sense of where ‘we’ are at, what the state of research is in a given field at this moment in time and where the research might head towards. We are now calling for expressions of interest for ‘subjects’ who might wish to put a proposal forward for 2010. We will hold one such symposia a year. The symposium should produce a publication of some description, e.g. special issue of a journal.

4. The NZJES-the New Zealand Journal of Educational Studies is slowly going through a process of change that we hope will improve its quality, credibility and relevance. The journal has been in a catch-up mode, but by the end of this year we should be back onto a schedule that will deliver the journal in a timely manner and will address a wide range of educational research.

5. The Council has incorporated a research ethics work stream into our current work to ensure that we are in touch with the current challenges of research ethics in thought and procedures.

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There remain a number of challenges in terms of moving NZARE to a firmer platform as an association and into a position that enables us to operate with confidence and leadership for our members. One of these challenges is in relation to the once supportive role that institutions, namely the colleges of education, played in our annual conferences. This is becoming more and more difficult in terms of attracting staff prepared to volunteer to plan the conference and 'support in kind' from institutions to host the conference. The cost structures for conferences of some institutions makes hosting a conference quite expensive. We are now organising the 2009 Annual Meeting and Conference back in Rotorua with a conference committee that represents a more 'national' spread of committee members rather than the turn taking of institutions and regions that we have relied upon in the past. Unless institutions can be persuaded to support this event it makes it really difficult to plan ahead in time.

Please think about how you may wish to contribute to our efforts. I welcome feedback and discussion on these and other points.

Many thanks,

Professor Linda Tuhiwai Smith

President NZARE

tuhiwai@waikato.ac.nz



Māori Caucus

He Whakatauki

“Te toi whakaaro, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa “

Artistic excellence makes the world sit up in wonder.



The critical issue for the Māori Caucus is to develop the Association's Māori membership. This responsibility is made lighter by the appointment of:

- Professor Linda Smith, the University of Waikato, to the position of President of the NZARE Council;
- Cheryl Stephens, Te Wānanga o Awanuiārangī, to the position of Vice President;
- Dr Mere Kēpa, the University of Auckland, to the Māori Caucus;
- Dr Colleen McMurchy Pilkington, the University of Auckland, to the Council;
- Dr Adreanne Ormond, the University of Auckland, to the Māori Caucus; and,
- Dr Linitā Manu'atu, Auckland University of Technology, to the Pasifika Caucus.

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

Māori Caucus Contacts:

Adreanne Ormond, University of Auckland.

Email: a.ormond@auckland.ac.nz

Mere Kēpa, University of Auckland.

Email: m.kepa@auckland.ac.nz



Pasifika Caucus

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

The Pasifika Caucus of NZARE supports the interests of members.

Contacts

Your representative on the NZARE Council is:

Linitā Manu'atu linita.manuatu@aut.ac.nz

Here is a **NEW BOOK** to add to your Pacific literature

Latest book in the 'Rethinking Pacific Education Initiative' series

Re-thinking Education Curricula in the Pacific: Challenges and Prospects

ISBN 978-0-475-12342-8

Curricula in Pacific countries, as planned and organised learning experiences in school, have remained largely as inherited from colonial systems of education. Reforming curricula in national contexts, however, is a task Pacific Islanders must assume primary responsibility for.

In this book, 14 Pacific scholars begin the task of 're-thinking' curriculum in Pacific contexts. The authors critique curriculum for Pacific peoples by questioning underlying assumptions, assessing curriculum reforms, and interrogating policies, processes and practices for inclusivity, contextual embeddedness of values and more.

But the book goes further. It offers hopeful prospects. As educators, the authors propose ideas, practices and tested examples of dealing with the challenges of curricula in Pacific contexts. They discuss contextual values, indigenous processes and frameworks, and ways of embedding these within the curriculum. They offer insights on learning, on culturally rooted pedagogies and on research.

This book by Pacific educational leaders is written to educate Pacific curricula specialists, teachers, teacher educators, education policy makers, students and researchers. All are likely to find gems of insight within its covers.

The authors are well-known Pacific educators, including: Konai Thaman, Api Maha, Sitani Manu, Sala Bakalevu, Srinivasiah Muralidhar, 'Uhila Fasi, Frances Koya, 'Ana Taufe'ulungaki, Unaisi N-Baba, Tevi Teaero, Linita Manu'atu, Liz McKinley, Seu'ula J-Fua and K. Sanga.

To order, contact:

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He Pārekereke, Victoria University

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Upcoming events:

2nd Critiquing Pasifika
Education @ the University 2009
© 2007

Biannual Conference

Ngā Wai o Horotiu Marae, Auckland University of
Technology

1-3 July 2009

Theme: Endangered Languages and Cultures, "What can WE do?", understanding how researchers, students, and language community organisations can work together to address the challenges of language and cultural loss by the Cook Islands Māori, Niue, and Tokelau; Tahiti, Tongan, Samoan, Fijian, Tuvalu, Kiribati, Papua New Guinea, Vanuatu and the Solomons Islands people in Aotearoa-New Zealand.

Sub-themes: Maintaining Heritage Languages and Cultures, Markets and Pasifika Languages and Cultures, Identity and Belonging.

For Registration: visit NZARE website: www.nzare.org and go to the Pasifika Caucus.



Another book to add to your Pacific Literature

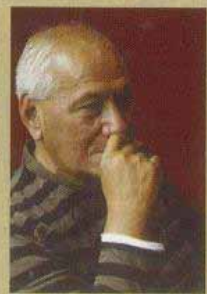
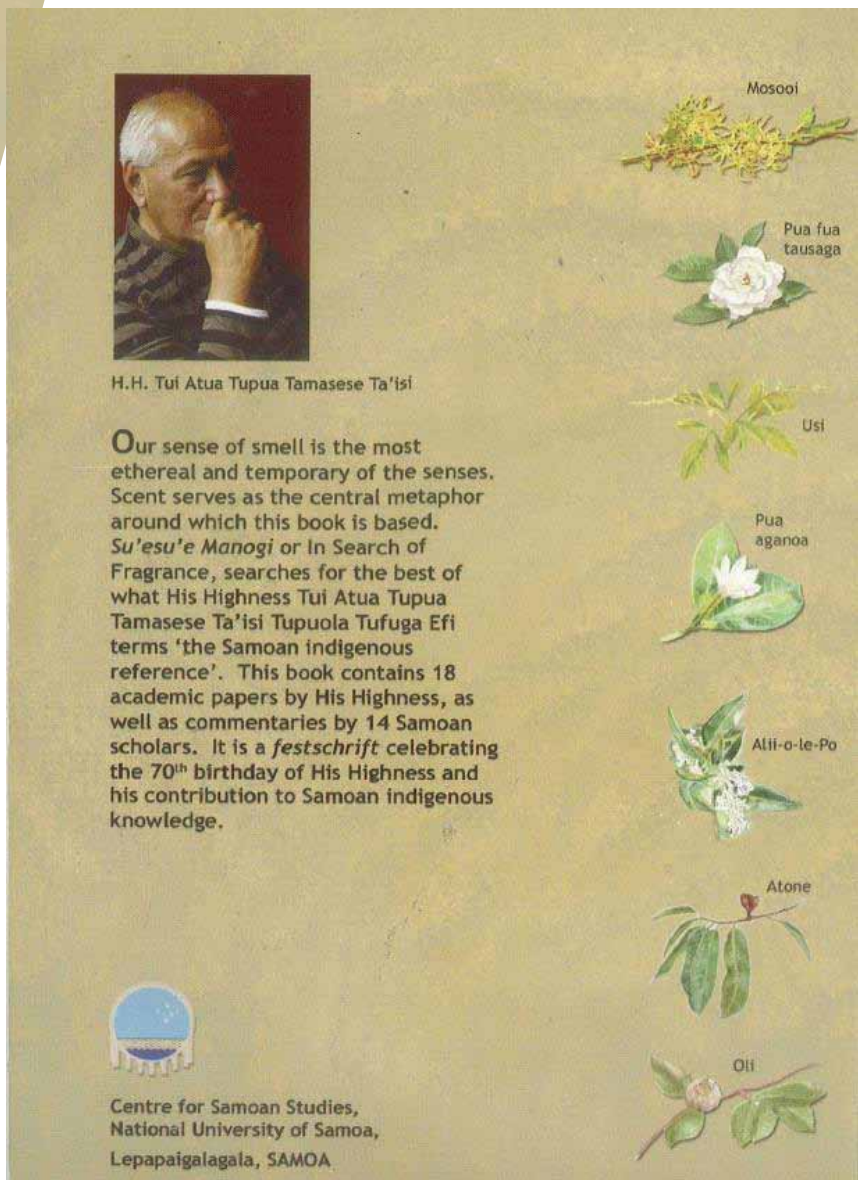
'Su'esu'e Manogi': In Search of Fragrance: Tui Atua Tupua Tamasese Ta'isi and the Samoan Indigenous Reference

by

His Highness, Tui Atua Tupua Tamasese Ta'isi Efi

This book contains the views of a new generation of Samoan scholars and researchers who were invited to comment on Tui Atua's writing. Their responses turn the book into a varied, exciting, sometimes challenging discussion/conversation about the Samoan indigenous reference and its relevance and applicability to our lives and the world of ideas and learning. The book is very apt and deserving a tribute to Tui Atua Tupua Tamasese Ta'aisi Efi and the unique contribution he has made - through his life, speeches and writings - to understanding ourselves and 'things Samoan' or what he refers to as 'the Samoan indigenous reference.' This book recognises and acknowledges Tui Atua's stature as one of our country's most influential thinkers, scholars and writers.

Excerpt from Foreword Albert Wendt 2008

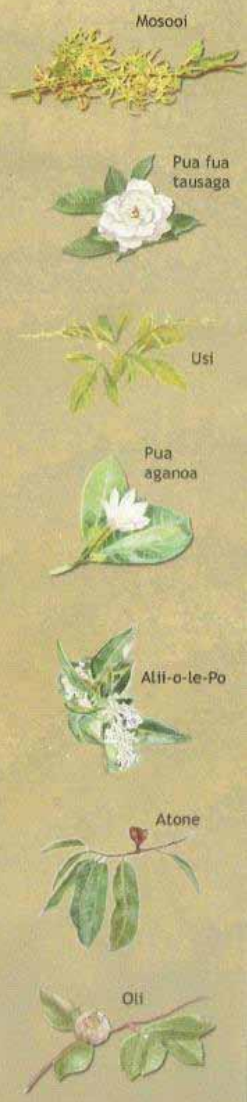


H.H. Tui Atua Tupua Tamasese Ta'isi

Our sense of smell is the most ethereal and temporary of the senses. Scent serves as the central metaphor around which this book is based. *Su'esu'e Manogi* or *In Search of Fragrance*, searches for the best of what His Highness Tui Atua Tupua Tamasese Ta'isi Tupuola Tufuga Efi terms 'the Samoan indigenous reference'. This book contains 18 academic papers by His Highness, as well as commentaries by 14 Samoan scholars. It is a *festschrift* celebrating the 70th birthday of His Highness and his contribution to Samoan indigenous knowledge.



Centre for Samoan Studies,
National University of Samoa,
Lepapaigalagala, SAMOA



Pasifika NZARE Meeting
in conjunction with the Critiquing Pasifika
Education @ the University Conference
2009

Venue: Nga Wai o Horotiu Marae

Date of Meeting: 1 July 2009 time: 5pm – 9pm

Participants: All Pasifika NZARE current members, researchers, postgraduate students and educators.

Plan of Meeting

5:00pm- Meeting address by Pasifika Caucus Representative: Dr. Linita Manu'atu

5:20pm- In small groups: Talanoa about Pasifika research communities – What are the issues? Implications for Pasifika researchers

6:20- Light Refreshments

7:00- In small groups: Talanoa about setting research agendas by Pasifika peoples –What are the issues? Implications for Pasifika researchers

8:00-Report back- Plan for the next meeting

8:30 Closing

For Students

Malo e lelei and greetings to all students and supervisors.

Membership

I would like to encourage supervisors to alert their students to the benefits of NZARE membership. Benefits include eligibility for NZARE Masters and Doctoral awards (see below), support and advocacy for Māori and Pasifika education research, and opportunities to make contact with emergent and established educational researchers. Eligible students are those enrolled in a tertiary institution at least half-time and employed less than half-time. More details of student benefits and how to become a member are available on the NZARE website.

NZARE Website and INPUT

I would like to encourage students to contribute to the student section of the NZARE website and INPUT. If you have any events, notices or research briefs the webpage may be a good place to post them. Also feel free to contact me if you want to contribute to the student caucus section of INPUT during 2009.

Awards

Supervisors and Masters students are invited to apply for the *Rae Munro Award*. This is awarded annually for an excellent Masters-level thesis by a student member in an area that has implications for teacher education or classroom practice. Theses nominated must have been undertaken in New Zealand with a New Zealand tertiary institution and be about New Zealand contexts.

We also welcome nominations for the *Sutton-Smith Doctoral Award* for an excellent Doctoral thesis by an NZARE member.

Application details for both awards are available on the NZARE website.

Contact me

Students members who would like to raise an issue, profile their research, or just ask a question about NZARE you are welcome to contact me at

student.rep@nzare.org.nz

Seini Jensen

Student Representative, NZARE

Special Interest Groups

Early Childhood SIG & Research Hui 2009

Kia ora,

After the Association's AGM in November, the early childhood special interest group of NZARE was formally established. Since then you may have noticed a button appear on the association's website. It links to a webpage dedicated to early childhood research and scholarship. A big thanks to Mary-Liz Broadley (council member) for making this happen. A key driver for the establishment of the SIG was to provide a forum within the Association whereby early childhood research and researchers could be supported in their research work and scholarship, in line with the association's broader aims. Further, those who were at the AGM may recall that a decision was made to re-establish a research hui, attached to NZARE's annual conference. Visit the website for the most up-to-date information on the conference. This means that planning for the early childhood research hui is yet to really get underway. If people have views about the nature of the hui they'd like to see planned, please send them to either Mary-Liz Broadley (mary-liz.broadley@openpolytechnic.ac.nz) or to Alex Gunn (alex.gunn@canterbury.ac.nz). Mary-Liz and I will act as conduit to the local organising people and will try and keep the association's members updated about planning, through INPUT and the email list we established over the last two years. Finally, at the recent NZARE Council meeting, a lengthy discussion about the function and formation of SIGs within the association was held. Many views were shared. It seems as if policy might be developed. This could prove very useful indeed in helping achieve the association's aims and in supporting groups like ours to form and flourish.

Take care everyone.

Many regards,

Alex & Mary-Liz.

Conference and meeting updates

Forthcoming NZARE Conference

The 2009 National Conference will be held at the Distinction Hotel (formerly Grand Tiara Hotel), Rotorua, Tuesday 1 - Friday 4 December with pre-conference workshops scheduled for Monday 30 November. Submission of papers closes 1 July through the conference website, which will be announced shortly. The conference theme is "This is our research, this is why it matters and this is what should happen next: NZ educational research in 2009."

Notices

From the webmaster:

With NZARE's newly established ethics portfolio, a new area of information has been set up on the website. "Ethical Guidelines" contains background information on the review process to date and this will be added to as the membership of the working party is finalised and the review proceeds. This work on "Ethical Guidelines" can be found at

<http://www.nzare.org.nz/ethical-guidelines.html>

Recently an Early Childhood Education Special Interest Group (SIG) was established and this also has a new area of information on the NZARE website. You will find it at

<http://www.nzare.org.nz/ece-sig.html>

Keynote addresses from the 2008 NZARE conference have just been added to the website. Go to

<http://www.nzare.org.nz/conference2008/keynotes.html>



NZARE slot at AERA

The team led by Veronica O’Toole (University of Canterbury) would like to thank NZARE for support to present at the American Educational Research Association (AERA) Annual meeting.

From left to right:

Alison Cook-Sather (discussant, Bryn Mawr College); Vanessa Andreotti (presenter, University of Canterbury); Lia de Vocht-van Alphen (presenter, Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association); Susan Sandretto (presenter, University of Otago) and Vanessa O’Toole (presenter, University of Canterbury).

Notices

2009 Medals and Awards

Administered by the Royal Society of New Zealand

The following suite of medals and awards is being offered in 2009 by the Royal Society of New Zealand:

- Rutherford Medal - for exceptional contributions to New Zealand society and culture through activities in the broad fields of science, mathematics, social science, and technology
- Pickering Medal - to recognise excellence and innovation in the practical applications of technology
- Thomson Medal - for outstanding and inspirational leadership in the management of science, and outstanding contribution in the development and application of science and/or technology to wealth generation
- New Zealand Science and Technology Medals - to recognise and honour those who have made exceptional contributions to New Zealand society and culture through activities in the broad fields of science, mathematics, social science, and technology
- Hector Medal - Chemical sciences
- Hutton Medal - Earth sciences
- R. J. Scott Medal - Electrical, electronic, information and mechanical engineering
- Te Rangi Hiroa Medal - Historical approaches to societal transformation and change
- Hamilton Memorial Prize for beginners in scientific or technological research in New Zealand
- Hatherton Award for the best scientific paper by a PhD student at any New Zealand University in physical sciences, earth sciences and mathematical and information sciences

The closing date for nominations for all the Medals and Awards listed above is 30 June 2009.

Electronic copies of the information and application forms are available from awards@royalsociety.org.nz; or on the Society's website

Review of NZARE Ethical Guidelines

Council has established an Ethics portfolio and a broadly representative working party to oversee a review of the NZARE ethical guidelines (<http://www.nzare.org.nz>). Since the guidelines were written in 1998, there have been considerable new developments in the conduct of educational research in Aotearoa. NZARE's membership has also changed from its traditional university researcher base, and now includes many who work in government agencies, wananga, ITPs, teacher education providers, PTEs and as sole trader consultants. The scope of the review includes the guidelines themselves together with other web-based research ethics information and education resources that members would wish to see provided through NZARE.

During 2009, Council will approve a formal consultation process with the membership. In the meantime, if there are any issues or suggestions that members would like the ethics guidelines review working party to consider, please contact

Professor John O'Neill

j.g.oneill@massey.ac.nz

Some background information on the review process to date has recently been put on the NZARE website and this will be added to as the membership of the working party is finalised and the review proceeds.

Completed projects and theses

Heteronormativity and early childhood education: Social justice and some puzzling queries

Alexandra C. Gunn, EdD, 2008, University of Waikato.

alex.gunn@canterbury.ac.nz

This thesis investigated the discursive production of heteronormativity in the historical and present-day contexts of early childhood education in Aotearoa New Zealand. A Foucauldian genealogical investigation of early childhood policy and documents revealed how heteronormative discourses shaped understandings in early childhood education in the twentieth century. Then a study of practices as accounted for and produced in focus group interviews showed how heteronormative discourses were confirmed and resisted in the present day.

The thesis argues that the locus of heteronormativity in early childhood education centres on constructions of the family, of genders and of sexualities. It sought

to investigate whether heteronormative discourses were shaping practices in early childhood education, and, if so, how. Following the writing of a genealogy of heteronormativity in early childhood education, the fieldwork of the study entailed three rounds of focus group interviews with queer teacher, queer ally and teacher educator participants. Discussions in the interviews were provoked by dilemmas of heterosexism, homophobia and heteronormativity in early childhood settings. Participants were asked to talk about what they thought was occurring in the dilemmas and they were also asked to share examples of practices from their own professional lives where same-sex sexualities had been troubled or affirmed.

The texts produced from the focus group interviews were read the same way as the historical and policy and documents. Foucault's discourse analysis combined with questions from Davies' (1994) study of teaching practices and queer theory provided a theoretical framework through which I was able to explore relations between constructions of genders, families, and sexualities; concepts of insiders and outsiders; and notions of power. A queer turn in the project enlarged the focus of the study to investigate how heteronormative discourse might have been shaping the research interviews too. A discourse of silence along with a discourse of risk was interpreted as contributing to heteronormativity in this work. A strategy designed to assist teachers to interrupt heteronormativity was explored. It allowed teachers to bring together ideas and concepts that would constitute families and parents in ways inclusive of and broader to the (hetero)norm.

In the study, teachers, children and parents were shown to draw on (hetero)normalising discourses in their interactions with each other in early childhood education. Such activity limited opportunities for valid alternative options to heterosexuality to be known. This meant that heterosexuality was repeatedly constituted as dominant and normative, thus supporting heteronormativity. Constructions of genders, families and sexualities in the study were regularly shaped by traditional and essentialising discourses that positioned heterosexual sexuality as normal and non-heterosexual sexualities as not. These in combination with other discourses, such as a discourse of developmentalism, provided few opportunities for non-heterosexual sexualities to be recognised, valued and included in early childhood education. The extent to which socially just and inclusive policy aims in early childhood education might therefore be met in practice could be seriously questioned.

However, examples of practices that worked to expand opportunities for the recognition of diverse families and sexualities in early childhood education were also documented. These provided evidence that some teachers, parents and children in some circumstances

can and do access and use discourses of social justice, family and sexual diversity, inclusion and human rights. Sustained access to these was not documented. In fact, discourses of social justice, family and sexual diversity, and inclusion were often immediately countered by limiting and (hetero)normalising responses. The thesis concludes with suggestions as to how such processes might be explored and challenged so that more teachers, more children, more families can enjoy recognition and welcome in early childhood education settings designed to include.

Different Ways of Knowing? Understanding Disabled Students' and Teacher Aides' School Experiences within a Context of Relational Social Justice

Gill Rutherford, PhD, University of Otago, 2008

gill.rutherford@otago.ac.nz

Disabled students' experiences of working with teacher aides constitute a recent focus of international inquiry. To date in New Zealand, there has been no specific investigation of this aspect of education, despite the widespread reliance on teacher aide support as the primary means of responding to disabled students' presence in schools. Similarly, there are very few New Zealand studies in which teacher aides are the primary participants. This thesis seeks to address this absence in New Zealand educational research by exploring students' and teacher aides' experiences of working together, in order to understand the impact of assigning responsibility for students who have complex learning support requirements to teacher aides who require no qualification, training, or experience to work in this role.

This interpretive qualitative study is positioned in a multi-dimensional framework of current disability, social justice, and sociology of childhood theorising. A series of semi-structured meetings was held with ten students, aged eight to seventeen years, who attended schools in the South Island of New Zealand. As well, semi-structured interviews were conducted with eighteen teacher aides who worked in a range of primary, intermediate, and secondary schools in the same geographic area as the student participants. Data were interpreted utilising both inductive and deductive means of analysis.

Students' participation in the research and their contributions to the findings demonstrated their

competence, agency, and heterogeneity. Students conveyed a sense of the importance and value of the teacher aide's role, if clearly defined and carried out in a positive, professional manner within the context of supportive schools. The findings relating to teacher aides' experiences highlighted the diverse, ambiguous nature of their roles, conceptualised as a continuum of support ranging from aiding teachers in inclusive contexts, to aiding students in assimilationist circumstances, to assuming the role of teacher or babysitter for students in exclusive educational environments. Analysis of teacher aides' experiences revealed the fundamental importance of relationships in coming to know students in terms of their humanness and competence, and in underpinning teacher aides' efforts to do the right thing by students. Participants also identified the need for all adults involved in the policy and practice of education to develop shared understandings of respectful, socially just ways of thinking about disability and childhood as the foundation of a common commitment to teach all students well.

The insight generated by participants, who represent perhaps the least powerful of students and employees in New Zealand schools, illuminates some of the most significant changes that need to occur in the thinking and practices of people involved in educational policy-making, teacher and teacher aide education, and schools. Addressing these educational deficits may contribute to the development of a socially just education system that is respectful of and responsive to human difference while recognising and respecting our mutual humanness.

From the Input Editor

Dear Colleagues,

I invite you to consider contributing to the next edition of INPUT- July 2009.

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:

- Special Interest Groups
- Opinion pieces
- 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, 29 June.

Dr. Susan Sandretto (Editor)

New Publications

Making Classroom Assessment Work

New Zealand Edition, NZCER Press, 2009

ISBN: 978-1-877398-44-5

Anne Davies and Mary Hill

In simple and easy to follow steps, Making Classroom Assessment Work shows how teachers can use assessment to boost learning. When students know what needs to be achieved, are responsible for self-assessing, and get feedback that shows the next steps for success, that's assessment for learning. The results are engaged, self-directed lifelong learners.

This book illustrates how to:

- involve students in learning and assessment
- collect evidence of learning with students
- give high-quality feedback
- share learning achievements with parents
- hold student-parent-teacher meetings to evaluate learning and achievement.

Canadian author and researcher Anne Davies is well known in New Zealand. Her work has been adapted for New Zealand by education researcher Mary Hill, in consultation with schools.



Now available from Ashgate Publishing...



The Multiplicities of Internet Addiction

The Misrecognition of Leisure and Learning

Nicola F. Johnson, University of Wollongong, Australia

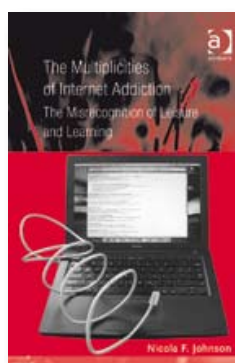
Overuse of the Internet is often characterized as problematic, disruptive, or addictive, with stories frequently claiming that online use interferes with relationships, or that 'excessive' time in front of computer screens is unhealthy. *The Multiplicities of Internet Addiction* contests the claim that computers – specifically Internet use – are addictive, arguing that use of the Internet is now a form of everyday leisure engaged in by many people in Western society. Offering an analysis of the nature of addiction alongside a detailed empirical study of home computer use, this book will be of interest not only to sociologists of culture and popular culture, but also to scholars of media, ICT and education.

Contents: Introduction: addiction: it got your attention; Internet addiction: contrasting viewpoints; When do we say 'too much'? Being cautious about 'over-use' and virtual reality; Technological development and childhood play: the changing nature of everyday leisure; Bordieu's theory of practice; Introducing some teenage technological experts: digital insiders; The blur between leisure, learning and expertise; Internet addiction in the lives of teenagers; New forms of privilege; Misrecognition of the practice of leisure; Conclusion: reframing our gaze on internet addiction; References; Index.

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About NZARE

The New Zealand Association for Research in Education (NZARE) was established in December 1979 and its membership consists of individuals and organisations with an interest in educational research.