



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. 2 July 2006

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ISSN 0110-8824

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Letter from the President

Kia ora koutou

Lee Shulman (1997) makes the wonderful point that researching in education “begins in wonder and curiosity but ends in teaching” (p. 6). It is not just the debate over the claimed nexus between research and practice that intrigues me about this quotation; rather it is both the nature of research that educational researchers engage in, and their commitment and passion that lead them on their research journeys. Research in education, like teaching, is a service of the heart. It is therefore exciting to see the theme of the NZARE Annual Conference this year *Manaakitanga — Feel the spirit*. The conference is to be held in Rotorua, and proposals for papers are now being received. Check out the conference website on www.nzare.org.nz.

At the first Council meeting this year on May 8, I shared as President some thoughts with Council members about the responsibilities and challenges for NZARE. These included:

- providing ethical and proactive leadership in responding to, as well as initiating, new alternatives to compliance auditing of research and funding regimes
- nurturing a new generation of educational researchers concerned with respecting the humanity in teaching, learning, and education
- acknowledging and rewarding the unseen chalk-face researcher whose commitment, enthusiasm and passion is towards the learning and achievement of each and every student
- affirming that research is not necessarily driven by demonstrable outcomes; that the process of revealing new knowledge in itself is both valuable and significant
- acknowledging that education is concerned with more than outcomes, skills and knowledge; it concerns the whole person including the spiritual, and
- encouraging and affirming new ways of research which transverse traditional paradigms and better match the ecological realities of what it means to be a student and a teacher.

Presently the NZARE Council meets twice a year—the first is in May, and the second usually is at the NZARE Conference. At its first meeting this year, we dealt with a considerable agenda of business, and we can quite understand why in the 1980s Council met three times a year. One resolution was that we will meet in August and that we will dedicate time to discuss the roles, purposes and functions of NZARE, and future opportunities. We would welcome you to share Council members any thoughts about these ideas for discussion.

Finally, we also give a special acknowledgement to Associate Professor Mary Hill. Mary has recently resigned as a representative of NZARE on the Management Team of the New Zealand Journal of Educational Studies. Mary's contribution, wisdom, and guidance both as a member and Chairperson, has been highly valued and appreciated by all. Thank you Mary.

Colin Gibbs
President

Shulman, L. S. (1997). Disciplines of inquiry in education: A new overview. In R. M. Jaeger (Ed.), *Complementary methods for research in education*. Washington DC: American Educational Research Association.

Maori Caucus

Nominations are being called for Te Tohu Pae Tawhiti award for 2006. This award recognises researchers who have made a significant contribution to Maori education by conducting high quality research over an extended period of time. Last year's worthy recipient was Wally Penetito from Victoria University. Wally has made a prolific contribution to the issues and debate in Maori education.

In making the award the NZARE Council adopts a broad definition of education and research and judges nominees' work according to the criteria of the discipline(s) in which she or he work. The Council retains the right to make no award in any one year.

Nominees must be NZARE members. Any NZARE members may make nominations. The NZARE President and Maori members of the NZARE Council are responsible for deciding who will be the recipient of the Award.

Nominations must include details of the nominee's qualifications, positions held, publications and an outline of nominee's contributions to research.

Nominations for the 2006 award must be received by **1 September 2006**.

Nominations should be sent to: Rob Murray or Tanu Kapoor, The NZARE Secretariat, New Zealand Council of Education Research, PO Box 3237, Wellington. Email: rob.murray@nzcer.org.nz or tanu.kapoor@nzcer.org.nz

Conference matters

As you will have noted, the conference this year is in Rotorua 5-8 December. At this stage conference organisers are hoping to facilitate a pre-conference workshop for emerging Maori researchers. Details will appear on the conference website <http://www.eenz.com/nzare06/> as they become available.

Maori Caucus

The Maori caucus of NZARE supports the interests of members. Through Maori caucus you can make contact with other caucus members. Your representatives on the NZARE council are:

Colleen McMurchy-Pilkington- c.mcmurchy@auckland.ac.nz

Adrienne Ormond- a.ormond@auckland.ac.nz

Pasifika Caucus

Warm Pasifika greetings to all. This is the first of the regular reports on Pasifika research in education that will feature in Input. The NZARE Council is very supportive of Pasifika research and wants to play an active role in profiling work that is advancing knowledge about Pasifika education, and enhancing networking amongst Pasifika education researchers. Communication on developments and initiatives is an ideal first step.

Watch out for upcoming notices about the NZARE Group award. This year there will be a call for nominations for a group award for Pasifika education research. The award is presented during the NZARE Annual Conference.

We'd like to see a strong Pasifika turnout at this year's NZARE Conference. This is an excellent opportunity to profile research by emergent and established Pasifika researchers in education. See conference details in this edition of Input.

Please do let me know if you have any items you like to feature in the Pasifika Researchers in Education section of the next Input. Updates on research into Pasifika education, issues, and accomplishments - we'd love to hear them and share them.

Airini

E-Mail: airini@auckland.ac.nz

For Students

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.

Students members of NZARE can apply for financial support to attend the annual national conference held this year in Rotorua from 5 - 8 December. The NZARE travel award applies to student members who are presenting a paper or poster and provides a contribution towards travel costs and covers the Early Student registration fee. The closing date for abstracts for conference presentations is 1 July and Early Registration closes on 1 October.

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. These are available from the secretariat and can also be downloaded from the NZARE website.

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

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 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 1st 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

International Conference Art in Early Childhood

**The 2nd International Conference Art in Early Childhood:
'Our People, Our Place, Our Time'**

will be held in Armidale, NSW, Australia, February 5-8, 2007.

The call for papers and registrations are now open at

<http://www.artlearn.net/artEC/conference.html>

Please address all correspondence regarding the conference to confco@une.edu.au

The conference celebrates art in early childhood (birth – eight) in and across international social, cultural and historical contexts: Our People, Our Place, Our Time. The goal of this conference is to bring together art and early childhood/ primary educators, researchers, and practitioners into an expanding and increasingly interdisciplinary discussion about early childhood and art. We will identify emerging directions in understanding how young children experience art and how they create and communicate their ideas and experiences visually and through the arts.

Early Childhood Convention 2007

23-28 September, 2007

Energy Events Centre

Queens Drive, Rotorua

Register now online at: www.theorganiser.co.nz/2007EarlyChildhoodConvention/

Registration opens 1 June, 2006

Theme: Pakiwaitara- Stories of Early Childhood Education

Keynote Speakers:

Cindy Blackstock, Dr Alan Pence... more to be confirmed, updates posted on website.

Contact Debbie Wootton, Conference Convenor, The Organiser, Phone 07 343 1732,

Debbie@rotoruanz.com

NZARE Session at AERA 2006

Engaging in intercultural conversations on participation, diversity and social justice in schooling

Participants: Ruth Boyask, Baljit Kaur, Jean C. McPhail, Kathleen Quinlivan (University of Canterbury)

Discussants: Andrew Gitlin (University of Georgia), Didi Khayatt (York University)

This year's AERA annual meeting asked delegates to reflect on education research in the public interest within an increasingly privatised world. Our interpretation of this theme led us to ask how dialogue, and in particular intercultural dialogue, could help deepen understandings of the relationships between public policy and the pursuit and realization of wider participation and social equity. We were concerned that within a global culture of privatisation and consumer choice, issues of social justice and equity in schooling remained largely unaddressed, despite claims of providing for individual freedoms. It is apparent from our research in New Zealand schools that attempts to readdress social inequalities result in tensions, as global discourses come into conflict with cultural specificity, diversity and personal liberty. Without critical and strategic negotiation of these conflicts, our research suggests that the most democratic of intentions in practice, may paradoxically operate to undermine social justice. We were interested in the extent to which intercultural dialogue can help us to "see" our own situation more clearly, and enable us to better negotiate these tensions.

To this end Ruth Boyask invited our discussants and audience to consider their experiences of participation in public education in the light of, first, education policies in New Zealand that address issues of social justice and, second, the three case studies presented by the other participants from their school-based research, highlighting some of the dilemmas that occur in their enactment. Jean McPhail described the conflicts arising between individual interests and the social good within a neo-progressive primary school operating within a neoliberal macro-political context. Baljit Kaur's research into home school relationships revealed inequalities in parental participation as a result of their social and cultural diversities. Kathleen Quinlivan discussed potential pitfalls of assuming research evidence and its synthesis uncritically into classroom practice when addressing student diversity.

These papers received positive and engaged responses from our discussants, with audience members also raising questions about the extent to which our examples resonated with their own socio-cultural and political contexts. We intend to continue the conversation as we respond to the provocative questions raised, such as those of Andrew Gitlin below.

First, in drawing on our view of education policy as a blunt instrument, Andrew raised these questions:

- Given that policy is a blunt instrument what does this mean for schooling and the role of teachers, parents and students? In other words does this mean that policy will be inherently limited and ambiguous, and as such that the real work occurs in the revision of policy by stakeholders once it is implemented?
- What does this mean for issues of control, for teachers work, and ultimately how might this redefine social justice within the context of schooling?

Further he queried the meanings of collaboration:

- What does collaboration infer about differing power relations? Can collaborations smooth our power relations, and if so what does that suggest about the roots of power?

Finally he drew our attention to the meanings of democracy and schooling conflicts:

- What constructive role might conflict play in a democratic orientation to schooling? Is it time to look for discontinuities and use these to create spaces for differing perspectives and practices?
- What is the hidden curriculum of reducing teacher authority and how does the nature of this work limit the authority of teachers?
- Given that policy is a “blunt instrument” does this mean that policy will be inherently limited and ambiguous and as such the real work occurs in the revision of policy by stakeholders once it is implemented?

For us, questions like these present possibilities for continuing an open academic conversation on issues of participation, diversity and social justice in schooling, and we would like to extend the invitation to other NZARE members interested in participating in an ongoing dialogue.

The participants would like to thank NZARE for their support in sponsoring this symposium.

NZARE sessions at AERA, CSSE and BERA 2007

Each year the AERA (American Educational Research Association), the CSSE (Canadian Society for the Study of Education), and BERA (British Educational Research Association) allocate a session at their annual meetings/conferences to a presentation supported by the NZARE.

The following are the dates and venues for the 2007 conferences:

AERA 9-13 April, Chicago

CSSE 26 - 29 May University of Saskatchewan, Saskatoon. Theme: Bridging Communities: Making public knowledge - Making knowledge public

BERA 5-8 September, Institute of Education, London.

NZARE members are invited to submit proposals for a symposium (or in the case of CSSE, a single or two paired papers) on a topic related to research in New Zealand that would be of interest to an international audience.

The NZARE provides financial assistance of up to \$2,000 to each team of presenters.

Your proposal should contain the following information:

- the conference for which you are applying – AERA, BERA or CSSE
- the title of the symposium followed by, for each paper in order of presentation, (a) the author's name (b) title of the paper, and (c) abstract of the paper.
- list of participants including (a) symposium coordinator names, institutional address, phone, fax and email address, (b) symposium participants' names and institutional addresses.

It is helpful if an internationally recognised overseas chair and commentator are included in the AERA symposium proposal.

The NZARE aims to promote robust, well-informed research debate about education, within national and international contexts. The views expressed by presenters at overseas conferences (as is the case at the NZARE's own conferences), therefore may not necessarily be those held by NZARE as a research organisation, or by its Council. However, the NZARE expects that at all times the principles and spirit of academic freedom, as well as the NZARE Code of Ethics, are upheld by presenters.

A subcommittee of the NZARE Council, chaired by the President, is responsible for the selection process for proposals to represent the NZARE. The Council may invite confidential referees from outside the Council to provide expertise in particular areas of education research that cannot be found within the Council's membership. The final decision must be ratified by the Council, with whom the decision rests. The Council retains the right to make no selection for any or all of the overseas conferences in any one year.

As part of the selection process for the 2007 overseas conferences, applicants must present their symposia/papers at the 2006 NZARE conference in Rotorua. The Council sub-committee members (and outside confidential reviewers if these are necessary) will attend these sessions as part of the selection process. This is a new requirement. For the 2006 process, the last day for submission of proposals is 30 September 2006 (this is the date that has applied in previous years). In future years the submission date for proposals for overseas conferences will be the same as that for abstracts for the NZARE annual conference.

Proposals should be sent to: Overseas conference proposals, The NZARE Secretariat, c/- New Zealand Council for Educational Research, P O Box 3237, Wellington. Email nzare@nzcer.org.nz.

INPUT

Do you have something that you would like included in the October 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 Friday, 1 September.

Notices

Waikato Journal of Education 2005/6

Waikato Journal of Education is a refereed journal, published annually, based in the School of Education, University of Waikato, Hamilton, New Zealand. It publishes articles in the broad field of education. In 2005 a Special Issue of the journal on research processes was published (Vol 11, No 1). A yearly subscription entitles readers to both volumes listed below;

Volume 11 No. 1 Special Issue: Confessional Narratives, Lessons from Research

- What lies beneath ... Confessional Narratives; Lessons from research
- Where the boys are? Familiarity, reflexivity and fieldwork among discipulos
- Constructing ethnographic relationships: Reflection on key issues and struggles in the field
- Confessions from the field: Unpacking and repacking our research kete
- Considering pedagogies for consent in research with children
- Exploring the methods of auto-photography and photo-interviews: Children taking pictures of science and technology
- Changing expectations of research: Wrestling with the complex and unpredictable
- Coming unstuck as an interviewer
- Phenomenology: An experience of letting go and letting be

Volume 11 No. 2 (Released now!)

- Will scholars trump teachers in New Zealand teacher education?
- Changing school culture through action research and leadership
- Haurora and physical education in New Zealand: Perspectives of Maori and Pasifika students
- The efficacy of using a feedback typology as a heuristic device to deconstruct teachers' feedback practice
- Principles of effective literacy practice for EAL students in New Zealand classrooms
- Academic dishonesty among student in tertiary institutions: A literature review
- Who is learning what from student evaluations of teaching?
- Talking across the divide: English teachers respond to the NCEA
- School quasi-markets: Best understood as a class strategy

I have enclosed a cheque for the total cost which includes GST and postage (within NZ) \$30.00; (international) \$40.00 (NZ\$). For other forms of payment please email wmier@waikato.ac.nz.

Name: _____

Address: _____

Email: _____

Please direct orders and enquiries to:

WJE administrator, The Wilf Malcolm Institute of Educational Research, The School of Education, The University of Waikato, Private Bag 3105, Hamilton, New Zealand
Email wmier@waikato.ac.nz



New CERI-Forums : The OECD's Centre for Educational Research and Innovation (CERI) invites you to join their discussions

Did you know that currently the most heated debates in many countries are around Education? In what ways based on current trends should we adopt or change education systems to move forward into the 21st Century? How can our educational systems improve themselves based on the trends we are finding out about today?

For over 30 years, the OECD's Centre for Educational Research and Innovation (CERI) has been tackling questions such as these and many more. Now, with the creation of CERI-Forums (www.ceri-forums.org <<file://www.ceri-forums.org>>), we aim to reach out to more people who can contribute and share their views on cutting-edge educational issues such as the impact of scientific advances in brain research, e-learning, university futures, new technologies, language learning and cultural diversity.

Get involved now (www.ceri-forums.org <<file://www.ceri-forums.org>>) and read articles on the latest research, visit debating rooms and join in on the CERI topic of the month. We invite you to become an important part of our community of experts, practitioners and educational specialists as we face together the challenges in educational research and innovation.

Call for Award Nominations*

The McKenzie Award

The McKenzie Award is named for New Zealand philanthropist Sir Roy McKenzie. The purpose of the Award is to honour the contemporary achievements of individuals who have advanced imaginative innovations in education based on sound research and development. The Award was first conferred in 1987.

Nominations for the 2006 McKenzie Award for Educational Research are invited. The Award recognises members who have made a significant contribution to educational research over an extended period of time. The NZARE Council adopts a broad definition of research and judges the nominee's work according to the criteria of the discipline(s) in which she or he works.

The Award consists of a citation folio and a piece of original art or craft by a New Zealand artist or craftsman chosen by the recipient, up to a value of \$1000.

Nominees must be NZARE members. Any NZARE member may make nominations. A subcommittee of the Council, chaired by the President, is responsible for deciding who will be the recipient of the Award.

Nominations must include details of the nominee's qualifications, positions held, publications and an outline of the nominee's research contributions. Nominations should normally comprise a letter of nomination and a copy of the nominee's CV. Letters of support from significant educationalists and others may also be provided.

Nominations for the 2006 award must be received by 1 September 2006.

Nominations should be sent to: McKenzie Award, The NZARE Secretariat, New Zealand Council for Educational Research, PO Box 3237, Wellington. Email: nzare@nzcer.org.nz

Award selection

In each year a sub-committee appointed by the NZARE Council will receive and consider the nominations and make a recommendation to the Council regarding conferring the award. The final decision must be ratified by the Council. The Council retains the right to make no award in any one year.

In making its decision, the sub-committee will consider the following:

- Nominee's contribution to new knowledge
- Nominee is an exemplary researcher in the education community in a chosen discipline
- Nominee's work has or is likely to have influence or effect
- Nominee has made a contribution to educational research over a sustained period

*NB. For further information on awards please go to <http://nzare.org.nz/awards.html>

The Award will be conferred at the NZARE annual conference, and notified in the Association's publication *Input* and on its website.

Te Tohu Pae Tawhiti Award

Te Tohu Pae Tawhiti Award recognises researchers who have made a significant contribution to Maori education by conducting high quality research over an extended period of time.

Previous recipients of the Te Tohu Pae Tawhiti Award are:

1999: Arohia Durie, Massey University
2001: Kuni Jenkins, University of Auckland
2002: Graham Smith, University of Auckland
2003: Russell Bishop, Waikato University
2005: Wally Penetito, Victoria University

Nominations for the Te Tohu Pae Tawhiti Award for research in Maori Education 2006 are invited. In making the award the NZARE Council adopts a broad definition of education and research and judges nominees' work according to the criteria of the discipline(s) in which she or he work. The Council retains the right to make no award in any one year.

Nominees must be NZARE members. Any NZARE members may make nominations. The NZARE President and Maori members of the NZARE Council are responsible for deciding who will be the recipient of the Award.

Nominations must include details of the nominee's qualifications, positions held, publications and an outline of nominee's contributions to research.

Nominations for the 2006 award must be received by 1 September 2006.

Nominations should be sent to: Te Tohu Pae Tawhiti Award, NZARE Secretariat, C/- NZCER, PO Box 3237, Wellington, email nzare@nzcer.org.nz

The NZARE Group Award

The NZARE Group Award was made for the first time at the 2004 conference. This award recognises a significant educational research project, undertaken in Aotearoa, by a group of researchers.

Previous recipients of the NZARE Group Award are:

2004: Poutama Pounamu Research Institute

Nominations for the 2006 NZARE Group Award are invited. The Award recognises a significant educational research project undertaken in Aotearoa by a group of researchers and prioritises those projects that build capacity and capability through encouraging and training quality researchers.

In granting this award the NZARE wishes to acknowledge, prioritise and respond to shortages the educational research community is currently experiencing in quantitative, Maori and Pasifika research. For 2006 the focus of the Group Award is on quantitative research; and for 2007 on Maori research.

At least two members of the nominated group must be NZARE members. Any NZARE member may make nominations. There are three pathways to judge this award: the NZARE Maori Caucus, Pasifika Caucus, and a Council sub-committee chaired by the President. In the case of an overlap, the judging panel will be drawn from these three caucuses. In 2006 the panel responsible for the award will make the decision. The Council retains the right to make no award in any one year.

Nominations must include: details of the nominee's qualifications, positions held, publications, outline of nominee's research contributions and letters of endorsement to support the nomination.

Nominations for the 2006 award must be received by 1 September 2006.

Nominations should be sent to: The NZARE Group Award, NZARE Secretariat, C/- NZCER, PO Box 3237, Wellington, email nzare@nzcer.org.nz

The Sutton-Smith Doctoral Award

The Sutton-Smith Doctoral Award honours Brian Sutton-Smith. Professor Sutton-Smith was awarded the first Education PhD in New Zealand in 1954. The Sutton-Smith Doctoral Award will be awarded annually for an excellent Doctoral thesis by an NZARE member. The Award was approved at the 2004 NZARE Annual General Meeting and will be offered for the first time in 2006.

Nominations for the Sutton-Smith Doctoral Award are invited. The Award comprises a written citation and cash prize of \$750.

Theses nominated must have been undertaken in New Zealand and/or have clear implications for New Zealand education. For the 2006 award, theses must have been completed between 1 September 2004 and 31 August 2006. Theses completed after this date may be nominated for the 2007 award.

Nominations must include:

1. A letter of nomination. A nomination may be made by the nominee's supervisor(s) or other staff members in the institution in which the nominee undertook her/his thesis; by colleagues in the nominee's workplace; or by any member of NZARE. Members may self-nominate.
2. Evidence that the thesis was considered by the examiners to be of very high quality. Where possible this should include copies of full examiners' reports, including the names of the examiners. The institution where the thesis was undertaken should submit a report supporting the nomination. PhD and EdD theses may be nominated.
3. A copy of the abstract. Full copies of theses will be requested where necessary. Theses will be returned.
4. Evidence of the nominee's membership of NZARE and the date of joining.

Nominations for the 2006 award must be received by 1 September 2006.

Nominations should be sent to: Sutton-Smith Award, The NZARE Secretariat, c/- New Zealand Council for Educational Research, P O Box 3237, Wellington. Email nzare@nzcer.org.nz.

Award selection

In each year a sub-committee appointed by the NZARE Council will receive and consider the nominations and make a recommendation to the Council regarding conferring the award. The final decision must be ratified by the Council. The Council retains the right to make no award in any one year.

In making its decision, the sub-committee will consider the theses' contributions to new knowledge in education, which may be empirical, theoretical and/or methodological. Contributions to educational theory, practice, policy, innovation, and research methodology will be considered equally. Originality, thoroughness and presentation of the work will also be taken into consideration.

The Award will be conferred at the NZARE annual conference, and notified in the Association's publication *Input* and on its website.

The Rae Munro Award

The Rae Munro Award honours the outstanding contribution of Dr Raeside Munro to educational research and teaching practice. It may be awarded annually for an excellent Masters-level thesis by a student member in an area which has implications for teacher education or classroom practice. The Award was first conferred in 1996.

Nominations for the Rae Munro award are invited. The Award comprises a written citation and cash prize of \$500.

Theses nominated must have been undertaken in New Zealand with a New Zealand tertiary institution and be about New Zealand contexts. Nominations must be for substantive theses, i.e. work that is the equivalent of a year of full time study. For the 2006 award, theses must have been completed and examined between 1 September 2005 and 31 August 2006. Theses completed after this date may be nominated for the 2007 award.

Nominations must include:

1. A letter of nomination. A nomination may be made by the nominee's supervisor(s) or other staff members in the institution in which the nominee undertook her/his thesis; by colleagues in the nominee's workplace; or by any member of NZARE. Members may self-nominate.
2. Evidence that the thesis was awarded a grade in the A range.
3. Evidence of the nominee's membership of NZARE and the date of joining.
4. A copy of the thesis (theses will be returned).

Nominations for the 2006 award must be received by 1 September 2006.

Nominations should be sent to: Catherine Lang, Convenor NZARE Rae Munro Award, School of Education, University of Waikato, Private Bag 3105, Hamilton.

Award selection

In each year a sub-committee appointed by the NZARE Council will receive and consider the nominations and make a recommendation to the Council regarding conferring the award. The final decision must be ratified by the Council. The Council retains the right to make no award in any one year.

The key criteria for judging the award are the nominated theses' implications for New Zealand teacher education or classroom practice. In making its decision, the sub-committee will also consider the theses' originality, thoroughness and presentation.

The Award will be conferred at the NZARE annual conference, and notified in the Association's publication *Input* and on its website.

Completed Projects and Theses

Pedagogies of the Best Dressed: School-Business Relationships in New Zealand 1990-2004, Including the Case of Food

PhD Thesis, Victoria University of Wellington, 2005
David J. Stuart

In the 1990s there was public speculation that New Zealand schools and businesses were establishing new and more relationships. Three broad public discourses emerged to explain this shift and its effects, linking school-business relationships to school commercialism, enterprise education, and growing business interest in the not-for-profit sector generally. This thesis argues with evidence from international literature and original research in New Zealand, and using the case of the food industry, that business motive and strategy around school-business relationships was often commercial and sophisticated. The research used a mixed method approach of school and business surveys, educator interviews in five primary schools, international and national literature, and a content analysis of sponsored educational materials.

The literature reveals that businesses have emerged as significant meaning-makers in childhood identities as the boundaries between the formally clear cultural categories of advertising, entertainment and education collapse and new commercialised forms emerge. As businesses increasingly integrate public relations strategies with their marketing objectives, clear distinctions between promotion, advertising and information provision have similarly blurred. These changes assault the border between schools and the commercial sphere because 'edutainment' offerings from businesses simultaneously address children's desires and parent anxieties about their children's learning, and it becomes harder to assess corporate intent. Of concern is that industries with the most fragile public profiles internationally have gravitated to schools the most, and school children have become both key producers and key consumers of the sign value of the socially responsible business.

Responding to these developments in commercial school-business relationships in New Zealand is the self managing school. The structural and cultural dimensions of New Zealand's marketisation reforms promoted pervasive discourses of competitive entrepreneurialism and managerial pragmatism which jostled with principals' generally strong ethical bent in this area. Teachers maintained an influential role in curriculum-related school-business relationships, and in this research, their perceptions and decisions around sponsored materials and programmes were largely influenced by curriculum utility and student appeal. The corporate agenda was usually positioned as benign advertising and marketing and there was little understanding of the evolution of corporate public relations. Teachers decoupled the learning gains through school-business relationships from this corporate marketing. This steered them away from undertaking a deeper analysis of the corporate cultural agenda, limited their interest in the school's wider business relationships, and eased commercialised edutainment into

schools. However it did mean that many offers from businesses failed to pass muster as relevant and engaging learning activities.

The New Zealand school reception of commercial school-business relationships from 1990 then has been one of high ‘innovation’ (particularly with business sponsorships) and relatively low critique. Given that students today will emerge into an economy and environment shaped enormously by their collective consumption behaviours, this innovation should be joined by consideration of how commercial school-business relationships might be constructing and reproducing a consuming childhood and furthering problematic corporate agendas.

“They just want to be with us.”

**Young children learning to live the culture. A post-Vygotskian analysis
of young children’s enculturation into a childcare setting**

PhD thesis, Victoria University of Wellington, 2005
Margaret Brennan

This study investigated how young children learn to be part of a group within a childcare setting. Teacher-child relationships emerged as the essence of socialisation as they simultaneously created group cohesion, and connected the child to the group. Yet public childcare separated young children and their teachers from the wider, adult community and presented challenges for teachers attempting to establish authentic relationships with children and their families. The study concluded that accepting this current cultural and structural arrangement means that we lose sight of the fact that young children need to be part of adults’ lives and included in their communities.

**For the common good:
The Catholic educational mission in transition, 1943-1965**

PhD thesis, Massey University, 2005
Jenny Collins

This thesis examines the complex historical and political processes that helped to forge, shape and renew the Catholic educational mission in New Zealand during a period of significant change, 1943-1965. It utilises a qualitative methodology, including a “situated reading” of documentary, archival, visual and oral accounts to illustrate how Catholic educators worked to improve the educational standards of their schools and to promote the examination success of pupils while protecting distinctive religious and cultural values and the autonomy of the Catholic education system from state control.

The nineteenth-century mission to provide a basic primary schooling to all Catholic pupils and a secondary schooling for the select few was shaped by an Irish and Roman inheritance, diocesan structures, the characteristics of teaching orders and by distinctive religious, cultural and pedagogical values, gendered practices, and the religious formation of Catholic teachers. From 1943 to 1965, the educational mission expanded to provide a secondary schooling for all Catholic pupils. It encompassed four goals: the transmission of faith and cultural practices; the social and educational advancement of all Catholic pupils; their successful integration as citizens in New Zealand society; and the promotion of religious and intellectual leaders. In the context of the 1944 Thomas reforms, Catholic educators defended the autonomy of their schools from state interference and the distinctive characteristics of Catholic education from “secular” values. In the post-war years Catholic teachers resolved tensions between religious and secular goals by infusing curriculum subjects with religious values and promoting a Catholic world view. At the same time they utilised state models of teacher training and the expertise of inspectors to improve the educational standards of Catholic schools while incorporating pedagogical and curriculum advances to ensure the “secular” success of Catholic pupils.

This thesis demonstrates issues that cross State-Catholic educational boundaries: the process of educational policymaking, the role of the State in education, issues of citizenship, power, identity, gender and difference. By exploring the political, cultural and religious context of teachers’ and pupils’ lives, the location of Catholics in New Zealand society and conflicts over educational values it reshapes understandings about the nature and compass of education in New Zealand.

An investigation of the effectiveness of a summer school reading intervention in a low decile school as a way of preventing the summer slide in reading

MEd thesis, The University of Auckland, 2006
Shanti Tiruchittampalam

The study examines the effectiveness of a summer school reading tuition intervention as a way to offset the summer slide phenomenon in reading. The summer slide is related to faucet theory which argues that gains made in school during the year are lost during the summer vacation. There is virtually no research on the summer slide that has been done in New Zealand. The evidence suggests there are positive effects for summer reading schools as a way to compensate for the summer slide, though control group designs are less likely to show effects. This was an experimental-control group study. There were 36 children in the summer school and 36 who did not attend the summer school but who were of similar reading ability, gender, and age. All children attended a decile 1 school. Results showed a nearly 6 month summer slide for pupils in this school who were reading at below-average levels. The summer school made significant improvements in reading accuracy as measured by the Burt Word Reading Test, once chronological age differences were taken into account but that there were no differences between the summer and non-summer groups in reading comprehension as measured by the PROBE informal reading test.

An investigation into how a child's emotions and behaviours are affected by reading ability

MA thesis, The University of Auckland, 2005
Sarah McGregor

The topic was approached from Matthew effects theory. The research literature on Matthew effects in reading suggests that success or failure in learning to read impacts not just on academics but also motivation. The good reader feels happier, has higher self-esteem, exhibits positive behaviours in the classroom and in the home, and has positive friendships. In contrast, the poor reader, as a result of long periods of academic failure, has lower self-esteem, feels unhappy, has behavioural problems, and has less positive friendships. The study surveyed 222 pupils, aged 6, 8, and 11 years, mostly in high-decile schools. 27 out of 222 (12%) had low reading scores (standard scores below 90). All students were assessed for reading, behavioural indicators, and attitudes to reading. One important finding was that pupils not achieving in reading exhibited more emotional problems and more peer and conduct problems than did average and good readers.

Reflecting from multiple perspectives in multiple worlds: Drama as an approach for engaging student teachers in critical reflection

MEd dissertation, The University of Auckland, 2006
Paul Heyward

The current study explores whether the use of drama as a teaching approach assisted in engaging student teachers in critical reflection. In particular it examines how the use of a structured role-play assisted student teachers in reflecting on a specific educational issue from multiple perspectives.

Data was gathered from student teachers who had experienced the use of a structured role-play as part of their teacher-education programme. A mixed-methods approach was used. Quantitative data was obtained from a questionnaire to gain a broad statistical understanding of the phenomenon under investigation. A qualitative exploration of individual stories followed, using interviews and open questions in the questionnaire to obtain this data. Data collection and analysis emphasised the qualitative data which was analysed using a grounded theory-based approach.

Findings indicate that the use of drama as a teaching approach did assist in engaging student teachers in critical reflection. They reported how drama provided them with a unique opportunity to reflect on an issue from the perspectives of others while simultaneously considering their own position on the issue. Drama seemed to have a lasting effect on the learning of student teachers with many describing how they were able to return to perspectives of characters played in the role-play after the completion of the drama. Student teachers were also able to identify specific conditions in the learning environment that either assisted or inhibited their ability to engage in critical reflection through drama.

These findings could be of significance to teacher educators interested in effective approaches to engaging student teachers in the process of critical reflection and will contribute to the research into how drama assists learning.

The factors that enable or hinder the professional growth of beginning science teachers

MEd, The University of Auckland, 2006
Lynne Ashman

The beginning teacher experience and its effect on the retention of beginning teachers is becoming increasingly important as beginning teacher attrition and the approaching retirement of the baby-boom generation of teachers threatens to bring an increasing teacher shortage to New Zealand.

Fifteen beginning secondary science teachers in Auckland, New Zealand, were surveyed about their early teaching experiences and six of them further discussed these experiences in two semi-structured interviews held with an interval of eight months between them. The generated data was analysed for factors that enabled or hindered the professional growth of these beginning secondary science teachers.

This study found that the influence of factors external to the beginning science teacher (systemic and inter-personal factors) appeared to be mediated and modified by the beginning science teacher's intra-personal factors, resulting in a professionally growing beginning science teacher.

For further information, please contact l.ashman@auckland.ac.nz



'Putting the drama onto paper... it's not just a picture, it's somebody's life and somebody's feelings.' A collaborative drama and visual art research project'

MEd, Griffith University, Queensland, Australia, 2006
Chris Horne, The University of Auckland

This study investigates whether working in drama can enhance visual art making. A qualitative case study approach was used to understand the participants' perceptions of the role of drama in developing ideas and communicating meaning in visual art.

A group of students participated in a collaborative drama and visual art project. Their perceptions were gathered in the form of questionnaires, observations and interviews and were collated with supporting evidence from student commentaries and interviews with the art teacher. The data from these sources was analysed thematically and the emerging themes describe the key influences that students perceived as critical to their creative and imaginative processes.

The study found that drama experiences holistically stimulated the imagination and provided multiple ideas and images for participants to select from and express in their visual art compositions. Transformational learning was evident as symbol making in the dramatic context was tangibly expressed in the use of symbols and motifs in their artworks. Identification and an emotional connection through role taking gave depth and purpose to the art making. Group discussion and decision making was critical to the refining of the ideas.

The outcomes of this study suggest further research based strategies for classroom teachers to extend the cross discipline learning between drama and visual art.

Research Projects In-Progress

The Adjustment to School for Young children with special needs

Janice Schischka, Ph.D student
Faculty of Education, The University of Auckland

Any transition that occurs in the life of a child can prove to be a time of uncertainty and vulnerability for that person, and the transition to school is a normative and yet quite significant process that every child must go through. For children and their families, starting school at age five can sometimes be a time of overwhelming anxiety, but for the families of children with special needs, starting school involves some rather more complex issues and can prove to be a time of some stress and difficulty. The theory of attachment (John bowlby, 1969/1982) provides the psychological foundation of this study. Attachment theory posits that security or insecurity of attachment with parents at home in the first two years of life is carried forward into subsequent situations and relationships in later years. An empirical study, this research examines the adjustment to school for young children with special needs and, here, adjustment is viewed in terms of the social relationships children form in the context of the year One classroom. the research studies the association between attachment security at home with parents, and relationships at school with teachers, teacher aides, and classmates. It also examines the interactional strategies that children with special needs use with their chief interactional partners. Using a mixed method design, this research employs standardised measures to examine for associations between the various sets of relationships. It will also use a qualitative interview process to explore the issues in more depth, and to enrich and supplement the data produced through quantitative procedures. This study is currently a work in progress and is research for a Ph.D degree.

Brief Introduction to Council Members

Immediate Past President (President 2004-05)

Lynne Whitney

Since my post-graduate days at Victoria University I have been a researcher within three social policy agencies: social welfare, justice and education. I have been in the Ministry of Education since 1993 and am currently managing its Research Division. We are an energetic and experienced team of researchers who carry out and manage contracts for research and evaluation projects with a regional, national and/or international focus. This brings us into close contact with policy staff, researchers from a wide range of institutions in Aotearoa New Zealand and overseas, and practitioners. My own job spans involvement in the Teaching and Learning Research Initiative through to representing New Zealand at the board governing the OECD programme for the international assessment of 15 year olds – PISA. A current focus is on greater utilisation of research and evaluation.

Treasurer

Jo Higgins

I currently work in the School of Primary and Secondary Teacher Education, Faculty of Education, Victoria University of Wellington. My research interests include classroom-based studies in the area of mathematics education, facilitation of professional development for teachers and teacher educators, and the connections between policy and practice.

Maori Caucus

Colleen McMurchy-Pilkington

Dr Colleen McMurchy-Pilkington, Ngati Pikiiao, Ngati Rongomai, is joint Head of School Te Puna Wananga, Faculty of Education, University of Auckland where she teaches Maori teacher trainees. Her research interests include Maori Education, policy development, socio-cultural politics of mathematics education, ethnomathematics, low decile schools, ethics and researching in Maori contexts.

Adreanne Ormond

Dr Adreanne Ormond is Rongomaiwahine, Ngati Kahungunu and Ngati Tuwharetoa. Her research is centred in the area of youth studies with a particular focus upon young Maori. She is currently fulfilling two post doctoral research fellowships. One is with The University of Otago, Dunedin, New Zealand and is investigating young people's transition from high school to work and how economic and social policies effect this critical period of life. The other post doctoral research fellowship is with The University of Auckland Faculty of Medicine and is investigating the health of young Maori.

Pasifika Caucus

Airini

I am at the Faculty of Education, University of Auckland where I am Associate Dean, Equity, & Principal Lecturer, School of Teaching, Learning & Development. I have been in teaching and teacher education for 16 years, having been a primary school teacher in Christchurch, lecturer at CCE, the University of Canterbury, and the former Auckland College of Education. I've held lecturing and research positions in Europe and Canada, and been a senior policy analyst with the Ministry of Education. I have also led ECE teacher education and international development projects in education in the Pacific region. My research areas include education planning and management; and teaching and learning in teacher education and tertiary education.

INPUT

The council members of NZARE are considering moving to an e-version of INPUT in 2007. The three issues of INPUT would be e-mailed to NZARE members as a pdf file attachment and also made available on the website so that members would have access to past issues.

If you have any comments, questions or suggestions about the potential move to an electronic format for the association's newsletter, please email Susan Sandretto at susan.sandretto@stonebow.otago.ac.nz.

We value your input!

NZARE Council 2006

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