



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

# INPUT

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

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## Letter from the President

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Kia ora koutou

*The heart learns that stories are the truths that won't keep still*

(Pelias, 2004, p. 171).

Just a thought...

Piaget, in his conversation with Bringuier (1980), makes the lovely point that his day's writing is always finished in the middle of a sentence, or the middle of a paragraph, and never at the end of either. Research is a contemplative act. It cannot be rushed. It needs time and space; it needs the silence where thoughts may linger, and questions may unfold into new questions. I keep thinking that maybe Pelias is right—"the heart learns that stories are the truths that won't keep still" (2004, p. 171). The head rushes for the certainty of answers; but the heart comes to understand that uncertainty is to be expected and respected. But I need to linger on this thought a little longer.

The Annual Conference of the New Zealand Association for Research in Education in Christchurch is rapidly approaching. The conference committee has drawn together speakers who, individually and collectively, promise to provide an exciting and challenging time for attendees. Check out the website if you haven't yet registered (<http://www.nzare.org.nz/conferences.html>).

Next year's conference is a joint conference to be held in conjunction with the Australian Association for Research in Education (AARE) in Brisbane. We will keep members posted as details come to hand.

As members aware, the *New Zealand Journal of Educational Studies* is now solely owned by the New Zealand Association for Research in Education. Earlier this year, the NZARE Council formally established an editorial board. More recently, an international advisory board has been established and we are excited about the calibre of experts on this. The board has met on two occasions this year and is making excellent progress towards the refocusing of the *NZJES*, and benchmarking it internationally. The Council extends its sincere thanks to all the editorial board members for their work, and in particular the efforts of Martin Thrupp as editorial board chair, and Liz Gordon and Trish Johnson as the current editors.

Once again I express my gratitude to all members of Council who have worked with such dedication to ensure that our organisation continues to be robust. Each in their own way has worked in ways to ensure that the NZARE is a vital and strong organisation, and one which is well positioned to move into the next season.

Colin Gibbs  
President NZARE

**References**

Piaget, J. (1980). Twelfth conversation. In J. P. Bringuier (Ed.), *Conversations with Jean Piaget* (pp. 126-132). Chicago, IL: University of Chicago Press.

Pelias, R. J. *A methodology of the heart: Evoking academic and daily life*. New York: Alta Mira Press.

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## Maori Caucus

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### He Whakatauki

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

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

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

### Contacts

Your representatives on the NZARE council are:

Colleen McMurchy. Email: [c.mcmurchy@ace.ac.nz](mailto:c.mcmurchy@ace.ac.nz)

Adreanne Ormond. Email: [a.ormond@auckland.ac.nz](mailto:a.ormond@auckland.ac.nz)

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## Pasifika Caucus

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Warm Pasifika greetings to all.

### **Upcoming events**

*Development of guidelines to enhance research-policy links aimed at improved Pasifika education outcomes: Symposium "Is your Research making a difference to Pasifika Education?"*

The Pasifika Caucus of the New Zealand Association for Research in Education, and the Ministry of Education's Pasifika, and Research and Evaluation Teams, are working together to host a two day symposium aimed at producing draft guidelines to enhance linkages between education research and government policy that has a focus on improving Pasifika outcomes in education. Invitations have been sent to every university in New Zealand, and key leaders in Pasifika education and research, and government officials.

Key aims of the co-sponsored symposium are to improve the quality and quantity of evidence informing Pasifika education policy and help grow the pool of researchers to undertake quality research on improving Pasifika student outcomes.

Based on the presentations and discussions at the symposium, the Ministry of Education and NZARE will work together to develop draft guidelines which will assist researchers to maximise the utility of their work for government policy. After further consultation, these guidelines will be published to complement the Ministry's *Pasifika Education Research Guidelines* (2001).

The title of the two-day symposium is "Is your research making a difference to Pasifika education?" It will be held on Thursday, 1 November and Friday, 2 November 2007, in Wellington.

This is a joint Ministry of Education and NZARE event. The Ministry is providing funding for the Symposium itself, and for the writing of the Guidelines which will be based on the presentations and discussions at the symposium. The Ministry will also publish and distribute the Guidelines. The support of the Ministry is gratefully acknowledged.

The draft Guidelines will be circulated for consultation. And, as part of the consultation process the draft Guidelines will be presented at the NZARE conference in Christchurch in December. We hope that people will engage in the opportunities to contribute.

For information about this initiative, please contact:

Dr Airini, [airini@auckland.ac.nz](mailto:airini@auckland.ac.nz); tel: 0275 447 311; 09 296 2838.

*National Pasifika education research symposium*

Theme: Growing Pacific Researchers and Academics in Education: a National Symposium  
Date: Monday December 3<sup>rd</sup>, 2007  
Time: 9am-5.30pm, with evening function to follow

Organised by a komiti of Pacific staff and postgraduate students from the Faculty of Education, The University of Auckland; the Faculty of Education, Victoria University of Wellington, in association with NZARE Pasifika caucus.

Venue: University of Canterbury campus (details to be finalised & confirmed. Keep watching the NZARE website Pasifika caucus page; [http://www.nzare.org.nz/pasifika\\_caucus.html](http://www.nzare.org.nz/pasifika_caucus.html); or contact one of the people below to be put on the e-mail list).

Contact people:

Cherie Chu [Cherie.Chu@vuw.ac.nz](mailto:Cherie.Chu@vuw.ac.nz);  
Kasi Muaiava [A.Muaiava@massey.ac.nz](mailto:A.Muaiava@massey.ac.nz);  
Vaitulu Pua [v.pua@auckland.ac.nz](mailto:v.pua@auckland.ac.nz)  
Tanya Wendt Samu [t.samu@auckland.ac.nz](mailto:t.samu@auckland.ac.nz)

Outline of Programme:

8.00 – 9.00	Registration
9.00 – 9.30	Welcome
9.30 – 10.30	Keynote Speaker One
10.30-11am	Morning Tea
11am – 12.00	Pacific research methodologies / Writing and publishing
12.00 – 1.00	Pacific research methodologies / Writing and publishing
1.00-1.45	Lunch
1.45- 3.30	Talanoa Session (includes review/feedback)
3.30.- 4.00	Afternoon Tea
4.00 – 5.00	Keynote Speaker Two
5.00 – 5.30	Plenary
7.00	BBQ

**Opportunity for leadership role in Pasifika education research**

The Pasifika Caucus of NZARE has a seat allocated on the NZARE Council. This role will come vacant in December 2007 as Airini will be stepping down, as usually happens, after her two-year term.

Nominations for the Pasifika Caucus representative to NZARE Council are now sought and can be forwarded to Airini ([airini@auckland.ac.nz](mailto:airini@auckland.ac.nz)). Confirmation of the representative will happen at the meeting of the Pasifika Caucus during this year's NZARE Conference.

**Opportunity for wider dissemination of Pasifika education research & events**

Have you seen the beautiful NZARE Pasifika pages?

[http://www.nzare.org.nz/pasifika\\_caucus.html](http://www.nzare.org.nz/pasifika_caucus.html)

We'd like to increase access to Pasifika education research and events. This is an ideal location for promoting research by your teams and yourself. Please forward papers, presentations and notices about Pasifika education research & events that you would like posted onto these pages.

**NZARE Conference and Council December 2007**

The Pasifika Caucus will meet at the NZARE Conference: Wednesday 5 December 12.40-2.00pm:Lunch and Pasifika Caucus meeting

Agenda items are most welcome. Please send these to Airini ([airini@auckland.ac.nz](mailto:airini@auckland.ac.nz)) by November 25<sup>th</sup>. The agenda will be posted onto the NZARE Pasifika Caucus webpage:

[http://www.nzare.org.nz/pasifika\\_caucus.html](http://www.nzare.org.nz/pasifika_caucus.html)

NZARE Council meets on 3<sup>rd</sup> December. If you have any items you would like your Pasifika Caucus representative to raise please do let Airini know ([airini@auckland.ac.nz](mailto:airini@auckland.ac.nz)).

See you at the NZARE Conference: *Education in the Pacific* 4-7 December 2007:

<http://www.eenz.com/nzare07/>



## For Students

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For Supervisors and Students

### **Conference Matters**

This year's annual conference 'Education in the Pacific' presents another valuable opportunity for emerging researchers to share their ideas and initial research findings with the wider educational research community. The NZARE Council is very supportive of student research initiatives and is pleased to provide student members with the following conference grants and awards:

- NZARE Travel Grant – covers the student registration fee and contributes towards travel expense (presenters only).
- Half price conference dinner – all student members are encouraged to attend the very popular conference dinner at half the standard cost.
- Rae Munro Award - acknowledges an exceptional Masters Thesis about New Zealand contexts.
- Sutton-Smith Doctoral Award - excellence in a Doctoral thesis.

\*See conference website for our first pre-conference student gathering/dinner “sharing journeys” <http://www.eenz.com/nzare07>

### **Other**

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

Students who would like an issue raised or have a query are welcome to contact me at [student.rep@nzare.org.nz](mailto:student.rep@nzare.org.nz)

Roanna Horbelt  
Student Caucus Representative, 2007



## Conferences and Meetings

**Full Conference Programme  
now available on website**

**NZARE**

NEW ZEALAND ASSOCIATION FOR RESEARCH IN EDUCATION  
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### National Conference 2007

University of Canterbury  
Christchurch, New Zealand

Tuesday 4 - Friday 7 December 2007

**THEME: "Education in the Pacific"**

*A conference for all those working in education,  
from early childhood to tertiary*



#### CONTACT DETAILS

Eddy van Til, e.events limited  
PO Box 647, Rangiora 7440, New  
Zealand  
Tel: +64 3 313 2097  
eddy@eenz.com

#### WEBSITE:

**[www.nzare.org.nz](http://www.nzare.org.nz)**

For: All Conference Information  
Call for Presentations – closes 1 July  
2007  
Online Registration

#### Timeline

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|--------------------|--|
| <b>1 November</b>  | Receipt of any updated Refereed papers (electronic) for Conference Proceedings |
| <b>4 December</b>  | Conference starts  |
| <b>18 December</b> | Receipt of all Non-Refereed papers (electronic) for Conference Presentations   |


## **Notices**

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### **NZARE Annual General Meeting**

The annual general meeting of the New Zealand Association for Research in Education will be held on Wednesday 5 December from 5.30-6.15 pm in room CLT#1 (Central Lecture Theatre 1) at the University of Canterbury's Christchurch campus. The meeting follows session 8 of the 2007 NZARE conference.

Catherine Lang  
Secretary, NZARE



### **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](mailto:susan.sandretto@otago.ac.nz)

## **New Publications**

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### **WORKING WITH FOUCAULT IN EDUCATION**

**Margaret Walshaw**

*Massey University, New Zealand*

Sense Publishers, Rotterdam, the Netherlands


Education has a long tradition of opening itself up to new ideas and new ideas are what *Working with Foucault in Education* is all about. The book introduces readers to the scholarly work of Michel Foucault at a level that is neither too demanding nor too superficial. It demonstrates to students, educators, scholars and policy makers, alike, how those ideas might be useful in understanding people and processes in education. This new line of investigation creates an awareness of the merits and weaknesses of contemporary theoretical frameworks and the impact these have on the production of educational knowledge.

*Working with Foucault in Education* engages readers in selected aspects of education. Its ten chapters take a thematic approach and include vignettes that explore issues relating to curriculum development, learning to teach, classroom learning and teaching, as well as research in contemporary society. These explorations allow readers to develop a new attitude towards education. The reason this is possible is that Foucault provides a language and the tools to deconstruct as well as shift thinking about familiar concepts. They also provide the means for readers to participate in educational criticism and to play a role in educational change.

ISBN 978-90-8790-189-9. Hardback USD147/EUR135

ISBN 978-90-8790-188-2. Paperback USD49/EUR45

198 pages



## Completed Projects and Theses

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*Art education in New Zealand: Issues of culture, diversity, and difference*


EdD, The University of Auckland

**Jill Smith**

j.smith@auckland.ac.nz

This thesis investigated how understandings of ethnic diversity and cultural differences are reflected in teachers' pedagogical practices in year 9-10 art programmes, and the extent to which these practices are shaped by personal and professional influences. Positioned within the reality of New Zealand's increasingly multicultural society and progressively diverse school population, the research was conducted in a range of Auckland secondary school art departments. The study was underpinned by a critique of interpretations of culture, diversity and difference, an examination of claims by cultural theorists that schooling has a responsibility to educate for an equitable democratic society, and arguments by multicultural art education theorists that art education can make a significant contribution towards democratic practices. The study also involved an interrogation of pedagogical practices for culturally inclusive art education and a critique of educational policy which raises issues of the position and value of art education in the contemporary age of globalisation.

A key finding of the research, gained through a range of interconnected interpretive methods, was that pedagogical practices are largely shaped by teachers' personal beliefs and compliance with national curriculum requirements. Theory was not seen as an integral part of practice. This suggests that understanding of the inextricable link between pedagogical understanding, educational theory, and the application of these to curriculum development and art education practice require recognition in both the pre-service and the continuing education of art teachers. The findings of this thesis are intended to inform professional judgments about the shape and role of art education practice in a diversified society which, in an era of economic and cultural globalisation, has a historically contingent commitment to biculturalism.



Investigating the nature of teacher knowledge needed  
and used in teaching statistics

EdD, Massey University

**Tim Burgess**

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This thesis explores the knowledge needed for teaching statistics through investigations at the primary (elementary) school level. Statistics has a relatively short history in the primary school curriculum, compared with mathematics. Recent research in statistics education has prompted a worldwide move away from the teaching of statistical skills, towards a broader underpinning of statistical thinking and reasoning. New Zealand's nationally mandated curriculum reflects this move. Consequently, little is known about the types of knowledge needed to teach statistics effectively. Ideas from two contemporary areas of research, namely teacher content knowledge in relation to mathematics, and statistical thinking, are incorporated into a new framework, for exploring knowledge for teaching statistics.

The study's methodological approach is based on Popper's philosophy of realism, and the associated logic of learning approach for classroom research. Four primary teachers (in their second year of teaching) planned and taught a sequence of four or five lessons, which were videotaped. Following each lesson, a stimulated recall interview, using an edited video of the lesson, was conducted with the teacher. The video and interview recordings were analysed in relation to the teacher knowledge and statistical thinking framework. The results provide detailed descriptions of the components of teacher knowledge in relation to statistical thinking that are needed and used in the classroom. Included in the results are profiles of each teacher's knowledge. These profiles describe 'missed opportunities', which were defined as classroom incidents in which teacher knowledge was needed but not used, and consequently resulted in the teachers not taking advantage of chances to enhance students' learning.

A number of significant themes were revealed, linked to knowledge for teaching statistics. The themes include: problems associated with teacher listening; the need for the teacher to be familiar with the data; students' difficulties with various components of the statistical investigation cycle; and understanding variation and the development of inference. The study concludes that for effective teaching of statistics through investigations, it is necessary for teachers to have knowledge in each of four categories as related to each component of statistical thinking. If any aspect of knowledge is not available or not used, teachers will not enhance, and could disadvantage, students' learning. Implications from the findings are considered for initial and on-going teacher education.

## NZARE Council 2007

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