Pepa W1
Session: Session 7 - Wed1 - 9:45:00 AM to 11:15:00 AM - Rehua 528
SIG: Adult & Higher Education

Carol Curtin, Western Institute of Technology at Taranaki
Keywords: Assessment design, diversity, success

Workshop Title:
Supporting International Learners Through Assessment Design

Assessment is a defining element of the learning process, shaping learner engagement, motivation, perceptions of fairness, and academic outcomes. This workshop draws on findings from the study "Success by Design: Exploring Learner Perspectives on Assessment in Business Management Programmes: A Case Study," conducted within a Business Degree programme at the Western Institute of Technology at Taranaki. The research examined learners' preferences for assessment formats, the reasons underpinning these preferences, and the relationship between cultural background and assessment choices. Consistent with findings by Selvarajah et al., the study highlights that socially motivated learners tend to prefer cooperative and group-based assessments, suggesting that cultural context influences assessment preferences. Building on this, the workshop emphasises the importance of culturally responsive assessment design. Participants will explore barriers faced by international learners and how this affects assessment performance, particularly in relation to task type and design. The workshop provides practical strategies for selecting appropriate assessment tools, simplifying complex instructions, improving rubric clarity, and implementing targeted support strategies. Overall, it aims to enhance inclusive assessment practices that support diverse learner success.

Abstract: Supporting International Learners Through Assessment Design

Assessment plays a critical role in shaping learner engagement, motivation, perceptions of fairness, and academic success. This workshop presents key findings from the study "Success by Design: Exploring Learner Perspectives on Assessment in Business Management Programmes: A Case Study," conducted within a Business Degree programme at the Western Institute of Technology at Taranaki. The research investigates learners' preferences for assessment formats, the reasons underpinning these preferences, and the influence of cultural background on assessment choices. Aligned with findings from Selvarajah et al., the study highlights that socially oriented learners are more likely to prefer collaborative and group-based assessments, reinforcing the importance of culturally responsive assessment design. Drawing on these insights, the workshop examines barriers experienced by international learners and how these can impact academic performance, particularly in relation to assessment type and structure. Participants will engage with practical strategies to enhance inclusive assessment practices, including selecting appropriate assessment tools, simplifying complex instructions, improving the clarity of rubrics and marking criteria, and implementing targeted support mechanisms. The workshop aims to equip educators with the knowledge and skills needed to design equitable, transparent, and culturally responsive assessments that support diverse learner success.

Pepa W2
Session: Session 1 - Mon1 - 11:10:00 AM to 12:40:00 PM - Rehua 226
SIG: Arts & Education

Rachel Walsh, The University of Auckland, Drama NZ, Otago Boys' High School
Keywords: Drama, autism, inclusive

Workshop Title:
Straw, Sticks, and Bricks: Constructing Inclusive Drama Practice

This drama-based workshop is related to my doctoral research and is designed to equip education researchers and teachers with practical strategies for designing inclusive experiences for autistic learners. Participants will engage in physical, scaffolded drama activities based on The True Story of the Three Little Pigs by Jon Scieszka, while critically examining disability and inclusive practice. Despite inclusive education being a policy priority, many teachers report limited training in pedagogies that support autistic students in drama spaces. Drama offers an embodied, flexible approach aligned with Universal Design for Learning, yet remains underutilised in teacher preparation. This workshop addresses that gap by modelling inclusive practice through experience rather than just discussion. Grounded in Rouse's (2008) "knowing, doing, believing" model, the workshop also draws on disability studies perspectives contrasting social and medical models of disability (Qu, 2022), and MacArthur et al.'s (2007) focus on the "being and doing" of autistic learners — how they experience and participate in drama classrooms. Participants will leave with an adaptable, literacy-friendly sequence of drama activities and heightened awareness of how teacher beliefs create or remove barriers. The workshop shows that inclusive pedagogy is enacted through teacher dispositions and actions, not solely through policy.

Abstract: Inclusive education practice and pedagogies focusing on autism and drama.

My doctoral research project examines how autistic adults' theatre-making experiences can inform inclusive drama pedagogy for Years 7–8 teachers in Aotearoa New Zealand. Despite government policy commitments to inclusive education, autistic students remain marginalised in mainstream arts classrooms. Drama offers unique affordances for social and embodied learning, yet teacher practice often lacks neurodiversity-affirming frameworks. Grounded in the neurodiversity paradigm and disability studies, the study integrates Universal Design for Learning and embodied pedagogy to reframe difference as creative potential rather than deficit. Semi-structured interviews with autistic adults engaged in theatre and practitioners have informed a drama-based workshop for educators. Workshop activities use Drama to challenge teachers' assumptions and co-develop inclusive strategies. Research findings will generate practical recommendations, synthesized into a Fisher and Frey (2021) inspired planning model. The model aims to support teachers in fostering belonging and equitable learning outcomes for autistic students alongside neurotypical peers in drama education.

V1 12112026

Pepa W3
Session: Session 6 - Tue3 - 1:55:00 PM to 3:25:00 PM - Rehua 226
SIG: Arts & Education

Dr. Claire Coleman, University of Waikato
Keywords: Process drama, teaching, critical pedagogy

Workshop Title:
Beyond Outcomes: Exploring Educator Identity Through the Critical Process Drama Framework

This workshop uses the Critical Process Drama (CPD) framework to invite educators into an embodied, arts-based exploration of identity and purpose. Working with Shaun Tan's Cicada as a provocation, participants will move through a structured drama process that surfaces questions about value, labour, and what it means to work in education. The session deliberately creates space outside the language of outputs, outcomes, and service delivery, offering instead an affective and relational encounter with the deeper textures of educational work. No prior drama experience is required. Come ready to engage imaginatively and collectively with the work you do and why it matters.

Abstract: Beyond Outcomes: Exploring Educator Identity Through the Critical Process Drama Framework

This workshop invites educators to step outside the dominant framings of education, where our work is increasingly reduced to service delivery and measured through outputs and outcomes. Drawing on the Critical Process Drama (CPD) framework, an original methodology that brings together process drama (O'Neill, 1995; Bowell & Heap, 2001) and critical pedagogy (Freire, 1970; Giroux, 1988), the workshop resonates deeply with the conference themes of whanaungatanga, tiakitanga, and manaakitanga — valuing people and difference, nurturing resources, and extending care and empowerment to others. Structured around Shaun Tan's picture book Cicada, a quietly radical text about invisible labour, worth, and resistance, participants will engage in embodied and affective ways with questions of who they are as educators and what they value. Arts-based approaches offer unique possibilities for relational and collective meaning-making (Leavy, 2015), creating conditions where educators can reimagine their practice beyond performative and instrumental logics. In this sense the workshop enacts rather than merely describes its values gathering people together in creative solidarity, honouring the complexity of educational work, and nurturing space for reflection and renewal. No drama experience is necessary. Participants should expect to move, imagine, and think together in ways that sit productively outside the familiar.

V1 12112026

Pepa W4
Session: Session 7 - Wed1 - 9:45:00 AM to 10:45:00 AM - Rehua 002
SIG: Early Childhood Education

Rachel Winslow, Te Rito Maioha: Early Childhood New Zealand
Keywords: early childhood education, kindness, working theories

Workshop Title:
More Than 'Being Nice': How Young Children Theorise Kindness in Early Childhood Settings

This workshop invites kaiako, researchers, and teacher educators to explore young children's working theories of kindness through research findings, reflective discussion, and practical pedagogical application. Participants will leave with concrete strategies for fostering a pedagogy of kindness in their own settings.

Abstract: More Than 'Being Nice': How Young Children Theorise Kindness in Early Childhood Settings

Kindness is central to relational pedagogy, yet it is rarely theorised from children's perspectives. This qualitative case study explored three- to five-year-old children's perceptions and working theories of kindness in one early childhood centre in Te Taitokerau, Aotearoa New Zealand. Grounded in a constructivist epistemology and drawing on Te Whāriki's relational principles, the study asked: What are young children's perceptions and working theories of kindness? Data were generated through shadow puppet play, semi-structured conversations, portfolio analysis, a kaiako focus group interview, and researcher field notes. Thematic analysis revealed six interconnected themes: caring and nurturing; apologies and making amends; friendship and inclusion; agency and consent; equity and social justice; and rules and social norms. Findings demonstrated that children's understandings of kindness extend well beyond 'being nice' or behavioural compliance, encompassing consent, fairness, and nuanced relational reasoning. These insights align closely with the conference values of whanaungatanga, tiakitanga, and manaakitanga, positioning children's working theories as legitimate knowledge that kaiako can draw upon to foster pedagogies of kindness, belonging, and care.

V1 12112026

Pepa W5
Session: Session 9 - Wed3 - 2:30:00 PM to 3:30:00 PM - Rehua 002
SIG: Early Childhood Education

Raewyn Penman and Rachel Winslow, Te Rito Maioha ECNZ
Keywords: infants-and-toddlers, quality framework, advocacy

Workshop Title:
Reconceptualising Quality in Infant and Toddler Education: A Bicultural, Relational Framework for Aotearoa New Zealand

This interactive workshop draws on an integrative literature review to critically examine what quality really means in infant and toddler education and care in Aotearoa New Zealand. Moving beyond the structural "iron triangle" of ratios, group size, and qualifications, participants will explore how relational and culturally located pedagogies are equally essential to quality outcomes. Guided by the conference values of tiakitanga, manaakitanga, and whanaungatanga, the workshop introduces an expanded conceptual framework positioning relationships, cultural identity, and community as central to quality. Through case-based discussion and reflective activities, participants will consider implications for their own practice and advocacy.

Abstract: Reconceptualising Quality in Infant and Toddler Education: A Bicultural, Relational Framework for Aotearoa New Zealand

This interactive workshop draws on an integrative literature review examining structural and process factors influencing the quality of infant and toddler education and care (ITEC) in Aotearoa New Zealand. Its purpose is to critically reconsider “quality” through the values of whanaungatanga, tiakitanga, and manaakitanga. While structural features such as ratios, group size, and qualifications remain foundational, findings highlight their insufficiency without relational, culturally located pedagogies. The workshop responds to ongoing disparities between international research and Aotearoa/New Zealand policy and practice, particularly where structural constraints limit responsive, relationship-based care. Guided by relational pedagogy and bicultural commitments within Te Whāriki, participants will be introduced to an expanded conceptual framework that positions relationships, cultural identity, and community as central to quality. Through collaborative discussion, case-based analysis, and reflective activities, participants will engage with the framework to examine their own contexts and consider implications for practice and advocacy. The workshop concludes that high-quality ITEC emerges through the interplay of structural conditions and relational practices, enacted as tiakitanga (nurturing environments), manaakitanga (responsive care), and whanaungatanga (authentic partnerships that honour diversity and belonging).

V1 12112026

Pepa W6
Session: Session 2 - Mon2 - 1:55:00 PM to 2:55:00 PM - Rehua 002
SIG: Early Childhood Education

Jayne White, University of Canterbury
Keywords: Virtual Reality (VR); Relational pedagogies; Infants

Workshop Title:
An immersive experience with Virtual Reality to advance relational pedagogies with infants

This workshop will invite a small cohort of participants (no more than 12) into an immersive VR simulation with a VR infant. They will be introduced to an ECE scenario and then enter into the VR experience, followed by a reflective dialogue about the tool. Participants will then be asked to complete an evaluative survey if they wish. The workshop is best suited to ECE kaiako working in bicultural ECE contexts and is not advised for anyone who experiences dizziness or nausea

---

Abstract: Activating relational pedagogies with infants through Virtual Reality

This immersive experimental workshop is grounded in co-design methodology which laid the groundwork for a Virtual Reality tool that was refined as part of an MBIE project (2025-2027). The aim of the tool is to support Kaiako who are learning 'how to be' with an imaginary infant that has been created to advance effective pedagogies that are typically difficult to enact outside of real-life experience. Participants will have opportunities to explore, reflect and then provide feedback on the potential of a Virtual Baby immersive experience to bring such ‘hard-to-see’ pedagogies into view through intuited engagement with the sensorial affordances that are offered. By examining the relationships that arise between ‘virtual’ and ‘real’ responses to infants in such simulated bicultural learning scenarios, participants will be invited to reflect on their experience and its potential for further refinement over the final year of the project.

V1 12112026

Pepa W7
Session: Session 7 - Wed1 - 10:15:00 AM to 11:15:00 AM - Rehua 103
SIG: Inclusive Education and Community

Anne K. Soutter, University of Canterbury
Keywords: Inclusive Learning Design; Relational Pedagogy

Workshop Title:
Reimagining Inclusive Learning Design in Aotearoa New Zealand: Adapting FRoLLM Through Whanaungatanga, Tiakitanga, and Manaakitanga

This workshop invites participants to engage critically and collaboratively with the Framework for the Reflection on Living Learning Materials (FRoLLM), developed through the European digiLLM project. Together, we will work with a selection of learning materials and use the FRoLLM framework to evaluate their sensitivity to inclusion, accessibility, participation, and learner belonging. Through guided discussion and small-group activities, attendees will explore how learning materials can both enable and constrain equitable participation for diverse learners. The workshop also creates space for critical reflection on the cultural assumptions underpinning FRoLLM itself. Working in small groups, attendees will be invited to critique the applicability of a European-developed framework within Aotearoa New Zealand contexts and to consider how bicultural commitments, local educational priorities, and the values of Whanaungatanga, Tiakitanga, and Manaakitanga might inform its adaptation. The session is intended as a participatory conversation that contributes to the ongoing development of a culturally responsive and contextually grounded framework for inclusive learning design in Aotearoa New Zealand.

Abstract: Reimagining Inclusive Learning Design in Aotearoa New Zealand: Adapting FRoLLM Through Whanaungatanga, Tiakitanga, and Manaakitanga

Frameworks intended to support inclusive and equitable learning design are increasingly being adopted across educational and technological contexts. However, there remains a risk that such frameworks become procedural checklists rather than tools for critical reflection, relational practice, and transformative inclusion (Bishop et al., 2012). This workshop introduces the Framework for the Reflection on Living Learning Materials (FRoLLM), developed through the European digiLLM project, and and reports on the ongoing adaptation project for the Aotearoa New Zealand national and cultural context. Grounded in the University of Canterbury values of Whanaungatanga, Tiakitanga, and Manaakitanga, the workshop positions inclusion as relational, culturally situated, and emerging through interactions among learners, materials, and environments. Participants will collaboratively examine how bicultural commitments, diverse learner identities, and local educational priorities might shape a distinctly Aotearoa-informed FRoLLM. Through discussion and participatory activities, attendees will contribute ideas, critiques, and possibilities for adapting the framework to support more inclusive and culturally responsive learning design futures.

V1 121126

Pepa W8
Session: Session 9 - Wed3 - 2:30:00 PM to 3:30:00 PM - Rehua 103
SIG: Inclusive Education and Community

Jay Allnutt, Māia Centre for Social Justice and Education
Keywords: Conceptual analysis, Educational equality, Case-based inquiry

Workshop Title:
What does equal education look like? A case-based workshop in conceptual analysis

What does it mean for students to be treated as equals? The question sounds simple but reveals significant complexity when tested against concrete cases. This workshop draws on doctoral research at the University of Auckland that developed a method of conceptual analysis to examine educational equality, and invites participants to use that method themselves.

The workshop is theoretically grounded in the analytic philosophy of education tradition, drawing on the distinction between concepts and conceptions used by John Rawls: a concept names the general idea (equality) while a conception specifies what it requires in practice. The research tests competing conceptions of educational equality against one another, identifying relational equality, developed through the work of Elizabeth Anderson, as the most adequate account. The workshop also makes explicit that equity is best understood as a conception of equality rather than a distinct or competing value, a distinction with significant consequences for educational policy and practice.

The method of conceptual analysis, informed by the work of Frank Jackson, Robin Barrow and RS Peters, works by presenting cases that test intuitions about equality, identifying the conception that best explains our considered judgements across paradigm and borderline instances. The research developed a set of case cards depicting educational scenarios in which participants judge whether students are being treated as equals.

In the first part of the workshop, these theoretical foundations and the design of the cards are introduced. Participants then work in small groups through a selection of cases, finding agreement on clear instances and productive disagreement on borderline ones. A facilitated whole-group debrief connects the experience to current debates about educational policy and practice in Aotearoa New Zealand.

Abstract: What does equal education look like? A case-based workshop in conceptual analysis

What does it mean for students to be treated as equals? The question sounds simple but reveals significant complexity when tested against concrete cases. This workshop draws the presenter's doctoral research at the University of Auckland that developed a method of conceptual analysis using case cards to examine the concept of educational equality and invites participants to use that method themselves. Conceptual analysis works by presenting cases that test our intuitions about a concept, identifying the underlying conception that best explains our considered judgements across paradigm and borderline instances. The research developed a set of case cards depicting scenarios from educational contexts in which participants judge whether students are being treated as equals. The cards surface implicit beliefs about what equality requires and create structured conditions for reflective dialogue about contested concepts. In the first part of the workshop, the theoretical foundations of the method and the design of the cards are introduced. Participants then work in small groups through a selection of cases, finding agreement on clear instances and productive disagreement on borderline ones. A facilitated whole-group debrief connects the experience to broader questions about educational policy and practice in Aotearoa New Zealand.

Pepa W9
Session: Session 9 - Wed3 - 2:00:00 PM to 3:30:00 PM - Rehua 009
SIG: Inclusive Education and Community

Kris LaVenia, The University of Canterbury
Keywords: Qualitative interviewing; Research methods; Relational inquiry

Workshop Title:
Presence, Curiosity, and Attunement: Embodied Skills for Qualitative Interviewing

This interactive workshop introduces counseling-informed approaches to qualitative interviewing that emphasize presence, curiosity, and relational attunement. Drawing on qualitative research methods, counseling psychology, and Hakomi-informed practice, the session explores how researchers can build trust, listen deeply, and respond sensitively to participants while maintaining reflexive awareness of their own emotional and bodily responses. Participants will learn practical interviewing skills including active listening, reflective responding, purposeful use of silence, and attending to verbal, emotional, and somatic cues. Brief demonstrations, paired practice, and structured reflection will provide opportunities to apply these techniques to actual or planned research projects. Attendees are invited to bring a short description of their study and interview aims, although sample scenarios will be provided. Designed for postgraduate students, early career researchers, and experienced scholars, the workshop offers concrete tools for conducting interviews that are methodologically rigorous, ethically grounded, and relationally responsive.

Abstract: Presence, Curiosity, and Attunement: Embodied Skills for Qualitative Interviewing

Qualitative interviewing is often taught as a technical process of asking thoughtful questions, yet the richness of interview data depends equally on the researcher's capacity to establish trust, remain fully present, and respond with curiosity and sensitivity (Kvale & Brinkmann, 2015; Rubin & Rubin, 2012). Drawing on my background in counseling and psychotherapy, this interactive workshop introduces relational and embodied interviewing practices that can deepen both the quality and ethical integrity of qualitative research. Participants will explore practical skills such as active listening, reflective responding, purposeful use of silence, attending to emotional cues, and noticing their own bodily responses during interviews. The workshop also considers how principles from counseling and Hakomi-informed practice—including mindfulness, nonviolence, organicity, and mind–body holism—can help researchers create conditions in which participants feel safe to reflect and share meaningfully (Kurtz, 1990; Rogers, 1957). Attention is also given to reflexivity and the co-constructed nature of interview data (Charmaz, 2014; Finlay, 2002). Through demonstration, paired practice, and structured reflection, participants will apply these techniques to their own projects. Attendees are invited to bring a brief description of an actual or planned study and their interview aims, although sample scenarios will also be provided. The session is designed for postgraduate students, early career researchers, and experienced scholars seeking to conduct interviews that are both methodologically rigorous and relationally responsive. References Charmaz, K. (2014). Constructing grounded theory (2nd ed.). Sage. Finlay, L. (2002). Negotiating the swamp: The opportunity and challenge of reflexivity in research practice. Qualitative Research, 2(2), 209–230. https://doi.org/10.1177/146879410200200205 Kvale, S., & Brinkmann, S. (2015). InterViews: Learning the craft of qualitative research interviewing (3rd ed.). Sage. Kurtz, R. (1990). Body-centered psychotherapy: The Hakomi method. LifeRhythm. Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. Journal of Consulting Psychology, 21(2), 95–103. https://doi.org/10.1037/h0045357 Rubin, H. J., & Rubin, I. S. (2012). Qualitative interviewing: The art of hearing data (3rd ed.). Sage.

Pepa W10
Session: Session 5 - Tue2 - 10:35:00 AM to 12:05:00 PM - Rehua 102
SIG: Māori Caucus

Dr Ngaroma Williams, University of Canterbury
Keywords: Whanaungatanga, Virtual Reality, Infant relational pedagofy

Workshop Title:
Activating whanaungatanga with infants through Virtual Reality

This 90-minute immersive experimental workshop is grounded in kaupapa Māori and co-design methodologies and draws on an MBIE-funded VR Baby project (2025–2027). The workshop includes 60 minutes for engagement with the Virtual Baby experience and facilitated reflection, followed by 30 minutes for participant feedback to inform further refinement of the project. Kaupapa Māori frames the project through whanaungatanga, manaakitanga, ako, wā and whakarongo, ensuring that infant relational pedagogy is understood through Māori values, responsibilities and ways of being rather than as a set of technical behaviours. Co-design brings together early childhood education, health, virtual reality and kaupapa Māori expertise to refine a Virtual Reality tool that supports kaiako and student nurses learning "how to be" with an imagined infant in ways that are often difficult to practise outside real-life experience.

Abstract: Activating whanaungatanga with infants through Virtual Reality

This immersive experimental workshop arises from an MBIE-funded project exploring how Virtual Reality might support the activation of whanaungatanga in pedagogical encounters with infants. Grounded in kaupapa Māori and co-design methodology, the project asks how immersive technologies might move beyond procedural or skills-based training to foster more relational ways of noticing, responding, and being with pēpi. Participants will be invited to experience and reflect on a developing Virtual Baby tool designed to bring into view the subtle, embodied, and often "hard-to-see" dimensions of infant relational pedagogy. The workshop will create space for Māori educators, researchers, and leaders to consider the possibilities, tensions, and responsibilities of representing infants and whanaungatanga within simulated learning environments. Through guided reflection and collective kōrero, participants will be invited to offer feedback on how the tool might more meaningfully uphold relational accountability, Māori ethical frameworks, and culturally grounded understandings of infant wellbeing as the project moves into its final refinement phase. Keywords: Whanaungatanga, Virtual Reality, Infant relational pedagogy. Workshop limit: 24 Key references Rameka, L. K. (2021). Kaupapa Māori assessment: Reclaiming, reframing and realising Māori ways of knowing and being within early childhood education assessment theory and practice. Frontiers in Education, 6, Article 687601. https://doi.org/10.3389/feduc.2021.687601 White, E. J., Novak, R., Rarere-Briggs, B., Swit, C. S., & Lukosch, H. (2023). 'Sensing' learners through presence: Learning relational pedagogies for infants using virtual reality: Visiblising pedagogies. Video Journal of Education and Pedagogy, 8(1), 1–19. https://doi.org/10.1163/23644583-bja10043 Williams, N. M., Dayman, T., & Williams, L. R. (2025). Ngā taonga whakaako: Tikanga Māori – Theory to practice: Whanaungatanga. Ako Aotearoa. Space requirements: Screen and display: 3 × 3 m open space for movement Table for a laptop Power plug Screen with HDMI input (We will provide VR gear) 90 minutes

---

Virtual 2026

Pepa W11
Session: Session 3 - Mon3 - 3:25:00 PM to 4:55:00 PM - Rehua 102
SIG: Māori Caucus

Dr Ngaroma Williams, University of Canterbury
Keywords: Mātauranga Māori. Maramataka, Relational Environmental Learning

Workshop Title:
Kaitiakitanga - Turning the Tides: Maramataka, Mātaruanga Māori, and Children's Relational Environmental Learning at Waitarakao

This Māori Caucus workshop centres on a screening of Kaitiakitanga – Turning the Tides, a research documentary developed through the Waitarakao project, Ko Wai Au? Children's Voices in Local Waterscapes Across He Maramataka Māori. The documentary brings into view a relational, place-responsive approach to environmental learning grounded in kaupapa Māori, mātauranga Māori, and maramataka-informed inquiry. Through the experiences of tamariki, kaiako, whānau, and Māori knowledge holders, the film explores how connections with wai, whenua, and community can shape educational research and practice. The screening will conclude prior to the closing acknowledgements to allow time for facilitated Māori Caucus discussion. This collective kōrero will consider the value of documentary as a research output, the contribution of mātauranga Māori to environmental education, and the ways Indigenous-led research can enact the conference theme of whanaungatanga, tiakitanga, and manaakitanga in practice.

Abstract: Kaitiakitanga - Turning the Tides: Maramataka, Mātaruanga Māori, and Children's Relational Environmental Learning at Waitarakao

The workshop will feature a screening of Kaitiakitanga – Turning the Tides, a research documentary arising from the Waitarakao project, Ko Wai Au? Children's Voices in Local Waterscapes Across He Maramataka Māori. Grounded in kaupapa Māori, mātauranga Māori, and maramataka-informed inquiry, the project explores how place-responsive environmental learning can be shaped through relational responsibility rather than extractive or individualised models of education. At a time of accelerating ecological change and increasing attention to Indigenous approaches to environmental education, the documentary offers a timely account of how educational research can be led through relationships with iwi, place, and intergenerational knowledge. The documentary makes visible children's participation in hīkoi, restoration practices, hautapu, and intergenerational knowledge sharing, demonstrating how educational research can nurture connections across people, place, and more-than-human worlds. It shows that maramataka and mātauranga Māori are not supplementary cultural dimensions, but organising frameworks for ethical, relational, and place-responsive learning. The screening will conclude prior to the closing acknowledgements to allow space for a facilitated Māori Caucus discussion. This kōrero will consider the significance of documentary as a research output, the role of mātauranga Māori in environmental education, and the possibilities for Indigenous-led research that enacts whanaungatanga, tiakitanga, and manaakitanga in practice.

V1 12112026

Pepa W14
Session: Session 7 - Wed1 - 9:45:00 AM to 11:15:00 AM - Rehua 529
SIG: Assessment
Keywords: Assessment, aromatawai, equity

Workshop Title:
Kia tōkeke te arotake me te aromatawai: Assessment and aromatawai for equity

This hands-on workshop introduces “Kia tōkeke: Assessment and aromatawai for equity”. Sitting at the heart of a new NZCER-led action-research project, Kia tōkeke is a research-informed card deck designed to support schools to use assessment and/or aromatawai practices to improve equity. Developed primarily for English-medium settings, Kia tōkeke focuses on assessment practice and provides offerings for those who want to begin growing their understanding and use of aromatawai.

The workshop starts with an overview of the mixed-methods research project that informed Kia tōkeke. Next, attendees have opportunities to explore the card-deck’s three sets:

Whakamāramahia ngā kupu uses QR codes and a gamified approach to support the development of shared understandings of assessment and aromatawai terms

Whakawhiti kōrero prompts discussion about designing and using assessment and/or aromatawai to improve equity, and

Whakamaheretia supports users to reflect on their assessment and/or aromatawai practices through an equity lens and to identify and plan opportunities to strengthen their practice.

The workshop will conclude with a wānanga about the action-research project that NZCER is designing to explore whether, how, and under what conditions schools can be supported by card-based resources, like Kia tōkeke, to inquire into and strengthen their practice in ways that advance equity.

Abstract:

V1 12112026

Pepa W15
Session: Session 3 - Mon3 - 3:25:00 PM to 4:55:00 PM - Rehua 002
SIG: Early Childhood Education

Jenna-Lee Pfeifer, College of Education University of Otago
Keywords: decolonisation, arts-based educational research, early childhood education

Workshop Title:
Artful (re)imagining the teacher self in decolonising work in ECE

This interactive, arts-based workshop begins with a discussion of the methodology designed for a doctoral research project that explored the decolonisation of ECE teaching practice and kaiako identity (Smith, 2021) using the imagination and art-making as a decolonising tool. Weaving art, reflection, and imagination together, you will imagine, alongside others what decolonisation might be, as you create an artefact of your own imagined decolonising self. Sharing your artefacts with our rōpū, you will engage in a reflective dialogue and planning for your own small steps towards decolonising action.

Abstract: Artful (re)imagining the teacher self in decolonising work in ECE

This arts-based interactive session reports on aspects of a doctoral research project that explored the decolonisation of ECE teaching and kaiako identity (Smith, 2021) using the imagination and art-making as a decolonising tool. Despite the promise and potential of Aotearoa New Zealand's bicultural curriculum framework Te Whāriki to scaffold transformative change in ECE, scholar's continue to document struggles in the provision of culturally sustaining education in ECE settings (Ritchie & Skerrett, 2019; Skerrett, 2017; Williams et al., 2012).Drawing from arts-based methods from within my doctoral research, we will explore how art (Eisner, 2001), imagination (Elkington et al., 2020), and narrative (Bruner, 2001) may be woven together in understanding as kaiako respond to the call to decolonise ECE practice and self. Arts-based reflection and narrative approaches supported decolonising work by kaiako in my doctoral research. Small steps taken together in a community of practice approach allowed kaiako to navigate discomfort supporting the enactment of their imagined decolonising practices. Weaving art, reflection, and imagination together, you will imagine, alongside others what decolonisation might be, as you create an artefact of your own imagined decolonising self.

V1 12112026

Pepa W16
Session: Session 2 - Mon2 - 1:55:00 PM to 2:55:00 PM - Central 3
SIG: Education Policy

Claire Coleman, NA
Keywords: Curriculum, Embodied Reflection

Workshop Title:
Drama in Education : Bounce, Bend and Break - My journey as the lead writer of the arts curriculum 2022 - 2025

This rehearsed reading and one-woman show presents a satirical embodied reflection on my experience as the lead writer of the Arts Curriculum through a change of government, direction, and intention. Drawing on embodied reflection (Luton, 2026), an arts-based somatic approach to inquiry, I used movement, metaphor, drama, and physical sensation to explore and process my experience. This inquiry revealed the emotional and ethical complexity of working at the intersection of politics, policy, and education, and explores moments when professional responsibilities, ethical commitments, and personal values came into direct conflict.

The performance weaves together song, poetry, rewriting in role, verbatim theatre, and audience participation to provoke, amuse, disturb, and connect. Participants are invited to reflect on their own experiences of policy change and the tensions between institutional expectations, professional responsibilities, and ethical commitments. The workshop creates a collective space for examining how educators remain professionally and ethically grounded in times of change.

Abstract: Drama in Education : Bounce, Bend and Break - My journey as the lead writer of the arts curriculum 2022 - 2025

as above

V1 12112026

Pepa W17
Session: Session 6 - Tue3 - 2:25:00 PM to 3:25:00 PM - Central 3
SIG: Education Policy

Adele Scott, PPTA Te Wehengarua
Keywords: Research-informed advocacy Professional dialogue Policy development

Workshop Title:
Beyond Industrial - Strengthening the Profession through Research-Informed Policy

This workshop examines the professional dimension of PPTA Te Wehengarua's policy and advocacy work, with a particular focus on the research-informed processes that underpin its positions. It explores how policy development is shaped through the use of quantitative and qualitative research, commissioned external studies, and sustained collaboration with educators, researchers, and other expert practitioners. The workshop will outline how policy positions are tested and refined through evidence, professional dialogue, and critical engagement, while also identifying areas where further research partnerships may strengthen future work. By making these processes more visible, the workshop seeks to broaden understandings of PPTA's contribution beyond an industrial framing and highlight the professional and intellectual labour that informs its advocacy. In doing so, it offers practical examples of how practitioner organisations can engage with research to develop credible, robust, and contextually responsive policy positions.

Abstract: Beyond Industrial - Strengthening the Profession through Research-Informed Policy

This workshop examines how PPTA Te Wehengarua develops research-informed policy and advocacy as part of its commitment to strong, equitable public education in Aotearoa New Zealand. Framed by the organisation's strategic pou — shaping a thriving Te Tiriti-based public education system, strengthening the profession, protecting and supporting kaiako, and maintaining a sustainable and strategically effective organisation — the workshop positions teacher union work as both professional and intellectual labour. This framing draws on international scholarship that recognises teacher unions as professional policy actors, not only industrial organisations, and highlights their role in shaping democratic professionalism, educational justice, and public legitimacy (Niu, 2025; Tarlau, Campos, & Visagie, 2025). Drawing on examples from recent policy and advocacy projects, the workshop will consider how PPTA brings together literature and policy analysis, member surveys, interviews, wānanga, commissioned research, and engagement with educators, leaders, researchers, and sector organisations. This mixed-evidence approach is consistent with global work that centres teacher voice and union-generated evidence in debates about the status, sustainability, and future of the profession (Arnold & Rahimi, 2024). The workshop will explore how issues that are widely held and deeply felt by members are investigated, tested, and translated into evidence-informed policy positions. It will also consider the role of collaboration, professional dialogue, and independent expertise in strengthening the credibility and contextual responsiveness of advocacy. In doing so, the workshop invites participants to reflect on how practitioner organisations can contribute to educational research, policy development, and democratic debate about the future of public education. Indicative academic references Arnold, B., & Rahimi, M. (2024). The Global Status of Teachers 2024. Education International. Niu, H. (2025). How do teacher unions frame professionalism discourses in contemporary socio-political contexts? A systematic literature review. Cambridge Journal of Education, 55(2), 287–310. Tarlau, R., Campos, J., & Visagie, A. (2025). Teachers' unions, educator organising, and global struggles for educational justice. Globalisation, Societies and Education, 23(1), 1–14.

Pepa W18
Session: Session 6 - Tue3 - 2:25:00 PM to 3:25:00 PM - Rehua 005
SIG: Educational Leadership

Suskya Goodall, Te Rūnanga o Toa Rangatira
Keywords: Educational leadership; Wellbeing

Workshop Title:
Weaving Te Whare Mauri Ora into Learning and Leading

This workshop offers participants an opportunity to experience Te Whare Mauri Ora in curriculum, pedagogy, environment, and leadership practice within their own workplace environments. Grounded in Te Ao Māori, we will engage with states of mauri before connecting Te Whare Mauri Ora to develop goals, habits, and practices within chosen areas of focus. Together, we explore shifts in belonging, beliefs, hope, and achievement — shifts that hold relevance for the mauri of leaders, kaiako, ākonga, whānau, and hapori. We aspire for participants to leave with practical strategies, shared language, and renewed hope for sustaining wellbeing within their own communities. While this workshop is framed by a leadership lens, this session is appropriate for researchers, leaders, kaiako, policymakers alike.

Abstract: Weaving Te Whare Mauri Ora into Learning and Leading

As educational leaders, researchers, and practitioners navigate increasing complexity and policy pressures, accessible, bicultural tools for sustaining collective wellbeing are needed more than ever. Aotearoa holds a rich landscape of indigenous wellbeing models — Te Whare Tapa Whā, Te Wheke, and the Fonofale model, among others. Building on Durie's (1985) Te Whare Tapa Whā, Te Whare Mauri Ora weaves Māori fields of knowledge with positive and existential psychology to extend this taonga, offering a dynamic, developmental view of wellbeing and flourishing. This workshop offers participants an opportunity to experience Te Whare Mauri Ora in curriculum, pedagogy, environment, and leadership practice within their own workplace environments. Grounded in Te Ao Māori, we will engage with states of mauri before connecting Te Whare Mauri Ora to develop goals, habits, and practices within chosen areas of focus. Together, we explore shifts in belonging, beliefs, hope, and achievement — shifts that hold relevance for the mauri of leaders, kaiako, ākonga, whānau, and hapori. We aspire for participants to leave with practical strategies, shared language, and renewed hope for sustaining wellbeing within their own communities. While this workshop is framed by a leadership lens, this session is appropriate for researchers, leaders, kaiako, policymakers alike.

V1 12112026

Pepa W19
Session: Session 1 - Mon1 - 11:40:00 AM to 12:40:00 PM - Rehua 103
SIG: Inclusive Education and Community

Kate McAnelly, Te Kuratini Tuwhera o Aotearoa/Open Polytechnic of New Zealand
Michael Gaffney, University of Otago
Keywords: neurodivergence, postgraduate supervision, inclusion

Workshop Title:
Perspectives on neuro-affirming postgraduate research supervision

Increased attention has been given in the last 10 years to making postgraduate research supervision more inclusive. However, by and large, the specific needs and experiences of neurodivergent postgraduate research students have not received sustained attention. We wish to ensure that the supervision they receive honours their divergent ways of being, doing and knowing, and enables them to fulfil the maximum extent of their potential during their study. This requires the supervision relationship to be intrinsically underpinned by

an emphasis on practices that presume competence, and are anti-bias, trauma-informed, UDL-informed, so as to create and sustain a strong sense of relational safety. This will better ensure that neurodivergent postgraduate research students feel secure, seen and supported to be/come their unapologetic authentic selves. In this workshop, participants will work in small groups to review supervision documents from different tertiary institutions in Aotearoa New Zealand. We want people to share their own ideas and experiences about what would make these documents more neuro-affirming. Our aim is to use the workshop discussion to further develop our thinking about this topic. It is not our intention to use the discussion to generate data for our research. We do want to get a broader sense of what is important for neurodivergent students, as for all students, so that they can be better assured of a holistic, rights-focused, mana-enhancing research supervision experience.

Abstract: Perspectives on neuro-affirming postgraduate research supervision

Increased attention has been given in the last 10 years to making postgraduate research supervision more inclusive. However, by and large, the specific needs and experiences of neurodivergent postgraduate research students have not received sustained attention. We wish to ensure that the supervision they receive honours their divergent ways of being, doing and knowing, and enables them to fulfil the maximum extent of their potential during their study. This requires the supervision relationship to be intrinsically underpinned by an emphasis on practices that presume competence, and are anti-bias, trauma-informed, UDL-informed, so as to create and sustain a strong sense of relational safety. This will better ensure that neurodivergent postgraduate research students feel secure, seen and supported to be/come their unapologetic authentic selves. In this workshop, participants will be introduced to supervision documents from different tertiary institutions in Aotearoa New Zealand, and then asked to share from their own ideas and experiences about what would make these documents more neuro-affirming. Our aim is to use this feedback to help us promote neuro-affirming postgraduate research supervision in Aotearoa New Zealand, so that neurodivergent students can be better assured of a holistic, rights-focused, mana-enhancing supervision experience.

Pepa W20
Session: Session 3 - Mon3 - 3:25:00 PM to 4:25:00 PM - Rehua 529
SIG: Assessment

Bronwyn Gibbs, Sue McDowall, Davina Hunt, Andrew Tagg & Teresa McQuire, New Zealand Council for Educational Research (NZCER) and University of Otago
Keywords: Curriculum Insights and Progress Study; Assessment; Mixed methods

Workshop Title:
Building a Rich Picture of Learning: Inside the Curriculum Insights and Progress Study

This interactive workshop provides an introduction to the Curriculum Insights and Progress Study and demonstrates how multiple sources of evidence are used to develop a rich understanding of teaching and learning across New Zealand's curriculum. Through examples drawn from English, Mathematics and Statistics, Science, Ngā Reo | Learning Languages, and Ngā Toi | The Arts, participants will explore how achievement assessments, questionnaires, interviews, and small-group tasks work together to strengthen findings. Presenters will discuss the design of the study, illustrate how different methods complement one another, and explain how researchers can access and use Curriculum Insights data.

Abstract: Building a Rich Picture of Learning: Inside the Curriculum Insights and Progress Study

Have you ever wondered how the Curriculum Insights and Progress Study works, what information it collects, or how the data can be used to inform future research? This interactive workshop offers an insider's view of New Zealand's Curriculum Insights and Progress Study, showcasing how multiple sources of evidence come together to build a rich picture of teaching and learning across the curriculum. Drawing on examples from English, Mathematics and Statistics, Science, Ngā Reo | Learning Languages, and Ngā Toi | The Arts, presenters will explore the study's complementary approaches to data collection, including achievement assessments, questionnaires, interviews, and small-group tasks. Together, these methods provide insights into not only what ākonga know and can do, but also their experiences, opportunities, and learning contexts. Participants will gain an understanding of how the study is designed, how different sources of evidence strengthen findings, and how researchers can access and use Curriculum Insights data for future research. The workshop will include opportunities for discussion and questions, inviting participants to explore the possibilities this national dataset offers for educational research and improvement.

V1 12112026

Pepa W21
Session: Session 3 - Mon3 - 3:55:00 PM to 4:55:00 PM - Rehua 226
SIG: Arts & Education

Tim Carson, University of Auckland / Waipapa Taumata Rau
Keywords: ukulele music self-regulation

Workshop Title:
Why Ukulele?

This interactive workshop positions the ukulele as a powerful, evidence-informed resource for fostering self-regulated learning in the primary music classroom. Drawing on practitioner research, participants will explore how the ukulele's accessibility and portability enable students to take ownership of their learning through goal setting, strategy use, and reflective practice. Through hands-on activities, attendees will experience approaches that support generalist classroom teachers in developing their own musical potential alongside their students. This workshop aims to challenge assumptions about instrumental learning in primary settings and advocate for inclusive, student-centred music education.

Abstract: The promotion of self-regulated learning in the primary music classroom

This presentation draws on classroom-based research investigating how ukulele instruction can promote self-regulated learning in the primary school classroom. Traditionally, instrumental learning has been positioned as specialist and teacher-directed; however, the ukulele offers an accessible entry point for all learners. Findings indicate that when explicitly taught strategies such as goal setting, strategic practice, and self-evaluation are embedded in ukulele instruction, students demonstrate increased autonomy, persistence, and reflective capability. Implications are discussed for teacher-researchers seeking practical, scalable approaches to enhance engagement and learning outcomes in primary music classrooms. The paper contributes to broader conversations about inclusive music pedagogy and the role of generalist teachers in instrumental learning.

V1 12112026

Pepa W24
Session: Session 2 - Mon2 - 1:25:00 PM to 2:25:00 PM - Rehua 005
SIG: Science/Pūtaiao Education Research

Davina Hunt, NZCER
Keywords: Science; Practices; Assessment

Workshop Title:
Primary Science Practices – applying research insights to curriculum implementation

As Aotearoa New Zealand prepares to implement a new science curriculum, it is timely to examine how science knowledge and inquiry practices develop across the primary years. This hands-on workshop presents findings from the 2024 Curriculum Insights and Progress study as an evidence base to leverage off students' known strengths and challenges to explore implications for further teaching and research.

Over 1600 students in each of Years 3, 6, and 8 participated in the study, from a nationally representative sample across 79 English-medium schools. Data was gathered through written assessment tasks, small group discussions and individual interviews that revealed students' science knowledge, thinking and practices. Students, teachers and their principals also responded to contextual questionnaires with their perspectives and attitudes towards the opportunities to teach and learn science at their schools.

Workshop participants will examine and discuss tasks, data and insights from the study. Participants will also explore how varying modes of assessment values students' diverse ways of communicating and responding to questions. By comparing student responses, workshop participants can reveal and discuss how systems thinking and critiquing evidence progresses from Year 3 to Year 6 to Year 8.

The workshop highlights areas where students demonstrated strengths and aspects of science learning that may require greater support, so that participants can discuss implications for further research, teaching, assessment, and curriculum implementation.

Abstract: Primary Science Practices – applying research insights to curriculum implementation

As Aotearoa New Zealand prepares to implement a new science curriculum, it is timely to explore how science knowledge and inquiry practices progress across the primary years. This workshop presents findings and insights from the 2024 Curriculum Insights and Progress study as an evidence base to leverage off students' known strengths and challenges to explore implications for further teaching and research. Over 1600 students in each of Years 3, 6, and 8 participated in the study, from a nationally representative sample across 79 English-medium schools. Data was gathered through written assessment tasks, small group discussions and individual interviews that revealed their science knowledge, thinking and practices. Students, teachers and their principals also responded to contextual questionnaires with their perspectives and attitudes towards the opportunities to teach and learn science at their schools. This hands-on workshop will examine and discuss tasks, data and insights from the study. Participants will also explore how varying methods of assessment values students' diverse ways of communicating and responding to questions. It deepens our awareness of how students develop systems thinking and the ways in which how they use and critique evidence progresses from Years 3 to 6 to 8 as they investigate and conceptualise how the natural physical world works. The workshop will highlight areas where students demonstrated strengths, aspects of science learning that may require greater support, and explore implications for further research, teaching, assessment, and curriculum implementation.

Pepa W25
Session: Session 1 - Mon1 - 11:40:00 AM to 12:40:00 PM - Rehua 101
SIG: Teaching and Teacher Education

Philippa Nicoll Antipas, Te Herenga Waka
Keywords: Teacher education research, research ecologies, mapping

Workshop Title:
Mapping Teaching and Teacher Education Research Ecologies: A workshop invitation

A quick scan of national and international educational research journals reveals that there is an immense resource of teacher and teacher education research in Aotearoa New Zealand. But what does this look like, where is it happening, and who is involved? To develop a sense of the richness and complexity of this research ecology, the NZARE Teaching and Teacher Education SIG co-convenors invite educational researchers to meet and map. Workshop participants will be invited to share a summary (up to three minutes) of their research and contribute one prepared sentence of text. Each one sentence summary will be added to a hexagon to support a visual mapping of the research ecology as a resource for current and future educational research in teaching and teacher education. This is a kanohi-ki-te-kanohi version of our online attempt earlier this year – nau mai, haere mai to those who participated in this SIG event as well as anyone else who is interested in this exercise in emergence.

Abstract: Mapping Teaching and Teacher Education Research Ecologies: A workshop invitation

A quick scan of national and international educational research journals reveals that there is an immense resource of teacher and teacher education research in Aotearoa New Zealand. But what does this look like, where is it happening, and who is involved? To develop a sense of the richness and complexity of this research ecology, the NZARE Teaching and Teacher Education SIG co-convenors invite educational researchers to meet and map. Workshop participants will be invited to share a summary (up to three minutes) of their research and contribute one prepared sentence of text. Each one sentence summary will be added to a hexagon to support a visual mapping of the research ecology as a resource for current and future educational research in teaching and teacher education. This is a kanohi-ki-te-kanohi version of our online attempt earlier this year – nau mai, haere mai to those who participated in this SIG event as well as anyone else who is interested in this exercise in emergence.

V1 12112026

Pepa W26
Session: Session 9 - Wed3 - 2:00:00 PM to 3:30:00 PM - Rehua 101
SIG: Teaching and Teacher Education

Raewyn Eden, Te Herenga Waka | Victoria University of Wellington
Keywords: poeticising , disrupting narratives, quiet activism

Workshop Title:
Disrupting problematic narratives to enact care in initial teacher education

An interactive session aiming to spark ideas about quiet activism in teaching and teacher education. Participants will be invited to: Explore pedagogical possibilities for quiet activism across multiple disciplines; Experiment with unconventional ways of analysing research data, using poeticizing as a fresh approach to re-presenting data. (Bring some qualitative data if you would like to); and Engage with a structured reflective tool that has the potential to illuminate the nuance and complexity embedded in taken-for-granted educational narratives and metanarratives inherent in educational settings

---

Abstract: Disrupting problematic narratives to enact care in initial teacher education

Quiet activism has possibilities for disrupting taken-for-granted educational narratives and metanarratives, such as cycles of change commonly referred to as pendulum swings. We contend that bringing together disparate domains and employing innovative research approaches can reframe such narratives and empower educators to take action. Positioning educators and researchers as quiet activists recognises their agency in transforming possibilities for teaching and learning. This interactive session aims to spark ideas about quiet activism in your context. Critical attention will be given to pedagogical possibilities that may arise across multiple disciplines, with illustrative examples drawn from initial teacher education classrooms. In this workshop, we will explore unconventional ways of analysing research data drawing on examples from our work investigating learners' emotional stances associated with mathematics. Specifically, we will invite you to experiment with poeticizing as a fresh approach to re-presenting data. Additionally, we will present a structured reflective tool that has the potential to illuminate the nuance and complexity embedded in taken-for-granted educational narratives and metanarratives inherent in educational settings.

V1 12112026

Pepa W27
Session: Session 7 - Wed1 - 9:45:00 AM to 10:45:00 AM - Rehua 102
SIG: Teaching and Teacher Education

Sara Warnock, Victoria University of Wellington
Keywords: Interoception, Embodiment, Pedagogy

Workshop Title:
Embodied inquiry for teachers: Exploring the body as a source of professional knowledge

Teaching is an embodied and relational practice. Teachers navigate complex relational environments every day. Yet teacher preparation often prioritises cognitive knowledge and technical expertise. Less attention is given to how bodily experience contributes to professional knowing. Drawing on doctoral research investigating teachers' interoceptive awareness as a dimension of trauma-informed educational practice, this 60-minute experiential workshop invites participants to explore embodied inquiry through a brief adaptation of the chair-based movement intervention developed for the research. The workshop combines embodied movement, attention practices, reflective writing, and dialogue. Participants will explore what becomes possible when they attend differently to their own embodied experience. The focus is not movement as an end in itself, but an opportunity to consider how bodily experience might contribute to noticing, reflection, and professional judgement. Together, participants will consider: What becomes visible when we attend differently? What forms of knowledge become available? How might our assumptions about what counts as professional knowledge shape what we see and what remains unseen? This workshop offers an opportunity to experience embodied inquiry and reconsider the relationship between body, knowledge, and teacher practice.

Abstract: What forms of professional knowledge become available when teachers learn to attend to the body?

This paper draws on doctoral research grounded in critical realism and Deweyan theories of inquiry, investigating how developing teachers' interoceptive awareness might contribute to teacher professional knowledge within complex relational classrooms. While this research is situated within trauma-informed educational practice, it explores a broader question within teacher education: what forms of professional knowledge become available when teachers learn to attend to the body?The research begins from the premise that responding to children's experiences requires attention not only to children's behaviour, but also to teachers' own embodied responses within classroom relationships. A convergent mixed-methods design was used across two stages. The first examined relationships between primary teachers' interoceptive awareness, mindfulness, emotional labour, and burnout. The second explored an eight-week chair-based embodied movement intervention through pre- and post-intervention measures, reflective journals

---

V1 12112026