

New Zealand Association for Research in Education Conference 2017

Programme and Abstracts



Partnerships: From Promise to Praxis

Mehemea ka moemoeā tātou, ka taea e tātou



University of Waikato, 20 - 22 November 2017

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Front cover

The artwork designed for this conference has two koru shapes that represent working together in partnership. The shapes are curved to show a non-linear approach to the exploration of ideas and are negative and positive with textured and sharp edges representing the challenges that partnerships can present. The clear spaces signify a straightforward approach to idea development while the unclear areas signify the need for collaborative action to develop and enact those ideas. The textured black areas with hints of grey in the background represent 'from darkness comes light' and how collaborative action in partnership leads to new discoveries and understandings. Thank you to Donn Ratana for the contribution of his artwork to this conference.

The front cover image on the right displays aurei which has been used as a kaakahu clasp, functioning to hold together the top edge of the prestigious Māori cloak. The aurei also has an alternative complementary function as a needle and, historically, was commonly worn by Māori chiefs as an ear pendant. This six metre high sculpture represents these three functions, symbolically connecting things, people, relationships, kaupapa and ideologies, together. Visual cues from the nearby Student Centre's whatu kaakahu wall, and the historically rich narratives of the mana/tangata whenua, have all influenced the ideas in this artwork.

The image on the left was created by a collaboration of artists from Tahiti, Hawaii, Rarotonga, New Caledonia and Tonga. They convey the whakawhanaungatanga (historical relationships) of the Pacific Islands [Ngā motu ō Te Moananui a Kiwa]

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He mihi whakatau

Tukua mai kia piri, tukua mai kia tata,
Tukua mai ki tō tātou Kīngi, a Kīngi Tuheitia
me te Tumuaki hoki,
Pai Mārire ki a rātou.

Ki ngā kura wānanga kua tahuri
He kura rautangi, he maimai aroha.
Moe mai rā i te okiokinga mutunga kore.
Ki ngā rangatira, ki ngā ope whakaeke
Nau mai, haere mai.



Kua karanga anō te Hunga Rangahau Mātauranga o Aotearoa
Kia huitahi ai tātou i raro i te manaakitanga o Ngāti Hauā me Ngāti Wairere,
Nau mai, whakatau mai.

Anei te Whare Wānanga o Waikato me Te Kura Toi Tangata
E tautoko ana i te kaupapa arā “Mai i te Whakaoati ki te Whakaoti”.
No reira, Nau mai, haere mai, Nau mai, whakatau mai
Tēnā koutou katoa.

*Come near, come close, to the sanctity of our King, King Tuheitia, and also the Tumuaki (the Kingmaker),
May peace be with them.*

*To the many revered people and leaders who have passed on,
We remember with sadness, rest in eternal peace.
To our esteemed visitors
Welcome one and all.*

*The New Zealand Association for Research in Education has called, once again,
To assemble under the tribal sanction of Ngāti Hauā and Ngāti Wairere,
Welcome everyone.*

*The University of Waikato and the Faculty of Education formally welcome you all,
In support of this year’s conference theme “From Promise to Praxis”,
Therefore welcome and greetings to everyone.*

Welcome to the NZARE 2017 Conference

20-22 November 2017, S & K Block,
The University of Waikato, Hamilton, New Zealand

Dean of Education Russell Yates



Kia ora tātou katoa,

On behalf of Te Kura Toi Tangata Faculty of Education, University of Waikato, I extend a very warm welcome to attendees at the 2017 NZARE Annual Conference. This annual conference holds an important place in the life and work of academics in New Zealand who look forward to the opportunity to showcase their work in a critical yet supportive environment.

Partnerships: From Promise to Praxis provides a worthy theme for this year's conference and NZARE 2017 will feature keynote speakers from home and abroad who will present on this theme, which embodies all of our work.

We welcome you all, especially our international visitors, to what we think is a stunning campus environment, and we all look forward to stimulating presentations and discussions throughout the conference.

Ngā mihi
Russell

From the NZARE Co-Presidents Jenny Ritchie and Agnes McFarland



Tēnā tātau katoa,

Kua whakarauika mai ki tēnei huihuinga o NZARE, Te Hunga Rangahau Mātauranga o Aotearoa.

We join this year's conference organising committee from [Te Kura Toi Tangata Faculty of Education](#) and the [Wilf Malcom Centre of Educational Research](#), University of Waikato in welcoming you to this year's annual conference. The conference theme is based on the tongikura of Te Puea Herangi: '*Mehemea ka moemoeā ahau, ko ahau anake. Mehemea ka moemoeā tātou, ka taea e tātou*'. This is inspirational in calling on our collective capacity to weave together our dreams for social, cultural and ecological justice via education.

Nō reira, nau mai, haere mai, ki tēnei hui ā-tau o Te Hunga Rangahau Mātauranga o Aotearoa.

Jenny Ritchie, Agnes McFarland
[NZARE](#) Co-Presidents

General Information

Conference Venue

The University of Waikato Te Whare Wānanga o Waikato, 1 Knighton Road, Hamilton, New Zealand

Keynote addresses will be held in LG.01 Presentations S & K Blocks

The pōwhiri will be held at the Te Kohinga Marama Marae

(Please see the back inside cover of this programme for a map)

Registration

If you are presenting, please ensure that you have your presentation loaded onto the computer in your room prior to your session. If you need assistance please ask one of the Conference helpers.

Registration Desk Locations and Opening Times

Registration packs will be available for collection from the Conference Registration Desk:

Monday:	8.00am - 4.30pm	S Block Ground Floor Foyer
Tuesday:	8.00am - 4.30pm	S Block Ground Floor Foyer
Wednesday:	8.00am - 1.00pm	S Block Ground Floor Foyer

Pōwhiri and Official Opening

All delegates are encouraged to attend the pōwhiri to open the conference. Please gather promptly at Gate 4 of the University off Hillcrest Road at 8.45am on Monday 20 November. Protocols for the marae are available on the [Conference website](#).

Catering

If you specified dietary preferences there will be labelled dishes accommodating those preferences. If you have any questions please ask the catering staff.

All tea and lunch breaks will be served on the first floor foyer of S Block except for the morning tea following the pōwhiri and Official Opening which will be held at College Hall and the AGM Breakfast which will be served in the Education Faculty, Room TC 2.21 (off Gate 5).

Where to Find

There are a number of shops including cafes, a bank, ATMs and a chemist below S and K Blocks and across from the lake.

The library is directly opposite the S Block ground floor entrance (where you register). Walk across and up the stairs to find the main library entrance.

Health and Safety

Smoking: The University of Waikato Hamilton campus is a [smokefree environment](#).

Emergency evacuation: The Chairperson will advise you of emergency exits and assembly points.

Campus emergencies: Ring security on 07 838 4444 or dial 111.

Medical enquiries or emergencies: [Angelsea Medical](#) is available 24 hours a day, seven days a week: Gate 1, Cnr Thackeray & Anglesea Streets, Hamilton, Phone 07 585 0800.

Campus Pharmacy: Located in the block of shops below K Block
07 838 4740 or campuspharmacy@waikato.ac.nz 8.30-5.00pm

Transport

[Click here to access information on rental cars, taxi services to and from the Airport.](#)

Rental Cars

Avis Rent a Car 07 839 4915, Budget Rent a Car 07 838 3585, Thrifty 07 839 3450

Taxis and Shuttles

Hamilton Taxis 0800 477 477, Aerolink Shuttles 0800 15 15 51, Super Shuttle 0800 748 885

[Click here for Hamilton Busit services](#)

Please note that Bus 17 travels to and from the Hamilton Transport Centre in Anglesea Street in the CBD to the University of Waikato Gate 1.

Networking and Social Functions

Spotlight on Publications

Date: Monday 20 November 2017

Time: 6.30pm

Venue: First floor S Block

Gather and mingle at 6.20pm with drinks and canapes on the first floor of S Block. The Spotlight on Publications event will highlight a number of new and topical education publications and is an excellent opportunity for networking.

Dinner Evening

Date: Tuesday 21 November 2017

Time: 7.00pm

Venue: [The Narrows Landing](#)

Please join us at the beautiful Narrows Landing venue for dinner and to be entertained by the Terry Jensen Band. The venue is only 15 minutes drive from the Conference and free parking is available.

Buses will leave from the bus stop near Gate 1 (see map back cover) at 6.30pm and leave the Narrows at 10.15 & 10.45pm.

NZARE AGM Breakfast

Date: Wednesday 22 November 2017

Time: 7.00am

Venue: Lady Goodfellow Chapel

All members and prospective members of NZARE, including student and emerging researchers, are invited to attend our AGM breakfast on Wednesday morning at the Lady Goodfellow Chapel. Come along and have your say in steering and supporting our organisation!

(Free with Full Conference registration, additional tickets may be purchased for Day Registration for \$20.00 including GST).

Special Interest Groups/Caucus meetings

Special Interest Groups (SIGs) are sub-groups within the Association where members have a particular interest. There are three Caucus Groups: Māori, Pasifika and Student and Emerging Researchers. These groups will meet as scheduled below.

The SIG meetings will convene at 12.30 on Monday, 12.15 on Tuesday and 12.00 on Wednesday. Any delegate with an interest in these areas is welcome to join a meeting.

Lunch will be available in the S Block first floor foyer, close to the SIG meeting rooms.

MONDAY	LOCATION	TUESDAY	LOCATION	WEDNESDAY	LOCATION
Adult & Tertiary Education	S.104	Early Childhood Education	S.102	Assessment	S.101
Educational Policy	S.101	Educational Leadership	S.101	Educational Ideas	S.105
Inclusive Education	SG.02	Education for Sustainability	S.103	Māori Caucus	SG.01
Science Education Research	S.103	Pasifika Caucus	SG.03	NZ CARN	S.103

Sessions

Paper sessions should be finished 5 mins before the start of the next session or event, to allow changeover. The total time for each session is 25 minutes including questions.

Chairing of sessions

If you are the third or last speaker please act as a chairperson/timekeeper for your session or arrange someone to take this role.

Poster session

The poster session is on Tuesday 21 November in S Block, first floor foyer. During this one hour session, each presenter will introduce their research and have a short time for discussion. (The posters will be on display throughout the conference).

NZARE 2017 Conference Overview

Monday 20 November

8.00 - 4.30	Registration - S Block, ground floor foyer
8.45 - 9.00	Gather for Pōwhiri
9.00 - 9.45	Pōwhiri, Te Kohinga Mārama Marae
9.45 - 10.00	Ranginui Walker te Reo Māori Doctoral Award 2017 - Te Kohinga Mārama Marae
10.00 - 10.30	Morning Tea - College Hall
10.30 - 10.45	Move to L Block from Marae
10.45 - 11.15	Dean's welcome and NZARE Presidents' address - L Block, LG.01
11.15 - 11.30	Te Tohu Pae Tawhiti Award 2017- L Block, LG.01
11.30 - 12.30	Keynote Address: Professor Cynthia Coburn - L Block, LG.01
12.30 - 1.15	Lunch - SIG meetings - S Block, first floor foyer
1.15 - 2.45	Session 1 - S & K Blocks
2.45 - 3.15	Afternoon Tea - S Block, first floor foyer
3.15 - 4.45	Session 2 - S & K Blocks
4.50 - 6.20	Session 3 - S & K Blocks
6.20 - 8.00	Spotlight on Publications event - S Block, first floor foyer

Tuesday 21 November

8.00 - 4.30	Registration - S Block, ground floor foyer
8.30 - 9.00	Karakia and Rae Munro Award 2017 - L Block, LG.01
9.00 - 10.00	Keynote Address: Professor Bob Lingard, L Block, LG.01
10.00 - 10.30	Morning Tea - S Block, first floor foyer
10.30 - 12.00	Session 4, S & K Blocks
12.00 - 12.15	Sutton-Smith Doctoral Award 2017 - S Block, S.104
12.15 - 1.15	Lunch - SIG meetings - S Block, first floor foyer
1.15 - 2.45	Session 5 - S & K Blocks
2.45 - 3.15	Afternoon Tea - S Block, first floor foyer
3.15 - 4.45	Session 6 - S & K Blocks
7.00	Conference Dinner - Narrows Landing - Buses leave from Gate 1 at 6.30 pm

Wednesday 22 November

7.00 - 8.00	NZARE AGM Breakfast - Lady Goodfellow Chapel
8.00 - 1.00	Registration - S Block, ground floor foyer
8.30 - 9.00	Karakia and NZARE Group 2017 Award - L Block, LG.01
9.00 - 10.00	Keynote Address: Associate Professor Mere Berryman - L Block, LG.01
10.00 - 10.30	Morning Tea - S Block, first floor foyer
10.30 - 12.00	Session 7 - S & K Blocks
12.00 - 12.45	Lunch - SIG meetings - S Block, first floor foyer
12.45 - 1.45	Herbison Lecture: Associate Professor Leonie Pihama - L Block, LG.01
1.45 - 3.15	Session 8 - S & K Blocks
3.15 - 3.30	Close Conference - S.104 & Afternoon Tea - S Block, first floor foyer

Spotlight on Publications

The Spotlight on Publications events is focused on recently published books in the education sector by NZARE members. This year we have a presentation on the developments in publishing and an overview of the books spotlighted, so that people will be able to follow up with authors. Drinks and nibbles are available from 6.20pm onwards.

Springer Science & Business (Nick Melchior publisher's representative)

Ursula Edgington (2016). *Emotional labour and lesson observation*.

Michael Peters, Jeff Stickney (Eds.). (2017). *A Companion to Wittgenstein on education*.

Michael Peters, Bronwen Cowie, Ian Menter (Eds.). (2017). *A companion to research in teacher education*.

Alex Gunn, Claudia Hruska (Eds.). (2017). *Interactions in early childhood education*.

Leon Benade (2017). *Being a teacher in the 21st century*.

Leon Benade, Mark Jackson (2018). *Transforming education*.

Michael Peters (Ed.). (2017). *Encyclopaedia of Educational Philosophy and Theory*.

New Zealand Council of Educational Research (David Ellis, publisher's representative)

Carol Mutch (2017). *Optimising your academic career: Advice for early career scholars*.

Rachael McNae, Michele Morrison, Ross Notman (Eds.). (2017). *Educational leadership in Aotearoa New Zealand: Issues of context and social justice*.

Jannie van Hees, Paul Nation (2017). *What every primary school teacher should know about vocabulary*.

Rose Hipkins, Rachel Bolstad (2017). *Remixing the key competencies: A curriculum design deck*.

Agnes MacFarland rāua ko Nathan Matthews (Na kaieitā) (2017). *He kete whakawaitara: He whakatara ā-rangahau*.

Jennifer Tatabe, Carol Mutch (Eds.). (2017). *Understanding enduring ideas in education: A response to the who "just want to be a teacher"*.

Rebecca Jesson, Aaron Wilson, Stuart McNaughton, Mei Lai (Eds.). (2017). *Lead Teachers talk about inquiries for in-school problem solving*.

Victoria University of Wellington

New Zealand Annual Review of Education, published online by Victoria University of Wellington.

NZARE Awards

Ranginui Walker te reo Māori Doctoral Award 2017

Te Kohinga Mārama Marae - Monday 9.45 - 10.00am

The Ranginui Walker Award for research in education written in te reo Māori is given to a current NZARE member who has completed a high-quality doctoral thesis in te reo. The award comprises a written citation in te reo Māori, a taonga and a cash prize of \$1000. The award is being offered for the first time in 2017.

Te Tohu Pae Tāwhiti Award 2017 **L Block, LG.01 - Monday 11.15 - 11.30am**

The Te Tohu Pae Tāwhiti Award recognises researchers who have made a significant contribution to Māori education by conducting high quality research over an extended period of time. 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 disciplines in which they work.

Rae Munro Award 2017 **L Block, LG.01 - Tuesday 8.45 - 9.00am**

The Rae Munro Award is awarded annually for an excellent Masters-level thesis by a member of NZARE in an area which has implications for teacher education or classroom practice.

Sutton-Smith Doctoral Award 2017 **S Block, S.104 - Tuesday 12.00 - 12.15pm**

The Sutton-Smith Doctoral Award is awarded annually for an excellent Doctoral thesis by a member of NZARE.

NZARE Group Award 2017 **L Block, LG.01 - Wednesday 1.00 - 1.15pm**

This award recognises a significant educational research project undertaken in Aotearoa by a group of researchers. In granting this award NZARE wishes to acknowledge, prioritise and respond to shortages the educational research community is currently experiencing in quantitative, Māori and Pacific research.

Herbison Lecture 2017 **S Block, S.104 - Wednesday 12.45 - 1.45pm**

Presented by Associate Professor Leonie Pihama. The Herbison Lecture is presented at the Annual Conference of NZARE by an invited Education Researcher. It is an honour to be invited to present the lecture and lectures often feature a topic of current interest in education. The lecture honours Dame Jean Herbison in recognition of her outstanding contribution to education in New Zealand.

McKenzie Award

The McKenzie Award honours a current NZARE member's significant contribution to educational research over an extended period of time. There will be no presentation of the McKenzie Award this year, but NZARE encourages applications for this award next year.

Keynote Speakers

PROFESSOR CYNTHIA COBURN

SCHOOL OF EDUCATION AND SOCIAL POLICY, NORTHWESTERN UNIVERSITY, EVANSTON, ILLINOIS, USA



Pathways from Research to Policy: Implications for Researchers

In the last decade, there has been renewed interest in how policy makers in various fields use research in their decision making. Researchers wonder why some research ends up being influential in policy making while other research does not. Funders want to find ways that their investment in research can be more influential. Advocates argue that policy makers should be using the best information available to inform consequential decisions, especially when it affects children and youth. In this talk, I discuss what we know as a field about the ways in which research informs policy making. Rather than taking a normative stance, I discuss the nature of decision making in public agencies

and the ways in which research enters into these practices, and the role of researchers and research-practice partnerships in these processes. I illustrate the discussion with evidence from my own studies of instructional decision making in urban school districts in the United States. I discuss implications for researchers, paying particular attention to new ways of conceptualising the relationship between researchers and policy makers.

Biography

Cynthia E. Coburn is Professor at the School of Education and Social Policy, Northwestern University. Cynthia has two related lines of research:

1) the relationship between instructional policy and teachers' classroom practices in urban schools; and 2) the role of research and other forms of information in policymaking about instruction. In 2011, she was awarded the Early Career Award from the American Educational Research Association in recognition of her contributions to the field of educational research in the first decade of her career. In 2015, she was elected Fellow of the American Educational Research Association, honouring "exceptional contributions to and excellence in educational research." She is currently co-Principal Investigator of the National Center of Research in Policy and Practice (NCRPP), and a member of the DREME Network investigating coherence of early mathematics instruction. Cynthia has a BA in philosophy from Oberlin College, and a MA in Sociology and a PhD in Education from Stanford University.

Date: MON 21 NOVEMBER Venue: L BLOCK, LG.01 Time: 11.30 - 12.30PM

Sponsored by: Te Kura Toi Tangata Faculty of Education, University of Waikato

PROFESSOR BOB LINGARD

SCHOOL OF EDUCATION , THE UNIVERSITY OF QUEENSLAND, AUSTRALIA



Reconfiguring accountabilities in education through multiple partnerships

This keynote address documents and critiques dominant modes of educational accountability worldwide that have tended to be top-down and test or standards-based and which seek to hold schools, principals and teachers to account. It will be argued that such an approach needs to be complemented by giving schools and their communities the opportunity to give accounts of their multiple achievements, beyond test results, beyond quantitative data and beyond standards compliance. The Address will thus work with two discursive constructions of accountability: being held to account and being enabled to give an account. The Address will then draw on a large research project that I conducted with a team of researchers in a regional area of Queensland in conjunction with the State

Department of Education over a three year period. Here we worked with the principals of eight schools, teachers in these schools, also students, along with the schools' communities to construct a new mode of what we called 'rich accountabilities', which is educative in intent and which keeps the broadest purposes of schooling in mind. The Address will outline the partnership processes utilised in the development of this new mode of accountability, including the creation of a community-based Learning Commission. This approach drew heavily on the 'competency group' model developed by Sarah Whatmore and her colleagues at Oxford that brings together professional and local expertise to seek solutions to local problems. The partnership mode of accountability developed will be outlined. This mode included two-way horizontal school- community relationships and the opportunity for schools and their communities to speak back to systems in 'opportunity to learn ways', demanding the resources necessary to achieve what the system is holding them to account for. This approach works together being held to account and giving an account and also quantitative and qualitative data and stresses the importance of collaborative partnerships.

Biography

Professor Bob Lingard works in the School of Education at The University of Queensland. His research area is the sociology of education. His most recent books include *Globalizing Educational Accountability* (Routledge, 2016), *National Testing in Schools: An Australian Assessment* (Routledge, 2016), *The International Handbook of Global Education Policy* (Wiley, 2016), and *Politics, Policies and Pedagogies in Education* (Routledge, 2014). Bob is a Fellow of the Academy of Social Sciences in Australia and also of the Academy of the Social Sciences in the UK. He is also Editor of the journal, *Discourse: Studies in the Cultural Politics of Education* and of the Routledge New York book series, *Key Ideas in Education*.

Date: TUES 21 NOVEMBER Venue: L BLOCK, LG.01 Time: 9.00 - 10.00AM

Sponsored by: New Zealand Council of Educational Research, Wellington

ASSOCIATE PROFESSOR MERE BERRYMAN

TE KURA TOI TANGATA FACULTY OF EDUCATION , THE UNIVERSITY OF WAIKATO, NEW ZEALAND

Unlearning and relearning: Towards equity, excellence and belonging 'as Māori'



Critically conceptualising Māori people's rights to redefine education has finally seen the emergence of policy and school evaluation frameworks that are aimed at equity, excellence and belonging 'as Māori'. Emerging from contexts of both iterative research and professional development, these solutions move over the last 20 years from Māori communities, to classrooms and schools, then to the education system itself. Founded in both kaupapa Māori and critical theories, this paper seeks to share how the voices of successive Māori communities have assisted educators in New Zealand's schooling system to begin to modify the dominant power structures in education in search of their rightful share in the benefits promised through education. When the system takes joint-responsibility to engage in the dialogic and spiralling nature of reforming education through unlearning and relearning, power sharing and reciprocity remain paramount. This must continue to

occur within a process that seeks to understand through the voices of the people themselves. It is only then transformative praxis can begin to emerge.

Biography

Mere is an Associate Professor at the University of Waikato. Her early research involved collaborative work with schools, Māori students, their families and communities through the formation of culturally responsive relationships. This work merged with the inception of Te Kotahitanga, and was further built upon in 2014 with Kia Eke Panuku. This iterative professional development initiative aimed to promote Māori students' educational success as Māori by combining understandings from kaupapa Māori and critical theories with policy. Ongoing evidence of educational disparities for Māori continues to make this work a priority. Mere publishes in this field.

Date: WED 22 NOVEMBER Venue: L BLOCK, LG.01 Time: 9.00 - 10.00AM

Sponsored by: New Zealand Post Primary Teachers Association, Wellington

HERBISON LECTURE: ASSOCIATE PROFESSOR LEONIE PIHAMA

TE KOTAHI RESEARCH INSTITUTE, THE UNIVERSITY OF WAIKATO, NEW ZEALAND



Colonisation, Neoliberalism, Māori Education and the illusion of Treaty Partnership

In 1816 the first Mission School opened in Rangihoua with the agenda of Christianising 'the natives'. This first school began the infiltration of colonial thinking, attitudes, practices, knowledge and systems into Māori communities. Assimilation was not limited to a missionary intent but was part of wider native policy developed by colonial settler governments. Early engagement by Māori with Mission Schools and the colonial administration was undertaken through a belief that Māori would benefit from what Simon (1994) referred to as an interest in the new technologies brought by Pākehā. Interest in schools was not merely located in a desire to read and write but also to gain access and knowledge of key instruments that our people believed would support the overall interests of the hapū and iwi. Hapū and iwi, operating from a position that schooling would add to

rather than replace Māori knowledge, language and culture, engaged in what may be considered an early form of educational partnership with the State. This, however, was not the intention of missionaries or the colonial government. The shift from Mission to Native Schools in 1867 entrenched further control in determining the process of 'civilisation' and 'assimilation' within schooling for Māori. It also required Māori communities 'gifting' land and resources to establish a school within hapū and iwi territories. Two hundred years later the education system within Aotearoa continues to be grounded upon a flawed assumption that schooling will 'prepare' Māori children to 'fit' within the existing dominant system defined by colonialism. Māori achievement and underachievement has been debated for many generations with little systemic change and ongoing denial of the existence of institutional racism and the monocultural focus of schooling systems and curriculum. Over the past 30 years, as part of Treaty claims and negotiation processes, hapū and iwi have sought meaningful partnerships with the Crown in the establishment of schooling options for our people. The latest Crown articulation of partnership is that of Charter Schools. It is well documented internationally that Charter Schools are grounded within a neoliberal framework that corporatises schooling. Charter Schooling in Aotearoa is described by the government as "a new way of delivering public education. Their specific purpose is to enable New Zealand's most disadvantaged students to achieve greater educational success." As such, Māori and Pacific educational 'underachievement' is advanced as the educational crisis that necessitates the introduction of Charter Schools. As a number of Māori focused Charter Schools begin to emerge, this presentation raises critical questions as to the construction of partnership for Māori in education and the ongoing issues of institutional and systemic racism that remain unresolved within the education system in Aotearoa.

Biography

Associate Professor Leonie Pihama is a mother of six and grandmother of three. She is the Director of Te Kotahi Research Institute at the University of Waikato, and Director of Māori and Indigenous Analysis Ltd, a Kaupapa Māori research company. Leonie has extensive expertise connecting her to a wide-range of communities, iwi, and indigenous networks worldwide, which enables her to relate to people throughout Aotearoa New Zealand and beyond. Leonie is a leading kaupapa Māori educator and researcher and was awarded NZARE's 'Te Tohu Pae Tawhiti Award 2015', for excellence in Māori Educational Research.

Date: WED 22 NOVEMBER Venue: L BLOCK, LG.01 Time: 12.45 - 1.45PM

SESSION 1 - MONDAY 20 NOVEMBER 2017 - 1.15 - 2.45 PM

Item	Adult & Tertiary Ed	Adult & Tertiary Ed	Early Childhood Ed	Education Ideas	Education Leadership	Education Policy	Māori Education	Māori Education	Pasifika Education	Science Ed & Sustainability
Room	S.104	S.103	S.102	S.105	S.101	KG.01	SG.01	SG.02	SG.03	KG.11
Paper Title	4. Challenges, needs and responsibility: Academics' perceptions around internationalisation in higher education		98. Teaching, learning and assessment of literacy in early childhood: The promise of the revision of Te Whāriki, the early childhood curriculum	68. Epistemology in the production of space: Limits and possibilities	32. Scaling the mountain to principalship: The barriers and the enablers in a female first time principal's journey	76. Communities of Learning (CoL) policy and its impact on teacher learning and development	7. Māori graduates: Success at university and equity in outcomes			57. Why biosecurity matters: students' knowledge of biosecurity and implications for future engagement with biosecurity initiatives
Author/s	Alyson McGee		Claire McLachlan	Leon Benade	Samantha Mortimer, Frances Edwards	Gautam Ahlawat	R Theodore, K Tustfin, R Poulton, M Gollop, Mele Taumoepeau, N Taylor, J Kokaua, C Kiro, J Hunter			Rajesh Ram
Paper Title	28. Prison education through the lens of “perspective transformation”: A reflection from Tanzanian ex-offenders		172. Te Pihinga: Growing relationships with Home Based Educators to nurture young children’s development	146. I am not a postman, are you?: Exploring the tensions of enacting a collaborative learning partnership within initial teacher education	39. Principals in relationship: Work, roles and positioning	113. Embedding evaluative thinking into a partnership: A researcher-practitioner conversation	85. Whakamana: An investigation into the cultural development and effective empowerment of ākonga Māori in higher education			82. Learnings from successful Tongan science learners
Author/s	Mohamed Msoroka		J Carroll, D Healey, E Schaughency, E Reese, T Cross, Jan Johnson, H Fagan, R Burrowes	Claire Coleman	Kerry Earl Rinehart	Lisa Dyson, Nancy MacFarlane	Roisin Bennett			Sonia Fonua
Paper Title	93. Professional partnerships and higher education: Case studies for architecture and accounting education in New Zealand		187. It's just a swipe to the left: Use of tablet technology in Early Childhood Education settings		6. Literacy leadership in schools with different patterns of NCEA English Achievement	135. Neighbourhood collegiality and mutual generosity: Fostering collaboration through a school cluster	145. Writing Moemoeā: Akongā through partnership			204. Researching education for sustainable development with a focus on indigenous and marginalised young children and their families
Author/s	Chelsea Blickem		Sandra Williamson-Leadley		Robyn Gibbs	Jenny Ferrier-Kerr, Aminath Adam	Kathie Crocket, Elmarie Kotze, Huia Swann, Brent Swann, Eugene Davis			Jenny Ritchie
Symposium Title		66. Hidden values, invisible learning, and intercultural experiences: Challenges and promises of international education in NZ						173. ‘Itirearea teitei Kahikatea ka taea’	179. Joining the pieces of the tivaevae to enact strength-based mathematics learning for Pasifika students	
Author/s		Heather Vail, Sherrie Lee, Steven Donald						Agnes McFarland Haturini McGarvey Kupu Waitara, Hema Temara	Roberta Hunter, Jodie Hunter, Glenda Anthony	

SESSION 2 - MONDAY 20 NOVEMBER 2017 - 3.15 - 4.45 PM

Item	Adult & Tertiary Ed	Adult & Tertiary Ed	Assessment	Early Childhood Education	Education Ideas	Education Leadership	Māori Education	Māori Education	Pasifika Education	Science Ed & Sustainability
Room	S.104	S.103	KG.01	S.102	S.105	S.101	SG.01	SG.02	SG.03	KG.11
Paper Title	13. A doctoral thesis on master's thesis supervision in international degree programmes		20. University-business partnerships that transform teaching and learning		43. 'Am I growing?': Textual and visual narratives of Indonesian beginning teacher professional development	42. Middle-level leaders as instructional leaders in Aotearoa New Zealand schools: Emerging data of role expectations and performance and confidence	196. Te hua o te kiriata Moana	21. Pedagogic identities and Māori educational underachievement	9. 'They accept me which is pretty cool': (Re)uniting the waves and the ocean: Re-thinking Pasifika success	148. Primary science in TIMSS: Why the improvement?
Author/s	Kalypso Filippou		Anh Duong		Tubagus Muhammad Septian Putra	Martin Bassett, Joanne Robson, Carol Cardno, Arun Deo, Josephine Howse	Katarina Edmonds	Cristopher Lynch	Martyn Reynolds	Robyn Caygill
Paper Title			157. Identifying assessment criteria for excellence in professionalism		118. Transplanting the seed of teacher identity: Nurturing the transition into early career teacher	123. Transitioning to a meaningful appraisal process: A principal's role	197. He matawaenga nui - A huge dilemma	107. Making the unseen seen: Using a Treaty Framework to support holistic well-being in education	75. Pasifika students' perceptions of mixed ability grouping in mathematics lessons	147. Are our minds curious enough yet? Science assessment findings from national and international assessments
Author/s			Megan Anakin, Anthony Ali, Tim Wilkinson		Donella Cobb, Jane Furness	Bilinda Offen, Susan Sandretto	Katarina Edmonds	Rachel Martin, Letitia Hochstrasser Fickel, Veronica O'Toole, Eileen Britt	Trevor Bills, Roberta Hunter, Jodie Hunter	Robyn Caygill
Paper Title			209. A mock interview training course for senior students in tertiary education		208. Muslim students in the New Zealand education system	154. Development of the Teaching and School Practices Survey Tool	220. He titonga kura huna	80. Mouri Whakapapa: The Politics of Māori sexual and reproductive health and education	144. Exploring schooling experiences for boys in New Zealand	60. Repositioning teachers and learners in science assessment for 21st century learning
Author/s			Thi Thanh Thao Phan		Deborah Lomax	Heleen Visser, Sue McDowall	Reremoana Pitau	Mera Lee-Penehira	Fua pepe Rimoni	Suzanne Trask
Symposium Title		163. Transitions to university: Navigating assessment practices and curriculum knowledge		96. Social and emotional experiences of infants in transition to ECEC through the earliest years: An Australasian focus						
Authors		Sue Cherrington, Michael Johnston, Bronwyn Wood, Suzanne Boniface, Anita Mortlock, Jan Stewart, Ben Laksana		Corine Rivalland, Hillary Monk, Vanessa Field, Jayne White, Waveney Lord, Kathryn Hawkes, Bridgette Redder, Kat Hansen, Nikita Perks						

SESSION 3 - MONDAY 20 NOVEMBER 2017 - 4.50 - 6.20 PM

Item	Adult & Tertiary Ed	Adult & Tertiary Ed	Early Childhood Education	Education Ideas	Education Leadership	Education Policy	Māori Education	Māori Education	Pasifika Education	Education Other
Room	S.104	S.103	S.102	S.105	S.101	KG.01	SG.01	SG.02	SG.03	KG.11
Paper Title	45. Oral corrective feedback in a blended learning environment: A case study of teachers' cognition and their pedagogical practices in a Vietnamese university	130. An activity theory analysis of tensions in English blended courses in the Vietnamese higher education context	90. Dialogues with and about two year-olds in 'preschool'	31. Rethinking what it means to be a progressive teacher; some key ideas from social realism		84. The policy and practice of cultivating general teachers for rural primary schools in Chongqing Normal University under the background of UGIS	73. Living as Māori—The impact of schooling across three generations		104. Framing Tivaivai: Critical reflections of a Cook Islands research methodology	63. Mixed methods action research: The potential of practitioner-led research to improve teaching and learning within Aotearoa New Zealand
Paper Author/s	Thi Huong Nguyen	Ha Tran Le Thu	Jayne White, Bridgette Redder, Gate Pa & Avenues Kindergarten representatives	Graham McPhail		Chen Lu	Kimai Tocker		Peta Ravlich	Carrie Vander Zwaag
Paper Title	77. Investment and reading practices in English for Academic Purposes classrooms in Malaysia	166. Open educational practices at the OERu described using Davis' Arena of change with digital technology	69. 'Work' with children: Research as advocacy	34. Apocalyptic philosophy, zombie culture and pedagogies of the walking dead		109. Reflections from the field: Drawing the context of Rohingya refugees and their education in New Zealand	108. Successful strategies for language regeneration, nurturing Māori/English bilingualism		150. Pasifika research in education in Aotearoa New Zealand - After twenty years, what should emerging researchers know? A critical reflection	176. Better to be loud and clear: A collaborative approach to qualitative data analysis
Paper Author/s	Bharathi Vijayan	Danielle Dubien, Niki Davis, Annelies Kamp	Fi McAlevey	Michael Peters, Tina Besley		Mid Chowdhury, Sharon Harvey, Megan Lourie	Rachel Martin		Tanya Samu	Aminath Adam, Jenny Ferrier-Kerr, Bill Ussher
Paper Title	3. Evaluative anxiety in students and the importance of building partnerships between secondary schools and universities	38. 'Aha' moments and higher education teachers' self-efficacy development	124. Partnerships with parents: Complexities and contradictions	162. Cultural taxation in New Zealand Eurocentric tertiary institutions: A cultural myth or workplace reality?		218. Governing care in learning or governing business relationships? The New Zealand Code of Practice for the pastoral care of international students	134. Te Ahu o te Reo: Where to from here?		200. Authentic leadership: Experiences from a Pasifika early childhood education specialisation programme – What can I learn?	215. Conceptual landscapes of school-university partnerships in New Zealand
Paper Author/s	Valerie Sotardi, Erik Brogt	Bridget Percy	Jane Ewens	Toni Torepe		Stephanie Doyle	Maraea Hunia, Nicola Bright		Manutai Leaupepe	Leanne Lamb
Symposium Title					191. Te Whatu Kura –An induction and mentoring programme to address the significant retention issue of beginning teachers in the Māori-medium sector			211. The eight beating hearts: Ngā Pūmanawa e Waru: Culturally responsive pedagogies - Anywhere, anytime, anywhere; Rotorua a great place to learn		
Authors					Ella Newbold, Mark Dashper, Marian Pearce, Rereokeroa Shaw, Noel Te Tai, Lisa Watson			Cheryl Stephens, Sue Winters, Wendy Stafford, Marnel van der Spuy, Hinemoa Anaru, Hancine Samvelyan, Cintina Miki		

SESSION 4 - TUESDAY 21 NOVEMBER 2017 - 10.30 - 12.00 NOON

Item	Adult & Tertiary Education	Adult & Tertiary Ed	Education Ideas	Education Leadership	Education Other	Education Policy	Māori Education	Māori Education	Pasifika Education	Science Ed & Sustainability
Room	S.104	S.102	S.105	S.101	S.103	KG.01	SG.01	SG.02	SG.03	KG.11
Paper Title	22. Derivative and innovative forms of older adult education in Aotearoa New Zealand	111. Flipped teaching and flexible learning in an undergraduate engineering course	62. The promise of diasporic academics: Potential partnerships between the local and global		229. e-Portfolios for teachers' professional growth: Development of teacher identity and reflective practice	18. Management consultants in education and accuracy of appraisal: Halo effects or horned judgments?		181. Transacquisition pedagogy: Biliterate teaching of academic language	52. Pasifika student success: A multiple case study exploring the role of parents in their children's academic achievement	
Author/s	Brian Findsen	Elaine Khoo, Mira Peter	Sherrie Lee		Chua Bee Leng	Darryl Hunter, Michelle Belisle, Seema Prasad		Sophie Tamati	Emma Cunningham	
Paper Title	48. Challenges facing community colleges	221. Building on Hei Ara Ako ki te Oranga: Year One of a partnership project for recognising, valuing and enhancing wellbeing outcomes from adult literacy and numeracy programmes for diverse learners	53. Education: Reproduction or interruption?		116. A collaborative university school partnership – Design to praxis	27. Community involvement in education sector development: Unfulfilled policy promises and their impacts on teacher efficacy		139. Barriers and enablers to registration for beginning teachers in Māori medium	137. Supporting achievement for Pasifika secondary students through home-school relationships: How research partnerships can strengthen home-school partnerships	
Paper Author/s	M Nachiamal Av Muthiah	Jane Furness, Judy Hunter, Bronwyn Yates, Peter Isaacs, Katrina Taupo	Elizabeth Rata		Beverley Cooper, Bronwen Cowie, Jane Furness	Godlove Lawrent		Tama Kirikiri, Philippa Butler	Maggie Flavell	
Paper Title					223. School-university partnership in mainland China: A reflection from the perspective of interpersonal hierarchy	156. Using student conceptions to inform teacher knowledge		140. Te Whare Manaaki: An induction and mentoring model for beginning teachers	219. Fanau engagement: Understanding parental involvement, access and technology: A case study of central east Auckland primary school parents	
Paper Author/s					Zeyuan Yu, Wanjuan Zhong	Megan Anakin		Eljon Fitzgerald, Philippa Butler	Maria Meredith	
Symposium Title				155. Partnership through a mana ōrite lens: Praxis for equity, excellence and belonging			12. Reclamation and resistance: Intertwined praxis in Māori fibre arts			33. Anthropocenic pedagogy: Teaching after the end of the world: A doomsday/s symposium
Authors				Mere Berryman, Dawn Lawrence, Elizabeth Eley			Hinekura Smith, Kahutoi Te Kanawa, Donna Campbell			Michael Peters, Chris Eames, Lynley Tulloch, Robert Stratford, John O'Neil

SESSION 5 - TUESDAY 21 NOVEMBER 2017 - 1.15 - 2.45PM

Item	Adult & Tertiary Education	Adult & Tertiary Ed	Early Childhood Education	Early Childhood Ed	Education Leadership	Education Policy	Education Other	Inclusive Education	Pasifika Ed	Science Ed & Sustainability
Room	S.104	S.103	S.102	S.105	S.101	KG.01	SG.02	SG.01	SG.03	KG.11
Paper Title	23. Illuminating Chinese visual communication design (VCD) learners' creative design processes in higher education institutions: A conceptual framework	17. A new conceptual model for the trajectory from teacher professional development to student impacts	125. New educational reality: The methodological research framework of virtual reality	83. Data- and research-informed improvement in kindergarten –Strengths and challenges	67. Te puna wai ora, e tu atu nei e: Stand up, stand strong and be proud	136. Tensions between ethnic group categorisations and self-identification	55. Exploring primary teacher emotions: A qualitative perspective	167. The professional attitudes of Tongan teachers: A research inquiry	56. Social media in teacher professional learning: Opportunities and challenges for environmental education teachers	
Author/s	Brenda Saris	Katrina McChesney	Rene Novak	Line Skov Hansen	Katie Pennicott, Stan Tiatia, Mere Berryman	Philippa Butler	Junjun Chen	Sela Teisina	Fariba Mostafa	
Paper Title	Poster Session First floor foyer S Block See details below	126. Developing student teachers' awareness of maths across a teacher's professional work	149. Data, knowledge, action: Building authentic data-systems to understand and enhance children's experiences of curriculum in early childhood	87. Collaborative relationships - A source of learning, empowerment and identity of early childhood teachers in the time of rapid changes	105. Kua kōrero te iwi. The people have spoken	110. Priority transitions	94. Developing an ecology of learning: An initial report on applying Mind Brain and Education and Education research in schools	194. Found in translation: The journey from PLD to teacher practice in bilingual units, in mainstream schools	97. Enhancing marine ecological literacy through mobile learning in education outside the classroom	
Paper Author/s		Judy Bailey, Bronwen Cowie	Tara McLaughlin, Lynda Hunt, Sue Cherrington, Claire McLachlan, Karyn Aspden, Gaye Tyler-Merrick	Olivera Kamenarac	Karaitiana Tamatea	Linda Mitchell, Sonja Arndt	Robin Lane, Ben Dyson	Jacqueline Tutavake	Chris Eames, Claudio Aguayo, Jessica Hanlon	
Paper Title		190. Informing teacher education through community engagement	222. Critical discourse analysis as a tool for exploring gender discourses in ECE	131. Partnerships through professional learning community (PLC): Developing collaborative leadership practices in the Singapore early childhood context	10. Real world(s) and fake scenarios - Dance of the dialectic and collaboration	79. Expanding the notion of transitions in education	143. Experiences of self-reflexivity: Telling the story of a commerce teacher (1958-1976)			
Paper Author/s		Glynnie Mackey, Trish Lewis, Letitia Fickel, Des Breeze	Maggie Lyall	Sukuna Vijayadevar	Pania Te Maro	Diana Amundsen, Brian Findsen	Jacqui Burne, Alison Sewell, Howard Lee			
Poster Session	127. The socio-ecological model of Indonesian teachers' beliefs about cooperative learning	133. Print-based and new literacies: Do they exist in secondary science?	225. What's all the fuss about? Early childhood students' practicum experiences with infants and toddlers	226. Promoting students' awareness about science related careers through context based scenarios	227. Content and language integrated learning (CLIL) in an innovative learning environment		Symposium Title	86. Transforming practices outcomes: enacting knowledge about teaching for equity		
Authors	Sari Karmina, Ben Dyson	Nosheen Shahzadi, Mr John Morgan	Jayne White, Mira Peter, Jane Rickman	Miia Rannikmäe, Regina Soobard, Jack Holbrook, Tuula Keinonen	Jeanne Gilbert, Nadine Malcolm, Anke Richmond		Authors	M Haigh, L Grudnoff, M Hill, F Ell, K Tocker, J Mana'o, K Singh, M Tanner, R Oliver, N Pritchard, C Jackson, P Passfield		

SESSION 6 - TUESDAY 21 NOVEMBER 2017 - 3.15 - 4.45PM

Item	Adult & Tertiary Education	Assessment	Early Childhood Ed	Early Childhood Ed	Education Leadership	Education Other	Education Other	Inclusive Education	Māori Education	Pasifika Education
Room	S.104	KG.01	S.102	S.105	S.101	SG.01	S.103	KG.11	SG.02	SG.03
Paper Title	178. E-Portfolio as a supporting tool for developing reflective practice: A partnership professional development project across eight different schools in the Maldives	8. What can we learn about disciplinary meaning-making from NMSSA data?	30. Things play back: Recognising the agency of things within storytelling in early childhood education	71. Capturing Indonesian children's voices in transition to school	88. The hidden impact of statutory intervention		206. Technology education in New Zealand secondary schools: Time to realise future-focused and innovative practices		16. (Re)claiming Māori naming – Stories of recovery, resistance and reclamation	212. Walking the talk – Building research relationships with community
Authors	Sharuda Saeed, Aminath Adam	Rose Hipkins, Sue McDowall	Alexandra Gunn	Wahyu Nurhayati, Sosiati Gunawan	Sheralyn Cook		Elizabeth Reinsfield		Joellee Seed-Pihama, Hinekura Smith	Yvonne Ualesi
Paper Title	70. Success at university: International students' perspectives	159. Year 8 students' international language learning: Findings from the National Monitoring Study of Student Achievement	92. Exploring an ongoing process of intra-activity in the context of traditional games	189. Understanding the role of the early childhood educator in the facilitation of children's agency	44. Ethical issues in an action research project: The value of a reflective journal		72. Noticing the performance of Key competencies in everyday relational moments in a NZ secondary school		199. Local epistemological frameworks: An anti-colonial approach to education	
Paper Authors	William Ericsson, Eulath Vidal, Annelies Kamp, Missy Morton	Linda Bonne	Ririn Yuniasih	Caroline Scott	Yue-en Anita Pu		Judith Graham		Miriam Postlethwaite	
Paper Title	29. Transnational higher education partnerships: Examining an arrangement between a New Zealand and Indonesian institution?	36. The effect of the "lens of the teacher" on teacher summative assessment literacy and practice	161. Thinking with Actor Network Theory (ANT): The influence of digital technology on young children's social and emotional learning	195. Expanding the whāriki as children transition from ECE to school	1. Curriculum and neo-liberal governance: Collaboration without collectivity		114. Cooperative learning as a pedagogical practice to help students develop their social and emotional learning			
Paper Authors	Kenneth Moore	Frances Edwards	Harneet Sodhi	Sally Peters	Brian Tweed		Ben Dyson			
Symposium Title						213. University of Canterbury post graduate education for teachers: Partnership with Ngā Pūmanawa e Waru Education Trust. Participation by Local Teachers and Educators; Protection of Māori knowledge, language, culture and identity		112. Informal and everyday learning: Children's voice(s), teacher practice and a framework for PLD		
Symposium Authors						Anne-Marie Hunt, Angus Macfarlane, Richard Manning, Cheryl Stephens		Roseanna Bourke, John O'Neill, Judith Loveridge, Maria Dacre, Jami Wallace		

SESSION 7 - WEDNESDAY 22 NOVEMBER 2017 - 10.30 - 12.00 NOON

Item	Adult & Tertiary Education	Early Childhood Ed	Education Other	Education Other	Education Other	Education Other	Education Other	Education Policy	Inclusive Education	Māori Education
Room	S.104	S.102	S.101	S.103	S.105	SG.02	SG.03	KG.01	KG.11	SG.01
Paper Title	89. A collaborative framework for enhancing graduate competencies through university-industry partnerships	138. “Will you walk into my parlour?” said the spider to the fly. Creating effective invited spaces: Putting the lens on early childhood teacher education practica	142. Encounters that matter, entanglement with Parihaka and a letter to Koro (re-)writing internalised racism	35. Lesson study as a model for teachers’ sustainable professional development in Taiwan – A discourse analysis	46. By rule or by rote? To what extent does children’s spelling improve as a result of learning words with the LOOK, SAY, COVER, WRITE, CHECK, FIX strategy compared with phonological spelling strategies?	15. How the TLRI partnership model has contributed to the fund’s impact	25. Making a new secondary school: Breaking curriculum traditions	101. State, school and parent: A history of partnership?	11. I felt a part of the class.... The journey of a group of Nigerian migrant second-ary students from isolation to integration	49. Te Waha Tieke: Exploring the educational potential of social networking environments for Māori students in Northland schools
Author/s	Elaine Khoo, Karsten Zegwaard, Aminath Adam, Mira Peter, Bronwen Cowie	Claire Wilson	Elmarie Kotze, Moalia Lattimore, Paul Gay, Vicki Tahau-Sweet	Chinju Mao	Sue Dymock, Tom Nicholson	Rosemary Hipkins	Noeline Wright	Megan Smith	Greg Ashman, Lois Kidmas, Megan Short	Mark Dashper
Paper Title	117. Great that you’ve got a degree, but what can you actually do? Creating and implementing a campus-wide graduate profile and co-curricular record	171. Co-constructing Early Childhood Teachers’ Professional Identities in Aotearoa New Zealand	210. E Hine! E Hine! Wāhine Māori Leadership	205. Beginning teaching in New Zealand. What’s new?	95. What’s so meta about children’s writing?	102. Researcher-teacher partnership: Using a design study to improve student learning in mathematics	41. Goodbye progressivism? New Zealand’s rise and rise of neoliberal pedagogy	153. School closures and the dissolution of community	24. Safe Houses and foxholes - Pragmatic inter-action strategies of EAL students in senior secondary school	
Author/s	Billy Osteen	Kiri Gould	Sharon Campbell	Helen Treveltham	Maira Newton	Brenda Bicknell, Jenny Young-Loveridge	Daniel Couch	Carol Mutch	Brian Davy	
Paper Title				129. The challenges of embedding problem-solving in a primary mathematics programme	214. Ensuring a great start: Using research to guide teachers’ practice in early reading instruction	192. To share or not to share: Teachers’ use of student data for making pedagogical decisions	128. Wellbeing, spaces and places	81. Dissatisfaction leads to development. Viewing teacher professional development through the lens of cultural historical activity theory	183. ‘I don’t like them because...’: A look at friendships from the perspective of students without LD in Indonesia’s public primary school	
Authors				Judy Bailey, Helen Twentymam	Christine Braid	Mira Peter, Bronwen Cowie, Frances Edwards, Aminath Adam	Sonja Arndt, Marek Tesar	Darcy Fawcett	Costrie Ganes Widayanti	
Symposium Title										193. Taikākā: Successful teaching and learning strategies in Māori medium ITE
Authors										Jenny Lee-Morgan, Maia Hetaraka

SESSION 8 - WEDNESDAY 22 NOVEMBER 2017 - 1.45 - 3.15PM

Item	Assessment	Early Childhood Education	Education Other	Education Other	Education Other	Education Other	Education Other	Māori Education	Māori Education	Science Ed & Sustainability
Room	KG.01	S.102	S.101	S.104	S.105	SG.03	S.1031.03	SG.02	SG.01	KG.11
Paper Title	158. Subjectivity in overall teacher judgments (OTJs): Exploring student characteristics that influence OTJs	37. This is you, this is me, this is us: Children's identity work in early childhood education	47. Writing in te reo at university	58. Depth pedagogy and academic knowledge	26. Student wellbeing and bullying: What teachers and schools do counts	115. Following out of public education systems? Studying private actors in compulsory schooling across two hemispheres			180. Transition of tamariki from Māori medium early learning environments to kura and school	78. Individualisation in Year 12 Physics.
Author/s	Kane Meissel, Frauke Meyer, Esther Yao, Christine Rubie-Davies	Kate McAnelly, Michael Gaffney	Georgina Stewart	Gerard Rowe, Bill Collis, Chen Wang, Graham McPhail, Elizabeth Rata	Sally Boyd, Elliot Lawes	Piia Seppanen, Martin Thrupp, Darren Powell			Richard Hill, Lesley Rameka, Mere Skerrett	Darcy Fawcett
Paper Title	54. Decision-making in the teaching moment	175. He taonga, he rere arorangi – E whakawhanaunga ana Young children visiting a museum – Growing a Relationship	169. Tōku reo, tōku kurumatarārehu!	165. Lifelong learning and practice journeys: Career pathways of former students on the specialist teaching programme	99. Supporting peer tutors in schools: Developing effective tutor training	100. Partnering with parents: Teacher views on parental engagement			217. Mātauranga Pūtaiao for schooling: Challenges and tensions	160. Teachers' 'assessment for learning' practices: Unfulfilled promises of partnership
Author/s	Elizabeth Eley	Margaret Carr, Bronwen Cowie, Jeanette Clarkin-Phillips, Shelley Gardner, Brenda Soutar, Leanne Apera-Ngaha	Hannah White	Wendy Holley-Boen, Mandia Mentis, Alison Kearney, Philippa Butler, Laurie McIay, Christoph Teschers	Jesse Pirini	Megan Smith			Tony Trinick, Ella Newbold, Sharyn Heaton, Daniel Hikuroa	Chandan Boodhoo
Paper Title				121. Contrast and assimilation effects on task interest in an academic learning task	152. The transformative role of mātauranga-a-iwi and whakapapa in Māori student success	224. Dreaming together in partnership: Collaborative actions to create, live and tell our own stories of indigenous education			65. Kia Tupu, Kia Hua, Kia Puawai: To grow, prosper and sustain	120. Exploring collaborative teaching and learning partnerships in a drama-based inquiry project
Author/s				Jannis Bosch	Melinda Webber	Ylva Jannok Nutti			Kimai Huirama, Iti Joyce	Carrie Swanson
Symposium Title							106. Exploring diverse partnerships in the Teaching and Learning Research Initiative (TLRI)	103. Beyond Māori boys' Reading and writing our world		
Author/s							J MacDonald, M Kahukura Hohepa, K Davis, S Matthewman, D Olliver, T Hakaraia, T Anderson, N Rewi, R Britton, R McKenzie, M Crichton, D Rose	Ann Milne, Student A Student Warrior-Researchers, Student B Student Warrior-Researchers		

Abstracts

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Session 1: Monday 20 November Room S.104 Time: 1.15 - 2.45 Theme: Adult & Tertiary Type: Individual

ALYSON MCGEE

Massey University

4. Challenges, needs and responsibility: Academics' perceptions around internationalisation in higher education

Clearly, internationalisation in higher education is a complex process with many inter-related factors. A search of the literature shows there has been a great deal of research into the perceptions of international students, however, much less research has focused on academics' perspectives of the process of internationalisation (Barron, Gourlay, & Gannon-Leary 2010, Harman, 2005). The experiences, knowledge and practice of academics in higher education are undoubtedly fundamental to successful internationalisation and positive outcomes for international students; however, this is still a 'relatively barren' field for research (Sanderson, 2011, p. 661), particularly in New Zealand.

This presentation reports on a research project investigating 12 academics' perceptions of their challenges, needs and practices in teaching and/or supervising international students in a New Zealand university. The research revealed academics were mostly positive about teaching international students; however, institutional, professional and personal challenges were clearly revealed. To address the institutional challenges, academics called for greater clarity and direction by leadership and the provision of support systems for both academics and international students. The major professional and personal challenges which emerged were related to teaching and learning, language tensions and cultural expectations.

Interestingly, although all the academics identified personal and professional challenges presented by teaching and supervising international students, this was not necessarily transferred into accepting responsibility to address these factors. Most academics felt it was the responsibility of the university and/or international students to make changes. These findings raise the question of why some academics did not feel a responsibility for addressing issues they identified, particularly in teaching and learning situations.

Further investigation revealed a number of factors which may have affected this acceptance of responsibility. For example, the rapid growth in internationalisation in New Zealand has been more recent than many other Anglophone countries, and the few academics that did accept responsibility, had wider multi-cultural knowledge and experiences with international students and contexts than the others. There has also been a lack of professional learning for academics focused on multi-cultural and international education in many tertiary contexts.

MOHAMED MSOROKA

University of Waikato

28. Prison education through the lens of "perspective transformation": A reflection from Tanzanian ex-offenders

Although the premise of prison and imprisonment is to combat criminality among people (Ginneken, 2016), the problem of reoffending is rampant across nations (Callan & Gardner, 2007). Reoffending is believed to be caused by the fact that the majority of prisoners, especially in developing countries, leave prisons with the same risks that originally sent them to prison. It is noteworthy that the majority of prisoners (globally) share relatively similar characteristics – poor educational background, low or no work skills, and poverty. Most scholars (Klein et al., 2004; UNODC, 2012) associate crimes and reoffending with those characteristics. When prisoners are released into their original offending environment with the same risks, plus the additional label "ex-convict", most of them fail to cope with society and end up reoffending (Cullen, Jonson, & Nagin, 2011; Frederick & Roy, 2003). To deal with this situation, rehabilitation programmes – including prison education – have become common in prisons. It is postulated that perspective transformation enables individuals to re-think and change their previous frames of reference for the better. This presentation draws on ideas from Mezirow's (1997) "perspective transformation" and discusses the connections between prison education and rehabilitation of offenders. The purpose is to show how prison education contributes to rehabilitation and therefore, can help to reduce recidivism among inmates.

This presentation relates to my PhD project which focuses via a qualitative approach on prison education in Tanzania. In this presentation, one lens through which I view prison education is that of perspective transformation. A snowball technique helped to locate four ex-offenders; two of them were beneficiaries of prison education. One had been out of prison for more than five years and the other, more than two years. The two ex-offenders were individually interviewed. With their consent, the interviews were voice recorded, and later transcribed. The data were analysed thematically. The findings show that the two ex-offenders seem to have been transformed; they were found using the skills they gained from prison education/training and become productive social-beings. One ex-offender owned an NGO that supported prisoners while the other was employed in a private company. I argue in this presentation that prison education, as a subset of adult education, has an ability to transform prisoners and contribute to reduction of reoffending among prisoners

93. Professional partnerships and higher education: Case studies for architecture and accounting education in New Zealand

This paper reports on initial findings of a recently completed PhD study which explored how architecture and accounting professional learning is organised in New Zealand. Architecture and accounting professional learning has been recently relocated, or recontextualised (Bernstein, 2000), from practice into the higher education context. The study considered how professional disciplinary knowledge, professional identity and professionalism are being shaped as a result of a change in location.

The study examined the relationship between the professions, practice and higher education, and the nature of architecture and accounting professional disciplinary knowledge. Such knowledge can be described as a specialised, protected form of knowledge which requires mastery of tacit, codified knowledge shaped by engaging with practice. Professional learning within higher education requires the fusion of discipline-based propositional, know-that knowledge with know-how practical, professional knowledge and sufficient features so as to be granted academic status (Bromme & Tillema, 1995; Eraut, 1994). This study examined to what extent practical, dispositional know-how can be part of professional learning within higher education.

Data were collected through practitioner interviews and academic focus groups. Thematic analysis revealed that the relocation of professional learning into higher education created issues of authenticity, autonomy, de-professionalisation and surveillance. Critical factors were lack of authentic practice opportunities within curriculum, and the risk-averse, measurable, highly regulated higher education contexts, mandated by the state and professional associations. A critical discourse analysis of documents that shape professional learning, practice and professional identity revealed discursive effects of neoliberal education policy and a preoccupation with measurability, surveillance and employability. The study found that degree designers and lecturers appear to struggle to adequately prepare practitioners for the relational, tacit aspects of practice, and to develop professional identity, expertise, altruism and autonomy. Professionalism and “pure professionalism” (Noordegraaf, 2007, p. 765) are examined in this paper, in light of policy, practice, societal and digital influences that appear to distort the expectations around professionalism and what it means to be a professional (Evans, 2013; Noordegraaf, 2013).

This paper will report on findings, and outline implications for the professions and professional learning in higher education. Key is the need for greater practice-based learning and experience and opportunities to develop professional being, judgement and identity. Findings highlight tensions between practice and higher education. The study contributes to discussions on professional disciplinary knowledge and professional learning, and argues that pedagogy and curriculum need to give professionals access to both tacit practical and professional theoretical knowledge.

Session 1: Monday 20 November **Room:** S.103 **Time:** 1.15 - 2.45 **Theme:** Adult & Tertiary **Type:** Symposium

66. Hidden values, invisible learning, and intercultural experiences: Challenges and promises of international education in New Zealand

Overview:

This symposium focuses on current research on international students in New Zealand in response to the latest developments in international education policy. It asks the following questions: What does the latest international education policy promise? What does current research say about how those promises can be met? What are the implications for the future of international education in New Zealand?

International education is currently New Zealand's fourth largest export industry and valued at more than \$4 billion (Education New Zealand, 2016). Unlike other export industries, however, international education brings with it complex ethical considerations when supporting students' holistic needs.

The recent 'International Student Wellbeing Strategy' launched by the Ministry of Education (2017) stands out in highlighting ethical obligations toward international education. The strategy promises “a high quality, authentic experience” for international students (p. 5), underpinned by a commitment to students' economic wellbeing, educational outcomes, health and wellbeing, and feelings of inclusion.

The presentations in this symposium address two particular strands of the strategy, educational outcomes, and feelings of inclusion. In terms of educational outcomes, the expectation is that students should “experience culturally responsive services from education providers”. In terms of inclusion, students should “feel integrated ... [and that] their diversity is celebrated” (p. 7). While these promises emphasise values of respect for, and acceptance of, other cultures, the presentations highlight the challenges and implications of doing so.

Firstly, Heather Vail examines the tensions experienced by educators at a tertiary institution, and argues for a need to shift current pedagogical mindsets towards international student success. In the following presentation, Sherrie Lee reconceptualises international students as strategic learners who utilise their language and cultural resources for academic learning, thus challenging the hegemony of an English-dominant learning environment. Finally, Steven Donald discusses international students' differing levels of intercultural awareness and competence as a result of their homestay experiences.

It is hoped that the symposium will serve as a catalyst for increased dialogue about international education, not only within the NZARE community, but also among policy makers, practitioners, researchers, and international students themselves.

Paper 1: Shifting pedagogies for international student success - Heather Vail, Communications Lecturer, Toi Ohomai Institute of Technology

As international student populations continue to increase within New Zealand's tertiary sector (Education New Zealand, 2017), educators are challenged to promote intercultural competence within the now-global classroom (Huber & Reynolds, 2014). At the polytechnic where I am a communications lecturer, there is a growing international student population (mostly from India). From my interactions with international students, as well as with similarly-positioned colleagues, I realised there was a lack of resources for educators to address creating appropriate curriculum for international students, as well as to respond to their range of needs.

In response to this gap, I used evaluation methodology (Davidson, 2005) to develop a framework of inquiry into current pedagogical practices in relation to international students. Firstly, four educational values were selected as a starting point to guide my inquiry: the educator leadership role, experiential learning, critical thinking and praxis. These values informed interviews taken with six educators from my institution. Subsequently, key evaluative questions guided my analysis of mixed data collected from staff dialogue and institutional documents. As part of the process of a shared reflective practice, strategies emerged to develop more effective student learning.

Based on the data collected, I discuss the tensions between educators' pedagogical aspirations and their established classroom practices. In response to these tensions, I further suggest how educators can review their teaching practice with the following considerations: i) wear a 'dualistic mask' to accommodate both situational and educational needs of students; ii) appreciate the variation among learner norms; and iii) continually reflect on their own perceptions and struggles with teaching international students.

I conclude that such reflective practice provides the connection between the promise and praxis of responding to the educational needs of international students, allowing educators and other stakeholders to engage in a much needed dialogue of complex and emerging learning platforms.

Paper 2: Re-positioning international students as resourceful learners by examining their brokering practices - Sherrie Lee, PhD Candidate, University of Waikato

Research on international students often highlights adjustment challenges, particularly for non-native English speakers. Challenges have been attributed to English language proficiency and cultural differences in educational expectations. Such studies, however, promote a deficit view of international students by focusing on the resources they lack. In this presentation, international students are re-positioned as resourceful learners through the concept of brokering.

Brokering is a concept that highlights the transfer of resources between communities that are separated by language and culture (Stovel, Golub, & Milgrom, 2011). In the context of international students in a culturally different environment, brokers are those who assist students in the understanding or acquisition of resources, information, or knowledge related to the host institution. Importantly, brokering is facilitated by the brokers' ability to bridge the knowledge and cultural gaps between students and their academic demands.

My doctoral research was a focused ethnography (Knoblauch, 2005) involving ten international students in their initial period of study at a New Zealand university, nine of whom were of Chinese ethnicity. The research was interested in understanding students' academic brokering practices, that is, how they sought help for their academic needs outside the formal structures of instruction.

In my presentation, I discuss the significance of academic brokering between students and their brokers particularly, who share a common language. Drawing from interview and interactional data, I present an overview of students' brokering practices. I highlight how brokering interactions take place, such as the types of requests made and the outcomes of such requests. These brokering interactions demonstrate the importance of using students' native language to increase academic understanding and access resources. Students engage in active learning, not only by initiating brokering requests, but also through negotiating their knowledge positions during brokering interactions.

In conclusion, I suggest that host institutions themselves should take on a brokering role by facilitating greater use of international students' own cultural and social resources to navigate the demands of higher education conceptualised and delivered in an English-speaking world. Such an approach further promotes the promise of inclusivity and respect for diversity in international education.

Paper 3: Determining intercultural awareness and competence: How do you know? - Steven Donald, PhD Candidate, University of Waikato

Tertiary institutions around the world are sending students overseas with the view that authentic overseas experience will help develop the students' intercultural competence and facilitate global citizenship. However, the degree to which international students do develop intercultural competence has not been fully explored and more research into this area is needed. A lot of work has gone into developing intercultural competence models, those of Byram (1997) and Deardorff (2006) being the most familiar. Unfortunately, these models do not consider the degree to which an individual develops intercultural competence or when they start to become aware of it.

The presentation reports on a PhD study that uses a modified version of Byram's Model of Intercultural Competence and Deardorff's Process Model to evaluate international students' intercultural awareness and competence in the context of their homestay experiences. The modified model is premised on the following five areas: i) open attitude, ii) initial awareness, iii) developing awareness, iv) greater awareness, and v) outcomes (i.e. competence).

The study involved a group of South Korean students studying at an ITP (Institute of Technology and Polytechnics) in New Zealand. Data analysis of focus groups, paired interviews, informal observations and oral journals suggest that participants had varying degrees of intercultural awareness and competence. This presentation features two case studies that highlight the opposite ends of intercultural awareness and competence among the participants. The presentation will offer an explanation of participants' differing intercultural experiences by examining their attitudes, level of awareness and outcomes.

Understanding variation in international students' intercultural experiences is important for both dispatching and host institutions to better prepare students for their period of overseas study. For example, institutions can consider establishing culturally responsive programmes that assist international students in integrating into their host community, as well as preparing the host community for receiving students. Such programmes have the potential to fulfil the promises of international education to promote respect for diversity and foster feelings of inclusion among international students.

CLAIRE MCLACHLAN

University of Waikato

98. Teaching, learning and assessment of literacy in early childhood: The promise of the revision of Te Whāriki, the early childhood curriculum

The aim of this study was to identify ways in which teachers currently plan for, teach and assess literacy in early childhood and to identify how well current practice aligns to the guidelines given in the revised Te Whāriki (Ministry of Education, 2017). Research suggests that effective teachers of literacy demonstrate knowledge calibration (Cunningham, 2015) and are able to effectively tailor teaching to make best use of resources, draw on children's family funds of knowledge (Moll, 1992; Sénéchal, 2011) and support children's development of conceptual knowledge, skills and dispositions for literacy (National Early Literacy Panel, 2009). This study builds on previous studies investigating how to support teachers' knowledge of how to promote literacy (McLachlan & Arrow, 2013, 2016). These studies showed that teachers can enhance literacy outcomes by effective teaching in a free play environment, but they require further support to use a range of assessment methods. Teachers may hold polarised positions on assessment, which may prevent collection of a range of meaningful data (McLachlan & Arrow, 2016). This study aimed to investigate how the sector had received the update of Te Whāriki (Ministry of Education, 2017) and to explore any challenges the ECE sector had identified in relation to the Communication strand/Mana reo, the primary location of literacy outcomes in the curriculum. A convergent QUAN-QUAL mixed method design was utilised (Cresswell & Plano Clark, 2011), which employed a national Qualtrics survey of ECE teachers identified via the Ministry of Education database of centres and purposive key informant semi-structured interviews with 18 centre leaders who have overall responsibility for curriculum implementation. The purpose was to identify the strengths and weaknesses of current teaching and assessment practices and perceptions of what professional learning teachers may need to implement the revised curriculum. Data was analysed using both quantitative and qualitative methods. Preliminary findings suggest that the promise of the revised Te Whāriki is not yet realised in practice and that teachers may need opportunities for further professional learning on literacy and assessment and exemplars of alternative assessment practice to document children's progress towards learning outcomes. This study responds to the identified need for evidence-based research on effective assessment practices (Gordon Commission, 2012), which can be used to help achieve equity of opportunities and outcomes for all young children. The findings will be of value to teachers implementing the revised curriculum and to providers of initial teacher education and professional learning.

JANE CARROLL, DIONE HEALEY, ELIZABETH SCHAUGHENCY, ELAINE REESE, TRACEY CROSS, JAN JOHNSON, HEATHER FAGAN, RACHAEL BURROWES

University of Otago, Pioneers Dunedin

172. Te Pihinga: Growing relationships with home based educators to nurture young children's development

The strands and learning outcomes of Te Whāriki underpin the key competencies in primary education. Oral language and self-regulation have both been identified in Te Whāriki and the key competencies as important for full participation and success throughout the education journey. Our main objective for this ongoing initiative is to engage in practice-based research partnering university researchers and visiting teachers to empower home-based educators to support and deepen their children's development and learning - specifically their children's oral language development and self-regulation - in the year before the transition to primary school. Our approach is guided by recommendations for promoting quality professional learning and development in home-based early childhood education (Smith, 2015). We adapted promising approaches originally developed for parents of preschool-age children into three professional development and learning modules, two story-book reading modules that facilitate language interactions (such as conversations and word play) to foster children's oral language (vocabulary, understanding and expressing ideas, and awareness of speech sounds) (Schaughency, Das, Carroll, Johnston, Robertson, & Reese, 2014), and a third module designed to enhance children's self-regulation and approach to learning through games and developmentally appropriate activities (Healey & Halperin, 2015). Educators serving children in the target age range are provided the opportunity to participate in each module over the course of this two-year initiative. To evaluate contributions of our work to supporting early childhood practice and children's learning and development, educators and children participate in evaluation activities before and after each module and children will be followed after school entry. Each module is introduced in an evening workshop attended by home-based educators and their visiting teacher/s. To support consolidation into practice, we lend home-based educators specially modified books or materials for six weeks following the workshops and maintain regular contact through visiting and phone calls to allow for formative evaluation and ongoing support to the home-based educators. Retention of home-based educators in this continuing professional development initiative is high, with educators continuing to participate across all three modules, and educators' reflections suggest perceived benefits for practice and children's learning. This presentation will discuss the challenges and successes of, and implications for, providing professional development opportunities and supporting home-based educators of young children within a practice-based university researcher-practitioner partnership in the early childhood sector.

SANDRA WILLIAMSON- LEADLEY

University of Otago College of Education

187. It's just a swipe to the left: Use of tablet technology in early childhood education settings

This presentation reports on the preliminary findings of a small-scale phenomenological study on the use of tablet technology to support children's learning in ECE settings in Otago and Southland. This qualitative study used a case study methodology (Neuman, 2011; Yin, 2014) with each of the ECE settings being considered a 'case'. The study sought to explore how teachers currently use tablet technology to support children's learning and explore

the affordances and constraints of using tablet technology with young children. Understanding the professional development needs of ECE teachers, with respect to tablet technology use in early childhood education and in relation to young children's learning, was also explored. Data were produced through online surveys which were subject to inductive analysis. Thirty-six surveys were analysed. Semi-structured interviews and setting observations are to be carried out in the next phase of the study.

Empowerment, holistic development, family and community and relationships are the principles that underpin the learning articulated in Te Whāriki (Ministry of Education, 2017), the Early Childhood Curriculum. While not uncontested, tablet technology may be viewed as one of the tools teachers may use when providing experiences for young children that address the framework of Te Whāriki. Using tablet technology, together with traditional play resources (blocks, sand, water play), allows children to explore and learn about their worlds (Yelland, 2011).

This research aims to generate information about: 1) how early childhood education teachers use tablet technology to support children's learning, and 2) ECE teachers' perspectives about the professional development they require if they are to use tablet technology effectively to support children's learning in their settings. From this research, opportunities for teacher professional development and learning will be identified. In summary, this research provides access to understandings about current practice, and current and future use of tablet technology in early childhood education programmes. In turn, teachers will be supported to make informed decisions about the professional learning and development they wish to engage in, and that will enhance technology supported pedagogical practice. The findings and interim conclusions from the research will be outlined and discussed in the presentation.

Session 1: Monday 20 November Room: S.105 Time: 1.15 - 2.45 Theme: Education Ideas Type: Individual

LEON BENADE

Auckland University of Technology

68. Epistemology in the production of space: Limits and possibilities

This presentation, based on qualitative fieldwork in a range of flexible learning environments since 2013, applies philosophy and theory to respond to, and provide a richer understanding of, such environments. The central critique in this presentation is to reject a notion of space as a material container to be filled. To persist with this error simply perpetuates the notion that either space will alter teaching and learning practice, or that teaching and learning practice—indeed any social practice associated with learning environments—will not (or need not) be significantly altered by environmental changes. Each of these positions disguises entrenched deterministic linearity on one hand, and change resistance on the other.

The philosophical and theoretical tools of analysis to be utilised in this presentation are drawn from the liberal/humanist, Marxist framework within which Henri Lefebvre wrote. Lefebvre described praxis as social practice, and characterised it as a contrast of creative production and the repetitive everyday. Underlying his concept of praxis was a rejection of a mental/manual or conceptual/lived bifurcation. He dismissed too the false dualism between 'mental' or 'theoretical' space and space as the lived and produced reality of real people with real bodies. Such bifurcations arise from Western rationalistic notions that privilege the mental over the physical, casting space as a material container to be filled.

One of the sources of this erroneous thinking Lefebvre drew attention to, and which will be specifically referred to in this presentation, is semiotics. He saw in semiotics a similar epistemological attack on the possibility of a lived experience of a socially produced space. Signs have a domesticating and bifurcating effect on the concept of space, and, at best, can only capture part of the story of space. During this presentation then, Lefebvre's attack on semiotics will be considered from the perspective of his own epistemological analysis of space, to provide a richer analysis of space.

Lefebvre's notion of praxis as social practice is allied to his notion of space as a social product. By applying his notion of praxis, a more dynamic understanding of learning environments is possible, thus addressing the conference theme of delivering on the promise of praxis. Lefebvre's epistemological project provides lessons for the evaluation of flexible learning environments, and directs the evaluative focus away from purely epistemological considerations to more ontological ones, which may allow for a greater appreciation of the lived experience of real people in real spaces.

CLAIRE COLEMAN

University of Waikato

146. I am not a postman, are you?: Exploring the tensions of enacting a collaborative learning partnership within initial teacher education

The purpose of this paper is to share, reflect upon and interrogate my own practice as an emerging tertiary practitioner dedicated to critical pedagogy and authentic learning relationships. Through dialogic participation it will enable participants to challenge the tension within their own practice between encouraging the development of reflective critical teacher practitioners and the demands of university mandated criteria. It contributes to the current critique around the deprofessionalisation of teaching through schemes such as work to teach or teach first NZ. This possesses increasing significance with the rising pressure upon tertiary institutions to operate within the bounds of a neoliberal environment (Eagleton, 2015). Calls for fiscal responsibility and the language of accountability have become commonplace, supplanting the university's position as democratic institutions of higher education for those of "service providers". These new concerns place greater pressure on institutions to increase class size, efficiency and pass rates (Giroux, 2010).

Despite research on the value of establishing collaborative, learning relationships between teachers and students, there remains a definite tension. Aspirations to engage students in meaningful, critical learning experiences that model potential classroom experiences are restricted by time, technology, administrative and ideological pressures. Are we practising what we preach when it comes to initial teacher education? This paper will directly address my

own responsibility to both the institution and demands of the programme and my own philosophy as a critical educator.

This presentation will involve interactive elements that draw upon collaborative learning models and enable participants to confront their own views around the topic. It is grounded in a constructivist methodology that recognises each teaching and learning context as specific. Informed by a perspective of a critical reflective practitioner I will use my own recent practice as a case study and offer an embodied consideration of pedagogical theory. This relates to the overall theme of the conference because it addresses how we can better enact the principles we espouse to teachers within our own profession. It will question through dialogic and exploratory practices how we are currently fulfilling a promise to engage meaningfully in personalised and co-constructed learning. Hopefully this presentation will encourage all of us to address not only pedagogic but structural approaches that might assist us in reaching the promise of critical praxis.

Session 1: Monday 20 November **Room:** S.101 **Time:** 1.45 - 2.45 **Theme:** Education Leadership **Type:** Individual

SAMANTHA MORTIMER, FRANCES EDWARDS

University of Waikato

32. Scaling the mountain to principalship: The barriers and the enablers in a female first time principal's journey

The purpose of this presentation is to describe the journey of Janet who was appointed as a first time principal in her 50s. The study is relevant to the field of educational leadership as although girls outpace boys at schools and universities and are currently entering the work force at higher salaries than ever before, there have been minimal changes in the proportion of females in top executive positions in the last decade. For example, in 2012, around 60% of the total number of high school teachers in New Zealand were women but they held less than 33% of all principal positions. This being the case it is useful to reflect on the stories of women who have achieved school principal positions, in order to discover what helped and hindered them on their journey.

In 2015, Janet shared her story about her journey to principalship using a guided interview framework characterised by the creation of themes with open ended questions. Her unique lived experience and the significance of her everyday life to becoming a first time principal was documented and explored by drawing out patterns through coding the transcript and identifying themes through a process of careful reading and reviewing. Janet described her journey, identifying the enablers and barriers along the way and the identity work that enabled her to gain her first position as a school principal. Janet acknowledged the impact of gender, being a wife, and being a mother to a school aged child, and the gender-specific expectations others have of principals, as barriers. She also identified enablers, the people and the processes that helped her to succeed in her career including, her strong belief in social justice which arose from her parents, her support systems including the mentors who guided her throughout her career path to the present day, and the professional development opportunities she was able to enjoy. She talked about a gestalt shift her identity and its collision with circumstances which gave her the confidence to apply for her current job as a school principal. Janet showed she was capable of making workable, manageable and balanced judgments in relation to her work and life including finding people and activities that could support her. Building on the work of Mamood (2015) a visual metaphor that encapsulates Janet's journey is proposed. This provides a rich view of a woman's road to principalship and demonstrates the complexity of Janet's educational leadership journey.

KERRY EARL RINEHART

University of Waikato

39. Principals in relationship: Work, roles and positioning

Principalship is complex relational work. Interactions with a long list of individuals, groups and organisations are features of a principals' work activity. These interactions vary from one time contact to every day for just in time advice or ongoing mentoring to an infrequent media comment or supervision of a beginning teacher, from acquaintance to lasting relationships. Relationships feature in leadership frameworks and expectations of effective and successful school principals. Current educational leadership literature gives attention to personal characteristics understood to make and build connections, and sustain relationships. In this talk I will set this scene and then, using research stories of primary school principals' interactions with community members, explore what attention to principals in relationship can tell us about principals' work, roles, and positioning. By unpacking principalship into these three aspects (instead of, for example, administration, leadership and management), positioning theory can be used to shed some light on how principals' success is 'community' dependent. I argue that consideration of work activity, work roles and the significance of positioning could help those in relational, or helping, professions such as principals and teachers, make sense of and develop partnerships with individuals and groups in their work place and community.

ROBYN GIBBS

Ministry of Education

6. Literacy leadership in schools with different patterns of NCEA English achievement

This presentation draws on my doctoral research on literacy leadership in six New Zealand secondary schools that had different levels of performance in English achievement in the National Certificate of Educational Achievement (NCEA).

The research sought to identify practices that were more and less effective at bringing about good academic outcomes for learners. Data about literacy leadership practices were gathered through interviews with six literacy leaders, and twelve teachers (two in each school) with whom these literacy leaders had worked. Interview data were allocated to coding categories, the Practices of Effective Literacy Leadership (PELL) that had been identified from a set of

43 studies about effective literacy leadership. The development of the PELL was the unique feature of this doctoral research which was aimed at supporting high quality curriculum leadership in secondary schools.

Results show that literacy leaders in high achieving schools were more likely to use a greater range of the PELL compared to lower achieving schools. At a broad level, these practices included building teachers content knowledge about what to teach, when and how; helping teachers to understand literacy learning across curriculum; challenging teachers to think of different ways of doing things; acquiring resources that align to students' needs; building the trust and engagement of teachers and other leaders; constructing a vision for literacy learning in the school; engaging in curriculum evaluation; planning a school literacy curriculum; solving school problems related to teaching and learning; advising teachers about resources for students in their classes; guiding teachers in the use of smart tools; drawing on their experience as a leader; and drawing on their expertise as a leader.

Further analyses showed that these differences could be grouped into three broader categories of practice - focusing on improving students' attainment and improving the engagement of learners; fostering organisational coherence; and creating a culture for improvement. These leadership practices are critical for building teachers' capabilities in secondary schools, and for reducing current inequities in students' attainment in New Zealand secondary schools. Strong partnerships between literacy leaders and teachers, and between literacy leaders and other designated leaders were a feature of the schools with high NCEA English achievement.

This research found that shifting curriculum priorities and senior leadership changes in low achieving schools impacted on the opportunities literacy leaders had to work with teachers. Literacy leaders in high achieving schools faced fewer organisational barriers to working with teachers and with other leaders.

Session 1: Monday 20 November **Room:** KG.01 **Time:** 1.15 - 2.45 **Theme:** Education Policy **Type:** Individual

GAUTAM AHLAWAT

University of Waikato

76. Communities of Learning (CoL) policy and its impact on teacher learning and development

This presentation highlights the role of Communities of Learning, as a vehicle for teacher professional learning and development. The term "learning community" has evolved and can be tracked back to Senge's work on the learning organisation (Senge 1990). As such, communities of learning have been promoted as a viable tool, for inculcating new teacher professionalism in many countries around the world in the last two decades. This presentation will look at the experiences and journey of Singapore, Welsh and Michigan state/government led learning community initiatives and how this has affected teacher learning and development. It will look at the Communities of Learning initiative implemented by the New Zealand government in 2016. The salient features of learning communities, which may help to promote teacher collaboration, will be briefly discussed.

The research aims to investigate the impact of Communities of Learning on teacher professional learning and development. A pilot research, conducted in a New Zealand secondary school on one professional learning community of teachers, investigated the impact of teacher collaboration on their professional learning and development. Qualitative approach was used to gather data through focus group meetings of participant teachers. Thematic analysis looked for themes across data to identify connections and relationships. Preliminary findings indicate that learning community enablers need to be present for teachers to generate meaningful shared knowledge, teacher development is individualistic and fulfills a need at that moment in their career, and focus group dynamics play a pivotal role in learning communities.

LISA DYSON, NANCY MACFARLANE

University of Auckland, Glenholme School

113. Embedding evaluative thinking into a partnership: A researcher-practitioner conversation

Communities of Learning (CoL) represent a new way of operating for schools in New Zealand. Their promise is that they can potentially stimulate innovation and improvement through collaboration on schools' shared achievement challenges. In practice, this structure requires large shifts in thinking and activities. To facilitate this new way of working in partnership, this project sought to embed evaluative thinking and procedures into the work of a CoL. This project was an attempt to operationalise a model that advocates evaluative thinking as an essential component of successful educational innovations. Despite the expectation for school self-evaluation in NZ, evaluation capacity is highly variable and only a minority of schools have strong processes in place. By embedding evaluative thinking within an innovation, participants can constantly appraise their work, gather evidence and use that evidence to inform decisions about how to proceed. A key process in this project was the participatory development of a theory of improvement (or theory of change) that described the intended trajectory of change and outlined causal linkages between the planned activities and expected outcomes. This presentation from a researcher and CoL lead principal will explore the theory, processes and emerging outcomes of this ongoing evaluation capacity building project. The results to date are positive: increased clarity of the purpose of the CoL, greater understanding of the current situation, a more collaborative action plan, facilitated development of the evaluation activities, and increased focus on next steps in the plan. In response to the evaluative thinking process, the CoL also decided to adopt the PaCT tool as a common assessment framework. This presentation will explore the promises and challenges of embedding evaluative thinking and practices into a Community of Learning.

135. Neighbourhood collegiality and mutual generosity: Fostering collaboration through a school cluster

The uniqueness of a cluster comprising fifteen schools was the catalyst for school principals to initiate and collaborate in a project with researchers at the University of Waikato. This uniqueness is highlighted not only in the diversity of its constituents but its twenty-year history and generated two key research questions: What are the characteristics of this cluster that indicate it is worthwhile and beneficial for the constituent schools? In what ways could sustaining the cluster more overtly influence students' learning and contribute more specifically to aspects of teachers' and school leaders' professional learning?

The recruitment of research participants was made easier by the unanimous and united support for the proposed research by each and every principal of the schools that comprise the designated cluster. Each of these principals was invited to become a participant. In addition, data was sought from the members of each school's leadership team, teaching staff, students, and parents in semi-structured interviews focused specifically on the value and benefits, and constraints they considered the cluster presented to their school. Underpinned by grounded theory analysis, data were analysed using a group analysis approach (the group comprised the university-based researchers) through which the connections between and across different schools and participant groups were identified.

It became clear that the cluster generated broad and rich learning experiences for students by fostering collaborative cluster-led endeavours and it was from these that the three major themes emerged. In this paper, these three themes are explored and their future implications for the cluster are discussed. First, the cluster creates opportunities for students to develop and showcase their talents and skills; second, it offers a space for leaders and teachers to establish and develop their professional relationships through collegial networking and collaboration; and third, it acknowledges and values diversity in each school community and the wider community.

The findings suggest that gaining a greater understanding of the cluster's value and benefits, and constraints has led to a commitment by the participants to nurture and sustain the cluster.

Session 1: Monday 20 November **Room:** SG.01 **Time:** 1.15 - 2.45 **Theme:** Māori Education **Type:** Individual

REREMOANA THEODORE, KAREN TUSTIN, RICHIE POULTON, MEGAN GOLLOP, MELE TAUMOEPEAU, NICOLA TAYLOR, JESSE KOKAUA, CYNTHIA KIRO, JACKIE HUNTER

University of Otago, University of Auckland

7. Māori graduates: Success at university and equity in outcomes

Māori university graduates are role models for educational success and important for the social and economic wellbeing of Māori whānau (extended family), communities and society in general. Describing their experiences can help to build an evidence base to inform practice, decision-making and policy. Previous research has shown that higher education is associated with private benefits for individuals (e.g., increased earnings) and social benefits for their communities (e.g., increased civic participation). Here, we present findings for Māori graduates who are participants in the Graduate Longitudinal Study New Zealand (GLSNZ). The GLSNZ investigates graduate outcomes, working with a representative sub-sample of graduates from all eight New Zealand universities (n=8719). Data were collected when the Māori participants were in their final year of study in 2011 (n=626) and two years post-graduation in 2014 (n=455). First, using qualitative and quantitative information, we focus on what Māori graduates describe as helping or hindering the completion of their qualifications, including external (e.g. family), institutional (e.g. academic support) and student/personal (e.g. persistence) factors. Second, using quantitative methods, we describe Māori graduate outcomes at 2 years post-graduation compared to other New Zealand university graduates. Our findings show that employment outcomes are comparable between Māori and other graduates; however, Māori graduates have significantly higher student debt burden and financial strain. In terms of social benefits, at 2-years post-graduation, Māori graduates are significantly more likely to help others (e.g., family) across a range of situations (e.g., lending money), and report higher levels of volunteerism compared to their graduate counterparts. Overall, our findings suggest that boosting higher education success for Māori may reduce ethnic inequalities in New Zealand labour market outcomes and may impart substantial social benefits as a result of Māori graduates' contribution to society. Moreover, describing the experiences of hundreds of Māori university graduates can identify what is required to reduce existing barriers to their university success.

ROISIN BENNETT

University of Canterbury

85. Whakamana: An investigation into the cultural development and effective empowerment of ākonga Māori in higher education

Ākonga Māori in tertiary institutions are assisted by educational equity initiatives that seek to address retention and achievement issues, as well as contribute towards Māori cultural outcomes (New Zealand Government, 2014). At the University of Canterbury (UC), Te Ratonga Ākonga Māori, the Māori Student Development Team strives to play an active role within this space, as we are committed to empowering ākonga Māori in their acquisition of academic, personal and cultural growth. Despite this, anecdotal evidence suggests that notions regarding identity and self-perception can act as barriers to accessing the support provided to this cohort. As a result of colonisation, knowledge of Te Ao Māori has not been accessible to all who can whakapapa, resulting in some ākonga feeling whakamā or "too white" to engage in things Māori at university.

My research explores the nuances of Māori identity construction, drawing upon the way in which identity emerges from a dialectic between the individual and society (Berger & Luckmann, 1967; Jenkins, 2007). A sense of belonging is a major contributing factor behind an individual positively engaging and defining themselves with regard to an ethnic identity (Phinney, 1990; Tajfel, 1981). In Bourdieu's (1977, 1986) theory of human capital, social capital can pave the way to enhanced forms of cultural capital. Placing this within a kaupapa Māori framework, it is my hypothesis that through the development and employment of initiatives that establish whakawhanaungatanga, mātauranga Māori held by individuals will be increased. Having both cultural knowledge and social connections with people from the same ethnic group correlates to a greater sense of belonging (Te Huia, 2015).

As I am in the preliminary stages of my research, this presentation will discuss my observations in light of the current literature and outline my proposed methodology and research design. A mix-method approach, underpinned by kaupapa Māori and sociological perspectives will be employed. Survey data will illustrate the diversity that is present within the ākonga Māori cohort at UC. Patterns will be sought and typologies constructed from this data. Through participatory action research, I will work in a collaborative partnership with typology based focus groups to develop meaningful and successful initiatives that can whakamana more of the UC Māori cohort. These initiatives will then be tested to see if they enhance engagement in Māori student support services at university.

KATHIE CROCKET, ELMARIE KOTZE, HUIA SWANN, BRENT SWANN, EUGENE DAVIS

University of Waikato, Hospice North Shore, Te Ahurei a Rangatahi, St Columba Parish

145. Writing Moemoeā: Ākonga through partnership

When practice, teaching, learning, research and writing come together, and come together in ways that consider their own exclusions, dreams can indeed be achieved. "Mehemea ka moemoeā tātou, ka taea e tātou", advised Princess Te Puea Herangi.

The 2017 publication of the co-edited book Moemoeā: Māori Counselling Journeys was the fruition of care, hope, work and time in establishing, understanding, and nurturing partnership. From the outset the book claims that it is a Māori space, a first book about counselling clearly situated in whakaaro Māori – while produced in partnership. The partnership grew between senior experienced Māori practitioners, Māori graduates and students, and two university teachers - one Pākehā and one Tauīwi. Practice, teaching, learning, research and writing came together, achieving more than any of us had dreamed possible before this partnership.

The guiding principle of whakaiti provided a way of taking up always-learning positions within our work together. We came to produce a practice of partnership where we positioned ourselves to learn alongside each other, with each other, and from each other. In this presentation, we theorise a history of whakaiti as a guiding principle, and offer examples of how whakaiti played out in various researching/writing processes. We suggest that whakaiti may be another expression of Māori cultural ethics. As well, it may offer a means by which Pākehā and Tauīwi position ourselves to witness injustice.

Our partnership was not one where there was silence about injustice and its effects. We spoke about and listened to understand the ongoing effects of colonisation, we actively turned to witness injustice in everyday life and counselling practice, we experienced and acknowledged pain. In response, through manaakitanga and aroha, we expressed or came to embodied understanding of Māori cultural ethics as praxis and philosophy. Our presentation explores various understandings we hold, together and apart, of the shaping effects of these processes.

Session 1: Monday 20 November Room: SG.02 Time: 1.15 - 2.45 Theme: Māori Education Type: Symposium

AGNES MCFARLAND, HATURINI MCGARVEY, KUPU WAITARA, HEMA TEMARA

Te Whare Wānanga o Awanuiārangī

173. 'Itirearea teitei Kahikatea ka taea'

Overview:

Ko te tirohanga whānui o tēneki whakaaturanga he whakaaronui ki ngā whakatipuranga, ngā mokopuna me ngā mokopuna kare anō kia whānau mai ki tēneki ao. Ko te moemoea nui kia mau ngā tikanga tuku iho i a rātau.

Ko te kaupapa o te whare tīpuna me te marae, he pupuri i ngā kōrero tuku iho a te iwi mai anō i ngā tīpuna. He wāhi hai wānanga tahi i ngā kaupapa. Ki te kore ō tātau whare tīpuna me o tātau marae ka ngaro atu tētahi wāhi nui tonu o tātau, te iwi Māori. Nō reira, me kaha tonu tātau ki te whakapakari i a tātau anō, kia mōhio pai ai tātau ki ngā tikanga i runga i ō tātau marae hai huarahi whakatairanga i tō tātau reo rangatira. Ki te mau te reo ki roto i o tātau whare tīpuna, ki te mau hoki ki te marae ka mau ki ngā wāhi katoa. Ko te tino pūtake o tēnei whakaturanga he titiro atu ki ngā papareanga o muri mai kia hangaia he pataka kōrero mā rātau, he whakatūtū atu i ngā heru herehere i ngā ihoiho o tuawhakarere hai whakatipu whakaaro mā rātau. Mā wēneki kupu, mā ēnei whakatakotoranga o te whakaaro mō te whakapuaki kōrero mō te kaupapa 'Iti rearea teitei kahikatea ka taea' hai whakaatu i te rangatiratanga, te umu whakapokopoko o wēneki momo kōrero hāngai ki wēneki rā ki tēneki ao hurihuri mā ngā whakatipuranga o Ngāi Tūhoe. He whakatipu i te reo, he whakapakari i te hapū, i te iwi e whai ana i ngā āhuatanga o te reo ki ngā taumata o te hunga kaikapukapu i te reo rangatira.

He kaupapa nui rawa wēneki momo tuhituhi hai whakatipu i te kiri mōhio me te kiritau e āhukahuka ai te taha rerehua, te taha wairua kia tōpū ngā wheako auahatanga o ngā kōrero, o 'Itirearea teitei kahikatea ka taea' hai whakatipu whakaaro hou, hai whakawhānau whakaaro hou. Ki te rapua te tino pūtake ki wēneki taonga, kōrero tuku iho, kai kona ka puta te raumaharanui ki a rātau mahi kua rūpeke atu nei i te tirohanga kanohi ki ngā nohanga matamata.

Paper 1: Te ara tautiaki a Tū-mata-uenga - Nā Haturini McGarvey

Ko te kaupapa ka whiria e hau ki tēnei hui ko ‘Te Ara Tautiaki a Tū-mata-uenga’. Ko ngā kōrero nei he kōrero tuku iho a ōku mātua ka whakatakotoria kia hāngai ki te kupu a Te Puea Herangi arā, “Mehemea ka moemoeā ahau, ko ahau anake. Mehemea ka moemoeā tātou, ka taea e tātou” Ko te pōhēhē o wētahi he pakanga noa iho te mahi a Tū-mata-uenga, ēngari ko te mahi nui a Tū he tautiaki i te whare, arā te whānau, hapū, iwi. Nō reira ko ngā amo o te whare tupuna arā ngā tautiaki te tauira ka whāia i ēnei rerenga kōrero kia kitea tōna whai pānga ki te āhua o te māhi ngātahi, te tū ngātahi, te kōkiri ngātahi a te matua toa tauā ki runga i te marae ātea nui a Tū-mata-uenga, ki te marae ātea nui o te ao hurihuri. He aha ngā hua? He aha ngā kōrero? He aha ngā tohu ki a tauā i roto i ēnei kōrero hei tānga manawa, hei oranga ngākau, hei pikinga wairua mō ngā whakatipuranga o āpōpō? Ko te tūāpapa o waku kōrero ko te rā whakamaumahara i te pakanga o Te Kupenga i waenganui o te Karauna me Ngāti Awa mō te whenua kura o te iwi o Awa-wharerau, i tū ai tēnei rā whakahirahira i te marama kua mahue ake nei te 20 o ngā rā o Oketopa ki Te Kupenga a Taramainuku. Te Kupenga! Hoake!

Paper 2: Ngā kōrero a ngā Mātāpuputu - Nā Hema Temara

Ko te karanga i runga i o tātau marae te reo tuatahi ka rongohia i runga i ngā marae, huri i te motu. Ka honoa atu anō hoki te wāhanga ki o tātau tangihanga. Ko taku moemoeā, kia kapohia mai e ngā whakatipuranga tēnei o ngā taonga a ngā mātāpuputu. Inā ia ko te whakaoho a ngā manu i te taiao, e rangonahia ai ngā korokoro tui, ngā pihipihī, ngā pierē, te rearea, te korimako.

Ia ata he rerekē te whakaatu mai a te taiao i ngā mea papai e whakaatunga mai ana. Ōrite tēnei ki te karanga, he maha hoki āna mahi, ko te tangihanga, te mārena, te huritau, te hura kōhatū, te takahi whare, te whakatuwhera whare, pōhiri, arā atu, arā atu. Ēnei tūmomo karanga e whakaritea atu ana ki te tangitangi mai a ngā manu e whakaoho ana i te atatū, otirā, ka puta ko te whakatauki: “He ao te rangi ka ūhia, he manu ka rere” Ahakoa e pā kē ana tēnei whakatauki ki a Tamaterangi mō ōna kākahu, e tika ana kia tikina atu hai whakaatu i te reo whakapaoho o te kaikaranga.

Tōnā wairua e tikina atu ana, hai whakatuwhera i te rangi ki te reo o te kaikaranga, e whakaritea atu ai tōnā reo ki te karearea e rere ana ki ngā taumata tiketike, e puta ai tēnei o ngā whakatauki mai i Ruatahuna, te wharekura o Huiarau.” Iti rearea teitei Kahikātea ka tāea. Ko ngā moemoeā rā tēnei, ahakoa te teitei, ka tāea noatia te nanao atu. Koinei rā te āria o te kaikaranga ki tāna mahi ki runga i ngā marae, ā tae atu hoki ki te aria o ngā taonga pūoro. Kai kōnei anō ētahi reo whakatangitangi, whakaohoo i te awatea. Ka riro hoki mā te reo Māori hai rāhiri i te mita o te reo o Ngāi Tūhoe e karanga ana e urumoto mai ai te ao ki roto i a Ngāi Tūhoe. E kawea ai te rongo ki ngā tōpito o te ao, ki te tuku mātāuranga, mōhioanga ki te minenga e whakaeke ana ki runga i te marae. Koinei te āhua hai kawe mā te kaikaranga.

Paper 3: Te kākahu whakataratara o te poroporoaki - Nā Agnes McFarland

He tirohanga whānui tēnei kaupapa ki te āhua o te rangahau i wētahi waiata tangi, waiata apakura, waiata poroporoaki, waiata mōteatea, waiata pātere, waiata maioha, me te waiata tangi tawhiti. He whakamārama, he wetewete mai i te pūtake i ngā kupu mai i aua waiata, e tāreka ai te whakamahi hai poroporoaki, hai karanga, hai whaikōrero ki runga marae ātea. Kai roto i tēnei tūmomo reo, arā, te reo ōkawa, te reo o te pā ātea te taumata o te reo e whāia nei e ngā whare wānanga o te motu whānui. He maha ngā hua o tēnei rangahau mō te hunga e whai ana i te taumata o te reo. Mā tō mōhio ki wēneki waiata, ka ahei koe ki te tīpako, ki te wetewete, ki te kawea i te wairua o ngā kupu i roto i te karanga, te whaikōrero me te poroporoaki i runga ngā marae ātea.

He tātari i ngā rongo ā-waha me ngā matatuhirae e hono kau ake ana ki te karanga, ki te whaikōrero me te poroporoaki. E whai whakaaro ana tēnei pepa ki ngā tū āhuatanga katoa e pā ana ki ngā tīkanga rangahau ā-reo me ngā huarahi whakaako e mau ai te ira toitū o te karanga, te whaikōrero me te poroporoaki.

Ki te rapua te tino pūtake ki wēneki taonga, kōrero tuku iho, kai kona ka puta te raumaharanui ki a rātau mahi kua rūpeke atu nei i te tirohanga kanohi ki ngā nohanga matamata. I puta, i hora ai a rātau taonga hai parepare mākau whakaruruahu mō ngā kaupapa maha e piripono nei ki ō tātau ngākau, arā, ko Te Kākahu Whakataratara o Ngāi Tūhoe e rauhi ai ki te wairua a ō tātau tīpuna. He maioha kārangaranga rerehua wēneki hai mātāpono ārahi i a tātau katoa ki ngā pūtake kōrero e tāwari, e piki ake nei. Ko wēneki taonga tō parepare hai tauā, hai pare atu i ngā whakawai, i ngā ngaru whakapōrearea e whakahukahuka mai nei ki tāi roa, ki tāi tawhiti, ki tua mai nei.

Session 1: Monday 20 November **Room:** SG.03 **Time:** 1.15 - 2.45 **Theme:** Pāsifika Education **Type:** Symposium

ROBERTA HUNTER, JODIE HUNTER, GLENDA ANTHONY

Massey University

179. Joining the pieces of the tivaevae to enact strength-based mathematics learning for Pāsifika students

Overview:

This symposium draws together research situated within a strength-based approach to mathematics learning for Pāsifika students. This approach explicitly builds on and extends the cultural and social understandings and values of Pāsifika students in order to provide them with more equitable learning opportunities. Our intent is to illustrate through the voices of educators, teachers, and students what happens when mathematics is engaged with, and used, as a tool for social justice and equity.

We ask:

- How do educators and teachers collaborate to co-construct environments which support variation of classroom interaction patterns founded on the

cultural and social understandings and values of Pāsifika peoples?

- What are the effects of variation of classroom interaction patterns on Pāsifika students' cultural identity and mathematical disposition?

In exploring these questions our goal is to examine what happens when researchers, educators, teachers, and students engage in what Freire (1970/2000) described as problem-posing education. Within this frame Freire described a need for a humanist liberating education where students “develop their power to perceive critically the way they exist in the world with which and in which they find themselves” (p. 83).

For too long the cultures of Pāsifika students have been perceived as deficits within the schooling system, rather than as strengths which support, nurture, and empower. At the same time, mathematics research and education has masked ways in which racial disparities continue to be perpetrated in classrooms and the wider political domain. New Zealand schooling supports racial ascription in which dominant European and Asian cultural groups are distinguished from Pāsifika students using common markers of otherness (e.g., culture, language, skin colour, and socio-economic status) all denoting perceived lowered status. In mathematics classrooms we have observed many instances of Pāsifika students ascribed low status and related repetitive and procedural teaching associated with a Eurocentric view of mathematics. To this end, we respond to Martin's (2009) call for the de-silencing of race in mathematics which occurs through ideologies of colour-blindness and whiteness. The symposium papers illustrate how participants of Developing Mathematics Inquiry Communities project come to reconceptualise persistent notions about who can learn mathematics successfully. Through the different voices we explore the complexities and challenges of repositioning the teaching and learning of mathematics as an equitable social justice endeavour.

Paper 1: Teacher educators and teachers working together in professional learning

Teacher professional learning is essential to ensure quality teaching and learning. This is especially important in high poverty schools where the widening of the demographic gap between teachers (most often white, female, and middle class) and students (diverse in terms of ethnicity, culture, socioeconomic status, and language) is even more pronounced. We argue that to find a common meeting point and narrow the gap between the different groups requires that teachers and teacher educators adopt a stance of inquiry and a clear emphasis on community building and collaboration.

We draw on Freire's (1970/2000) critical approach to analyse issues and challenges presented to teachers and teacher educators as they work together to construct equitable approaches to the teaching and learning of mathematics with Pāsifika students. We also recognise that significant change emerges from dissonance at the collision of the two different sets of demographics—described by Zembylas (2015) a pedagogy of discomfort. This lens supports us to identify critical factors which support the reconstruction of classroom practices when teachers and teacher educators work together.

Situated in the Developing Mathematical Inquiry Communities project, we draw on three years of multiple sets of data including teacher interviews and written reflections, teacher educator interviews, and video recorded classroom episodes. Data analysis followed the principles of grounded theory. To deepen our analytical lens and to maintain a cultural focus we also drew on MaUa-Hodges' (2000) Cook Island tivaevae theoretical model. Some of the broad themes that emerged around community building and collaborations included the role of Pāsifika values in shaping teacher educator/teacher interactions and classroom social norms; the challenges related to mixed ability grouping, using high level open-ended tasks, inquiry and mathematical practices; holding high expectations for all; and enacting culturally responsive practices.

This paper contributes to a growing body of literature around teacher professional learning but more importantly it contributes significant knowledge around how teacher educators and teachers can engage in professional learning as a substantively expanding educational opportunity for all.

Paper 2: Student voice

There are compelling reasons why we need to listen to the voices of Pāsifika students if we are to counter the colour-blind racial ideologies and practices which shape the expectations, interactions and kinds of mathematics that students' experience (Battey & Leyva, 2016). The voices of Pāsifika students provide us with a window into understanding how a strength-based approach can support the co-construction of students' positive cultural identity and mathematical disposition. Our sociocultural framework draws on Vygotsky's ideas about learning and development through the creation, use, and sharing of cultural tools, artefacts and knowledge within rich cultural contexts. Within this lens, notions of cultural identity can be described as one that is “negotiated between the individual and the multiple contexts in which she or he participates” (Battey & Leyva, 2016, p. 61). We use this perspective to understand shifts in student identity and disposition as the teachers engaged with mathematics as a tool for social justice.

Situated in the Developing Mathematical Inquiry Communities project, we draw on three years of interview data collected from students of Pāsifika ethnicity. The students all attended urban schools where teachers were implementing ambitious mathematics programmes founded within culturally relevant practices. A grounded approach was used to analyse interview data and provide theoretical insight into student statements. To deepen our analytical lens, we drew on MaUa-Hodges' (2000) Cook Island tivaevae theoretical model to provide explanations about how key Pāsifika values support co-construction of student identity and disposition.

Initial interview data showed that many students viewed school mathematics as unrelated to their identity and had deficit perspectives of their culture in relation to mathematics. As the study progressed, students began to link the integration of cultural values to positive social outcomes and higher achievement in mathematics. This paper contributes to the body of literature focused on culturally diverse students and student perspectives. Pāsifika students have experienced a long history of marginalisation through institutionalised schooling practices. Through listening to the voices of these students we are able to exemplify how mathematics classrooms focused on culturally relevant practices can support positive shifts in student identity and disposition.

Paper 3: Challenging teacher perceptions of student capabilities

Teacher views of student capabilities are crucial to support reforms for underserved students. The prevalence of teacher deficit-oriented views of Pāsifika students and their families and communities constrain student opportunities to engage in the mathematics classroom. A strength-based professional development approach can and must provide learning experiences that support teachers' reframing of student capabilities.

Drawing on the lens of problem framing (Bannister, 2015) we conceptualise teachers' views along two axes (a) diagnostic—identification of a problem and the attribution of blame, and (b) prognostic—a proposed solution to the problem that specifies what needs to be done. These frames can provide evidence

of changes in teachers' participation and reification patterns over time. Applying a sociocultural framework, teacher change is promoted through the experience of authentic tensions based on actual, personal classroom experiences, the willingness to take ownership of the change, and the acceptance of a degree of uncertainty.

Situated in the Developing Mathematical Inquiry Communities project [DMIC], teacher interviews at the beginning, middle, and end of the first year, at one school, provide exemplars of how teacher resolution of authentic tensions evidence shifts in framing. Thematic analysis was used to explore causal explanations for changes. MaUa-Hodges' (2000) Cook Island tivaevae model also linked the learning process to key Pāsifika values.

Positive shifts in framing of students were occasioned through learning experiences that helped teachers understand the reasons behind their students' struggle. These included a press to develop awareness of students' cultural background and interests and integrate this new knowledge within the mathematics task elements; the use of heterogeneous student groupings and challenging open-ended tasks. The development of teacher inquiry stance, supported by Pāsifika values embedded within mentoring and collaborative planning and teaching, afforded teachers opportunities to notice and value student thinking and revise their expectations.

This paper contributes to understanding how professional learning experiences can challenge deficit thinking perceptions of student capability play out in achievement expectations, assignment to groups, differential feedback, opportunities to engage with challenging tasks and mathematical discourse, and mathematical identity. Teachers' social constructions of students, particularly their views of who is capable of engaging in rigorous forms of mathematical activity, is critical to transforming the experience of Pāsifika students in the mathematics classroom.

Session 1: Monday 20 November **Room:** KG.11 **Time:** 1.45 - 2.45 **Theme:** Science Ed & Sustainability **Type:** Individual

RAJESH RAM

University of Auckland

57. Why biosecurity matters: Students' knowledge of biosecurity and implications for future engagement with biosecurity initiatives

Background: Research on biosecurity is important as New Zealand's agricultural export-driven economy is susceptible to biosecurity threats. Because New Zealand is reliant on the primary industries to drive its economy, bovine diseases such as foot and mouth could have a devastating effect on the economy. Purpose: Making sure that the general public are aware of the importance of maintaining biosecurity is crucial in order to protect New Zealand's economy, human health, the environment, and social and cultural values. New Zealand Year 9 students' knowledge of biosecurity was gauged as these students represented the next generation of individuals tasked to maintain biosecurity in New Zealand.

Design: A qualitative approach using the interpretive mode of inquiry was used to investigate the knowledge about biosecurity with New Zealand Year 9 students. Questionnaires and interviews were the data collection tools. Sample: One hundred and seventy-one students completed a questionnaire that consisted of Likert-type questions and open-ended questions. Nine students were interviewed about their knowledge.

Results: The findings showed that New Zealand Year 9 students lacked specific knowledge about unwanted plants, animals and microorganisms. These students saw illicit drug plants as unwanted plants and mainly saw possums as unwanted animals in New Zealand. Their knowledge about unwanted microorganisms in New Zealand was dominated by human-disease-causing microbes. A lack of knowledge of biosecurity issues in New Zealand was seen as the major factor in these students' limited understanding of biosecurity. Conclusions: Based on these findings, it can be said that knowledge of an issue is critical in enabling individuals to develop an understanding about biosecurity. Explicit teaching of biosecurity-related curriculum topics could provide New Zealand Year 9 students with an opportunity to develop knowledge about biosecurity in New Zealand.

SONIA FONUA

University of Auckland

82. Learnings from successful Tongan science learners

I teach biology on a foundation/bridging programme within a large university, which targets Māori and Pasifika students aiming for a qualification and career in health. As a non-indigenous, non-Pasifika science educator I am constantly examining and reflecting on my practice in order to determine how I can better acknowledge and respect the cultures and values of my students and enable them to honour their indigenous knowledge in a mainstream institution. This consideration is informed by my teaching environment but also my doctoral research (a work in progress), which is using grounded theory to explore and analyse the data from qualitative interviews with 26 Tongan students in science-focused university-level programmes about their experiences of secondary (New Zealand and Tonga) and university level study in science. One of my research questions focuses on how the incorporation of Tongan values, behaviours and concepts into the curriculum and pedagogy of science might address students' engagement and achievement (Kalavite, 2010).

In this presentation, I will share two ways I have negotiated the incorporation of values and knowledge into my teaching based on findings from my doctoral research and examples of the student narratives that inspired these changes. First is my approach to delivering the reproductive and endocrine systems, topics that can be affronting to some students in the formal gender-mixed classroom and a challenge for cultural, religious or family reasons. My research influences how I address discussions that are likely to be tapu or sacred. The second is my approach to assessments. Thaman (2003) has argued

that the inclusion of Indigenous Knowledge contributes value to the curriculum and creates “mutually beneficial collaboration between indigenous and nonindigenous peoples, and improve[s] their treatment of each other as equals” (ibid: 11). Drawing on my research, I will describe how assessments can create a space for students to culturally identify with, thereby empowering them to reclaim and (re)present their Indigenous Knowledge. I will also present examples of student feedback regarding the inclusion of these changes in my teaching.

JENNY RITCHIE

Victoria University

204. Researching education for sustainable development with a focus on indigenous and marginalised young children and their families

The United Nations’ Sustainable Development Goals (SDGs) position education as key to the successful implementation of the 17 goals. SDG 4.7 requires governments to “ensure that all learners acquire the knowledge and skills needed to promote sustainable development, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”. This project aims to illuminate ways in which kōhanga, kura kaupapa, and Enviroschools (kindergartens and schools) are implementing principles and practices of education for sustainable development (ESD) by utilising te ao Māori constructs such as kaitiakitanga, and to thereby demonstrate pedagogical and wider benefits of such approaches in line with the SDGs. It is part of an international study involving twenty different countries. The focus of the project is to explore, in collaboration with teachers, students and whānau, inquiry-based pedagogies that are not only responsive to students’ and their community’s interests, but also benefit indigenous and marginalised children and youth. The key concept of the study is that students will engage with locally relevant sustainability issues and identify and apply core values, knowledges and skills with the outcome of improving the wellbeing of the students and their community. In this presentation we will provide background regarding the New Zealand branch of this three- year study that is beginning this year. The methodology will be informed by kaupapa Māori theory and methodology and thus co-designed with the research whānau of each setting.

Session 2: Monday 20 November **Room:** S.104 **Time:** 3.15 - 4.45 **Theme:** Adult & Tertiary Ed **Type:** Individual

KALYPSO FILIPPOU

University of Turku

13. A doctoral thesis on master’s thesis supervision in international degree programmes

This paper outlines my ongoing doctoral thesis which examines students’ and university teachers’ views on thesis supervision in the context of the International Master’s Degree Programmes (IMDPs) in Finnish universities. Thesis supervision is considered to be a challenging aspect of master’s studies and there are new demands in IMDPs due to the introduction of tuition fees for non-E.U. /E.E.A. students. Thus, it is important to clarify the roles and responsibilities of students and supervisors, and to explore the practices of supervision in order to develop and improve these programmes. Although this doctoral study explicitly examines Finnish IMDPs it can be assumed that many of the observations made in this study could also apply to other non-English speaking European universities and IMDPs (e.g. Urbanovic, Wilking & Huisman, 2016).

Master’s thesis supervision has been chosen as the main theme of this doctoral project due to its complexity and significant influence on students’ graduation rate. The main research questions are: (1) What views do the students and thesis supervisors have on the division of responsibilities and roles during thesis supervision? (2) What are the aspects that students and thesis supervisors consider important for successful thesis supervision? (3) How different or similar are their views? (4) Are there differences between students’ views on supervision based on their cultural background and field of study? In order to gain a deeper understanding of students’ views on their ability to perform during their studies, students’ self-efficacy is also examined: (5) What are the differences and similarities between students’ academic self-efficacy according to their cultural background and field of study?

The participants of this study come from five different Finnish universities. To collect the students’ responses an online questionnaire was created. The findings indicate that the students seldom refer to their own responsibilities and tend to concentrate on their supervisor. International students seem to have higher expectations for their supervisors’ responsibilities than local students. An individual approach to supervision and early discussions on students’ expectations and previous experiences are suggested. Most of the differences between students’ academic self-efficacy were noticed according to their field of study. Regardless of the field of study, however, more time management workshops and social activities involving staff members and students are needed. Thesis supervisors’ perspectives were collected through 20 semi-structured interviews and the data analysis is in process. Thus, only a part of their responses regarding thesis supervision will be presented.

SUE CHERRINGTON, MICHAEL JOHNSTON, BRONWYN WOOD, SUZANNE BONIFACE, ANITA MORTLOCK, JAN STEWART, BEN LAKSANA

Victoria University

163. Transitions to university: Navigating assessment practices and curriculum knowledge

Overview: The transitions to university: Navigating assessment practices and curriculum knowledge research project is a pan-university project investigating students' transition from school to university and, in particular, the relationships between achievement in Level 3 of the National Certificate of Educational Achievement (NCEA), the mixes of standards that students use to attain it, the structure and content of Year 13 courses, and success in the first year at university.

Three research questions are at the core of this project:

- What types of knowledge in a range of disciplines (e.g. physics, history, English) set students up to be successful at university?
- What are the consequences of particular course structures and assessment practices on curriculum, teaching and learning:
 - o For students navigating the transition from school to university?
 - o For school teachers preparing (some of their) students for university study?
 - o For university lecturers running courses predominately undertaken by NCEA graduates?
- How do social variables, including demographics, financial circumstances, family experience with university, and access to student support services, influence students' preparedness for university.

The project comprises three interrelated strands of work:

- 1) Perceptions of, and engagement in, learning and study practices in NCEA and in the first year at university.
- 2) A broad analysis of the relationship between the content and quality of first-year students' NCEA qualifications and their achievement in first-year degree programmes at VUW, and the influence of social variables on this relationship.
- 3) A discipline-specific investigation of the relationship between the structure and content of, and quality of performance in, NCEA courses and assessment programmes, disciplinary knowledge, success in first-year degree programmes, and students' perceptions of their transition experience.

This symposium presents initial analyses of data collected to date for strand one. Throughout 2017, five online surveys are being undertaken. Three surveys collect data on first year students' perceptions of, and experiences with, NCEA and university assessment practices and their transition to university at three points across their first university year: February prior to starting university, July after their first trimester of study and November after trimester two. A fourth survey, focused on the perceptions of course coordinators teaching 100-level courses at our university, was undertaken in trimester two, 2017. The fifth survey, of year 13 teachers in NZ secondary schools, is being undertaken in November 2017. Data from the first two student surveys and the course coordinator survey are drawn on for the this symposium.

Paper 1: First year university students' perspectives on NCEA as a preparation for university

The National Certificate of Educational Achievement (NCEA) has been New Zealand's primary system of senior secondary school assessment since 2002. Fifteen years on, NCEA is now firmly embedded in the school system and in students' practices. In this paper, we draw on two surveys of students who began their first year of study at Victoria University of Wellington in 2017: one before they began university (n=1647) and one after they completed Trimester 1 (n=632). We investigated the way that 100-level university students navigated the NCEA system and their perceptions of its strengths and weaknesses and how well they believed it set them up for their first trimester at university. The findings indicate a number of ways that students have developed NCEA-savvy approaches to ensure greater success in NCEA, such as not sitting assessments they think they may fail and prioritising internal assessments which are viewed as 'easier'. Students also raised concerns about inequities they saw in the allocation of assessment credits which didn't necessarily reflect the relative level of difficulty or ease of a standard, echoing issues raised by Hipkins, Johnston and Sheehan (2016). Students also noted many of the strengths of NCEA and what helped them to get through Trimester 1 at university. We conclude by reflecting on the implications of these findings for the structure of New Zealand's national assessment system.

Paper 2: Navigating the transition: University lecturers' perceptions of students' transitions from school to university

The transition from school to university and the First Year Experience (FYE) for students attending university is an issue of concern internationally for both academic staff and those providing student support services (e.g., Baik, Naylor, & Arkoudis, 2015). Whilst much of the literature has focused on understanding transition experiences, particularly for students from under-represented or diverse backgrounds (e.g., Deynzer, 2009), and on developing effective transition approaches (e.g., Kift, 2015), in New Zealand a key concern is how students navigate their transition from the secondary school National Certificate of Educational Achievement (NCEA) qualification system into university approaches to teaching, learning and assessment (e.g., Madjar, McKinley, Jensen & Van Der Merwe, 2010).

As part of our wider project investigating how students navigate the shifts in assessment practices and curriculum knowledge that occur as they transition from secondary school to university, we were interested in the perspectives and experiences of academics coordinating first year courses at Victoria University of Wellington. This paper reports initial analyses from a survey of 100-level course coordinators (n=184) who were invited to participate in an online survey in trimester two, 2017.

This paper presents survey data on these academics' knowledge and perceptions on NCEA, their views on identified challenges facing students as they transition from school to university, and their perceptions of their roles in supporting students as they navigate this transition. We also discuss coordinators'

use of particular pedagogical practices to, firstly, scaffold students' transition into the university's learning and assessment approaches and, secondly, to promote students' use of learning and study behaviours that are effective within the university context.

Paper 3: Academic and social factors associated with preparedness for university study

The National Certificate of Educational Achievement (NCEA) is a multi-field qualification primarily for senior secondary students. One of its functions is to contribute to the requirements for University Entrance (UE); a student attains UE on the basis of achieving NCEA Level 3, as well as three blocks of 14 Level 3 credits in approved subjects. University Entrance alone, however, does not guarantee admission to any particular university faculty, school or degree programme and some universities, faculties and courses impose additional entry requirements.

In this research, the relationship between performance in NCEA Level 3 in selected subjects, and performance in a range of 100-level university courses at Victoria University of Wellington (VUW) was analysed. The aim of this analysis was to identify indicators of probable success, and also indicators of risk, from NCEA results, for specific 100-level courses. Further analyses drew upon a longitudinal questionnaire survey of 100-level students at VUW in 2017, which was used to investigate their perceptions of their own academic and social preparedness for university, and the way in which these perceptions changed over the course of their first trimester of university study. Likert-scale elements of this survey were examined as potential mediators of the relationship between NCEA and 100-level performance.

Results from the sets of achievement standards comprising the assessment programmes for NCEA Level 3 courses, and those from the sets of Likert-scale questions relating to selected themes in the questionnaire, were each calibrated to measurement variables using item response models (Rasch analysis). Relationships between these calibrated variables were then examined using step-wise linear, and logistic, regression models. The proportions of variance in stage one university performance uniquely and jointly associated with NCEA performance and with the questionnaire variables were examined.

The results of the analyses are to be discussed in terms of two research aims: The first is to determine the importance, or otherwise, of undertaking study in particular subjects for Level 3 NCEA in order to maximise the chance of success in selected 100-level programmes of study; the second is to identify social and dispositional factors that might improve or hinder success.

The research will assist schools to plan a programme of study that will prepare students for their intended areas of study when they enter university and universities to understand the academic and social needs of incoming 100-level students during a critical life transition.

Session 2: Monday 20 November Room: KG.01 Time: 3.15 - 4.45 Theme: Assessment Type: Individual

ANH DUONG

University of Sydney

20. University-business partnerships that transform teaching and learning

Partnership in international scope is an essential requirement in the context of global integration. Partnership between employer and university becomes a keystone for all universities worldwide, but it needs much effort in implementing in Asian countries. In general, five stages are involved in the model of partnerships: Company Opportunity, Co-Recognition, Co-Formulation, Co-Creation and Commercialization (Buckley-Golder et al., 2015). Larisa et al. (2016) then added two stages of Co-Implication and Co-Motivation into the model that clarifies the role of employers in education. By these seven factors, employers will help to shape teaching and learning practice by working with universities in multiple activities aiming at improving graduates' capacity.

Graduate competency is evaluated before they join the labour force, which requires deep attention not only from lecturers and universities but also from stakeholders such as parents, government and society. Human resource is being trained according to the demand of labour market; therefore effort from governments, universities and students themselves is not adequate but cooperation between university and employer remains a significant solution for students to connect theoretical and practical knowledge. This study applies a document analysis research method by surveying for universities activities in cooperating with potential employers. These activities are explored through some Vietnamese universities' websites to illustrate the theoretical background and practical evidence of university-employers partnership.

The research found that such kind of cooperation could include giving feedback on curriculum, graduate competencies, assigning staff as invited lecturers in some modules, or even businesses might create internship opportunities or career talks for existing students. This paper focuses on the assessment aspect that employers could give to increase the training quality. It is clarified that employers' feedback on curriculum and students' or graduates' abilities has been useful in adjusting training programmes toward improving graduates' competencies. However, this assessment has not been conducted by all universities due to untightened relationship. Besides, the study suggests designing more activities to involve employers in training because they are the ones who directly have graduates as their employees as a way to ensure efficiency and productivity.

MEGAN ANAKIN, ANTHONY ALI, TIM WILKINSON

University of Otago

157. Identifying assessment criteria for excellence in professionalism

Professionalism involves behaviours that include adhering to ethical principles, establishing and maintaining effective relationships with others; reliability; and developing reflexivity as a learner (Wilkinson, Wade & Knock, 2009). Since professionalism appears to be a multidimensional concept, several tools

have been developed to assess professionalism at the University of Otago, School of Medicine. These tools have enabled teachers to assess the presence or absence of professionalism. Identifying the characteristics that define excellence in professionalism, however, has not been well established.

The aim of this study was to identify the characteristics that define excellence in professionalism demonstrated by undergraduate medical students at the University of Otago, School of Medicine. A mixed methods approach was used to explore then interrogate almost 15 000 assessment records from fourth-, fifth-, and sixth-year students collected over a five-year period (2010-2014). First the full data set was examined using quantitative methods that were used to parse text. Next, qualitative methods, including a general inductive approach and document analysis, were used to synthesise data that included a subset of assessment records (n = 130) from students' who were awarded excellence in professionalism, interviews conducted with teachers (n = 5) and the Medical School's professionalism policy for students.

Findings suggest there are three characteristics that define professional excellence: improvement of oneself, helping others learn, and teamwork. Expectedly, thorough medical knowledge and its effective application did not distinguish excellence from competence with regard to professionalism. Identifying excellence in professionalism appears to require only three major indicators once a student has demonstrated basic competence in professionalism. We will discuss how these findings have been used by the Medical School to clarify the assessment criteria for distinguishing students who demonstrate excellence in professionalism and to provide formative feedback to students. Educators in tertiary programmes that involve teaching and assessing professional behaviours will be interested in applying the methods and findings of this study to the study of professional excellence in their field.

THI THANH THAO PHAN

University of Otago

209. A mock interview training course for senior students in tertiary education

The tertiary education is of great importance in offering students essential and useful knowledge and working skills to get good jobs after their graduation. In the development of the global labour market, the increasing requirements for highly-qualified employees with English proficiency have brought big challenges for students graduating from the educational institutions. This is one of the problematic issues facing the majority of the English major graduates in Vietnam's universities and colleges, who have not attended a training course or a mock interview before applying for a job. This study explores the real context concerning the job interviewee's anxieties and the perception towards job interviews of senior students at Hue University of Foreign Languages (HUFL), Vietnam. In order to help students overcome their nervousness and anxiety of job interviews, and succeed in finding good jobs, the mock interview training course in English is of great necessity in tertiary education.

The participants of this study are senior students of the English Department and Department of Vietnamese Studies at HUFL. The questionnaire and interview questions were designed according to the course framework concerning students' perception of the job interview, main steps required in a job interview, and tips for achieving interview successes. The data were collected based on qualitative and quantitative approaches with questionnaires and interviews during two phases: the first phase was carried out before students attended the mock interview training course, and the second interview was implemented after students had participated in the mock interview training course.

The findings in the first phase showed students' perception towards job interviews and some of their anxieties in the job interviews they had encountered, including English language knowledge anxiety, socio-cultural knowledge anxiety, soft-skills anxiety and personal factors. The second phase, implemented during a 15-week training course on mock interviews, provided students with interview skills such as English language proficiency, social and cultural knowledge and other soft skills that could help them overcome their pre-interview anxieties and be successful in their future jobs. The majority of students gained in their self-confidence and strengths in their interview job after participating in our training course on a mock interview in English. In fact, 52/63 students attending the interview course were able to get jobs 3-6 months after graduation from HUFL in 2017.

It is hoped this study will be helpful and practical for students in Vietnam's tertiary education, and other institutions all over the world, to obtain the knowledge essential for interviews and job applications. To some extent, it can offer educators an effective means to improve the tertiary education quality that meets the current labour market needs. Moreover, it can make some contributions to the exploration of the educational benefits gained from high-quality universities such as those in New Zealand, which always focus on career orientation and desire to foster international researcher and educator collaboration to create a better global education.

Session 2: Monday 20 November Room: S.102 Time: 3.15 - 4.45 Theme: Early Childhood Education Type: Symposium

CORINE RIVALLAND, HILLARY MONK, VANESSA FIELD, JAYNE WHITE, WAVENEY LORD, KATHRYN HAWKES, BRIDGETTE REDDER, KAT HANSEN, NIKITA PERKS

Monash University, University of Waikato

96. Social and emotional experiences of infants in transition to ECEC through the earliest years: An Australasian focus

Overview: Infant transition - International project: Social and emotional experiences in transition through the early years.

This symposium will provide an overview from the Australian and Aotearoa New Zealand perspective of the Infant transition- International project: Social and emotional experiences in transition through the early years, a multi-site international longitudinal study. The symposium will focus on the intention of the study, that is, to understand the complex inter-subjective experiences within and between individuals, contexts and cultures by examining beliefs, attitudes and associated interactions that take place during and following the first months and years of transition. More specific attention will be on aspects

of the attitudes of teachers and parents before, during and post transition experience, the history policies and protocols of the early year's settings in supporting or enhancing the transition process and inter-subjective experiences with a focus how these experiences manifest in social communicative and educational interactions within the early years context.

Paper 1: Infant transition across the globe: Local priorities – global challenges - E. Jayne White

While much is now understood concerning the importance of transition experiences upon entry to school, very little is known about the first months of transition to ECEC for infants. Understanding the complex inter-subjective events that take place within and between individuals, contexts and cultures was the central agenda for an international infant transition project – now nearing the end of its first year of life - that sets the scene for this presentation. The presenter will provide an overview of the international project, its methodology and methods, providing a rationale for the study which sets out to interrogate the earliest transition experiences from home to ECEC and their form-shaping potential for learners. The presentation will include a brief overview of the emerging trends for transitioning infants from each of the participating countries and explore the numerous ethical issues faced during the first year of the study in getting thus far.

Paper 2: Reconceptualising primary care-giving through infant transitions in Aotearoa NZ - E. Jayne White, Waveney Lord, Bridgette Redder, Kathryn Hawkes

This presentation will contribute some early findings from the Aotearoa New Zealand perspective of the Infant transition project. Tracing the earliest transition experience of four infants (age 6 months to 1 year) entering into Education and Care, bilingual and home-based services in Waikato and Bay of Plenty, the study will show how key teacher systems, policies, practices and relationships 'operate' to support the transition. More specifically we focus on i) how care arrangements are spoken of by teacher and parent; ii) how care arrangements are written about in the documentation for each service; and iii) selected video excerpts where these care arrangements are enacted. Analysis of the impact of the key teacher on the social and emotional experience of infants (and their families) will also be shared. Findings will show a rich diversity of approaches in this regard – all of which highlight the complexity of primary-caregiving as a dialogic social and emotional event for all involved. Implications for ECE services are contemplated, offering fresh perspectives on the nature and purpose of primary care-giving in Aotearoa New Zealand as a significant pedagogical act in the initial transition experience of infants.

Paper 3: Transition experience of infant twins in long day care: Complexity and challenges - Corine Rivalland, Hilary Monk and Vanessa Field

This presentation draws on data generated in Victoria Australia as part of a large international infant transition project. The location of the centre is in a highly multicultural area with approximately 20 nationalities represented in the families that use the centre. We focus on the transition experiences of infant twins aged 10 weeks on their first day of group care. In particular, we consider the complexities linked to their specific home care arrangements involving a different primary caregiver for each twin and how this influenced their transition experience to group care. We highlight the specific demands of the family for each of the twins and how the centre management and key teacher accommodated these requests. Initial analysis of the video data taken on the infant's arrival on their first day at the child-care centre is discussed alongside video data generated a month later. This video data coupled with the key teacher and the parent interview data, demonstrated that the transition experiences of each individual twin was informed by family cultural practices and views of child-raising. This in turn informed the intricate interactions that took place during these transitional encounters between individuals and their social structures (White, Peter, & Redder, 2015). These new understandings highlight the complexity, and challenge traditional views, related to siblings and families transitioning into group care.

TUBAGUS MUHAMMAD SEPTIAN PUTRA

Monash University

43. 'Am I growing?': Textual and visual narratives of Indonesian beginning teacher professional development

The research inquired into how three Indonesian beginning teachers developed professionally, especially in the contexts of transitioning from being a graduate from teacher education into a professional teacher. Upon the use of narratives in qualitative research in education, aspiring to reflection and experience, the notion of experiential learning to be a professional teacher gives an impetus to the research. The research is concerned that the current trend of research in this field tends to approach teacher professional development in restrictive, if not reductive, semantics. Professional development is usually discussed as an aggregate of a complex phenomenon; for instance, pedagogical content knowledge is solely used as a pigeonhole to gauge how much teachers have grown. The problem with that epistemology is that teaching knowledge is understood as a separate or atomistic unit in teacher lived experience, whereas teaching knowledge is dynamic and constructed within a wide spectrum of discourses beyond experiences at schools. Herein the research argues that teaching is a process of becoming and being which is narratively constructed through storied interactions, temporalities, and settings that the beginning teachers live in and live by. Therefore the narrative inquiry method was chosen to explore stories of the participants' experiences of being a teacher. The research dives into the lived stories of the three participants through journal entries, interviews, and photographs which tell, retell, and relive the growth of their professionalism. The research finds that it is through the storied narratives that the knowledge of teaching becomes produced and reproduced, and in which the participants philosophise the temporal state of being and feeling teaching, continuously reframing their professionalism towards the praxis they continue to make. Through stories, the research also finds that the professional development of teaching is constructed from knowledge of not-teaching, not-being and not-becoming a teacher, and the desire as well as ruination of teacher and teaching idealism—the landscape of teaching knowledge which is often lain dormant and overlooked in problematising teacher professional development. The insight that the research sends forth attempts to narrate how the promise of teacher education progresses towards teacher praxis in professional settings. Thus, the research is expected to give fruitful insights to partnerships between teacher education, teacher recruits, and professional sites in discussing how beginning teachers are retained in their profession, unravel from conflicts, or choose to opt out from the career.

DONELLA COBB, JANE FURNESS

Wulf Malcolm Institute of Educational Research, University of Waikato

118. Transplanting the seed of teacher identity: Nurturing the transition into early career teacher

Much research has identified the significant challenges faced by early career teachers as they transition into the teaching profession. Teacher identity is believed to be a key factor in reducing this 'praxis shock', yet little research has established a clear understanding of how teacher identity supports an effective transition. This presentation addresses this void by reporting on the findings of a longitudinal multiple case study that examined the development of teacher identity in four pre-service teachers as they transitioned from their three-year Initial Teacher Education programme (ITE) at The University of Waikato into their first year of teaching. Each pre-service teacher provided a bounded case to examine the development and enactment of teacher identity over a four-year time period. Data included interviews, teaching observations, metaphoric drawings and reflective journals from pre-service teachers throughout each of their three practicums and their first year of teaching. In addition, interviews were conducted with their associate teachers during their practicums and with mentor teachers and principals in their first year of teaching. The findings reveal that the four pre-service teachers developed a sense of teacher identity early in their ITE programme as a result of experiencing a Collaborative University School Partnership (CUSP) programme. Interestingly, this sense of teacher identity remained relatively stable throughout this four-year period. Principals and mentor teachers in each school of employment described their transition from pre-service to early career teacher as both smooth and effective. This was attributed to the early career teachers' ability to build strong collegial relationships within their school community, their intuitive understanding of the roles and responsibilities of teachers, as well as their ability to act on their own professional goals. In this presentation we draw on Lave and Wenger's (1991) notion of legitimate peripheral participation to theorise the role that teacher identity plays in supporting this transition between the university-school context. We demonstrate why the development of teacher identity in ITE is essential for gaining legitimate access to a community of practice and we examine how this nurtures pre-service teachers' ability to transition between professional learning communities. We conclude by highlighting the importance of strengthening partnerships between ITE providers and schools as an important way to support the development of teacher identity in pre-service teachers.

DEBORAH LOMAX

University of Auckland

208. Muslim students in the New Zealand education system

This paper reports on a doctoral study currently in progress, which investigates the role of pedagogic relations and the type of curriculum knowledge utilised in the construction of New Zealand Muslim student identity. The broader aim of the research is to understand the nature of the relationship between a New Zealand Muslim epistemic identity and citizenship in terms of the alignment between a belief based system and a political system based on universalist principles. This research supports the development of effective partnerships in education by better understanding what that looks like for educationalists and Muslim students in the New Zealand education sector.

The doctoral study extends my master's dissertation, 'Curriculum Dilemmas: A Study of an Islamic Girls Secondary School in New Zealand' (Lomax, 2016) into the area of pedagogical relationships and identity construction. That former study identified 'curriculum dilemmas' "as it sought to align its curriculum to the liberal principles and values in the New Zealand Curriculum" (Lomax & Rata, 2016, p. 31). The focus of this doctoral study is on the type

of pedagogical identities created, reproduced, and/or 'interrupted' through the ways in which the school community and its wider local community relates to the nation in terms of the school's adherence to government policies. The focus on pedagogic identity enables the researcher to explore the extent to which schools contribute to the construction of a 'citizenship' identity.

The research is an empirical study comprising qualitative data gathered from Muslim students currently studying at a New Zealand university, teachers of Muslim students in New Zealand, and national and international policy analysis. Social realism provides the theoretical base and conceptual framework to support the main threads of this research. Durkheim's mutually exclusive and antagonistic worlds of the 'sacred and the profane' and Bernstein's 'theory of social and educational codes and their effects on social reproduction' are used to theorise citizenship, pedagogical and epistemic identities and relationships. 'Citizenship' identity and the relationships underpinned by citizenship are also theorised using Habermas' Communicative Action theory in order to ask what happens to the national normative consensus, which is institutionalised in the educational state system, when that consensus is not shared by a localised community. Given that the education system is the site for the 'channels of linguistic communication' considered by Habermas to be the integrative mechanism for a modern pluralist society, the study examines the disturbances to those channels. I describe the argument, first developed in my master's study, that the localisation of the New Zealand curriculum is a significant contributor to the theorised 'disturbance' to the national consensus.

Session 2: Monday 20 November **Room:** S.101 **Time:** 3.15 - 4.45 **Theme:** Educational Leadership **Type:** Individual

MARTIN BASSETT, JOANNE ROBSON, CAROL CARDNO, ARUN DEO, JOSEPHINE HOWSE

Unitec Institute of Technology, CORE Education

42. Middle-level leaders as instructional leaders in Aotearoa New Zealand schools: Emerging data of role expectations and performance confidence

Teaching quality is indisputably acknowledged as the single most critical factor that has an impact on the engagement and achievement of students. Consequently, those with responsibility for assuring the quality of teaching delivery are themselves in the spotlight – which has moved from illuminating the role that school principals play as indirect instructional leaders to the role of the middle leader. It is leaders in the middle of school hierarchies, the department and subject heads in secondary schools and the curriculum and team leaders in primary schools who are now nominated in the literature as the performers of direct instructional leadership which occurs close to the classroom and involves direct interaction between the leader and the teacher. In order to examine the nature of direct instructional leadership that has been devolved to levels beneath senior leadership in schools, quantitative data were collected to identify significant gaps related to middle-leaders' perceptions of their confidence. A conceptual framework was designed to capture the nature and scope of direct instructional leadership as it could be practiced by middle leaders according to a synthesis of a range of studies and meta-analyses. The conceptual framework has six dimensions, bound together by a tight connection between what goes on in and near classrooms to foster student learning: curriculum, teaching arrangements, teacher appraisal, teacher development, evaluation of learning, and planning. Using an electronic survey, respondents were asked to rate the extent to which they were expected to carry out their role, alongside their confidence to perform their role. Descriptive data were used to analyse the strength of agreement by respondents, in relation to their role expectation, and performance confidence. Inferential data were analysed using chi square tests to statistically show the correlations between the role as instructional middle leaders, and their performance confidence. The aim of this presentation is to examine the emerging data analysis which show distinct differences between primary and secondary middle-level leaders in relation to their role expectations and their capability to perform their role. The implications for middle leadership in Aotearoa New Zealand will be discussed.

BILINDA OFFEN, SUSAN SANDRETTO

University Of Otago

123. Transitioning to a meaningful appraisal process: A principal's role

This paper focuses on the role of the principal in establishing a meaningful appraisal process. The journey of an urban primary school (River Rise Primary), is explored from the perspective of the principal as the teaching staff transition from an ineffective system that had little impact on teaching practice or emphasis on learners, to a process that had teacher growth and targeted learners at the core. This principal's approach to change resulted in shared understandings amongst teachers and a strong community of practice that grew within the teaching teams. While it is acknowledged that the leadership team and the teachers themselves played an important role in implementing any change, the key focus of this paper are the steps and the actions of the principal. Comparative surveys taken at the beginning and again at the end of the three-year period, show a marked change in teachers' attitudes, beliefs and perception of purpose in appraisal. A formal audio recorded interview with the principal, followed by three years of participant observations, regular meetings and conversations recorded in field notes chart the principal's journey. Sociocultural theory supports us to explore the links between the positive shift in teachers' perceptions and the explicit actions and initiatives of the principal. We argue that the actions of the principal were critical to the success of the appraisal process at River Rise Primary.

HELEEN VISSER, SUE MCDOWALL

New Zealand Council of Educational Research

154. Development of the Teaching and School Practices Survey Tool

This presentation provides an overview of the development of a new Teaching and School Practices Survey Tool, and takes a more in-depth look at the research that underpins it. The purpose of the Tool is two-fold. Primarily, it is a tool that can be used formatively by individual schools and Communities of

Learning I Kāhui Ako to reflect on their practices. The reports that are automatically generated as a result of schools' participation provide a sound basis for inquiry, review and development. A secondary purpose of the Tool is that the data can be aggregated to provide a national overview of strengths and areas for improvement.

The Tool's instruments comprise two surveys: one for teachers and middle leaders, and one for principals. Development of the survey items was based on robust research on effective teaching and school practices, and effective leadership. In this session, we will present the research that underpins the domains and survey items, and the challenges encountered. The Teaching Practices items focus on five important domains in terms of effective teaching in the New Zealand context. They are: Optimising students' opportunities to learn; Diversity, equity and inclusion; Learning-focused partnerships; Teaching as inquiry; and Being professional.

The School Practices items focus on policies and practices that provide the conditions for effective teaching. We identified six domains: School goals; Supportive and caring environment; Coherent curriculum and evaluation; Learning-focused partnerships; Strategic resource allocation; and Developing professional practice. The active support of an Advisory Group ensured there was rigorous discussion during the development process. The Advisory Group had representatives from NZEI, NZPF, NZAIMS, PPTA, SPANZ and NZSTA, working collaboratively with ERO, the Education Council, the Ministry of Education, and researchers and professional development providers. The presentation will conclude with up-to-date data on use of the Tool, and reflections on what we have learnt.

Session 2: Monday 20 November Room: SG.01 Time: 3.15 - 4.45 Theme: Māori Education Type: Individual

KATARINA EDMONDS

University of Auckland

196. Te hua o te kiriata Moana

I tēnei pepa ka matapakina ētahi āhuatanga reo-ā-waha Māori. Ka tirohia hoki te whakaatu mai a te reo-ā-waha i ngā tūāhua reo pēnei i te whakaputa oro, te wetereo, te kupu, te whakatakotoranga kōrero, te whakatakotoranga Māori me ētahi tūāhua whakamahi i te hinengaro. Ka tīkina atu ngā whakatakotoranga kōrero mai i ngā reo o ētahi ākonga e ako ana mā te reo Māori me ētahi tauria i te whakamāoritanga i te pikitia Moana hei tūāpapa mō ngā kōrero. Ko tētahi tūāhua ka tino tirohia ko te whakawhenua oro Māori i roto i te kū, te kupu, te kianga me te rerenga kōrero. Ko tā te whenua he tīro ki ngā oro ka ngaro atu. Ka tirohia hoki ngā āhuatanga o te whakamāori kōrero kia mau tonu ai te ia o ngā kōrero, me te tiaki i te ahurea o te reo. Heoi anō, ko te hua o te mōhio ki ēnei āhuatanga i roto i ngā mahi whakarauora i te reo Māori.

This paper discusses some aspects of the oral language production of te reo Māori. It looks at the meaning conveyed in oral language production such as pronunciation, intonation and rhythm, grammar, vocabulary, discourse, Māori discourse and cognition. Language samples of learners learning through te reo Māori, and samples of native speakers from the translation and interpretation of parts of the movie Moana Reo Māori, provide a basis for discussion. A strong focus of the presentation is the assimilation of the Māori vowels and consonants in syllables, words, phrases and sentences. The insertion of some sounds not readily recognised as part of the Māori alphabet is discussed. Of special interest is the translation of the text of the movie Moana Reo Māori and how the integrity of the original and the language and culture that the text was being translated and interpreted into was maintained. Of significance is the role that such initiatives have towards the revitalisation of the Māori language.

KATARINA EDMONDS

University of Auckland

197. He matawaenga nui - A huge dilemma

Ko tētahi matawaenga nui o te whakaako mā te reo Māori ko te mōhio tērā pea kāore e kite tūturutia te putanga o te ākonga i roto i ana mahi i te kura mā te reo Māori. Ko te take e kōrero pēnei ai au, e mōhio ana tātou, i roto i ngā mahi rumaki nei he pakari ake pea te reo Ingarihi o te ākonga nō reira ka āta kitea kētia pea ōna mātauranga ki te kaupapa mehemea ka whakaaturia mai mā tōna reo Ingarihi. Nā, ahakoa ka taea e te kaiako te kite atu i te tikanga o ngā kōrero a te ākonga tērā pea ki te riro mā tētahi atu e whakamātautau kei raro te ākonga e putu ana. E āki ana tēnei pēpa, ko te kōtuitanga o te mahitahi o te reo me ngā māramatanga ka whakaaturia mai e te reo Māori te tino putanga o te ākonga. Tērā pea, ka āta kitea kētia te mātauranga o te ākonga mehemea whakaaturia mai e ia mā te reo Ingarihi.

This paper argues that true achievement in te reo Māori is demonstrated as the intersection of student content knowledge and Māori language proficiency. Arguably, all tasks required of the students potentially test their language proficiency; therefore their academic language achievement is that which is an outcome of curriculum based instruction (Gottlieb, 2006). Very often the learner's English proficiency is the stronger of the two languages, therefore their achievement in a learning area is possibly best demonstrated in English. This situation presents the teacher in Māori with a dilemma. Is the learner's Māori language sufficient to demonstrate their learning and achievement or would curriculum learning be best demonstrated by using their stronger language. This paper argues that significant attention should be given to the social language of the learner together with the cognitive demands of curriculum content knowledge, and that the intersection or synthesis of these is the true representation of their learning in the medium of Māori. The paper also discusses the role of Māori language proficiency assessment and pedagogical action to ensure that students truly achieve in te reo Māori.

220. He titonga kura huna

Ko te kaupapa matua o taku rangahau, he tiutiu, he tūhonohono mai i ngā whakaaro rangatira o te kaupapa nei 'He titonga kura huna'. He kohikohi mai i ngā kōrero, e hangai ana ki ngā pātere, ngeri, puha, haka, waiata mōteatea, peruperu, waiata a ringa waiata poi, tauparapara a taku iwi a Ngāi Tūhoe. Tūhoe moumou kai, moumou taonga, moumou tangata ki te pō. He kaupapa nui tēnei ki te rangahau i ngā kōrero tuku iho a Ngāi Tūhoe. Kia pourewa, kia mārama, kia mau mā ngā whakatipuranga o naiane, me apōpō. Kai roto i ēnei kaupapa rangahau he tātai mātauranga, koinei te urunga mai o te wehi, o te ihi, o te mōnehunehū o a rātau kōrero i whakarerea mai e o tātau kuia, koroua kia tātau. Ka tika kia hikoīhia e tātau tēnei pae kaupapa rangahau.

Ngā piki me ngā heke, ngā uauatanga, ngā kōroiroitanga o tēnei kaupapa rangahau. Ko tēnei kaupapa rangahau, ko te tūranga whakatipu i te hinengaro tata, me te hinengaro tawhiti. Ka korowai atu tōna wairua, kia rongohia te matakoikoi o te niho rei atua. Ki ngā mātauranga o tēnei kaupapa hohonu, e ngākaunuitia nei e au tēnei kaupapa rangahau. He Titonga Kura Huna tōna tūrangawaewae, kai roto i tēnei rangahau ko te tiaki, ko te rapu i ngā māramatanga, me ngā tikanga, me ngā tūhūatanga o te ao wairua, ki te ao kikokiko. Ko tēnei kaupapa rangahau, he maha ngā akoranga kai roto māku, ko te manaaki, ko te poipoi i te hunga e whai pū ana ki tēnei kaupapa rangahau, hai whakaora ake i ngā tapuwae. Ko tēnei kauhau he whakaatu atu, he aha tēnei kaupapa 'He Titonga Kura huna' ki tā Ngāi Tūhoe titiro.

Session 2: Monday 20 November Room: SG.02 Time: 3.15 - 4.45 Theme: Māori Education Type: Individual

CRISTOPHER LYNCH

University of Auckland

21. Pedagogic identities and Māori educational underachievement

The purpose of my research was to investigate the experiences of six teachers from two secondary schools in order to examine a Ministry of Education funded culturally responsive initiative. Specifically, I wanted to find out if the teachers supported the claim that when schools encourage teachers to make pedagogical changes, and provide a curriculum which reflects their identity and culture, the educational achievement for Māori students will follow. I considered the study to be important because despite the implementation of culturally responsive initiatives in schools to raise their educational achievement, Māori students are still underachieving. Using the findings from my study, I argue that Māori students should have an education based upon the structure of academic knowledge.

A qualitative methodological approach was undertaken and semi-structured interview questions were directed to gauge whether the teachers in my study were in support of the initiative or not. Basil Bernstein's theory regarding the pedagogic identities of students shaped through their engagement with vertical (academic) and horizontal (socio-cultural) knowledge, framed the empirically obtained data. A social realist conceptual methodology was applied to the analysis using sociological concepts like 'identity,' 'pedagogic identity,' 'epistemic identity' and 'socio-cultural identity.' This allowed me to explain the real life experiences of the teachers in the study

The findings revealed that, despite their support of the initiative, the teacher interviewees' responses were ambiguous and contradictory. For example, their responses showed an ambiguous interpretation of what Māori 'success as Māori' means. Nevertheless, they appeared to believe that for Māori students to succeed educationally 'as Māori' an 'authentic' cultural identity needed to be engendered. To engender such an identity, the teachers supported the initiative's claims with respect to Māori students engaging with socio-cultural knowledge.

What was concerning, however, was that the teachers, who themselves, had experienced and acknowledged the benefits of an education based on academic knowledge, were still advocates for knowledge focusing on the assumed socio-cultural experience and background of Māori students. This concern is linked to research which suggests that, rather than engaging with context dependent and subjective socio-cultural knowledge, Māori and other marginalised students are more likely to succeed in education if they are engaged in the epistemic rigor of objective academic knowledge. I conclude that this would engender, not a sense of collective cultural identity, but an independent ability for Māori students to critically examine their world and move beyond its socio-economic limitations.

RACHEL MARTIN, LETITIA HOCHSTRASSER FICKEL, VERONICA O'TOOLE, EILEEN BRITT

University of Canterbury

107. Making the unseen seen: Using a Treaty framework to support holistic wellbeing in education

This presentation considers what it means to create and provide holistic wellbeing in the New Zealand educational context. Supporting the wellbeing of youth is critical for educators. The Education Review Office (ERO) found that many Year 7 and 8 (ages 11-14) students "were not experiencing the desired outcomes for student wellbeing" (2015, p. 25). Social and emotional learning (SEL) has increased in use in schools in Australia and the United States and in New Zealand. ERO has recently acknowledged it as an important aspect of teaching to support children and youth wellbeing. Yet the application of SEL to the New Zealand context needs careful consideration of how such constructs are, or could be, informed by indigenous epistemologies and histories. While there is some emerging examination of the use of SEL within indigenous contexts (e.g. Macfarlane, et al. 2017), further theoretical and practical interrogation and discussion is needed. Specifically, SEL needs to be investigated in the context of a treaty-based framework of Aotearoa New Zealand and

the disruptive historical context of colonisation.

In this presentation, we focus on the issues of historical trauma as part of the contemporary context for indigenous education. This sets the framework for critically examining the current aspects of SEL and arguing that the issues of identity and place as part of spiritual wellbeing for Māori must also be addressed. In undertaking this critical examination of SEL, we survey the current emerging literature on both conceptual and empirical studies connecting SEL and indigenous education to identify gaps. Concepts from Māori epistemology and research on wellbeing that complement and extend SEL, in particular around identity and place as informed by issues of historical trauma are discussed.

For Māori students, their wellbeing or “oranga” (Macfarlane, et al., 2007, p. 68) is enhanced when schools acknowledge and work with Māori ways of knowing. Macfarlane et al. (2017) have observed that as teachers develop their knowledge of and empathy for Māori students’ identity, language and worldview, they are more likely to support the social emotional learning (SEL) and motivation of Māori students. It is important that programmes or strategies selected to support this outcome are carefully considered for how they incorporate or engage indigenous worldviews of wellbeing. In particular, issues of identity and place are fundamental to wellbeing, and the dilemmas associated with historical trauma are the unseen context of indigenous child and youth holistic social and emotional development.

MERA LEE-PENEHIRA

University of Auckland

80. Mouri whakapapa: The politics of Māori sexual and reproductive health and education

“Mouri Whakapapa” was a 3-year postdoctoral research project funded by the NZ Health Research Council and completed in early 2015. This presentation draws on that study which was aimed at gaining better understandings of Māori approaches to sexual and reproductive health in Aotearoa/New Zealand. Engaging kaupapa Māori methodologies, interviews were undertaken with whānau Māori and key informants to explore Māori views on sexual and reproductive health with a focus on STI prevention. The sustained high rates of sexually transmitted infections (STI’s) among youth and Maori in particular, indicate there is the need for new and innovative approaches to sexual and reproductive health and education. Whakapapa and identity might be described as fundamental aspects of Māori health and wellbeing. Good sexual and reproductive health is inherent in this and can therefore be considered a critical component of the overall health status of Maori communities. However, the continued de-contextualisation of sexual and reproductive health from general health, education and wellbeing, has been detrimental to Māori participation in the discourse and in seeking solutions grounded in our own cultural understandings. Drawing directly on the research findings and narratives of research participants, Dr Lee-Penehira will discuss the impact of colonisation and, in particular, Christianity, on our sexual and reproductive health knowledges and ways of talking and being. This session engages the participant narrative, and in so doing refers to the notion of dispelling colonial myths and remembering indigenous truths.

Session 2: Monday 20 November Room: SG.03 Time: 3.15 - 4.45 Theme: Pasifika Education Type: Individual

MARTYN REYNOLDS

Victoria University

9. ‘They accept me which is pretty cool’: (Re)uniting the waves and the ocean: Re-thinking Pasifika success

In Aotearoa New Zealand, as in many advanced capitalist societies, success in education can be seen as a very narrow concept, understood as a synonym for academic achievement measured by formal assessment. This values success as an a-cultural, deferred matter. A consequence is the removal of focus from day-to-day forms of success which students may understand as steps on their educational journeys, and from the environments which promote these. A focus on the day-to-day, however, provides an opportunity for an examination of success as an explicitly cultural matter, linking values and perception to the way success is thought about and experienced.

This presentation discusses the results of a recently completed PhD which understands institutional behaviour through Critical Race Theory and student voice in a Pacific Indigenous research paradigm. It investigates ideas about success in education held by Pasifika students in the early months of their secondary education. A picture of a wide basket of forms of success emerges which resonates with Pasifika voice-based tertiary research.

Theorised through concepts of Pacific origin such as va (relational space) and malaga (movement/journey), the discussion attends to a contextual set of interrelated forms of success. These promise guidance for practice by promoting a relational, environmental understanding of teaching and learning which has the potential to support all partners in Pasifika education in re-thinking success. A consequence of an ecological understanding of Pasifika students’ educational journeys is to see the relationship between success in achievement and in process not as ‘or’, but as ‘and’, a partnership where movement and arrival are connected in holistic ways, (re)uniting the waves and the ocean.

TREVOR BILLS, ROBERTA HUNTER, JODIE HUNTER

Massey University Albany

75. Pasifika students’ perceptions of mixed ability grouping in mathematics lessons

Despite the Ministry of Education Statement of Intent 2014 - 2018 that the performance of the education system for priority students (Māori, Pasifika, students with special needs and students from low socio- economic areas) needs to be improved, their results remain a concern in the New Zealand Education

System. One reason could be attributed to the use of ability grouping which has been common practice in New Zealand classrooms for many years. This paper examines, from the perspective of Pāsifika learners, the effects of different types of grouping arrangements on their mathematical disposition and cultural identity.

The research draws on the sociocultural framework proposed by Vygotsky (1986) related to learning and development through the creation, use, and sharing of cultural tools, artefacts and knowledge within rich cultural contexts. Within this lens, mathematical disposition and cultural identity can be seen as negotiated between the individual and the multiple contexts they participate in (Battey & Leyva, 2016). This perspective provides a means to understand shifts in student identity and disposition as the teachers enacted mathematics teaching and learning within Pāsifika focused culturally responsive pedagogy. The data draws from a larger project which involved over 300 teachers in 27 New Zealand urban primary schools. For this paper, 90 students and three teachers were interviewed at the end of their first year in the project. A set of open ended questions was used which allowed for multiple responses. Analysis consisted of comparing and contrasting responses, and developing themes which provided theoretical insights. To support analysis MaUa-Hodges' (2000) Cook Island tivaevae theoretical model underpinned explanations related to how the five key Pāsifika values supported co-constructing identity and disposition.

The findings illustrate the ways in which heterogeneous groupings along with specific teacher actions improved equity for Pāsifika students in classrooms when teachers introduced mixed ability groups and socio-cultural norms underpinned by core Pāsifika values. From the perspective of the students, the use of mixed ability grouping as part of the enacted Pāsifika focused culturally responsive pedagogy supported the creation of an inclusive and respectful learning culture and then aligned more closely to their identity as Pāsifika learners.

This paper contributes to the body of literature which focuses on strength based approaches for culturally diverse students. It provides a window on how institutionalised schooling practices can potentially marginalise some learners.

FUAPEPE RIMONI

Victoria University

144. Exploring schooling experiences for boys in New Zealand

The benefits of achieving and gaining secondary school qualifications are numerous, including stronger foundations for life-long learning, easier access to tertiary education, and access to a wider range of opportunities in the job market. However, in New Zealand, there is little evidence available that informs both educators and educational institutes of whether a sense of belonging has a part to play in being identified as an academic achiever in secondary school.

In this presentation, I will present a case study that has been identified through talanoa (conversations) with young Samoan male students in secondary school, of their perceptions of 'Sense of Belonging' and achieving at school. A case study approach is often used to build up a rich picture of an entity, using different kinds of data collection and gathering the views, perceptions, experiences and/or ideas of diverse individuals related to the case. I will discuss some of the initial factors that have been identified by the young male students, and ask: Are New Zealand secondary schools catering for Pacific male students both spiritually, physically and emotionally? Underpinned by the use of a Pacific conceptual framework – Fa'afaletui, the Samoan male students share their stories from their perspectives of being identified as a tama Samoa (Samoan boy), a tama Samoa son, a tama Samoa friend and a tama Samoa as a student in the secondary school.

Session 2: Monday 20 November **Room:** KG.11 **Time:** 3.15 - 4.45 **Theme:** Science Ed & Sustainability **Type:** Individual

ROBYN CAYGILL

Ministry of Education

148. Primary science in TIMSS: Why the improvement?

This latest cycle of the Trends in International Mathematics and Science Study (TIMSS), conducted in 2014 in New Zealand, has seen a statistically significant improvement in student achievement in science at the Year 5 level (see Caygill, Singh, and Hanlar, 2016). Although the TIMSS results from 2014 are a snapshot in time, we are able to demonstrate change since previous cycles, having conducted TIMSS approximately every four years since 1994. As a snapshot study we can examine correlations between contextual factors and achievement but cannot easily demonstrate causality. Nonetheless, there are a number of changes that are evident in the data that have happened in the same time period as the increase in achievement.

At the same time as this improvement in student achievement, there have also been some statistically significant changes in teacher confidence and practice in science. This paper will explore these changes in science teaching practice that have occurred at the primary level since the last cycle of TIMSS in 2011. The paper will also detail the reported levels of PLD of teachers in the context of science, teacher preparation to teach science and confidence to teach it, and comparisons with the international averages.

Of particular interest to the conference theme, information will also be presented on partnerships teachers have with people from outside their school to do science projects and/or help students learn specific science concepts. Although there is no change data on this partnership aspect of science teaching, it is of particular interest in light of the Nation of Curious Minds objective to have "more science and technology-competent learners, and more choosing science, technology, engineering and mathematics (STEM)-related career pathways" (MBIE, 2016).

147. Are our minds curious enough yet? Science assessment findings from national and international assessments

A Nation of Curious Minds – He Whenua Hihiri i te Mahara, launched in 2014, is the government’s blueprint for strengthening the place of science in society. One of the major objectives of this plan is to have “more science and technology-competent learners, and more choosing science, technology, engineering and mathematics (STEM)-related career pathways” (MBIE, 2016).

At the time of the launch of Curious Minds there was public concern about science achievement in New Zealand. Recent releases of the international studies had fuelled this concern because of observed decreases in achievement in both TIMSS and PISA. This paper brings together findings from our most recently available national and international assessments of science for school age children. There are four main sources of information about how New Zealand students are doing in science:

- TIMSS (the Trends in International Mathematics and Science Study – Years 5 and 9)
- PISA (the Programme for International Student Assessment – 15-year-olds)
- NMSSA (the National Monitoring Study of Student Achievement – Years 4 and 8)
- NCEA (the National Certificate of Educational Achievement – school leavers)

These sources also provide information about students’ backgrounds, about how students feel about science, and also about what happens in science lessons from them or their teachers. The questions asked in this synthesis of research include: Have we seen any changes in the educational choices of students and the outcomes of their education? What are the results of the latest cycles of TIMSS and PISA telling us? What are we doing to increase the number of scientifically competent learners? What do we know about what works in science education? Are there any gaps in what we are doing that still need to be filled?

This paper will provide an overview of what this evidence shows about how we are going on our journey towards A Nation of Curious Minds.

SUZANNE TRASK

Wilf Malcolm Institute of Educational Research, University of Waikato

60. Repositioning teachers and learners in science assessment for 21st century learning

Project-based learning (PBL) repositions teachers and learners into 21st century learning partnerships. The approach promotes deeply personalised, active learning, where students’ curious questions are investigated within a self-directed, integrated curriculum. It promises much in terms of meaningful, authentic contexts for learning resulting in increased learner investment and motivation, and presents new possibilities for diverse learners on their various pathways through school.

This presentation draws upon findings from a triple-cycle collaborative action research project undertaken over seven months with a teacher and a Year 12 Science class working in flexible learning spaces (FLS). The wider project explores what ‘deeply’ personalised learning means for senior science students in FLS and the presentation chronicles the shift from promise to praxis as a PBL trial begins. PBL is well established in the school at junior level as part of the inquiry learning philosophy, enabled in part by exploiting flexibilities within the framework curriculum in conjunction with the fluidity of flexible spaces and affordances of digital technologies. However, the move to PBL in senior school has implications for assessment and credentialing in a high stakes NCEA environment.

At issue are the actual curious questions upon which the learning rests. Senior students, when positioned as ‘question askers’, can and do ask meaningful, investigable, science questions. One aspect that needs to be considered is the readiness or preparedness of teachers to resource and supervise individual projects and available expertise in judgment and moderation of the learning presented. Another issue is the ability of the available NCEA achievement standards to authentically accommodate students’ questions, and the students’ understandable reluctance to commit to learning if it does not reward them with credits. If students’ science questions do not ‘fit’ within the substantial and versatile NCEA matrix, they either investigate the question outside of the assessment framework (not always possible if they are ‘low on credits’) or they abandon PBL to complete standards in areas already on offer, but outside of their questions.

The presentation discusses issues, possibilities, and future trajectories for the PBL approach while considering it as one of a number of options for personalised science curriculum and course design within the NCEA assessment environment.

Session 3: Monday 20 November Room: S.104 Time: 4.50 - 6.20pm Theme: Adult & Tertiary Education Type: Individual

THI HUONG NGUYEN

University of Waikato

45. Oral corrective feedback in a blended learning environment: A case study of teachers’ cognition and their pedagogical practices in a Vietnamese university

In August 2015, one university in Vietnam created a blended learning programme for non-English majors in which students are supposed to complete

all the online tasks on reading, writing and listening before attending face-to-face classes to improve their speaking skills. This is the first new learning environment in Vietnam since the period Doimoi and one of its main purposes is to foster learner speaking ability. With the newly-implemented blended learning programme in the Vietnamese university in my study, many teachers in the research context face tensions in their teaching approaches to emerging problems, such as how and when to provide in-time facilitation to support students as there is no need for them to present knowledge and skills in reading, writing and listening in class. On the other hand, what language teachers do in class may be influenced by their perceptions and beliefs, particularly about how languages are learned, which, in turn, plays a pivotal role in determining teachers' willingness to experiment with new approaches. There has been no single study carried out on teachers' beliefs and their actual practices on oral corrective feedback in this blended learning environment; the research was carried out to occupy this research space. The participants were six full-time lecturers who took part in various research methods. The data analysis, which involved the use of Nvivo software and manual coding, was carried out by grounded analysis on six interviews, 14 classroom observations, 14 post-lesson discussions, five narratives frames, two focus group discussions and three professional development meetings. The presentation will provide preliminary findings on the relationships between the lecturers' beliefs and their practices regarding giving oral corrective feedback in this university. They are (1) the lecturers' beliefs about the importance of grammatical accuracy, the role of giving oral corrective feedback, which types of errors to correct and, when, how and who to correct learner errors; (2) the operationalisation of these beliefs into classroom practices; and (3) factors shaping their beliefs and practices. The underlying conceptual framework of the study is the categorisation of immediate feedback by Lyster, Sato and Saito (2013) and the approaches to delayed feedback by Ianziti (2010).

BHARATHI VIJAYAN

Victoria University

77. Investment and reading practices in English for Academic Purposes classrooms in Malaysia

This study aims to identify tertiary students' investment in learning during reading tasks in English for Academic Purposes (EAP) classrooms in Malaysia. In Malaysia, Bahasa Malaysia (the Malaysian language) is dominant and English is a second language. This study will reveal how language learners perceive English as a second language in this context. The concept of investment arises in second language acquisition research and is situated in sociocultural theory. Norton and Toohey (2011) stated that investment in learning a language shows the relation between the desire and the commitment of a learner in learning a target language and the practices that take place in the classroom or the community. Language learners invest in learning with the purpose of getting returns. Returns can come in many forms including imagined identity, social and cultural capital. In classrooms, students tend to be more focused and engaged in tasks that they assume will assist them in attaining these returns (Pittaway, 2004).

Data were collected using semi-structured interviews and stimulated recall interviews with 12 students from three EAP classes. The interviews explored what, how and why participants invested in the EAP class, including the students' responses to reading tasks, their reading interests and to learning English as a whole. These data suggest that students may consider that reading tasks contribute to their academic goals but not necessarily to their longer term goals of becoming fluent speakers of English. This study will provide a better understanding of Malaysian tertiary students' motives for investment in EAP classrooms. Exploring language learners' investments in classrooms will also help educators to design and deliver course materials effectively. If teachers and course designers are aware of students' investments in learning, students are likely to be more engaged in the EAP classrooms.

VALERIE SOTARDI, ERIK BROGT

University of Canterbury

3. Evaluative anxiety in students and the importance of building partnerships between secondary schools and universities

International research has documented that students consistently report difficulty during the transition from secondary school to university (e.g., Briggs, Clark, & Hall, 2012). For many students, university assessments are particularly anxiety-provoking (e.g., Taylor, 2008). In Aotearoa New Zealand, the transition to university involves some unique academic challenges. Compared to secondary school, first-year students may face substantial changes in the learning environment, the nature of information which students are expected to master, and how this knowledge is to be assessed (Sotardi & Brogt, 2016).

Evaluative anxiety is an extensive body of literature within the field of educational psychology (e.g., Zeidner, 2007). Within this discipline, testing and examination conditions represent the vast majority of research conducted; however, first-year university students today confront other types of assessments, including written, oral, and group tasks. To understand the student transition, educators must consider evaluative anxiety from a broader perspective. Surprisingly, no known research has systematically examined anxiety across assessment conditions, and few studies have considered evaluative anxiety for students in Aotearoa New Zealand.

For the current research, we pose two fundamental questions:

1. To what extent do first-year university students in Aotearoa New Zealand experience anxiety with regard to their assessments?
2. To what extent does this anxiety impact their motivation (academic self-efficacy) and performance (course grades) at university?

Data collection is currently in progress, but the anticipated sample will include at least 225 first-year students enrolled in New Zealand university courses across different disciplines. First, we will perform a confirmatory factor analysis to validate a new instrument aimed to measure evaluative anxiety across four assessment conditions (tests, written tasks, oral presentations, and group work). Second, we will perform regression-based procedures (multiple regression and structural equation modelling) to examine relationships between anxiety, motivation, and performance.

Discussion will include descriptive information about evaluative anxiety and its linkages to motivation and performance in first-year university students. We will focus on the nature of assessment as well as the academic transition for students in Aotearoa New Zealand. We draw our attention to the importance of building partnerships between secondary schools and tertiary institutions for the sake of student achievement and wellbeing. Lastly, we hope to engage the audience with an interactive discussion around what such a partnership could look like and its likely implications for students, families/whānau, and local communities.

HA TRAN LE THUUniversity of Waikato

130. An activity theory analysis of tensions in English blended courses in the Vietnamese higher education context

Blended learning is the integration of online components with the use of technology and face-to-face components into course design. Internationally, blended learning appears to help achieve better student experiences and outcome, more efficient teaching and more cost effectiveness. However, recent research on the implementation of blended learning in language education reveals that the implementation of blended learning in EFL (English as a foreign language) higher education has been affected by numerous factors pertaining to teachers, students, and institutions. Drawing on Activity Theory framework and employing a mixed-methods case study design, this paper examines the key elements that affect the adoption of English blended courses from the perspectives of different stakeholders in a Vietnamese university setting. The use of Activity Theory allows the university to be conceptualised as a singular activity system in which constituent elements, such as subjects (students), tools (blended courses), rules (university policies, existing pedagogy), are interconnected at all levels. When the university embraces the application of advanced technology in teaching English for students via a blended mode, there exists the potential for a 'collision' with the traditional teaching and learning practices or inappropriate roles and distributions of responsibilities of students and teachers. These tensions may create conflicts or interruptions, which may hinder the successful implementation of EFL blended learning courses. The findings of this study can be of great interest to education practitioners and administrators in raising their awareness of the factors that influence the implementation of blended learning in higher education. Furthermore, the implications of this study might be a reference point for other higher education institutions with a similar context when they decide to adopt blended learning approach in teaching EFL.

DANIELLE DUBIEN, NIKI DAVIS, ANNELIES KAMPUniversity of Canterbury

166. Open educational practices at the OERu described using Davis' arena of change with digital technology

Demand for higher education is increasing globally and is necessary: by 2020, 40% of the world's jobs are expected to be knowledge-based (Kanwar & Daniel, 2010). Higher education enrollments are expected to increase from the current 100 million to 165 million by 2025 (UNESCO & COL, 2015), stimulating further coevolution of educational organisations and educational technologies.

One solution is open educational resources (OERs), which are openly licensed instructional materials (available for reuse, adaptation, and redistribution) (Butcher, 2011). OERs are widely available as are guides for their adoption (e.g. UNESCO & COL, 2015). However, OERs are not widely used. They could be with open educational practices (OEPs) involving partnerships. OEPs are tools, policies, instructional and technological training, quality assurance frameworks and other actions, resources, and infrastructure that facilitate the use of OERs (Conole, 2012).

One organisation promoting OEPs and OERs in higher education is the OERu. The OERu is "[a]n international network of recognised partner institutions from five continents – providing top-quality tertiary courses to students everywhere" (OERu, n.d., para. 1). This research aims to examine how the OERu implements OEPs. Data about organisational culture and processes are collected through interviews of OERu members, online participant-observation in OERu projects, observations of online videos of meetings, and analysis of online OERu planning documents and forum discussions. Davis' (2018) arena of change with technology in education will be used to map the OERu's practices within a global organising framework to better inform partners about the complex changing educational systems within which they are embedded. The findings also aim to support the OERu and its partners to fulfill their vision of providing affordable access to education.

BRIDGET PERCYUniversal College of Learning

38. 'Aha' moments and higher education teachers' self-efficacy development

The objective of this doctoral study was to investigate the transformational process of teacher self-efficacy development experienced by a group of 11 early career higher education teachers in Aotearoa New Zealand. Studies in other countries have shown self-efficacy is a predictor of teacher motivation, resilience and persistence in the face of difficulties. Therefore, self-efficacy is linked to successful student achievement.

The epistemology of the study was situated constructivism and the theoretical perspective was interpretivism. Three theories informed the theoretical framework. Self-efficacy theory was foregrounded throughout the study, transformation theory provided an established framework to understand the process of transformation of self-efficacy development, and the notion of threshold concepts was used to conceptualise the 'aha' moment and name potential teaching threshold concepts.

This longitudinal study used a qualitative research methodology, multiple case, instrumental approach. The study provided a fresh way of exploring what happens to teacher self-efficacy when teachers experienced an 'aha' moment that contributed to change to the teacher's self-efficacy. The study investigated the ways these 'aha' moments informed the transformational process of teacher self-efficacy development, if transformation or change occurred, and how transformation related to change in teaching knowledge and pedagogy. The research offers four overall conclusions: 1) 'Aha' moments were personal learning realisations directly experienced by each teacher, 2) 'Aha' moments contributed to change in teacher self-efficacy, 3) Four distinct

phases, antecedent, during, proximal after and distal after were identified in the transformational development of teacher self-efficacy, and 4) Threshold concept related 'aha' moments provided teachers with an enhanced awareness of teaching capability. Furthermore, the study suggests that self-efficacy might be a determining factor in the experience of threshold concepts.

The findings from this study have importance for those working within higher education educational leadership. If we have a greater understanding of teacher self-efficacy within the higher education context and the transformational process of self-efficacy development, then there is the potential to develop targeted professional learning opportunities that support academic staff and self-efficacy development. This, in turn, will enhance the experience for both the teacher and the student, and will result in improved student achievement.

Session 3: Monday 20 November **Room:** S.102 **Time:** 4.50 - 6.20pm **Theme:** Early Childhood Education **Type:** Individual

JAYNE WHITE, BRIDGETTE REDDER, GATE PA & AVENUES KINDERGARTEN REPRESENTATIVES

University of Waikato, Gate Pa Kindergarten, Avenues Kindergarten

90. Dialogues with and about two year-olds in 'preschool'

Employing dialogic methodology (White, 2017), this TLRI research project set out to explore the pedagogical nature of dialogues with and about two year-olds, and what these might 'look like' in what were traditionally designed for older children - preschool contexts. Understanding the nature of two-year-old dialogues with teachers and peers is important because of the potential for a greater awareness to lead to better learning as teachers respond to the priorities of this age group. The literature highlights the importance of paying attention to the way dialogue constructs meaning in order for teachers to access the learning potential in situations, particularly those where two year-olds challenge conventions, show emotional distress and raise serious life issues (Ødegaard, 2006). Duncan et al. (2016) suggests that two-year-olds' dialogues are not only verbal but that language expressed through the body is also central to this focus. Since two year-olds are increasingly attending ECEC services that were traditionally established for their older peers (Duncan et al., 2006; White, Peter & Ranger, 2016) it is important to understand the ways in which they dialogue with people, places and things, and to examine the pedagogical significance of their interactions for teachers.

This presentation by the teaching teams at two 'preschool' services will provide a video demonstration of what two-year-old dialogues in their preschool 'looked like' based on a series of visual lenses focusing on two-year-olds and taken earlier this year in V-note (n.d.). The pedagogical significance of these will be discussed in relation to coded dialogues that highlight the significance of two-year-old language within older age peer groups, and teacher responses to these – both in the moment and on reflection after the event. Both researchers and teachers have contributed, in various ways, to all phases of the project, ranging from data generation to analysis and conferences. This research has implications for future ECE research, curriculum, policy and practice by illuminating the specialised nature of pedagogy with two-year-olds. In doing so the team hope to generate important insights that will improve the pedagogical experience for two-year-olds in ECE settings that traditionally cater for older children.

FI MCALEVEY

Open Polytechnic of New Zealand

69. 'Work' with children: Research as advocacy

This presentation shares insights from a small doctoral research study about young children's perspectives of work. Researchers have alternated between interpreting work as 'good' or 'bad' for children. Children's own perspectives are largely missing from research literature, particularly in New Zealand. This study seeks to fill part of that gap by foregrounding young children's opinions, experiences and knowledge.

Fourteen young children (ages 3-4) from two New Zealand early childhood education settings, shared their perspectives of work as part of a two-year ethnographic research project. They actively participated in research through taking photographs and contributing to interviews. In addition, children photographed work at home, and two families participated in home-based interviews. Additional data were constructed through participant listening (Forsey, 2010) and participant observation. A thematic analysis of the data was undertaken using Rogoff's (2003) framework of community, interpersonal and personal lenses.

Sociocultural theory (Vygotsky, 1978) and Childhood studies theory (Lenzer, 2001) provide a theoretical foundation for understanding that how children are perceived, and their subsequent access to participation in activities such as work, are largely shaped by their relationships. Childhood studies theory also acknowledges that children have a right to participate and that their perspectives are valuable. Young children in this study expressed a clear desire to be involved in work themselves. It was relationships – with "people, places and things" (Ministry of Education, 1996, p. 11) – which shaped their ability to participate in work. In particular, the study identified that their participation was directly affected by adult discourses about children.

This research helps to make young children's participation in work visible. It shows that young children actively contribute to communities and argues that their participation should not remain hidden. It also recognises that young children are able to share ideas about their worlds when provided with tools and opportunities to participate. This presentation is an opportunity for me as a researcher to disseminate young children's ideas as a creative form of advocacy.

124. Partnerships with parents: Complexities and contradictions

The imperative for teachers and parents to work together in partnership to support children's learning in early childhood education (ECE) is clearly outlined in national policy and curriculum in Aotearoa New Zealand. In reality, however, relationships and partnerships between parents and teachers are framed by, and located within, a range of discourses, both traditional and contemporary, that influence and shape the nature of these relationships. This presentation uses feminist poststructural discourse analysis to explore these discourses and how they influence the way ECE teachers construct parents as contributors to their child's learning and development.

The presentation draws from the initial analysis of my PhD data which has revealed an unanticipated theme in relation to the complex nature of relationships between parents and teachers. The data was collected through three group and four individual interviews completed with qualified ECE teachers working in teacher-led, centre-based settings across three different geographic locations; a total of 17 participants.

The importance of partnership with parents was strongly affirmed by teacher participants; however, tensions and contradictions also emerged as the teachers discussed the nature of the relationships that exist with parents and their ongoing struggle for status as teaching professionals. Some of the tensions appear to have arisen through the teachers' strongly held beliefs about 'good' parenting and their perceived role as substitute parent. This perception is likely due to the genesis of ECE in New Zealand and historical discourses linking ECE teaching to 'mothering'. The potential impact of the different teacher constructions of parents are discussed in the context of current educational policy and practice.

Session 3: Monday 20 November **Room:** S.105 **Time:** 4.50 - 6.20pm **Theme:** Education Ideas **Type:** Individual

31. Rethinking what it means to be a progressive teacher; some key ideas from social realism

The purpose of this paper is to outline a recent development in thinking about educational futures from within the sociology of education. This development, which has its roots in the philosophy of critical realism, and the sociology of Durkheim and Bernstein, has very significant practical implications for educational policy and practice expressed through a broad sociological project termed social realism. Social realism has been adopted by scholars and teachers who are seeking a resolution to the tension in the ongoing and tired debates between traditional and progressive traditions in education. Moreover, the approach has as its underlying aim a social justice agenda centred on students' rights of access to knowledge.

In the first part of the paper I outline some key concepts from social realism that provide the means to look afresh at a 'mixed' philosophical and pedagogic approach for education. Moreover, these ideas provide a way to think about and link the process of education philosophically, politically, and at the practical level of the classroom. In the second part of the paper I identify some of the ways in which the promise of social realism is being explored in practice in a number of different educational contexts.

34. Apocalyptic philosophy, zombie culture and pedagogies of the walking dead

The apocalyptic tradition is deeply rooted in Judaic and Christian narratives as a source of revelatory literature that is oriented toward the "end times" (Derrida, 1984). This genre and tradition has reasserted itself as a form of thinking strongly relevant to framing thought concerning philosophy and education in the "end times" (Peters, 2011) – an Anthropocentric era threatened by ecological, nuclear and biological extinction. At this point in our contemporary history, Western popular culture is overrun by Hollywood zombies and blood-sucking vampires (Marche, 2013; Valhos, 2013). This paper, adopting a philosophical perspective to a cultural studies approach, analyses the emergence of "zombie culture" and its educational significance. Some commentators argue that these apocalyptic fictional narratives provide an opportunity to work through the trauma of the breakdown of ethical frameworks after globalisation, and to deal with the seemingly endless appetite for human violence demonstrated in a multipolar world with the rise of multiple forms of terrorism. These dramas are essentially about ourselves and represent our ethical attempt to come to terms with deep-seated fears about death and extinction (e.g. Barber, 2014; Mariani, 2015). In this presentation we use the term 'Pedagogies of the Walking Dead' (Peters & Besley, 2016) to signal the dramatic global changes that have taken place since Paulo Freire published 'Pedagogy of the Oppressed' (1970), based on a humanist blend of Continental philosophy and the early Marx. It was imbued with sixties optimism, upbeat with human agency in changing the world for the better and for changing ourselves through the practice of freedom. It emphasised popular education and critical consciousness—the exact opposite of zombie-culture—and teaching for social justice. It gave birth to "critical pedagogy" based on educational praxis through critical thinking and critical literacy, of learning to read the word by reading the world. It promised equality and hope. By contrast, under the 'zombie culture' of neoliberalism 'Pedagogy of the Oppressed' has become the 'Pedagogy of the Walking Dead' as teachers are increasingly regulated in curricula and syllabi and their professional autonomy is threatened by national standards, performance culture and calls for teacher accountability. Teachers have become increasingly prescribed in terms of pedagogy and the style of teaching with less and less opportunity to raise a critical voice or interrogate the world.

162. Cultural taxation in New Zealand Eurocentric tertiary institutions: A cultural myth or workplace reality?

This presentation discusses the rationale and research methods being utilised in a current PhD research project. The study focuses on the dominant theme of 'cultural taxation' (Padilla, 1994), the challenges that Māori academics face simply based on their ethnicity, challenges that are theirs alone, and not those of their non-Māori colleagues. The impetus for this research is drawn from my own personal experiences and observations of Māori academics fulfilling additional Māori related tasks and responsibilities that their non-Māori colleagues could not, or chose not to, fulfil. I am interested to see if this 'cultural taxation' is prevalent in other institutions as international literature and anecdotal evidence seems to suggest.

Having worked in Eurocentric tertiary institutions for a number of years, I have witnessed and personally experienced the additional responsibilities and roles that are solely placed on Māori academics. This 'cultural taxation' is often centred on cultural customs, the upskilling of non-Māori academics, and representing the 'Māori voice' on faculty committees, research teams and interview panels. The concept of additional cultural expectations is not unique, nor limited, to a New Zealand context. Research in Australia, Canada and the United States has also highlighted similar experiences for indigenous, faculty of colour, and ethnic minority academics working in traditional Eurocentric tertiary institutions. Given the dearth of literature in a national context, coupled with my own experiences and those of my colleagues, I am drawn to this topic of research in an attempt to gain an understanding of the degree in which Māori academics are affected by cultural taxation.

This study will utilise an indigenous knowledge framework and methodology. More specifically I will utilise the mechanics of a kaupapa Māori research methodology to underpin this research project. This framework will naturally influence how the data is gathered, analysed and interpreted. It will influence the questions I ask and how I approach and interact with those involved in the research.

Session 3: Monday 20 November **Room:** S.101 **Time:** 4.50 - 6.20pm **Theme:** Educational Leadership **Type:** Symposium

ELLA NEWBOLD, MARK DASHPER, MARIAN PEARCE, REREOKEROA SHAW, NOEL TE TAI, LISA WATSON

University of Auckland, University of Auckland, Whangarei

191. Te Whatu Kura – An induction and mentoring programme to address the significant retention issue of beginning teachers in the Māori-medium sector

Overview:

Approximately 70% of beginning teachers in Māori-medium schools will leave that workforce in the first three years of their career, compared with an average of 30% in the English-medium sector (Ogilvy, 2012). This has a long-term negative impact on schools' ability to deliver quality education. These teachers are not a loss to the teaching profession, as the majority of teachers who leave Māori-medium education move to English-medium schools to teach in bilingual and immersion units and as general Māori language teachers in secondary schools.

In response to this ongoing issue, in 2013, the Ministry of Education introduced a nationwide initiative to support beginning teachers in Māori-medium settings with the ultimate aim of supporting teacher retention. Te Puna Wānanga (the School of Māori Education within the Faculty of Education and Social Work at Te Wānanga o Tāmaki Makaurau), along with other providers around the country, won a contract to provide a three-year professional learning pilot programme to address the retention of beginning teachers in Māori-medium settings in April 2014. The name of this pilot programme developed by Te Puna Wānanga is Te Whatu Kura.

The major aim of Te Whatu Kura is to address the significant retention issue of beginning teachers in the Māori-medium sector by focusing on supporting educative mentors as leaders to guide their beginning teachers to full teacher certification.

This symposium will provide an overview of Te Whatu Kura, the critical elements of an effective induction and mentoring Professional Learning and Development (PLD), the creative use of e-Learning for PLD, the critical role of the educative mentor as a leader to support the retention of beginning teachers in Māori-medium schools, some preliminary findings in terms of broad themes, and where to from here for 2018.

Paper 1: The critical elements of an effective induction and mentoring PLD programme that aims to retain beginning teachers in Māori-medium settings - Ella Newbold, Marian Pearce, Rereokeroa Shaw, Noel Te Tai and Lisa Watson

The first paper will introduce Te Whatu Kura, an induction and mentoring programme that aims to retain beginning teachers in Māori-medium settings, provide the context for the project, in particular the critical elements of an effective induction and mentoring PLD programme, and how we undertook a three-pronged intervention approach of:

1. Drawing on a range of research related to Māori-medium teachers, induction and mentoring, Effective Professional Learning and Development (PLD);
2. Te Whaititara - a culturally responsive conceptual framework that centralises Māori ways of knowing and practising PLD;
3. Participant engagement in multiple and iterative ways based on an adapted First Time Principals Programme model

At the centre of this was always ensuring that at the heart of what we did were beginning teachers, their mentors, and tumuaki in Māori-medium settings.

Paper 2: Involve everybody! Creatively using e-Learning for professional learning and development - Mark Dashper

The second paper will illustrate how Te Whatu Kura has used webcasting and a variety of Web 2.0 tools to establish an active community of learners that are involved in all aspects of the PLD process. It will show how we have created an innovative delivery programme based around User Generated Content (UGC) that is learner centred and self directed.

The exciting collaboration between mentor and mentee Māori-medium teachers and facilitators from the University of Auckland, has resulted in a stimulating hybrid virtual delivery programme to support beginning teachers in their work with their mentor teachers. This paper will illustrate the secrets behind this area of Te Whatu Kura as a state-of-the-art virtual-delivery programme that combines a 'capture everything' philosophy and UGC teacher delivery, with a variety of webcasting technology pedagogy.

The presentation will show:

1. approaches to involving everyone with creating webcasts
2. strategies for creating and sustaining successful webcasting communities
3. examples of our programme delivery in action

Paper 3: The critical role of the educative mentor as a leader to support the retention of beginning teachers in Māori-medium schools - Ella Newbold, Marian Pearce, Rereokeroa Shaw, Noel Te Tai and Lisa Watson

The final paper will present some of the findings emerging from the voices of mentors (Pou Tautoko). Educational leadership in schools is multifaceted and variously impacts on the school context and vice versa. One aspect of leadership in the schooling sector is educative mentoring. Drawing on theories of the important place of indigeneity in Māori-medium education, we examine Te Whatu Kura, an induction and mentoring learning programme. Teacher educative mentoring programmes potentially serve two important purposes: beginning teachers are provided with strong mentoring support at the beginning of their careers, and more experienced teachers receive recognition and support to be more effective mentors. Data so far shows the programme outcomes are very positive.

Session 3: Monday 20 November Room: KG.01 Time: 4.50 - 6.20pm Theme: Education Policy Type: Individual

CHEN LU

Wilf Malcolm Institute of Educational Research, Chongqing Normal University

84. The policy and practice of cultivating general teachers for rural primary schools in Chongqing Normal University under the background of UGIS

Chongqing Normal University has began to recruit student teachers who, if they go to teach in rural areas, can get free education. The aim is to ensure the balanced development of urban and rural education and alleviate the shortage of teachers in rural primary schools in Chongqing. From 2013 over 1,400 high school graduates have enrolled in the programme. The government of Chongqing pays tuition and housing fees and provides a living allowance for these student teachers during their study period. They sign an employment agreement to teach in a rural area before entering university. They must work in the directed rural area for no less than six years after graduation. Chongqing Normal University has set up the UGIS (university, government, institutions, school) collaborative alliance for training these student teachers. The UGIS provides support for the sustainable development of primary schools and establishes teaching and research teams to participate in curriculum development. The university has established a resource management platform with schools, and set up a Primary School Teacher Education Forum. The county governments provide data for how many primary school teachers are needed and talent attraction mechanisms to recruit high school graduates. Primary schools provide training and practice bases for student teachers. They arrange for excellent practice mentors to implement the "double-tutors' system". Primary schools have started to design personnel training programmes and curriculum for these student teachers with the university and to implement reform teaching modes, methods and content with the university. The university invites directors of county education departments to introduce the education background of their county and has built a primary school education innovation trial pilot to improve in-service teachers' training. The Institute for Advanced Study of Teachers participates in curriculum design at the university and contributes to the guidance of student teachers and the training of rural primary school in-service teachers. The university set up a strong university-school partnership under the background of UGIS. There are 34 primary schools to become partner schools for internship and practical teaching and two teacher educators to go to primary schools every semester as principal assistants in partner schools. Fifty mentor teachers from 10 counties have been offered training on how to teach and instruct student teachers in 2016.

This paper provides an example of a complex and multifaceted partnership that included a university, schools, institute, a Department of Education, a Bureau of Finance and a Bureau of Social Security.

MD CHOWDHURY, SHARON HARVEY, MEGAN LOURIE

Auckland University of Technology

109. Reflections from the field: Drawing the context of Rohingya refugees and their education in New Zealand

Rohingya refugees are some of the most persecuted people in the world. They have had almost no formal educational provision over several decades. As a result of their persecution, some Rohingya have been resettled in New Zealand as United Nations High Commissioner for Refugees (UNHCR)-mandated refugees. Of course, as New Zealand citizens, young adult Rohingyas are entitled to appropriate educational provision in this country.

This presentation presents a critical analysis of the Rohingya refugees' historical, political and educational context as the backdrop to a wider PhD project, which examines the educational aspirations of young adult Rohingyas resettled in New Zealand. The overall study is framed by critical theory, which seeks the improvement of human conditions through the ongoing critique of society, particularly in terms of its taken-for-granted ideologies. Critical ethnography generates the research design and analysis for the PhD study which will consist of observations, interviews and document review, followed by thematic analysis. An examination of the lived experiences of young Rohingya people as they navigate New Zealand educational institutions, practices and policies will be the focus of the ethnography.

The first presenter worked from 2012 to 2015 as a core staff-member of Muslim Aid-UK Bangladesh Field Office, an international NGO involved in providing humanitarian support to the 14,000 non-registered Rohingya refugees in Bangladesh. During that period, he worked closely with the Rohingya people and found that they had little access to formal and especially higher education. Therefore, in his PhD, he focuses on examining how much of the Rohingya dream for a 'good' education has come true in New Zealand, a refugee-resettling country. The findings of the study will contribute to policies and practices aimed at improving education for refugee-background students in New Zealand and perhaps in other countries as well.

The current presentation draws on the first presenter's development work in Bangladesh and Malaysia with Rohingya (Muslim) people. This provides a first-hand perspective, along with the literature, from which to examine the historical and current context of the Rohingya humanitarian crisis, which includes a crisis in educational provision. Lack of citizenship in their own country and refugee status in others has led to a very patchy educational experience and record for most Rohingyas by the time they reach New Zealand. It is this context that the paper will critically examine.

STEPHANIE DOYLE

Victoria University

218. Governing care in learning or governing business relationships? The New Zealand Code of Practice for the Pastoral Care of International Students

Does the New Zealand Code of Practice for the Pastoral Care of International Students deliver on the promise to enhance care and protection of international students? The growing importance of international education to the New Zealand economy and to the education sector has led to an intensification of policy interest in international students. International education is New Zealand's fourth highest export earner and has become a crucial contributor to most aspects of tertiary education. Current signatories to the Code include all New Zealand universities, polytechnics, many private training establishments and most secondary schools. The draft international education strategy released in 2017 signals the Government's intention to grow the numbers of international students in both the tertiary education and in schools (primary, intermediate and secondary schools). In 2016 a revised Code of Practice for the Pastoral Care of International Students was introduced. Tertiary institutions and schools enrolling international students are required to be signatories to the code. Critical discourse analysis is used as the starting point for examining the revised Code of Practice to ascertain whether, and in what ways the Code provides increased care to international students, and/or whether it is a tool to market and protect the business of international education. The paper will use examples from recent studies of international student experiences and from institutional websites to interrogate whether the Code is likely to provide increased affordances of care, or whether it has lowered the threshold of care.

Session 3: Monday 20 November **Room:** SG.01 **Time:** 4.50 - 6.20pm **Theme:** Māori Education **Type:** Individual

KIMAI TOCKER

University of Auckland

73. Living as Māori—The impact of schooling across three generations

Through tracing in detail the story of schooling for three individuals, this paper aims to provide a rich description of the way that education impacted on the lives of Māori between the early 1900s and the year 2000. While much research refers in the abstract to the historical colonising effects of schooling on Māori and te reo Māori, this paper contributes to the field of Māori education by focusing on the nature of these effects by referring to the everyday lived experience of women from three generations: my mother, myself, and my daughter. Using a narrative analysis, I allow the stories of the three generations to bring to life the dramatic changes during the 20th century in educational ideas about the place of Māori language and culture in New Zealand.

Born into a traditional Māori world and secure in her identity, living as Māori was never an issue for my mother. Her schooling, influenced by the 1930s Native Schools Curriculum, prepared her to stand tall in the Western world and she left school at ease with the languages and knowledge of two worlds, Māori and Pākehā. Early 20th century attempts to have Māori educated in aspects of Western language and society did not overshadow the power of the language and culture that was strong in the villages and tribal areas.

By the time I entered formal education, Māori language use had weakened, due largely to the belief that English was the way of the future. The resulting effect of parental encouragement to excel at English, and the monolingual education system mapped on to the language loss that was discovered in 1977 by Richard Benton, whose research on how few people could fluently speak Māori shocked the Māori world.

My daughter, born in the 1980s, lived during a crucial time in the regeneration of the ailing Māori language and is the product of a Māori-medium learning environment that aims to fit its students with the skills to stand strong as Māori and 'to live as Māori' in the wider world. What my daughter learned at school flowed back into our home, encouraging me to learn my own language. My study illustrates, through the experiences of these women, the journey of our language – its impending loss and the hope for its future.

108. Successful strategies for language regeneration, nurturing Māori/English bilingualism

Te reo Māori, the indigenous language of Aotearoa/ New Zealand, is endangered: consequently, it is striving to achieve regeneration within a dominant English speaking society. This presentation is a summary of some successful strategies for Māori language regeneration developed from the data of a doctoral research which investigated the relationship between language, identity and the historical and contemporary contexts that have shaped the lives of eight iwi Māori participants and their children. The thesis completed in 2017 explored the following broad research question: “What narratives emerge as Māori parents seek to revitalise Māori language with their children?” Using a kaupapa Māori theoretical approach and an indigenous narrative inquiry method, parents’ narratives were gathered and emerging themes were formed from these. Using Benham’s (2007) indigenous narrative framework for analysis, these emerging themes were first placed into ecological, socio-cultural, and institutional features. Next, the inter-relationships across all three features were further analysed for emerging themes. The key findings from this research demonstrate that parents have developed their own unique, mana enhancing pathways in the journey towards language regeneration despite a civic society that promotes English language dominance. It is these successful strategies that are presented to show how to support language planning for whānau leading to intergenerational reo Māori development. Parent strategies include overcoming isolation, developing resilience strategies and critical knowledges to support language learning, tribal support, and finding role models. However, the most important strategy was to develop psychological and philosophical reo Māori whānau of support. This research shows that whānau living the reality of being Māori/English bilinguals have followed a pathway handed down from their ancestors: a pathway which has created a dynamic way to be bilingual in a contemporary world. From this research data the strategies have been developed into a model that demonstrates the key roles of whakapapa and rangatiratanga in establishing normalisation of te reo Māori in the home, hapū, iwi, community and civic society. Parents’ experiences and knowledges are valuable as they have led the way in language regeneration. It is whānau voices that successfully navigate between te ao Māori, te ao whānui (Durie, 2003) and a contemporary te ao Pākehā to be successful Māori/ English bilinguals. Whānau successfully navigate these worlds despite the broken promises of language and educational policies.

MARAEA HUNIA, NICOLA BRIGHT

New Zealand Council of Educational Research

134. Te Ahu o te Reo: Where to from here?

The purpose of the kaupapa Māori study, Te Ahu o te Reo, was to enhance the existing evidence base and increase our understanding of what supports reo Māori use, and helps whānau and communities to achieve their language regeneration and revitalisation goals, both locally and at the national policy level. Using a whanaungatanga approach, the study investigated the health of te reo Māori in selected homes and communities by interviewing whānau who were involved in te reo Māori in some way.

The study found that in all of the nine communities involved in Te Ahu o te Reo, there were some whānau who were frequently using te reo Māori inter- and intra-generationally. Whānau also identified a range of “te reo Māori domains” where the use of te reo Māori was normal, expected or even compulsory. They include place domains such as Kura Kaupapa Māori; people domains such as people who always speak te reo Māori to Māori speakers or learners; and context domains such as karanga and whaikōrero. The main reason people liked to use te reo Māori was because it was closely interconnected with their identity as Māori. Other key enabling factors were having someone to kōrero Māori with; high proficiency; reo Māori relationships; critical awareness and conscious choice, normalisation, and confidence and motivation. We found that people want to speak more Māori. However, key barriers to speaking te reo Māori were not having anyone to speak te reo Māori with, limitations in their own proficiency or that of others, whakamā or lack of confidence, and expectations of others that English would be used. The findings show a close relationship between having high proficiency levels and, learning te reo Māori as a child, learning te reo Māori as a first language, participation in Māori-medium education, and greater use of te reo Māori.

A key recommendation from the study is to raise the status and increase the use of te reo Māori by making te reo Māori a core curriculum subject in the compulsory education sector. This presentation explores how this recommendation and others can be implemented.

Session 3: Monday 20 November **Room:** SG.02 **Time:** 4.50 - 6.20pm **Theme:** Māori Education **Type:** Symposium

CHERYL STEPHENS, SUE WINTERS, WENDY STAFFORD, MARNEL VAN DER SPUY, HINEMOA ANARU, HANCINE SAMVELYAN, CINTINA MIKI

Ngā Pūmanawa e Waru Education Trust

211. The eight beating hearts: Ngā Pūmanawa e Waru: Culturally responsive pedagogies - Anywhere, anytime, anyplace; Rotorua a great place to learn

Overview:

Ngā Pūmanawa e Waru o Te Arawa refers to the eight beating hearts (children), one of our illustrious chiefs Rangitihi. Rangitihi was the great-great grandson of Tamatekapua, arguably one of the most influential chiefs of the time. Through his eight children span the many generations of the confederation of Te Arawa iwi and hapū. This whakatauhaki (proverb), which embraces all of the hapū and iwi of Te Arawa, underpins the inclusive approach taken by our initiative Ngā Pūmanawa e Waru. This initiative brings all schools, learners, iwi, communities, and whānau of Rotorua together to a common kaupapa - one that is connected, future focused and centred on learner achievement.

The vision of Ngā Pūmanawa e Waru Education Trust (NPeW) is Rotorua is a great place to learn, where learners are engaged and excelling in their education, supported by great teachers and their whānau. Their education is enhanced by the provision of a personalised device with assured connectivity at school, at home and within the community.

This paper focuses on the deliberate and strategic collaborations and innovations NPeW has adopted and implemented in 40 Rotorua schools; building strong, long term relationships with principals, senior leaders, teachers, students, parents and whānau; working with and through iwi, hapū, marae, community groups to embed the unique Te Arawa culture; working with strategic partners - Next Foundation, Rotorua Lakes Council, Spark Foundation, Noel Leemings, Microsoft, Apple and other technology partners.

This symposium will identify key cultural, pedagogical, evaluative and technological strategies that have been implemented in our Rotorua schools based on a number of research informed cultural, theoretical, evaluative and design thinking frameworks, to enable our vision - Rotorua a great place to learn - to come to fruition.

Paper 1: NPeW Education Trust - the vision, objectives, aspirations - Sue Winters

The most important contribution parents, the community and iwi (tribes) can make is to educate our young people. Education is the doorway to opportunity, and every child, regardless of gender, ethnicity or socio-economic background deserves the best education that can be provided. The future of an individual, whānau, community and iwi relies almost solely upon the contribution that can be made to their prosperity and this will come from educated young people.

As a backbone education organisation, Ngā Pūmanawa e Waru provides an opportunity to future proof the education of all Rotorua learners in both elementary and secondary schools, essentially as a contribution to make 'Rotorua a great place to learn'.

This paper identifies why people want to come to Rotorua because they have heard of the quality of the learning that takes place within the district kura, immersion and mainstream schools. Why teachers want to come because of the quality learning environment that prevails across the district. Why businesses want to come because of the pool of talented learners to fill positions as future employees and the pivotal role Te Arawa iwi have played for centuries and continue to do so, in providing a 'cultural korowai' in everything that is Rotorua, a great sense of fulfillment in all that they have invested in.

Ngā Pūmanawa e Waru is a very focused and practical way of making that happen. NPeW sees bringing together the best of teacher practice coupled with an appropriate future focused learning pedagogy with endorsement and support from parents, caregivers, community, business and iwi, to make 'Rotorua a great place to learn.'

Paper 2 & 3: Future focused learning - The Ngā Pūmanawa e Waru way. Hancine Samveylan, Hinemoa Anaru, Wendy Stafford, Marnel van der Spuy

The Ministry of Education commissioned report 'Future Focused Learning in Connected Communities' (FFLCC) (O'Reilly et al., 2014) provided a strategy for learning with digital technologies, seen as critical to future economic and social prosperity. In order to participate in a modern economy and global society, our young people from early childhood to the end of secondary school (and beyond) need to be digitally competent.

Ngā Pūmanawa e Waru accepts that equipping learners with 21st century skills and digital competencies does require a significant programme of change in education.

NPeW is particularly focused in its work with 40 Rotorua schools, on the 10 strategic priorities of the FFLCC report:

- Commit to meeting the needs of 21st century learners
- Achieve equitable access to digital devices for every learner
- Invest in people and innovation
- Create future focused learning environments
- Invest in high quality digital content and systems to make content easily accessible
- Build regional capacity through collaboration
- Build a robust evidence base
- Implement a coordinated system-wide effort to align curriculum, digital technologies
- Design a coherent, flexible and robust funding structure to support 21st century learning

NPeW agrees new approaches to learning are necessary and new designs for learning are required (Timperley, Kaser & Halbert, 2014). Similarly, a "disciplined approach to collaborative inquiry, resulting in new action, that educators, learners, their families and involved community members will gain the confidence, the insights, and the mindsets required to design new and powerful learning systems."

Presenters will identify key cultural, pedagogical, evaluative and technological strategies that have been implemented in our Rotorua schools based on a number of research informed cultural, theoretical, evaluative and design thinking frameworks, to enable our vision - Rotorua a great place to learn - to come to fruition.

Paper 4: Whānau engagement in learning through connectivity and connectedness - Cintina Miki & Cheryl Stephens

Spark Foundation is the charitable organisation for Spark New Zealand, supporting causes that New Zealanders and Spark people feel passionate about by tapping into the power of crowdfunding, providing direct financial support and through employee volunteering. The Spark Foundation believes in making a difference through long term partnerships and initiatives rather than simply making one-off grants. Using volunteering, payroll giving tools, Givealittle and other resources, Spark Foundation empowers all Spark people, and New Zealanders, to make an impact on the communities and causes they care about.

In 2016, Ngā Pūmanawa e Waru formed a partnership with Spark Foundation, based on our collective and shared belief every child in New Zealand deserves to have the opportunities to learn and thrive in the modern digital economy.

Spark Jump is a new social programme to bring heavily subsidised home broadband to thousands of New Zealand children. We know that the ability to continue online learning at home and strong whānau engagement is crucial for our young people to succeed. Spark Jump helps solve the Digital Divide, by

ensuring children have digital access both at school and in the home.

Ngā Pūmanawa e Waru is the Bay of Plenty distributor for Spark Jump modems, working alongside school principals, senior leaders, teachers, whānau and parents, to identify and refer eligible families with school aged children, to ensure the learning and education occurring in classrooms and schools, is being shared with whānau anytime, anyplace and anywhere.

The presenters will identify the strategic and cultural processes adopted by Ngā Pūmanawa e Waru's work with classroom teachers of the identified children and their schools, through a future focused learning process, setting up Google Docs, Google Classroom and other Google applications and working alongside classroom teachers, principals and in particular with te Arawa iwi and hapū education initiatives.

Session 3: Monday 20 November **Room:** SG.03 **Time:** 4.50 - 6.20pm **Theme:** Pasifika **Type:** Individual

PETA RAVLICH

University of Auckland

104. Framing tivaivai: Critical reflections of a Cook Islands research methodology

Pasifika researchers are on the increase in Aotearoa New Zealand. This presentation provides insight into a research methodology that focuses on the Cook Islands Tivaivai Model. This cultural artefact is not just an object, but it has physical form and cannot be separated from "bodies of knowledge, practices, and values through which they are animated and given what Appadurai calls 'social life' (Thomas, 1999, p. 6). This Cook Island methodology from a western perspective can be linked to art-based research. It is the methodical use of creative processes and physical construction of the artefact, as the principle means of comprehending and investigating experiences by researchers and individuals contained in research (Knowles & Cole, 2008). Aesthetics is central in the construction and appraisal of arts-based texts and artefacts. There are two crucial principles associated with the aesthetics – theoretical and methodological (Leavy, 2009). This aligns with the art of tivaivai-making including the methodological processes associated with its creation.

The different stages and key concepts of the tivaivai model and its application to research is illustrated in the construction of the tivaivai. The implementation of the model and its link to research and participants is an appropriate consideration when conducting studies within Pasifika contexts and with Pasifika participants. According to Ravlich (2016), "research involving Pacific people needs to be culturally relevant and responsive in its approach and framework for the participants involved" (p. 27). When conducting research a distinctive interpretivist characteristic is the significant relationship created between the investigator and the subject of investigation. The concept of the tivaivai model develops the essential inter-connections between the investigator and the research participants. All involved in the research will, through this relationship, discover deeper meanings and collectively collate results from their collaborative interchange and understanding (Ponterotto, 2005). Consequently, the tivaivai model demonstrates this through its principles and stages. If there should be concealed implications, these can attend to respectfully due to the meaningful, trusting and nurtured relationships that has been established. The concepts of *tuatua* – to talk - and *tuatua mai* – to probe deeply in an inductive manner to procure accurate and thorough explanations of participants' experiences and narratives - can be utilised to uncover deeper meanings to interview questions (Ravlich, 2016). This interview method goes hand in hand with the tivaivai framework. *Tuatua* is employed as general conversational interactions between individuals within a group and the researcher. However, if within the group the researcher engages with a specific participant, then the notion of *tuatua mai* is used, so the conversation is only between this specific participant and the researcher; all attention is focused on one participant within a focus group so to speak. These notions can be used in the interview processes to extract data in a culturally appropriate and meaningful way, respecting participants' voices.

TANYA SAMU

University of Auckland

150. Pasifika research in education in Aotearoa New Zealand - After twenty years, what should emerging researchers know? A critical reflection

The author is privileged to be in a position to formally and informally support and advise postgraduate students and colleagues doing research involving Pasifika peoples. A concerning impression of late, confirmed to an extent through several theses examinations by the author, is the somewhat superficial knowledge and understanding by some candidates (and possibly their supervisors?) of (i) the broader socio-historical context within which their Pasifika-specific research projects are situated, and (ii) Pacific research methodologies and paradigms. Such individual research projects are, arguably, at risk of simplistic theorisations of 'the research problem', weakened literature reviews, inadequately supported assertions and other missed opportunities for robustness and rigour. More importantly, such research may fall short of researchers' aspirations for transformative practice.

This study demonstrates that it is in the interests of post-graduate researchers to appreciate the socio-historical context of their studies (in which the development of Pasifika research is integral) for several reasons: to locate stronger argument of the significance of their study, particularly possibilities for praxis; develop a more precise and persuasive case for the originality of their research; and connect their work to the strong, well-articulated field or discipline that is Pasifika education.

The author's concern is framed as follows: What should emerging researchers (and their supervisors) know about Pasifika education and research, and why should they know it? The theoretical analysis that addresses this question takes a socio-historical perspective of the formal education of Pasifika peoples in Aotearoa New Zealand. Discourse analysis (from a post-structuralist perspective) informs the methodology.

This study identifies three phases (late 1990s, the first decade of the current century, and from 2011 to the present) in the development of Pasifika

education in Aotearoa New Zealand, and alongside and within that, Pasifika education research. It draws on national education policies; MOE funded reports and publications, undergraduate textbook chapters and course materials (published between 1994- 2008) providing critical overview to the policy and practice landscape impacting on Pasifika peoples, and selected journal publications and theses. This study aims to locate and weave together an analysis of the key components of this twenty year development period of Pasifika education and research. The overall purpose is to strengthen the quality of post-graduate research in Pasifika education in Aotearoa New Zealand.

MANUTAI LEAUEPE

University of Auckland

200. Authentic leadership: Experiences from a Pasifika early childhood education specialisation programme – What can I learn?

This paper presents the ideas that are associated with authentic leadership. Essential dimensions that underpin authentic leadership are: self-awareness, internalised moral perspective, balanced processing or being fair-minded, and relational transparency (George, 2003). They are employed here to demonstrate the ways in which authentic leadership has to some extent, influenced the direction, relationships, partnerships and responsibilities for those involved within a Pasifika early childhood education specialisation programme in initial teacher education. Given the nature of the Specialisation programme and that Pacific cultures, languages and spirituality are important, the need to lead successfully is complex and dynamic.

Drawing on the conceptual framework of Pasifika research methodologies, the concepts of *tuatua* and *tuatua mai* (Ravlich 2016, Smith 2014) are utilised here to describe the ways in which the conversations and relationships between staff and students with the author have emerged within the Specialisation programme. *Tuatua* (Smith, 2014) is concerned with the kinds of talk that can occur and is understood as being necessary to developing relationships. They involve casual conversations, getting to know and understand people in multiple ways with the aim of furthering this to *tuatua mai*. In relation to the concept of *tuatua mai* (Ravlich, 2016), the conversations become more critical and is required for reflective thinking and practice. This encompasses thinking deeply about issues and concerns that arise for the Specialisation programme and the effects this might have for staff and students.

The significance of this work provides insight to how authentic leadership is understood through Pacific lens. The success of any programme can be attributed and influenced by the values, beliefs and practices that are upheld and incorporated into the daily operations of that programme within an institution. It is hoped that discussions from this presentation will offer insights to leadership and to the important work done with and for Pacific people. In sharing stories, there is much that one can learn.

Session 3: Monday 20 November **Room:** KG.11 **Time:** 4.50 - 6.20pm **Theme:** Education Other **Type:** Individual

CARRIE VANDER ZWAAG

University of Auckland

63. Mixed methods action research: The potential of practitioner-led research to improve teaching and learning within Aotearoa New Zealand

The integration of Mixed Methods (MM) and Action Research (AR) through Mixed Methods Action Research (MMAR) is increasingly promoted and utilised within the social sciences research community. A practitioner-led, pragmatic research methodology, MMAR encourages sustainable educational change that is responsive to local communities' unique needs and challenges. Advantages of a well-integrated MMAR approach to research include, but are not limited to, greater validity and credibility, better comprehensive situation or problem analyses, stronger action plans, more systematic monitoring and enhanced evaluation rigour.

The presentation begins with a rationale for integrating mixed methods within action research that then leads to introducing Ivankova's recently developed (2015) methodological MMAR model. This 6-phase model of Diagnosing, Reconnaissance, Planning, Acting, Evaluating and Monitoring embeds integrated quantitative and qualitative data collection and analysis within the action research cycle at the Reconnaissance and Evaluation phases.

A description of how my research in a rural bicultural (50% Māori / 50% non-Māori) secondary school utilised Ivankova's MMAR model to develop responsive science differentiated teaching and learning follows. Integration of quantitative survey data and qualitative interviews/classroom observations enabled differentiated curriculum modifications responsive to the needs of Year 9 and 10 students. My work aligns with the NZARE 2017 conference theme of partnership with its unique MMAR approach that engaged community stakeholders - teachers, students and *whānau* - in the Reconnaissance and Evaluation phases to guide teacher professional learning, curriculum development and subsequent changes in classroom teaching and learning.

Initial findings indicate that teachers' differentiated modifications in response to community input improved attitude toward, and engagement of, Māori and non-Māori Year 9 and 10 science students. As such, the presentation concludes with the potential impact Ivankova's MMAR methodology - in partnership with local communities - could have on social and educational equity and improved learning experiences both within and beyond Aotearoa New Zealand.

AMINATH ADAM, JENNY FERRIER-KERR, BILL USSHER

Wilf Malcolm Institute of Educational Research, University of Waikato

176. Better to be loud and clear: A collaborative approach to qualitative data analysis

Qualitative data analysis is often described as an arduous task for researchers, as it usually involves making sense of a large volume of data from diverse

sources. The literature typically discusses the concept of a sole researcher's approach to qualitative data analysis. This paper argues that a collaborative analysis approach can help researchers capture an in-depth understanding of data between and across a range of data sources when working as a research team.

The research project had a team of six researchers, divided into three pairs and each pair was allocated five schools. The research focused on understanding the value and nature of a collaborative cluster (15 New Zealand schools across levels) where a group of principals have been working together as a network for a number of years to enhance their professional practices and student learning. The research project adopted a qualitative approach using individual and group interviews across a range of participants (students, teachers, parents, and senior leadership team) in 15 schools. The research team conducted a total of 58 interviews (12 with principals, 10 with deputy principals (DPs), eight with boards of trustees, 10 with teachers, 11 with students, seven with parents). The sheer volume of data collected was overwhelming for researchers and was intensified as each pair of researchers worked in a different set of schools.

Adopting from grounded theory, a collaborative qualitative analysis (CQA) approach was used in four steps:

1. open coding (individuals read through transcripts from different sources, created codes and identified themes);
2. axial coding (small groups then examined the preliminary themes);
3. thinking aloud and seeking consistency (the team revisited the generated themes and cross-checked participants' conversations, they also applied 'think aloud and reflect on' to the findings); and
4. seeking the 'big picture' (the team scribbled the main themes on a whiteboard and confirmed understanding across the research team).

In order to fully embrace the idea of collaborative analysis, the researchers scheduled a one-day analysis session and followed particularly steps 2 to 4 above, working together in the meeting. This CQA model helped the research team finalise the themes to address the research questions in a collaborative and coherent manner. The proposed model, although an emergent idea, can be useful for qualitative researchers who work within and across large research teams.

LEANNE LAMB

Auckland University of Technology

215. Conceptual landscapes of school-university partnerships in New Zealand

This research is responsive to a shift toward more collaborative models of professional practice in the education system. It set out to discover the underlying assumptions presented and expressed by educational institutions (e.g., Ministry of Education, schools, and universities) about partnerships in New Zealand education. School-university partnerships; for instance, postgraduate programmes incentivised under the lifting the quality of initial teacher education provision (Ministry of Education, 2013) initiative, were central to this study.

The research assumes that the conceptual framework institutions used to express ideas of partnership are a foundation for the creation, discussion, and practice of partnership. Understanding that partnerships operate in open social systems, this research used a complexity theory paradigm. The research employed three different methods – a discourse analysis-based approach (Fairclough & Fairclough, 2012), explanatory critique, and critical realist theorising (Sayer, 2000) – to explore how institutions publicly present and express ideas about partnership. With a focus on conceptual schema that shape how partnership can be imagined, the investigation included expressions of other trans-institutional partnerships (e.g. Communities of learning|Kāhui Ako) and analysed 428 publicly available webpages (n.170 from the Ministry of Education www.education.govt.nz; n.114 from university MTChgLn information; n.144 from partner-school websites).

Clear differences in how different institutions expressed understandings of 'partnership' were found. These appeared to arise from different underlying schema related to partnership purpose. This study found that there are four underlying purposes that partnership serves in New Zealand education: to promote quality, to promote innovation, to promote professional growth, and to promote participation. The need to 'cope' with change, to learn to adapt to new or different situations, was found to be central to partnership activation.

The current ways of conceptualising partnership suggest that existing institutional schema contribute to a gap between the promise of what collaborative practice might achieve and what is currently happening. Moreover, the analysis shows two different - and conflicting - discourses existing side by side: the prevailing systemic improvement agenda and the system transformation agenda.

The research concludes that the partnership entity is unique in creating conditions which enable learning to 'cope' together and support 'thinking systemically'. Partnership may create a vehicle for 'shared adaptation' and is attentive to 'emergence of next-practice' in education.

Session 4: Tuesday 21 November Room: S.104 Time: 10.30 - 12.00 Noon Theme: Adult & Tertiary Ed Type: Individual

BRIAN FINDSEN

University of Waikato

22. Derivative and innovative forms of older adult education in Aotearoa New Zealand

In 1992 adult education historian James Dakin, in the New Zealand Journal of Adult Learning, provided a fresh approach to understanding how adult education institutions have evolved in this country. On the one hand, he acknowledged the effects of colonisation on the development of adult education agencies, especially British models of community-based initiatives and vocational training; on the other, he pointed to a creative spirit among early

pioneers but also more latterly in contemporary practitioners' formations of learning opportunities for adults. The question is asked: "To what extent are (older) adult education agencies derivative of transplanted ideas and practices from Europe and elsewhere or are they distinctively based in innovative thinking reflecting the unique New Zealand landscape?" In this case, "landscape" is both a physical and ideological construct.

The original article from Dakin explored adult education more generally and how so many of our public institutions have emerged from transplants from abroad. This exploration is focused on education initiatives more tailored to the learning needs and aspirations of older adults, arbitrarily defined as 65+ in years. While it is valid to assert that learning occurs in informal learning contexts, especially for older adults, it also occurs in non-formal and formal education locations. Attention is drawn to the provision of older adult education and its formations while acknowledging that there are very few institutions established that are designed for older people solely.

In this study an analysis of three education agencies principally concerned with later learning opportunities is provided in terms of the adaptability of these organisations (whether derivative or innovative) to the culture of New Zealand. A typology of adult education is used to differentiate the extent to which education is essential or peripheral to the organisation's mission. The three agencies in question are: the 60+ continuing education group in Hamilton, the Rauawaawa Trust (a kaumātua-based holistic organisation in Hamilton) and its education programme the men's sheds movement and accompanying structures for learning. Data have been gathered via direct visits to sites and through associated lifelong learning literature.

It is recommended that rather than creating a dichotomy between derivative and innovative forms of educational agencies focusing on learning in later life, it is better to re-conceptualise these and other kindred agencies as ranging on a spectrum of local-international transferability of ideas and practices to institutions and practices in this landscape of Aotearoa New Zealand.

M NACHIAMAL AV MUTHIAH

University of Waikato

48. Challenges facing community colleges

In the beginning of the twenty-first century, a new set of institutions and community colleges became part of Malaysian higher education. Community colleges were established almost simultaneously in some Southeast Asian countries as lifelong learning hubs following a strong recommendation of the World Bank and UNESCO. The lifelong learning themes of economic imperatives, social inclusion, active citizenship, and personal fulfilment are enacted in these institutions. The promise of community colleges in Malaysia was to provide education to local communities at the rural and remote areas of the nation regardless of age, position, and qualification. Hence these colleges were located closer to rural communities to better serve the constituents. The focus of my qualitative study was to examine the goals and contributions of community colleges but also to better understand the challenges in practice. This multiple-case study involves four community colleges in the context of Malaysia. Data were generated from three strata of participants representing each of the four community colleges – directors, teachers, and students – through interviews and focus group discussions. In light of this study, I would like to share the preliminary outcome of my findings, concentrating on those challenges facing community colleges.

Community colleges have made college education an opportunity for many through their mission to provide education to the marginalised, such students include those having lesser grades as school leavers, lower skilled workers, ex-servicemen, single mothers, disabled persons, and older adults. The study sampled the views of directors, teachers, and students of community colleges. The teachers come under the appointment of the public services and they must conform to the public services regulations. The programmes offered at community colleges are a prescheduled curriculum of the Department. Thus, community colleges tend to face challenges in implementing effective services. I sought to identify and describe the challenges that must be addressed by the management, the teachers, and the students of community colleges. The challenge that confronts the management is meeting the centralised directives from the Ministry and the Department. The teachers have challenges to handle marginalised students, perform social responsibility tasks, and fulfil professional development requirements. Finally, the students are faced by perceived low institutional reputation and restricted credit reward. Despite all these challenges, community colleges are serving the marginalised in the rural areas in Malaysia. This presentation aims to contribute to the idea of social inclusion an aspect of lifelong learning for the marginalised.

Session 4: Tuesday 21 November Room: S.102 Time: 10.30 - 12.00 Noon Theme: Adult & Tertiary Ed Type: Individual

ELAINE KHOO, MIRA PETER

Wilf Malcolm Institute of Educational Research, University of Waikato

111. Flipped teaching and flexible learning in an undergraduate engineering course

In a flipped class, lecture materials are assigned as take-home tasks for students to complete prior to attending face-to-face classes. The class time is thus freed up for the application of the learned ideas through active in-class inquiry, collaboration, and to address student questions and misconceptions. These activities can help students master threshold concepts (TCs) and develop the skills required of 21st century graduates.

In a two-year TLRI funded project we investigated how a flipped classroom approach can impact student learning of technical knowledge (i.e., TCs) and non-technical competencies (e.g., teamwork). The project examined:

1. the effects of the flipped classroom on students' learning of threshold concepts (TCs),
2. the affordances of the flipped classroom model of teaching in a first-year compulsory electronics engineering course, and,
3. the long term impact of the flipped class on the development of engineering students' workplace competencies.

This research took place in a New Zealand university in an introductory engineering undergraduate course with enrolments of typically 150 students. In the past the course lecturers had been refining the course through a focus on TCs and the introduction of online tutorials. Since findings from these efforts have been promising in supporting teaching and learning, the lecturers sought to extend their course redesign to encompass a flipped classroom intervention.

Using a design-based method, five cycles of the flipped classroom were implemented where each cycle was enhanced in terms of the course design, materials, and assessment, based on the results of the previous cycle. Two lecturers and students enrolled in the course during each cycle/semester of the flipped class participated in the research. Data were collected from lecturer interviews, student surveys, video analytics, student assessments, class observations and a focus group interview. Key findings revealed that students' learning of TCs was enhanced and that they valued the flipped course components such as the lecturer-created videos, in-class problem-solving exercises and continuous assessment in helping them learn. The course lecturers noted higher levels of student engagement during in-class times compared to previous years.

We will report on the overview of:

1. the design of the flipped classroom for the purposes of the course, enhancements made in each cycle and the impact these had on teaching and learning;
2. student learning and achievement as a result of the intervention, and;
3. implications for practice and policy for practitioners interested in implementing the flipped class approach in their context.

JANE FURNESS, JUDY HUNTER, BRONWYN YATES, PETER ISAACS, KATRINA TAUPŌ

University of Waikato, Literacy Aotearoa

221. Building on Hei Ara Ako ki te Oranga: Year One of a partnership project for recognising, valuing and enhancing wellbeing outcomes from adult literacy and numeracy programmes for diverse learners

This paper reports on progress to date on a Teaching and Learning Research Initiative-funded project entitled "Using a wellbeing framework to recognise, value and enhance the broad range of outcomes for learners in adult literacy and numeracy programmes". Two University of Waikato researchers have partnered with Literacy Aotearoa, New Zealand's largest provider of adult literacy and numeracy education, to work together to further refine a model developed by Literacy Aotearoa to identify, value and acknowledge the broad range of outcomes from adult literacy and numeracy programmes. The project is centred on Hei Ara Ako ki te Oranga – a Māori framework for identifying wellbeing outcomes developed and trialled by Literacy Aotearoa and NZCER in 2012-2013. The project aim is to build on Hei Ara Ako ki te Oranga's dialogic approach to systematically identify a broader range of outcomes than is usually looked for. The goal is to embed systematic linking of literacy learning to wellbeing effects into everyday classroom practice and to capture outcomes that are important to people beyond literacy and numeracy skills acquisition alone in a way that is meaningful and manageable for tutors and learners. Regular Facebook posts about learners' everyday literacy and numeracy use are being trialled as a means of enhancing the efficacy and appeal of the approach. The work is important because it fills a gap in knowledge about outcomes of adult literacy and numeracy education as there is currently only a skills test available. It also involves the learners directly in identifying and articulating how literacy and numeracy are meaningful in their own lives. The researchers are working alongside tutors and learners in three Literacy Aotearoa programmes located in different communities (three-six learners per programme). Two cycles of research will be conducted over two years with year one data informing refinements in year two. The presentation reports findings from interviews with tutors, a survey and focus groups with learners, and analysis of Facebook conversations and/or student journaling. The focus of data collection and analysis is on the meaningfulness and manageability of the process and expansion of the initial indicators for Māori learners to diverse learners. While the work is still in progress, preliminary results show a number of challenges, including learners' and tutors' articulation of meaningful everyday literacy practices through Facebook. The presentation will explore the nature and importance of the partnership between Literacy Aotearoa and the university researchers which brings together different bodies of knowledge in a shared goal.

Session 4: Tuesday 21 November Room: S.105 Time: 10.30 - 12.00 Noon Theme: Education Ideas Type: Individual

SHERRIE LEE

University of Waikato

62. The promise of diasporic academics: Potential partnerships between the local and global

This presentation considers the promise of diasporic academics from the viewpoint of one who identifies herself as a diasporic academic. Drawing from Wendy Lerner's (2015) paper, the presentation is a biographical reflection on the benefits and implications of diasporic academics, in particular international doctoral students, in higher education.

Firstly, I will discuss the definition and examples of a diasporic academic, as well as highlight how diasporic academics are positioned as transnational knowledge brokers in advancing universities' internationalisation strategies and policies. I then focus on a particular group of diasporic academics, international doctoral students. I argue that while they are pivotal in advancing internationalisation plans, the ways in which universities engage (or disengage) with them serve to undermine those internationalisation goals.

Then I provide a brief outline of my personal background to set the context of my reflections. I will speak from my experiences as a former leader in my university's Postgraduate Students' Association, share about international student engagement in my own faculty, and highlight the tensions arising from university-wide restructuring and significant staff movements. I then offer suggestions how relationships with international doctoral students as diasporic academics can be nurtured in mutually beneficial ways.

I conclude that leadership in higher education needs to be cognizant of the potential and challenges of engaging with emerging diasporic academics. After all, diasporic academics are potential partners in growing international networks in an age of academic mobility.

53. Education: Reproduction or interruption?

Does education reproduce the inequalities created in the wider political-economic system or does it provide the means by which these inequalities might be interrupted? The paper examines this question – one that has divided sociologists of education since the early 1970s. My examination locates the division in opposing theories of knowledge; an opposition found in the ‘powerful knowledge’/ ‘knowledge of the powerful’ dualism. The latter view has characterised the ‘new sociology of education’ since the 1971 volume, *Knowledge and Control*, edited by Michael Young. In the past two decades, however, Young and colleagues, including a number of New Zealand sociologists of education, have developed an alternative in a steadily growing new literature sometimes referred to as ‘social realism’. The theorisation of powerful knowledge in this alternative provides a direct challenge to the ideas in *Knowledge and Control*.

I examine two key ideas in the social realism approach. The first, ‘knowledge differentiation’, places epistemically structured or ‘powerful knowledge’ as the purpose of education. This academic knowledge is the means to cross the ‘discursive gap’ into thinking about what is not encountered in experience by using concepts that themselves are not known in experience. The second key idea is that curriculum and pedagogy should be separated. By differentiating between what is taught (curriculum) from how it is taught (pedagogy), the needs that arise from a student’s social background or individual circumstances may be recognised in pedagogical practice. However, the curriculum should provide the same quality of academic knowledge to all.

There are major implications for the sociology of education in distinguishing between the ‘powerful knowledge’/‘knowledge of the powerful’ dualism. The view espoused in the latter argument, that schooling reproduces the inequalities created in the wider society, leads to pessimistic paralysis. What can be done for students other than provide the type of therapeutic education that helps them feel ‘at home’ in school but that does not provide them with the knowledge required to achieve educational success? In contrast, the ‘powerful knowledge’ approach of the social realist ‘interruptionists’ allows for the idea that ‘education is change’. This is the knowledge that liberates the individual and changes society through the type of thought that imagines what is not known in experience.

Session 4: Tuesday 21 November Room: S.101 Time: 10.30 - 12.00 Noon Theme: Education Leadership Type: Symposium

MERE BERRYMAN, DAWN LAWRENCE, ELIZABETH ELEY

University of Waikato, University of Waikato, Tauranga

155. Partnership through a mana ōrite lens: Praxis for equity, excellence and belonging

Overview:

Education systems around the world assert to promoting societal equity and excellence. In New Zealand, for example, the Ministry of Education (2015) express a desire to lift aspirations and raise educational achievement for all New Zealanders. In Australia, the Department for Education and Training (2015) want to provide opportunities through education and training that will lead to a more equitable society. These vision statements imply a rich and differentiated schooling system that will be responsive to the potential of all young people. The emerging evidence, however, is far from this reality.

In New Zealand, our national statistics show that Māori students do not do as well within our schooling system as Pākehā (non-Māori). In 2015, 24 percent of Māori left school with no formal school qualifications compared with 8 percent of New Zealand European school leavers (Ministry of Education, 2016). Pākehā students also performed better than Māori students in PISA testing (Organisation for Economic Co-operation and Development, 2004, 2007, 2010). In the 2012 PISA survey, while overall New Zealand achievement was above the OECD average in reading, mathematics and science, the achievement of Māori students was below both the New Zealand average and the OECD average (May, Cowles & Lamy, 2013). For Māori, these disparities had continued in the 2015 PISA results (OECD, 2016).

This cursory scan shows a disconnection between the espoused visions of education bodies and the success of all within the systems, in particular for indigenous and other racial minority students. Despite such visionary aspirations, success continues to be measured against students’ achievement in a narrow range of outcomes – typically literacy, numeracy and end-of-school qualifications.

In response, we outline a model for accelerating student achievement. The model, *Ako: Critical Contexts for Change*, has been applied across the five dimensions for transformative reform within *Kia Eke Panuku: Building on Success* (a short term, secondary school reform initiative that was fully funded by the Ministry of Education). We draw evidence from wider research of the impact on improving student achievement when individual aspects of the *Ako: Critical Contexts for Change* have been applied. We have found that when all three contexts are applied simultaneously, and then spread throughout the school, pedagogical reform can be accelerated.

The major issues raised in this symposium, and the solutions that have been reached thus far, can help inform others who are trying to raise the participation, inclusion and achievement of students such as Māori, who may currently be marginalised from formal education settings.

Paper 1: Partnering across multiple contexts to accelerate transformative praxis - Mere Berryman and Margaret Egan

For Māori, and many other indigenous students, equity excellence and belonging is still being de-prioritised and subsumed within racial and social injustices that are common around the globe. Despite the *Ka Hikitia* policy that provided a platform and vision for equity, finding effective answers to this issue is yet to be adequately addressed. Nonetheless, in over 20 years of research-based, educational reform in New Zealand, we have made important progress in understanding the transformative praxis required to improve the schooling experience for all students, especially those who identify as Māori.

In 2015, much of these research findings and experiences were synthesised into a model we now call the ako: critical contexts for reform. Ako is a te reo Māori (Māori language) term that metaphorically proposes a reciprocal, relational responsibility, to both learn from and contribute to the learning of each other. We have learned that transformative reform requires school leaders to be committed to equity, excellence and belonging for all - working towards learning and achieving for the future, while simultaneously ensuring that students' identity remains strong and secure. The multiple contexts for reform are cultural relationships for responsive pedagogy; home, school and community collaborations and adaptive expertise driving deliberate professional acts. When school leaders support teachers with institutions whereby they can focus coherently on all three contexts, reform and student progress can be accelerated. This paper describes this model.

Literature and reports that emerged from previous professional development programmes were studied. This helped to develop understandings about what might work for reforming schools to work more effectively for Māori students. Experienced educational researchers, who had also worked in some of the previous programmes or understood the contexts of this work and had researched with Māori communities, contributed to this work.

The emerging understandings underscore the need to incorporate three specific contexts for reform, rather than focus individually on only one context. A number of schools have now tested this model and with their help it has begun to spread to Kāhui Ako leaders for further testing and consideration within their theory of improvement.

This paper outlines the ongoing research and developments that have led to the ako: critical contexts for reform and details these contexts. It will be useful for school leaders, policy makers, researchers and those who wish to achieve an educational vision of equity, excellence and belonging.

Paper 2: : Praxis for partnership: Activating the Ako: Critical Contexts for Change - Dawn Lawrence, Robbie Lamont, Therese Ford

For schools and Kāhui Ako seeking to address inequities the Ako: Critical Contexts for Change holds much promise. However, to realise that promise, leaders and teachers need to understand the theoretical underpinnings of a model that is embedded within a relational social justice kaupapa.

Working to enact a model that promotes a bicultural approach in mainstream education is made more complex by changes in policy, school evaluation frameworks and professional development. Drawing from our experience of developing, delivering and evaluating PLD from both kaupapa Māori and critical perspectives we share a critical reflection on our praxis and emerging findings from working in partnership with school communities.

There are a number of emerging findings as we grapple with the challenges of working in a new PLD environment. The Ako: Critical Contexts for Change model appears to provide a way in which a kaupapa approach can work within an increasingly compartmentalised PLD landscape. As schools and communities work with external PLD providers to develop the response within their own context the model can also provide both a vision for the way forward and a framework for evaluation and review.

We find ourselves reconnecting with research-informed theory (Alton-Lee, 2015) and with the principles inherent in the Poutama Pounamu model for change. Ways of being and principles of praxis from previous PLD interventions continue to be important. In addition, our emerging findings reinforce the understanding that effective PLD for transformative change must engage with teachers' and leaders' current theories of practice (Timperley, Wilson, Barrar, & Barr, 2007).

A range of new questions also emerge in the new landscape and the new contexts within which we are working:

- What are the implications for a kaupapa approach in an environment where schools themselves determine who we engage with and how?
- How do we maintain the principle of whanaungatanga and resist the positioning as an external expert to undertake a discrete piece of work?
- How do we work from a compartmentalised PLD Journal to a kaupapa for transformative change, giving life to all three contexts for change?

The new environment challenges us to be responsive in how we engage with the people and context in front of us while managing the tension between support and challenge. We continue to learn more about 'what works' to activate the agency of internal leaders and influencers who then accept responsibility for enacting the model for change within their own schools.

Paper 3: Applying the Ako: Critical Contexts for Change: An example for a Kāhui Ako - Elizabeth Eley, Raewyn Ngaamo

As the Education Review Office states "in the context of the Communities of Learning | Kāhui Ako initiative, the primary purpose of collaboration is to improve student outcomes". However, neither determining to be collaborative, nor setting shared achievement challenges within a Kāhui Ako, guarantees that student outcomes will improve. Improvement comes when all parties work determinedly and collaboratively on an agreed set of understandings, based on evidence, on what will bring about transformative change across the Kāhui Ako.

This presentation brings a practical example of how the Ako: Critical Contexts for Change can underpin a collective theory of improvement and plan of action that is guiding a number of Kāhui Ako as they work towards their achievement challenges. Through a theory of improvement based on the Ako: Critical Contexts for Change, these Kāhui Ako are supported in the following aspects identified as good practice (p.14):

- They are clear about which students it needs to focus on to ensure equity and excellence of outcomes
- They understand what aspects of practice need to improve and how they might be improved
- They consider and select options in light of the evidence about what will make the most difference
- They know where the capability and capacity to improve lies and identifies what external expertise is needed
- They are able to identify what actions should be taken, and why, and what success looks like
- They can effectively allocate resources to support the chosen actions.

We will present the Ako: Critical Contexts for Change theory of improvement as developed with one Kāhui Ako, the experiences of one Kāhui Ako as they applied this in practice and the emerging evidence of change and improvement.

CHUA BEE LENG

Nanyang Technological University Singapore

229. e-Portfolios for teachers' professional growth: Development of teacher identity and reflective practice

The use of e-Portfolios in teacher education is not new. Studies have indicated that e-Portfolios in teacher education promotes teachers' learning and development, chart and documents their professional growth and encourages self-assessment and reflection. The use of e-Portfolios allows teachers to assume ownership of their learning and professional development. By carefully selecting artefacts to showcase what they have learnt, their learning process and the application of their knowledge to their practice, teachers demonstrate their preparedness for teaching. The building of e-Portfolios further engage the teachers to constantly reflect on their roles (Lyons, 1998), think systematically about their classroom practices, and tap on research and theories to refine their teaching to enhance students' learning (Tan, Liu, Low, 2017). In NIE, all student teachers who are enrolled in the Professional Practice and Inquiry (PPI) course are required to build their e-Portfolio.

This research seeks to examine the role of e-Portfolios as a tool in the development of teacher identity and reflective practice among student teachers in NIE. Face-to-face semi-structured interviews were conducted to provide a detailed and in-depth analysis of how the e-Portfolios facilitated the student teachers' growth and development as reflective practitioners. Findings suggested that student teachers viewed e-Portfolios as a tool to assist them in aggregating their learning and solidifying their teaching beliefs that impacts on their role and identity as a teacher. They acknowledged that e-Portfolios did not merely serve as a storage place but facilitated their reflection on their teaching practices and offered them insights and refinements on pedagogies used to enhance students' learning. Results from this study will illuminate the applicability of e-Portfolios in teacher education, especially on how it fosters the development of teacher identity, starting from initial teacher preparation programme. In addition, implications of findings for practice and further studies will be discussed.

BEVERLEY COOPER, BRONWEN COWIE, JANE FURNESS

University of Waikato, Wilf Malcolm Institute of Educational Research

116. A collaborative university school partnership – Design to praxis

This paper describes the experiences of a university and seven schools as they collaborated on the development and introduction of a reframed practicum programme for student teachers in the first year of a three-year undergraduate primary initial teacher education (ITE) programme.

The Collaborative University School Partnership (CUSP) programme was designed to enhance teacher, university lecturer, and student-teacher experience of the school-based components of the ITE programme by weaving the university and school-based components into a more coherent and seamless whole to which each community contributed and benefited. In the co-constructed and reconceptualised school-based programme, lecturers and teachers became jointly responsible for student-teacher development.

A research programme based on a combination of a design research approach (Cobb, Confrey, diSessa, Lehrer & Schauble, 2003) and a design-based intervention research approach (Penuel & Fishman, 2012) ran alongside the CUSP programme design and implementation over a 4-year period (two cohorts of student teachers over three years), investigating the nature of the collaboration and the decision-making processes during the period of change. We aimed to bridge educational theory and practice, to produce robust explanations of innovative practice and provide principles that can be used by others in other settings

Data was collected from multiple sources, including meeting minutes during the development and implementation phases, artefacts of the development process, surveys and interviews of two cohorts of student teachers and their lecturers and mentor teachers each year of the three years of their programme.

In-depth case studies were conducted with two of the seven CUSP schools. The principals and associate lecturers were interviewed at the start, middle and end of the first year of the ITE programme and a reflective interview was conducted three years later when the first student teachers to experience CUSP were in their first year as beginning teachers. Associate teachers in the case study schools were surveyed twice in year-one for both cohorts and interviewed three years later.

Wenger's notions of mutual engagement, joint enterprise and shared repertoire assisted in understanding how key practices, objects and people operated at the university-school boundary as the communities established an authentic partnership. It also drew on his proposal that interaction between communities is supported by boundary practices, objects and brokers. Key findings illustrate how these constructs played out over the development and the implementation of the CUSP initiative and how these were helpful in understanding the importance of bringing those at the periphery of the communities into the centre.

ZEYUAN YU, WANJUAN ZHONG

Southwest University, Chongqing, China

223. School-university partnerships in mainland China: A reflection from the perceptive of interpersonal hierarchy

Worldwide, partnership has been regarded as an important way to create new possibilities for education. In mainland China, partnership between primary/

secondary schools and universities has been promoted since the New Curriculum Reform in 2001. However, this partnership is a one-way relationship by nature, since it is mostly the primary/secondary schools that seek cooperation from the universities. This paper presents partial findings from a qualitative case study on the interpersonal relationship of various partners in a three-level hierarchy of the school-university partnership in mainland China. The interpersonal hierarchy at a university side can be broadly characterised as a three-level typology: university leaders - faculty leaders - academics. As to the primary/secondary school, the interpersonal hierarchy falls into a similar three-level typology: principals - middle leaders - teachers. Through understanding the interpersonal hierarchy of school-university partnerships, seven forms of this partnership are specified.

1. High-level Interactive File-based Partnership: In this form of partnership, interpersonal interaction only exists among the first (highest) level of the interpersonal hierarchy in both sides; however, little consensus on the partnership is reached among partners at both sides of the interpersonal hierarchy.
2. Organisational Resource-sharing Partnership: It occurs when the interpersonal interaction is active and extensive between the Dean of the Faculty of Education and the principal of the primary/secondary school
3. Framework partnership: is different from an organisational resource-sharing partnership in that the Dean of the Faculty of Education interacts not only with the principal, but also with the middle-level school leaders.
4. Action Partnership: is established on the basis of the interaction between the Dean of the Faculty of Education and all the staff in the primary/secondary schools. This type of partnership is usually supported by middle, or even highest level of school administration, so the ideas or conceptual frameworks proposed by the Dean of the Faculty of Education can be translated into concrete action plans and put into effect by the teachers.
5. Think-tank Partnership: is established on the interaction between university academics (including the Dean of the Faculty of Education as well due to his/her academic role) and the principal of a primary/secondary school.
6. Reciprocal Partnership: is established on the interaction between university academics and both primary/ secondary school principals and middle-level leaders.
7. In-depth Partnership: This is established with the involvement of university academics, primary/secondary school leaders (including principal and middle-level leaders), and teachers.

Session 4: Tuesday 21 November Room: KG.01 Time: 10.30 - 12.00 Noon Theme: Education Policy Type: Individual

DARRYL HUNTER, MICHELLE BELISLE, SEEMA PRASAD

University of Alberta

18. Management consultants in education and accuracy of appraisal: Halo effects or horned judgments?

North American theories and research in cognitive science, organisational behaviour, social psychology and pragmatic-legal accounts of salient evidence provide four alternate explanations for persistent biases in judgment. To weigh the applicability of these theories, 580 judgments of policy capacity across Ministries of Education in two South Pacific countries in 2016 are analysed for their accuracy. A clearly discernable and optimistic halo, or its horned converse, a more pessimistic interpretation, was apparent when internal and external raters used a modified United Nations Development Programme scale during interviews. The scale had been augmented with criteria recognising some desirable traits for civil servants. Those criteria centred on recognising the warranting nature of various types of evidence, professional knowledge of education policy/processes, and persuasive ability of the person. Pragmatic-legal accounts and impression management theory best explain positive or negative views of an organisation's capacity. Implications are drawn for management consultants and researchers alike when working on international development projects.

GODLOVE LAWRENT

University of Waikato

27. Community involvement in education sector development: Unfulfilled policy promises and their impacts on teacher efficacy

In the last two decades, many developing nations have signed a number of international conventions to address the challenges of access to education. As a consequence, these countries developed education expansion policies directed towards the establishment of new schools as part of their commitment to the implementation of these resolutions. The success of these changes to the education system was dependent on the collaboration from various parties and the community in particular. The impacts of community participation on student achievement are well documented in numerous literature and studies; however, little has been written about how community participation affects the teaching profession. This presentation, based on PhD research, will highlight the extent to which community engagement in the implementation of the secondary education expansion plan in Tanzania shaped teacher efficacy. In an attempt to understand how teacher-community interactions impacted on teachers' professional work, social cognitive theory was adopted as the conceptual framework and case studies using mixed methods were employed as the main research approach. Teachers' perceptions and experiences were gathered through interviews, questionnaires and documentary reviews.

The study findings showed that although the Tanzanian government promised that it would persuade the community to support the schools, this idea had not been communicated well to parents and community organisations. The absence of this line of communication resulted in parents remaining reluctant, and community organisations less committed, to work with these schools. These tendencies complicated the duties of teachers in the new schools, especially when the government delayed financial support for schools, and teachers had to seek further contributions from the community. These negative responses and lack of support adversely impacted on teachers' professional identities, which subsequently impacted on their teaching competence beliefs. These findings suggest that collaborative effort between the government and the community is a vital tool for promoting quality education delivery in schools. To improve this collaboration for the sake of enhancing teacher efficacy, this study recommends that the Tanzanian government provides professional development for teachers on how to influence different organisations to support schools, and encourage parents to work with schools. Overall, the research findings argue that adequate preparation of teachers in relation to enlisting support and involvement from potential community stakeholders, such as parents and businesses, is mandatory before enacting educational policies.

156. Using student conceptions to inform teacher knowledge

Mathematics can be viewed as a language that we learn to speak with different levels of fluency rather than a set of procedures to be memorised. Equality is a key concept in the language of mathematics and students find this concept challenging to master. To better understand the challenges of becoming fluent with the concept of equality, a study was conducted to examine the relationships among students' conceptions of equality and achievement. Extant data was analysed from two nationally representative samples of New Zealand students in Year 4 and Year 8. In particular, students' responses to three additive arithmetic missing number problems were investigated using the concepts of mathematical structure, the properties of equality, process/object duality, and acceptance of lack of closure as analytic tools. As expected, a greater proportion of Year 8 students than Year 4 students expressed structural conceptions of equality; however, at both year levels, students' conceptions of equality were found to be contingent on a student's mathematical achievement and the mathematical structure of problem. Consequently, students' conceptions of equality appear to be more diverse than previously documented and theorised. The focus of this presentation will be about the implications of this study's findings for teacher education.

Session 4: Tuesday 21 November **Room:** SG.01 **Time:** 10.30 - 12.00 Noon **Theme:** Māori Education **Type:** Symposium

HINEKURA SMITH, KAHUTOI TE KANAWA, DONNA CAMPBELL

University of Auckland, University of Waikato

12. Reclamation and resistance: Intertwined praxis in Māori fibre arts

Overview:

As Māori women, weavers, academics, educationalists and practitioners, the three presenters in this symposium offer intersecting ideas of praxis from Māori fibre arts. Grounded in Kaupapa Māori theory, they theorise raranga and whatu, as capable of transmitting embodied Māori knowledge, histories and aspirations.

Whatu and raranga as praxis is understood as an intertwining of theory and practice. While possible to engage solely in either the theory or practice of Māori fibre arts, it is when theory and practice - thinking and making - are twined together that Māori fibre arts and their creations become powerful sites of reclamation, resistance and decolonisation. The key aho (continuous binding threads) that twine this symposium together are the presenter's aspirations to decolonise our lived experiences as Māori by drawing on our own sets of knowledge and practices.

Kahutoi Te Kanawa begins the symposium by laying out the vital aho tapu or foundation line. Developed through years of expert practice and innovation, she provides key theoretical underpinnings to the discussion by contextualising the terms whatu, raranga and aho then forwarding these ideas as powerful conduits that connect us to our tupuna through the hinengaro (mind) tinana (body) and wairua (spirit).

The aho are then expertly taken up by Donna Campbell who discusses the praxis of weaving with traditional materials as capable of connecting the weaver to cultural ways of knowing and being that embody ancestral memories. These memories are embedded within the cultural body of the weaver and the native weaving materials of the land. Key to her discussion is the power of whatu and raranga weaving praxis as acts of resistance and decolonization.

Finally Hinekura Smith continues to weave the discussion, providing an example of whatu praxis from her PhD research. Grounded in a Kaupapa Māori theory of praxis that seeks to resist, reclaim and re-present, her doctoral research explored the experiences of eight Māori women who shared stories of 'being Māori' and the aspirations they hold for their children to 'live as Māori'. As the women theorised and spoke about their experiences they wove whatu kākahu (Māori cloaks) as storied and embodied taonga tuku iho (heirlooms) for their whānau.

This symposium sets out to provide some original ideas on praxis from a Māori artistic and academic perspective.

Paper 1:

In Aotearoa New Zealand, Freirian ideas of freedom from oppression through transformative praxis resonated deeply with Māori educational aspirations of de-colonial self-determination. Building on Kaupapa Māori and Mana Wāhine scholarship, I share an aspect of my recently completed PhD research that explored how Māori women reclaim, restore and re-present notions of 'living as' Māori for themselves and their whānau. Over a year, eight Māori mothers and grandmothers learnt to create whatu kākahu (woven cloaks) as storied heirlooms for their whānau. As they wove they reflected on their experiences as Māori women through spoken, written and woven stories of growing up 'being Māori' and the aspirations they hold for their tamariki and mokopuna to 'live as Māori'. I forward the idea of a whatu praxis as one that twines together the aho of practice and theory - thinking and weaving in powerful and transforming ways. This presentation shares whatu as an example of Kaupapa Māori praxis at work in Māori fibre arts that encourages Māori researchers to look to the theory held within our own sets of knowledge in order to provide transforming and positive outcomes for Māori.

Paper 2: The concept of Te Aho tapu

As a weaving practitioner of intergenerational knowledge and skills, Te Aho Tapu is the sacred line that incorporates the threads of our mōhiotanga (knowing) and mahi (practice). Māori textiles are a contextual history of narrative, process and purpose. Our knowing is imbued in the our hinengāro (cultural consciousness), tinana (body) of inherent practices and wairua (spiritual guidance) from our tupuna (ancestors).

The practice and combination of mind, body and spirit coherently bound together is the manumotuhake (distinctive culture) of knowledge transfer. The

knowledge of these practices is powerful, but intrinsically understanding this knowledge is liberating.

To understand these visual narratives, a Māori weaving practitioner commences from the Te Aho Tapu (the foundation line) or first coloured strands of design and pattern in taniko (fine coloured finger weaving). This only comes from a person who can visualise the end product to complete the task, simply because they know the endurance of skills and knowledge. In taniko each coloured strand is bought forth to contribute to the whole (the pattern of visual narrative) and the other coloured strands are hidden behind each whenu (warp cord) to support the strand that is bound in front of the whenu. Together they are all bound sequentially to formulate the kaupapa (meaning) of the pattern.

Contextually, one strand alone will not reveal the pattern of endurance, but woven together they formulate the whole pattern of effulgent coherence.

Paper 3: Memory, body and praxis in Māori fibre arts

This presentation explores the thinking and making in the praxis of Māori fibre arts. It articulates the contention and convergence of contemporary Māori fibre arts praxis within the Academy. The teaching and learning of these art forms as a vehicle to understand Māori arts praxis is examined in a discussion of the Western frameworks in which they are taught.

Harakeke (Phormium tenax), our native weaving plant, is viewed by Māori as a taonga (cherished), an important cultural signifier relating to the wellbeing of the whānau (families) and the health of the whenua (land).

The praxis of weaving customary materials connects the maker to cultural ways of being and knowingness that becomes apparent through an intimate engagement with the native plants of the whenua (land).

Embodied knowledge within this cultural practice arises through this tactile and kinetic engagement, which leads to understandings and awareness of cultural identity. Raranga and whatu (weaving) are a union of theory and practice that embody ancestral memories. These memories are embedded within the cultural body of the weaver and the native weaving materials of the land.

Raranga and whatu weaving praxis as an act of resistance and decolonisation will be discussed.

Session 4: Tuesday 21 November **Room:** SG.02 **Time:** 10.30 - 12.00 Noon **Theme:** Māori Education **Type:** Individual

SOPHIE TAMATI

University of Auckland

181. Transacquisition pedagogy: Biliterate teaching of academic language

In this presentation, I draw on my doctoral research (Tamati, 2016) to describe the theoretical framework and the tasking procedures of TransAcquisition Pedagogy (TAP) for the biliterate teaching of academic English. TAP was theorised and its effectiveness assessed in an eight week intervention study in two Kura Kaupapa Māori schools with 24 Year 7 and 8 students. The findings will be presented to show how TAP accelerated literacy development in English while enhancing the kura students' pre-existing literacy in te reo Māori.

TAP actively teaches for two-way transfer of concepts, skills, and metalinguistic awareness across languages using a teaching sequence called transacquisitional tasking. In the tasking sequence, each consecutive stage builds on the linguistic and cognitive function of the preceding stage to accelerate bilingual and biliterate development. A mixed methods approach was adopted to collect both quantitative and qualitative data during an eight week intervention with 24 Year 7 and 8 students in two kura. Reading running records were used as the standardised pre- and post-intervention assessment tool to compare achievement rates over the intervention period and to similarly abled English-medium students who formed a comparison group. The qualitative data of student perceptions was analysed using a thematic comparative approach.

The findings show that the kura students' academic language, academic understanding, and reading comprehension in English improved significantly as a result of the TAP intervention programme. The magnitude of the improvement was large and the rate of improvement very fast, well beyond what would be expected among similarly-abled English-medium students. This research makes an original contribution to Bilingual Education with particular relevance to the education of indigenous and minority-language students. The originality lies in the theorisation of the Interrelational Translingual Network (ITN) to conceptualise the cognitive and linguistic processing in the bilingual mind. The ITN is an evolving organic web of complex interconnected linguistic and conceptual interrelationships. It grows when the bilingual engages in cross-linguistic analysis to integrate new knowledge with prior knowledge.

Its originality also lies in the development and implementation of a pedagogical approach that draws on the ITN to promote students' biliteracy development. The implications of this research extends beyond the context of Kura Kaupapa Māori to the education of emergent bilinguals in New Zealand and around the world. TAP has the potential to radically re-align the current pedagogical approaches for bilingual learners to ensure that they and their families enjoy more equitable and inclusive educational outcomes.

TAMA KIRIKIRI, PHILIPPA BUTLER

Massey University

139. Barriers and enablers to registration for beginning teachers in Māori medium

The presentation will look at three pilot projects that examined the best ways to retain beginning teachers (Pia) in Māori-medium settings. The pilots were carried out in fulfilment of a contract between the Ministry of Education and Massey University. The pilots focused on providing mentoring professional

learning and development for Pou Tautoko (mentors) working in kura and wharekura.

Research on the pilots made use of a mixed methods convergent parallel design to explore factors impacting on the retention of Pia and to evaluate the success and impact of two induction and mentoring models: Te Hāpai Ō and Te Whare Manaaki. Surveys and interviews examined the success of the pilot facilitators' work with Pou Tautoko; the perceptions of Pia of the induction and mentoring support they received; perceptions of Pia readiness for teacher certification at the end of the two-year induction period; the intentions of Pia to stay in or leave Māori-medium settings; and the perceptions of Pou Tautoko, Tumuaki (school leaders), iwi, hapū and whānau of Pia needs and preparedness to teach.

This presentation will explore the barriers and enablers experienced by Pia in reaching registration in Māori-medium kura. The research found that Pia felt under-prepared for teaching, unsupported in their kura, and impacted by external factors outside the kura. Pou Tautoko were overwhelmed by heavy workloads and some lacked the skills to mentor effectively. Through the work of the pilot facilitators, Pou Tautoko were upskilled, induction and mentoring programmes were established, and kura were encouraged to support the overall wellbeing of Pia. Teaching in Māori-medium settings is complex, and Pia need to be well-supported in the early stages of their teaching journey so that they will continue to teach in the sector.

ELJON FITZGERALD, PHILIPPA BUTLER

Massey University

140. Te Whare Manaaki: An induction and mentoring model for beginning teachers

This presentation describes research carried out by a team from Massey University, in partnership with iwi rūnanga and Māori researchers. The research looked at the current state of induction and mentoring for teachers entering Māori-medium education, and investigated factors surrounding the alarming numbers (79%) leaving the sector in the first three years of their career.

While there were existing programmes to induct and mentor beginning teachers into the sector, our research showed that these were not consistent nor regular across kura. Feedback about the effectiveness of existing programmes was less than favourable. Many kura had no formal induction and/or mentoring programmes in place, and the quality of mentoring was often hampered by mentors being too busy with heavy workloads, few opportunities to effectively comment on classroom observations, and no reference to life outside the kura and the impact this was having on teaching performance.

This presentation will share feedback from preliminary trialling of 'Te Whare Manaaki', a model designed to respond to gaps in induction and mentoring programmes for beginning teachers. Te Whare Manaaki draws on Durie's (1982) Māori philosophy for holistic health and wellbeing, 'Te Whare Tapa Whā', which proposes four dimensions of Māori health and wellbeing. Te Whare Manaaki addresses the whānau and social wellbeing, physical well-being, mental wellbeing, and personal and spiritual wellbeing of beginning teachers, in addition to their professional wellbeing as a teacher and learner. Te Whare Manaaki was evaluated through qualitative feedback collected from interviews with professional learning and development facilitators working in kura, with beginning teachers and their mentors, and with school leaders and iwi representatives. Participants were supportive of this new model. Further trialling and piloting of Te Whare Manaaki is needed to examine whether this approach will benefit beginning teacher performance and contribute to greater satisfaction levels and retention rates for teachers in Māori-medium.

Session 4: Tuesday 21 November Room: SG.03 Time: 10.30 - 12.00 Noon Theme: Pasifika Education Type: Individual

EMMA CUNNINGHAM

University of Auckland

52. Pasifika student success: A multiple case study exploring the role of parents in their children's academic achievement

In New Zealand, there has been a plethora of research about Pasifika student underachievement (Wylie & Hodgen, 2007; Ministry of Education, 2009). A range of interventions have been implemented by the Ministry of Education and schools in varying attempts to address reported disparities in achievement. These many interventions appear to focus on solving this issue. In contrast, my work does not seek to rectify or intervene; it aims to identify socialisation strategies employed by parents of successful Year 8 Pasifika students. The study's purpose is to determine how academic socialisation occurs within a Pasifika cultural context across the transition to high school.

My research seeks to explore these questions: 1. Which forms of academic socialisation demonstrated by Pasifika parents are associated with promoting academic achievement over the transition to high school? 2. How do environmental and contextual life experiences shape academic socialisation for Pasifika parents?

A multiple case study methodology is utilised to examine a range of contextual factors, including socioeconomic, ideological and cultural, on how parents' life experiences influence how they academically socialise their children. My methodology incorporates Pacific principles, such as respect and reciprocity, as outlined in the Ministry of Education Pacific research guidelines (Ministry of Education, 2002). Ten Pasifika parents and their children were invited to participate. Interviews were conducted with the parents once at the end of Year 8 and twice during their children's first year of high school. Their children were interviewed twice, at the end of Year 8 and the end of Year 9. Data was analysed thematically to identify current academic socialisation practices.

This presentation presents preliminary findings and initial analysis from the first two phases of my qualitative PhD research project. When viewed from an ecological systems perspective, academic socialisation strategies enacted by parents develop as a result of interactions and experiences from micro to macro-system levels, differentiated according to parents' socioeconomic, ideological and cultural influences (Taylor, Clayton & Rowley, 2004). Throughout the analysis, I use ecological systems theory to demonstrate how this phenomena develops, leading to a deeper understanding of how the influences shape

academic socialisation within Pasifika families.

This work contributes to other voices in educational research, who are committed to bringing Pasifika student success to the foreground. My presentation may be of interest to educators, researchers, and policy-makers working in the field of Pasifika education.

MAGGIE FLAVELL

Victoria University

137. Supporting achievement for Pasifika secondary students through home-school relationships: How research partnerships can strengthen home-school partnerships

The senior years of schooling are critical for young people as they prepare for national, academic qualifications, and make decisions about their careers and further study. Research informs us of the key role which Pasifika families can play in providing value support and encouragement for their children to help bring about successful learning outcomes. However, research also tells us that Pasifika parents and family members can be unsure of the school system and may avoid interaction with teachers; added to this, some Pasifika students may keep their worlds of home and school separate from one another. As a result, Pasifika parents can feel distanced from the learning process, and schools are often challenged as to how they can best build strong partnerships with these families so as to support student academic achievement.

In this paper, I would like to draw on the experiences from my doctoral journey in which I am currently engaged. Using a qualitative case study, my research explores how Pasifika secondary home-school partnerships can support academic achievement. I will share the lessons I have learnt from research methodology that helped me appreciate the importance of relationship-building. Firstly, the guidance from 'Teu le va – Relationships across research and policy in Pasifika Education' has been especially valuable (Airini & Mila-Schaaf, 2010). Given my European background, Teu Le Va has helped me to understand the value of respectful and collaborative relationships so that I can work with the Pasifika community in order to achieve successful outcomes for the Pasifika community. Secondly, the guidance from Appreciative Inquiry (Cooperrider, 2008) has further influenced the research plan so that inclusiveness and consultation have been paramount in the decision-making process.

I will present a preliminary analysis of the key themes. In many ways, the themes raised are not new and contain no surprises. However, the value of this study is that it includes an opportunity for the Pasifika community, parents and the schools to contribute to the formation of key ideas that have emerged from the findings; and, furthermore, the research model has permitted these relevant parties to engage in solution-focused discussion. One implication of this study, therefore, is the impact of forming collaborative partnerships in the research journey upon the nature of collaborative partnerships in home-school practices.

MARIA MEREDITH

University of Auckland

219. Fanau engagement: Understanding parental involvement, access and technology: A case study of central east Auckland primary school parents

Parents' involvement in their children's education and learning is one of many factors that contribute to shaping their future outcomes. Despite a growing body of research on parental involvement, beliefs and practices (Hoover-Dempsey & Sandler, 1998; Desforges & Abouchard, 2003; Hill & Taylor, 2004; Grant, 2011), little is known about how technology influences parents in Pasifika communities. The study addresses this gap by exploring their beliefs and practices in their children's learning in a digital world. The aim of the study is to investigate parents from low decile schools. Eight parents were recruited from four local primary schools with children (8 to 12 years in Year 5 to 8) that belong to a large school cluster immersed in digital learning.

The paper argues that parents care about their children's education and wellbeing (Rivera, 2014; Suizzo, Pahle, Yarnell, Chen & Romero, 2014) but may require training to enable them to support their children effectively outside of school. Parents provide rich learning opportunities for their children that may not be visible to schools. They play a key role in home-school partnership and understand the barriers their children face. Talanoa (Vaiote, 2006) and qualitative ethnography (O'Leary, 2004) methodologies were employed to investigate parents' beliefs and practices with their children in three key sites of learning: home, school and community. Two frameworks were employed to analyse data, namely cultural models and academic socialisation. Cultural models are constructs of ideas, beliefs, goals and practices shared by a cultural group. Meanings are given to practices such as childrearing and education. Academic socialisation is a multidimensional construct where parents support their children's education (Epstein & Sanders 2000; Suizzo et al., 2014).

Six key themes were identified and one cultural model of parental academic socialisation. The theoretical framework suggests that technology may impact on families in many facets of their lives: in their interaction as a family around learning, interaction with schools, interaction with community groups and interaction with society more widely. Findings indicate experiences of parents were similar in nature but subtle differences were evident in their various levels of engagement. Notions of 'parental involvement' must evolve toward a *vā* (space) where fanau engagement practices of Pasifika are heard and valued in home school partnership so parents gain confidence to support their children's learning and digital engagement. Furthermore, findings highlight the diversity of families today and expanding social and digital divides.

MICHAEL PETERS, CHRIS EAMES, LYNLEY TULLOCH, ROBERT STRATFORD, JOHN O'NEIL

Wilf Malcolm Institute of Educational research, University of Waikato, Massey University

33. Anthropocenic pedagogy: Teaching after the end of the world: A doomsday's symposium

Overview:

If we are to believe Timothy Morton, the philosophical prophet of the Anthropocene, we are now living the end of the world. Much of the Earth is dead like the Great Barrier Reef, and many animal species are extinct and cannot be revived. We ought to get used to extreme weather events and rising seas as carbon emissions continue to spew forth from the world's mega-cities. And we are learning far too slowly that we are not in control but rather only part of the great interconnectivity which is planet Earth. New Zealand – 3,000 islands scattered in the southern oceans off the coast of Antarctica—is not immune, even as we limit our dairy herds and clean our waterways, blockade oil exploitation and protect our beaches, and stop using plastic bags in the supermarket. If we were to accept Morton's broad analysis what would this mean for the NZ curriculum and for the ethics of pedagogy? Do we as teachers become doom-sayers? What pedagogical worldviews can inform our children of the agro-industrial ravages of mass consumer capitalism but protect them from hopelessness? This symposium briefly foregrounds Morton's analysis to ask these questions of three prominent environmental educators.

Paper 1: Disconnection in the anthropocene and re-taking agency of our futures - Chris Eames

The Anthropocene has been brought about by human abilities to control nature, to harness technologies that have removed us from our natural world. This disconnection has unhinged our lives from that which sustains us, and thereby severed our sensory understanding of the ebbs and flows within the systems of life. As our population has grown and we have sought more quantitative measures of living, our tremendous ability to innovate has been channelled into a modern neoliberal trajectory that pushes us head-long towards Morton's prophecies. It is hard to change! Whilst rhetoric suggests our NZ curriculum will enable learners to become life-long advocates and purveyors of sustainable enterprise, the current pedagogical approaches resist the kind of emancipation from social reproduction that traps our children in a future that is not dissimilar enough from our past. This disempowerment is illustrated by political lethargy and passivity. To change, we need to embrace pedagogy that reconnects our students with what truly sustains them and gives them the skills to take informed decisions and to act. It is these pedagogies that will make them competent to be agentic in their futures.

Paper 2: The death of nature - Lynley Tulloch

The death of nature, both symbolically and in real material terms, is a loss that may well be inconceivable on many levels. Yet it is the reality of life in the Anthropocene. Our children are inheriting a world with very serious ecological issues, such as climate change, deforestation, biodiversity loss, land desertification, waterway and soil pollution and ocean acidification. Understanding and responding to these challenges requires more than the surface-logic, problem-solving pedagogy encapsulated in the dominant sustainable development approach to environmental education. In this presentation it is argued that we need to look at alternative models of environmental education based on ecopedagogy and empathic anthropomorphism found in the work of scholars such as Richard Kahn, David Orr and Heeson Bai. These approaches provide possibilities for children to experience an education based on non-species-ist premises and evolutionary kinship with animals. In a world characterised by doom, such an education offers a hopeful re-enchantment with nature. It also specifically aims to empower students to deconstruct the processes through which nature and living animal bodies are transformed into discursive forms, physical objects, and commodities for exchange. The focus here is on moving beyond the hierarchy and the separation between human and non-human nature and the latter's commodification, to the sense of their organic unity, to the one-ness of the living planet.

Paper 3: Anthropocene zombies and ecological pragmatism after the end of the world - Robert Stratford

We have a range of options for responding to the Anthropocene. This section of the symposium broadly accepts Morton's analysis that we are living 'after the end of the world', but this acceptance does not mean that we, as teachers, either adopt the role of doom-sayers or continue on as liberal zombies facing 'some real challenges' (and carrying on as normal anyway). Instead it is suggested that we need to understand more about the epistemological issues brought by the sort of ecological reasoning of Timothy Morton (and others) and develop an ecological and pragmatic pedagogy. The pointers for such a pedagogy go beyond much of the approaches currently heralded under the sustainability label and draw from a postfoundational and critical approach to writers as diverse as John Dewey, Charles Peirce, Gregory Bateson and Felix Guattari.

BRENDA SARIS

Whitireia New Zealand

23. Illuminating Chinese visual communication design (VCD) learners' creative design processes in higher education institutions: A conceptual framework

There is a scarcity of literature from China outlining investigation of creativity activity processes inside design schools (Wang & Greenwood, 2013). This is of consequence to New Zealand design educators teaching international students from China. The implications of the practices for teaching creative design processes and understanding how cultural backgrounds hold implications for effective learning is compounded when learners' cultural and social contexts

are different from the educators (Ryan & Louie, 2007).

This presentation will present a conceptual framework from a doctoral study, which aims to examine Chinese students' learning needs and design processes so effective strategies may be developed to enhance the pedagogical experience for both teachers and learners. The research uses a Cultural Historic Activity Theory framework (Engeström, 2001) to analyse and illuminate the complexities of Chinese VCD learners' creative design process as enacted within their social and cultural historic contexts. Multiple case studies will be undertaken and are situated within a three-plus-one international partnership agreement between Whitireia New Zealand and Hunan City University in China that is slightly different to the norm. Chinese VCD degree content is taught by New Zealand design staff in China over three years to scaffold learners before they leave to complete their degree studies in New Zealand. Specific pedagogical projects taught at Hunan City University will be discussed as they provide the overarching structure for two of the case studies.

Session 5: Tuesday 21 November Room: Foyer 1st Floor Time: 1.45 - 2.45pm Type: Poster Session

SARI KARMINA, BEN DYSON

University of Auckland

127. The socio-ecological model of Indonesian teachers' beliefs about cooperative learning

This poster presentation presents the proposed study of Indonesian teachers' espoused and enacted beliefs about cooperative learning (CL). CL has strong potential to be implemented in Indonesian schools. The notion of learning together, teaching, and sharing with one another is attractive and promising, not only because of the potential for higher achievement demonstrated in prior research from the West (Johnson & Johnson, 2009), but also because of potential for cultural aptness, in the Indonesian context which is a society culturally oriented towards collectivism rather than individualism (Hofstede, Hofstede, & Minkov, 2010). In addition, Indonesian cultural values – gotong royong (mutual assistance) and musyawarah (consensus decision-making) – are aligned with CL principles (Prastyo, 2014). Despite the well-documented advantages of CL, teachers find CL difficult to apply in the classroom (Johnson & Johnson, 2008). The findings of previous research in Indonesian education revealed that teaching in most classrooms remained traditional and dominated by rote learning, although recently curricula have been designed to make learning more engaging to students (Bjork, 2013; Heyward, 2014). Indonesian schools' strong tradition of teacher-directed instruction, insufficient teaching facilities, and inadequate professional development for teachers has contributed to teachers' reluctance towards using social constructivist approaches (Bjork, 2005) such as CL. Greater attention is needed to investigate teachers' beliefs about CL in the context of Indonesia, where the cultural values support CL principles but its instructional traditions and institutional factors impede the application of CL. This proposed study is situated in interpretative-qualitative methodology using a multiple case study approach (Stake, 2005). Two phases comprising teacher interviews, classroom observations, and post observation interviews will be conducted to investigate teachers' espoused and enacted beliefs about CL. Teaching documents will also be examined, and student focus groups conducted. The findings will be analysed using Fives and Gill's (2015) ecological model of teachers' beliefs drawing from Bronfenbrenner's (1989) work of socio-ecological model. Initial findings of the data analysis will be presented at the NZARE conference. The complexity of Indonesian teachers' beliefs will be presented through the lens of socio-ecological model. The findings will help Indonesian teachers increase their understanding of their beliefs about CL and identify factors that hinder the implementation or enacting of their beliefs. The research is designed as a partnership with teachers to provide ongoing professional development. The espoused beliefs about CL is the potential promise and the teacher's enacted curriculum is a representation of their teaching practice.

NOSHEEN SHAHZADI, JOHN MORGAN

University of Auckland, Epsom

133. Print-based and new literacies: Do they exist in secondary science?

It is frequently argued that the emergence of new technologies and changed pattern of communication have influenced how 'digital natives' make meanings and convey their understanding. In addition, print-centred literacy practices often ignore the role of semiotic resources other than language for communicating and representing knowledge (Cope & Kalantzis, 2000; Gee, 2003; Jewitt & Kress, 2003; Kress, 2003; Lankshear & Knobel, 2003; Lewis, 2016; O'Brien & Bauer, 2005). This makes it difficult to prepare students who need competence for being scientifically literate and abilities for future workplace. In light of this, this paper explores the idea that conventional literacy practices should be adapted to include digital and multimodal means to communicate and represent text. The focus is on secondary school science, and in New Zealand, there is little literature that describes the types and qualities of literacy practices in science classrooms. The paper is based on doctoral research that explores the vital features of language and literacy activities in secondary science. The work in progress is based on the claim that the language and literacy activities of reading, writing, and talking using print and digital means serve as tools in meaning making and developing scientific literacy. It is hoped that understanding the vital features of these activities can inform the future directions of policy and practices.

JAYNE WHITE, MIRA PETER, JANE RICKMAN

University of Waikato, Tauranga, Wilf Malcolm Institute of Educational Research

225. What's all the fuss about? Early childhood students' practicum experiences with infants and toddlers

The CUPID project (Collaborative for Understanding the Pedagogy of Infant/toddler Development) brings together a number of scholars from universities in New Zealand and Australia in order to understand how to better educate the infant/toddler teaching workforce through higher education.

Infant and toddler pedagogies and how they are best presented to student teachers are still not well understood. While there is a growing body of research investigating what teachers do, why they do it, and what it means for infants and toddlers and their families in formal educational settings – now a new normality for many under three year olds in the western world – information about programmes and practices are virtually absent from the research domain. The goal of the current project was to advance our understanding of how student teachers' learning, beliefs about, and practice in working with

infants and toddlers develop as they gain more experience during their practice placement (i.e., practicum) with infants/toddlers.

In New Zealand and Australia, in early childhood ITE programmes the practicum experience is integral to certification/accreditation and beginning teacher registration. Practicum provides opportunities for pre-service student teachers to apply their recently acquired theoretical pedagogical knowledge to the field. During the practicum, students are mentored and assessed by an experienced teacher (associate teacher) and visiting university lecturer (professional supervisor) who has knowledge of the ITE programme.

The project addresses the following research questions: (1) What are student teachers learning during their practicum experience with infant and toddlers? And (2) What helps or hinders their learning about infant and toddler development, care, and how to support student teachers' education? To address the questions we analysed 18 first- and second-year student teacher practicum reports by student teachers who worked with under-three year-olds during their practicum. These contained written student teachers' reflections, associate teachers' and professional supervisors' observations and assessment of student teachers' work with infants and toddlers.

The findings revealed that student teachers' learning was influenced by diverse relationships, ideologies and philosophies represented within the early childhood community. The most significant influence on student teacher learning was the quality of mentoring, and the feedback and feed-forward from associate teachers and visiting lecturers. The results will help develop and provide a relevant, research-informed, socially and culturally responsive undergraduate early childhood education curriculum and strengthen links between applied research and academia.

MIIA RANNIKMÄE, REGINA SOOBARD, JACK HOLBROOK, TUULA KEINONEN

University of Tartu, University of Eastern Finland

226. Promoting students' awareness about science related careers through context-based scenarios

Lack of students' interest towards science careers is a well-known problem worldwide. Research has shown that students' awareness about science-related careers is insufficient. This proposal is targeted towards finding contexts and related scenarios, which interest young people and orient them towards science studies and rising awareness of science-related careers. A scenario is defined as "a motivational student relevant construct, expressed in words and which might be illustrated/expanded by cartoons, videos, and/or power-point slides. The scenario is intended to serve as a motivational start for learning, whilst further learning within science education itself includes discussions on careers in research and industry. The theoretical framework for the scenario is linked with context-based teaching and supported by the theories associated with interest, motivation and relevance. The classroom environment is heavily built on social constructivism, appearing at two levels: learning and teaching.

Students and educators from five countries (Finland, Estonia, Germany, Cyprus, United Kingdom) were involved in the development of student relevant scenarios, from which four per country (total 20) were evaluated by lower secondary students. The evaluation instrument was created and included items, on knowledge and value-triggered interest, career awareness, scenario-related attributes and open-ended questions, to find out the relationship between relevance, interest and motivation from students' perspectives. Based on the evaluation outcomes, essential categories for scenario evaluation were identified.

Based on 724 students' answers, results showed that students feel it was difficult to link motivational scenarios with acquiring new science knowledge and therefore scenarios, even those of interest to students, could not stand alone; teacher guidance to change perception to learn was also needed. However, students liked the scenarios which were created by themselves, while they evaluated teacher-created scenarios to be easier to follow and gain career-related aspects. Students' answers varied between the participating countries, but tended to be similar within a country.

JEANNE GILBERT, NADINE MALCOLM, ANKE RICHMOND

University of Waikato, Rototuna High School

227. Content and language integrated learning (CLIL) in an innovative learning environment

Rototuna Junior High, a Year 7-10 school which opened in 2016, is an Innovative Learning Environment (ILE) and Restorative Practice (RP) school. Together these two components impact on the 'Content and Language Integrated Learning' or CLIL programme in the school. CLIL is an approach for learning content through an additional language, teaching both the subject and the language. All three contribute to inform an avant-garde, student-centred school curriculum.

The CLIL programme is an innovative response to evidence that students often learn out of context in seemingly disconnected subject areas. It is an attempt to deliver the New Zealand Curriculum (NZC) in the way the school thinks it was meant to be delivered, that is, integrated. The inquiry/research goals of the Teacher Led Innovation Fund (TLIF) project are to investigate the impact the CLIL approach on student learning outcomes in two curriculum areas, specifically student engagement and motivation and the retention and pathway for students into senior language learning qualifications.

Through the TLIF the school has accessed the expertise of a researcher and a curriculum specialist lecturer from the University of Waikato who have provided mentoring and feedback. This collaboration has strengthened the Teaching as Inquiry approach, in particular for evidence collection and analysis as the team seeks to gauge shifts in teacher practice and student learning outcomes in both the target language(s) and other curriculum areas. The curriculum areas that have paired in semester-long modules are: Māori and Science (My Maunga, My Awa), French and Drama (Human Connections), Māori and Music (Jam and Tohi), French and Music (Jam and Baguette), Māori and Visual Arts (Beyond the Koru), French and Digital Technology (French Bytes). Student voice indicates that students are enjoying learning in a CLIL context and that this engagement is leading to greater numbers in classes where languages are involved.

Teacher reflections indicate that there is meaningful and creative collaboration to fully integrate the two curriculum areas into an ebb and flow scenario of integrated teaching. Teachers are experimenting with creating joint SOLO taxonomies to measure successful learning outcomes across the two areas. This project is highly relevant to this conference: "Mehemea ka moemoea tātou, ka taea e tātou. If we dream together, great things are possible." These teachers have dared to dream of a way to teach a languages programme which is different from most other NZ schools.

KATRINA MCCHESENEY

Curtin University

17. A new conceptual model for the trajectory from teacher professional development to student impacts

Governments, education systems, and school leaders rely on teacher professional development as a lever for improving teaching and learning. However, while policies can mandate teachers' participation in professional development, a number of school-related, teacher-related, and student-related factors influence the degree to which professional development opportunities ultimately result in the desired impacts.

This presentation reports on part of a larger doctoral study that examined teachers' perceptions of the factors contributing to the effectiveness of teacher professional development in Abu Dhabi, United Arab Emirates. Despite its Middle Eastern location, the study involved teachers (N=393) from 17 Arab and Western nationalities, including a number of teachers from Aotearoa New Zealand, making its findings of interest to a broad audience. The study used an interpretivist mixed-methods approach to privilege teachers' accounts of their experiences.

Based on constructivist grounded theory analysis (see Charmaz, 2008) of the qualitative data from teacher interviews (n=35) and qualitative survey responses (n=96), a new conceptual model was developed that represents the process by which key impacts result from teacher professional development. Existing theoretical models (e.g. Desimone, 2009; Guskey, 2002; Supovitz & Turner, 2000; Timperley et al., 2007) informed the study, but the data provided by teachers in this study contributed new insights which allowed the resulting conceptual model to extend past models of the professional development-to-impact process.

The model involves five key stages: intended professional development, received professional development, accepted professional development, applied professional development, and student impacts. Four sets of barriers were depicted as acting as 'filters' that influenced whether professional development was able to progress to each successive stage: access barriers affected whether the intended professional development was actually received by teachers; acceptance barriers affected whether the content of received professional development was actually accepted by teachers; implementation barriers affected whether accepted professional development was applied in teachers' classroom practice; and student impact barriers affected whether applied professional development resulted in positive student outcomes.

This presentation will introduce the conceptual model and provide further detail regarding the access and acceptance barriers, as these were the filters that were most clearly elucidated by the teachers in my study. Existing literature will be drawn upon to consider possible implementation and student impact barriers.

This new conceptual model highlights the importance of contextual influences on teacher professional development and provides new specificity regarding some of the gatekeeping factors that influence the outcomes of teacher professional development. It will be of interest to those involved in teacher professional development or educational improvement efforts.

JUDY BAILEY, BRONWEN COWIE

Wilf Malcolm Institute of Educational Research, University of Waikato

126. Developing student teachers' awareness of maths across a teacher's professional work

This paper reports on a TLRI project that aimed to develop an awareness of the mathematical and statistical thinking primary student-teachers require across the breadth of their work as teachers. The mathematical thinking embedded within everyday activities and across a teacher's work tends to be invisible. For teachers, mathematical thinking is involved in all curriculum areas, in making sense of student achievement data, and for administrative tasks. Mason and Davis (2013) argue that it is awareness that enables a person to act on what they notice and so we were interested in understanding and developing student-teacher awareness of mathematical thinking across a range of contexts.

Data were collected from student-teachers through individual and group interviews at the beginning of the year and before and after practica. In 2016, a group of approximately 10 students participated in four interview conversations across the year. Student teachers' sustained participation in the project relied on the researchers developing a relationship with them; in effect the two groups formed a partnership to achieve the research goals.

We viewed all conversations as reflecting the process of example-generation described by Zaslavsky and Zodik (2014). They posit that engaging learners in generating and verifying examples of a particular mathematical concept as a group activity serves both as an indicator of learners' understandings and a catalyst for enhancing their understanding and expanding the 'example space' that they associate with the particular concept. Bills et al. (2006) define an example space as the collection of examples to which a person has access to and the richness of interconnection between those examples. Transcripts were analysed for examples from the different learning areas of student achievement data and administrative tasks.

Over the four interview conversations most student teachers described a wider range of examples of mathematical thinking in each curriculum learning area, and for assessment and administration. Over the course of the four interviews the 2016 students not only provided more and richer examples of mathematical thinking across a range of contexts they also stated that the interview/ focus group process had been pivotal in developing their awareness.

Findings suggest that discussion of when and where mathematical thinking might be in use can be a productive way of extending student teachers' understanding of the wider role of mathematical thinking in teachers' professional work.

190. Informing teacher education through community engagement

Recent feedback from employers included concerns about the continued use of deficit models and conceptions of Māori and Pasifika children and their families, and of families from lower socio-economic backgrounds. This feedback was reflected by teacher graduates who, in a TEFANZ (2015) exit survey, expressed lack of confidence in working with people different from themselves, including Māori and Pasifika, children with special learning needs, families where English is a second language and parents in general. In response to these concerns, the University of Canterbury has included a new course in the Bachelor of Teaching and Learning (Primary and Early Childhood). This course is situated in the first half of the second year of initial teacher education for early childhood and primary preservice teachers and is entitled Informing teaching and learning through community engagement.

Using a social constructivist perspective, this course was designed to encourage pre-service teachers to genuinely 'see' children (infants, toddlers, young children and youth), and to see that children live in a family, a local community, in society, in a range of cultures and in national and global contexts (McDonald et al., 2013; Bronfenbrenner, 1979). A further aim was to strengthen the outcomes of the degree programme by focusing on the development of the personal and professional self, in the hope that through fostering preservice teacher identity and knowledge (Esteban-Guitart & Moll, 2014), and enhancing teacher dispositions (Meidl & Baumann, 2015) the quality of their future teaching practice will be enhanced.

Preservice teachers were supported by Māori world views, blended with socio-cultural theory as conceptualised by Angus Macfarlane (2016). Use of the Educultural Wheel (Macfarlane, 2004), Bronfenbrenner's Ecological Systems Theory (1979) and Moll's notions of Funds of Knowledge and Identity (Esteban-Guitart & Moll, 2014) meant preservice teachers were equipped with tools, to approach their experiences in the community with a critically reflective lens. They used Kolb's experiential learning model (1984) to describe analyse and evaluate their community experiences.

Central to the methodological approach for the study was the thematic analysis of the narrative texts of 140 preservice teachers' understandings as they focused on their community placement. Preservice teachers were provided with information about the research, their rights, and signed a consent form in accordance with standard ethical guidelines.

This presentation draws upon four preservice teachers' critically reflective narratives to demonstrate how some Year two preservice teachers' situated their learning in community organisations. Findings demonstrate the personal and professional changes affirmed, as they learned about themselves and about communities different to their own.

Session 5: Tuesday 21 November **Room:** S.102 **Time:** 1.15 - 2.45pm **Theme:** Early Childhood Ed **Type:** Individual

RENE NOVAK

University of Waikato, Tauranga, BestStart Educare

125. New educational reality: The methodological research framework of virtual reality

Virtual Reality technology constitutes the latest evolutionary stage in the western pictorial tradition after photographs and videos. Its advantages harbour yet unexplored pedagogical and methodological potential, including the capability to capture educational experiences and represent them as a type of virtual reality referred to as Immersive Videos. The captured experiences can be considered a form of stored knowledge, as they arguably portray a relatively accurate representation of reality in the virtual space. Here the experiences can be conceptualised with a number of senses and through different modalities by the human mind. In contrast to most knowledge of today that is recalled from second-hand fragmented sources of digital information, knowledge gained from real-life and arguably virtual experiences is unsegmented, unfractured and therefore capable of retaining its hidden essence to be unveiled by the visiting mind. Education contains such elusive aspects that philosophy and pedagogy attempt to enlighten for reasons such as teacher education and to contest the ignorant minds of policy makers and other stakeholders affecting the educational processes with their neo-liberal agendas. Developing creativity through play is one such concept.

The empirical question of "How might immersive experiences with VR enable teachers to re-conceptualise children's creative play in the curriculum?" is going to be answered through a field study. This aptitude raises a number of philosophical and ontological questions that beg investigating in the metaphysical laboratory to conceive an appropriate methodological apparatus. Hence a new methodological framework is devised to be able to examine phenomena occurring on the other side of the cybernetical looking glass. It is embedded in the embodiment theory and supported by two analytical frameworks. The Philosophical Conceptions of Virtual Reality will determine the efficiency of the technology, while the Continuity of Conceptual Processing model will analyse reconceptualised cognition through embodied experiences. This presentation will focus on these two models.

TARA MCLAUGHLIN, LYNDIA HUNT, SUE CHERRINGTON, CLAIRE MCLACHLAN, KARYN ASPDEN, GAYE TYLER-MERRICK

Massey University, Ruahine Kindergarten Association, Victoria University, University of Waikato

149. Data, knowledge, action: Building authentic data-systems to understand and enhance children's experiences of curriculum in early childhood

"Te Whāriki interprets the notion of curriculum broadly, taking it to include all the experiences, activities and events, both direct and indirect, that occur within the ECE setting." (Ministry of Education, 2017, p. 7). The curriculum relies on strong teacher "knowledge and understanding of the holistic way in which children develop and learn". (Ministry of Education, 2017, p.19).

This paper describes recent research to develop and pilot innovative and authentic data systems to investigate children's experiences of curriculum. Building on an existing partnership among a multi-university research team and a local kindergarten association, the project explored new tools and technologies to help teachers gain insights into children's experiences of curriculum and learning and use this information to guide teacher reflection and practice. The research has been guided by the premise that effective data can lead to knowledge and knowledge can lead to action for improved curriculum implementation (cf. Earl & Timperley, 2008; Gunmer & Mandinach, 2015).

Guided by teachers' areas of inquiry, multiple data systems and tools were developed to capture and analyse children's experiences: what they do, where they spend their time, with whom they interact, how much they move, and what types of play and learning activities they engage in. Data collection technologies included live observation recorded on a tablet, video recorded from cameras affixed to children's clothing, and pedometers to capture children's movement. Collected data were analysed with structured coding systems using observational software and entered into report templates that generated graphed data for teachers to review. Tools involved reflection forms and video analysis protocols completed by teachers to gain deeper insights about specific children.

Pilot findings showed that data systems were practical to implement and reports generated were valued by, and useful to, teachers. Layering of data systems and tools to focus on children of interest to the teaching team was particularly powerful for supporting reflection and informing practice. Pilot findings also revealed significant variation across children's experiences within the same setting. This paper describes the pilot research; explains the data systems used; and highlights key findings, including successes and challenges, and data that illustrate differences in children's experiences of curriculum. Critical to the success of the research, we also describe the role of the teacher-researcher who was essential in moving the partnership between researchers and teachers from promise to praxis, by strengthening the quality and authenticity of the data systems.

MAGGIE LYALL

University of Waikato

222. Critical discourse analysis as a tool for exploring gender discourses in ECE

My presentation will provide an overview of my doctoral research methodology. Titled 'It's all sorted now isn't it?: Gender discourses in New Zealand Early Education Sector' this research explores ECE teachers' multiple and complex, often-contradictory, discourses relating to gender and how this may interact with teacher subjectivity, agency and pedagogical practices. To consider this, my research adopts critical discourse analysis (CDA) theory within a feminist-poststructuralist theoretical framework, to explore the participant's positions relevant to gender, the possible tensions that arise between such discourse positions, how this may shape their professional practice and what this might mean for teacher subjectivity.

This presentation will explore CDA, highlighting the way in which this can be an invaluable analytic tool within research in the ECE sector. As CDA, specifically Fairclough's three-dimensional model of discourse analysis, in general, believes that there is hidden social practice in most discourse and this presentation will identify the ways that CDA might be imminently suitable for exploring and interrogating the complex and multifarious context that is found within the ECE teaching environment. Further, following a short discussion of the theoretical and analytical underpinnings of the research and the benefits of CDA, the presentation will focus on the effectiveness of using CDA in the ECE teaching context to inform pedagogy and the ability to move research from promise to praxis.

Session 5: Tuesday 21 November

Room: S.105

Time: 1.15 - 2.45pm

Theme: Early Childhood Ed

Type: Individual

LINE SKOV HANSEN

Aalborg University

83. Data- and research-informed improvement in kindergarten – Strengths and challenges

In Denmark as well as in the rest of Scandinavia a focus on continuing professional learning and development for practitioners in kindergarten has increased as a result of a growing demand for quality in Early Childhood Education. In addition to this there's a growing demand on the use of data and research-based knowledge as an important part of the improvement work. Educational research about the use of data and other forms of evidence shows that it is of great importance that this also includes a focus on the enhancement of practitioners' capacity to use data and research-based knowledge for improvement of the learning environment and their pedagogical practice.

The presentation describes an approach to data- and research-informed improvement in kindergarten which includes a strong focus on capacity building. The approach is used in a research- and development project called Program for Learning Leadership (2015-2019). The programme has a school and a kindergarten part and is based on a strong collaboration between research, policy and practice. The kindergarten part involves six municipalities within all 170 kindergartens and all their practitioners and administrators as well as consultants and administrators on the municipality level. The program has a specific focus on how the participating practitioners supported by their administrators and consultants at the municipality level can use knowledge from research and data from their own learning environment in their improvement work. The capacity for this is in the programme enhanced through a problem and practice oriented approach to professional learning and development which involves a blended learning design with e-learning, workshops and collaboration with colleagues in a professional learning community (PLC). Through participation in a PLC, the practitioners use research-based knowledge and data about children's learning and wellbeing as well as the learning environment in general to analyse and reflect upon and as an important step to inquire into, own and shared practice. Data here is used both summatively and formatively and research-knowledge is used to reflect upon, existing practices as well as to inspire the continuing improvement of these.

In my presentation I'll present data from a case-study on how practitioners in one of the participating municipalities both use and experience their use of data- and research-based knowledge to improve the learning environment and their pedagogical practice. In the case-study this was explored via semi-

OLIVERA KAMENARAC

University of Waikato

87. Collaborative relationships - A source of learning, empowerment and identity of early childhood teachers in the time of rapid changes

Over the last two decades, shifting discourses emanating from inside and outside of the early childhood education and care (ECEC) sector have rapidly changed early childhood practice in Aotearoa New Zealand. While facing many challenges (e.g. how to secure sustainability in the market), early childhood services and teachers have been invited to re-think their professional roles, responsibilities and relationships with other stakeholders in ECEC (e.g. children, parents/ families, local communities, 'vulnerable', other service providers).

Drawing on my ongoing doctoral study, in this presentation I explore how teachers' professional roles, responsibilities and relationships with the other stakeholders have changed in a response to the complementing and conflicting discourses shaping early childhood policies and practice in Aotearoa New Zealand. In doing so, I offer an overview of a discourse analysis of key policy documents, and data gathered from focus groups and interviews with early childhood teachers and managers. Furthermore, I exemplify how relationships among some stakeholders in ECEC, such as relationships between different service providers, became more complex and challenging, while relationships between teachers, parents and local communities seemed to strengthen over time.

By taking a critical look at teachers' professional roles, responsibilities and relationships as discursively constructed in different contexts and times of ECEC, I create a space for a discussion about the following questions:

How are collaborative relationships between various stakeholders in ECEC construed through the shifting discourses in early childhood policies and practice? What are teachers expected and allowed to be and do within the given constructs of collaborative relationships in their own teaching practice? In offering some responses to these questions from my doctoral research study, I invite conversations around how collaborative relationships between various stakeholders in ECEC can be strengthened and serve as a source of learning, empowerment and identity of the early childhood teacher during the time of rapid changes.

SUKUNA VIJAYADEVAR

Victoria University

131. Partnerships through professional learning community (PLC): Developing collaborative leadership practices in the Singapore early childhood context

Leadership in early childhood education (ECE) is best understood as a shared or collaborative social process where effective leaders employ a range of collaborative practices (Rodd, 2013). Research indicates that effective leadership in ECE can affect the quality of programmes and services for young children, build capacity for professional learning and improve work conditions of their staff members (Siraj-Blatchford & Manni 2007). School based literature suggests that leadership development expands the collective capacity of organisations to engage effectively in leadership practices (Day, Harris & Hadfield, 2001). However, research and literature on leadership development in ECE through collective learning is limited (Clarkins-Phillips, 2011; Thornton, 2005; Thornton, 2009; Thornton & Cherrington, 2015). Beyond the mandatory leadership training, little is known how leaders are further supported to strengthen their leadership practices, including whether formal or informal support networks exist for ECE leadership practices and development in Singapore. Given the dearth in research, I conducted a qualitative interpretive case study using a collaborative leadership model based on the conceptual framework of professional learning communities (PLCs) to examine participants' current leadership practices and also investigate how PLCs support the development of collaborative leadership practices in Singapore ECE context.

This presentation discusses the findings of my ongoing doctoral study, which employed a single embedded exploratory case study design with two units of analysis coded as PLC1 and PLC2 research groups. PLC1 consisted of six EC principals from an anchor group child care provider and PLC2 with five EC principals from various private child care centres in Singapore. Each main unit of analysis was accompanied with sub-units of two teachers from each centre working with the respective leader. Across the two units in the case study eight PLC meetings, interviews before and after the PLC were conducted with the principals. Follow up focus group discussions were conducted with the teachers to ascertain if there were changes in their principals' leadership practices. Key outcomes of the findings indicate that learning in partnerships within a PLC context facilitated in shifting some practices in greater distribution within the services. My presentation will also highlight the responses of both principals' and teachers' which implied that considering and implementing collaborative practices for leadership development in the Singapore ECE context needs sensitivity towards the Asian Singapore socio-cultural values for hierarchy and economic pragmatism.

KATIE PENNICOTT, STAN TIATIA, MERE BERRYMAN

Invercargill Middle School, University of Waikato

67. Te puna wai ora, e tu atu nei e: Stand up, stand strong and be proud

An indigenous, specifically Māori worldview is used as the foundation for a case study approach that describes the people and their relationships and interactions in one New Zealand primary school (ages 5 to 11) where Māori students were able to enjoy and achieve education success as Māori. We contextualise this school and its people, within the education and schooling system since the introduction of a new leadership team in 2011. We consider how leaders, teachers and whānau (family and extended family) have promoted contexts for learning to ensure Māori students can enjoy and achieve education success as Māori (Ministry of Education, 2013). Leaders' and teachers' beliefs, and their principles for practice, are detailed alongside the changes in Māori students' experiences. Finally, we consider these principles for practice in terms of their relevance for other indigenous and non-indigenous students. The case concludes in 2017 when, for the second successive year, the school became a finalist in the New Zealand Prime Minister's Excellence Awards in Education for teaching and learning.

KARAITIANA TAMATEA

University of Waikato

105. Kua kōrero te iwi. The people have spoken

This presentation's title is drawn from the article "Ngā kaiako mō āpōpō: Waiho mā te iwi e kōrero", 2015. Translated this title means "Teachers of tomorrow: Allow the opportunity for Tribes to speak."

This research project presentation focuses on leadership in Māori education from a tribal perspective. With the completion of Treaty Settlements for respective tribes, the future of education, and specifically Māori and tribal education, has taken the "...Waiho mā te iwi e kōrero" adage from a Pre-settlement promise and ideal situation to a post-settlement praxis and reality position, "Kua kōrero te iwi: The tribes have spoken."

Waikato Tainui have produced the Education Plan for 2015 – 2020 entitled "Ko te Mana Maatauranga" (2015); other iwi have also produced education strategies, e.g. Te Runanga o Ngāi Tahu Education strategy: Te Rautaki Mātauranga (2006) and Ngāti Kahungunu Education Strategy (2003).

"Te Ara o te Koohao Cambridge section of the Waikato Expressway" is a tribal resource produced as a teaching strategy for all people, specifically in school and community education. The history of names used on "Te Ara o te Koohao" were gathered using Kaupapa Māori Research methodology (Smith, G.H., 1990; Smith, L.T., 1998; Bishop, R., 1998; Pihama et al., 2004; Smith, G.H., 2005; Bishop, R., 2015), Narrative Research methodology (Greenhalgh et al 2005, Ary, D et al., 2013) and the use of metaphor in qualitative research (Carpenter, J., 2008, Wellington, J., 2015). Approval from the Māori King's Office and the two Tribal Trusts was given. Tribal elders, historians and educationalists shared the narratives and significance of the place names where bridges and pouwhenua (sculptures) along the expressway are now standing.

All three research methodologies align with the traditional Māori world view and connects Māoridom with the past, contemporary and future time periods. Implementing strategies through our ways of learning in a Kaupapa Māori setting, listening to our stories and learning from our metaphors are strategies in fulfilling the ethos of our tribal narratives.

PANIA TE MARO

Te Whare Wānanga O Awanuiārangī

10. Real world(s) and fake scenarios - Dance of the dialectic and collaboration

Collaboration has emerged as a new dance in education. This dance has evolved in response to the historical domination and marginalisation of minority groups by the tyranny of the majority. Inclusion, another dance, came into existence through the historical employment of excluding practices, also performed by the tyrannical majority. Priority Learners are labelled as such because their marginalisation and exclusion relegated them as wall flowers in the dance room, excluding them from dancing for far too long. From whose worldview will we discuss collaboration? Who has assumed the power to include? Who collaborates and includes whom to make decisions about who are priority learners and what their aspirations might be? To think about these questions means to participate in a dance of the dialectic (Ollman, 2003). Dialectics recognise that within present thinking are past influences, and that both present and past thinking and action will influence future thinking. To perform a dance of the dialectic means to be immersed in recognising the influences of multiple threads of relationships that interconnect across, within and beyond an open system of complexity. As an example, for this presentation, the voices of students are used to guide us through the dance steps that they have had to learn to nimbly execute with NCEA and Kaupapa Māori as their dance partners. I use their words, 'Real World(s)' and 'Fake Scenarios,' to name the dance floor. I then use Marxist concepts to unpack the steps that these students have developed to negotiate the dance floor and Foucauldian concepts to analyse the powers at play that allow transformation of space on the dance floor. Finally, I suggest that collaboration, inclusion and prioritisation have always been Māori, and that through the promise of 50/50 partnership in the Treaty of Waitangi, it is beneficial for all that Māori take the lead in the dance.

PHILIPPA BUTLER

Massey University

136. Tensions between ethnic group categorisations and self-identification

The Ministry of Education asks each school in New Zealand to report the ethnic groups of students. This information is then used to understand the demographics of the student population, and to allocate resources and funding to priority groups. However, while schools collect up to three ethnic groups per student, they are only allowed to report one group to the Ministry. Decisions are made based on a prioritisation protocol. What does this mean for students who identify with multiple ethnic groups?

As part of my mixed methods PhD research on multiple ethnic identities, I conducted a nation-wide survey of senior secondary school students. The survey captured quantitative and qualitative data about how individuals identified themselves in terms of ethnicity. The survey was designed to access the complexity and diversity of ethnic group identifications for one cohort of Year 12 students. This paper examines the impact of the Ministry of Education categorisation scheme, and a contrasting categorisation protocol used by Statistics New Zealand with national census data, on a group of survey respondents. For the individuals who identified with more than one ethnic group, these government protocols reduced and constrained their identifications into over-arching, pan-ethnic groups. Even when multiplicity was recognised, it was still limited and controlled. These protocols work against accepted understandings of ethnicity in New Zealand as based on self-identification, as being culturally constructed, and as being open to multiplicity. Categorisation schemes can result in ethnic group diversity being restricted, multiplicity being hidden, and individual agency to choose a multiple identification being undermined.

LINDA MITCHELL, SONJA ARNDT

Early Years Research Centre, University of Waikato

110. Priority transitions

This presentation illustrates the conference theme: from promise to practice. In an examination of findings from Stage 4 of the ECE Participation Programme Evaluation, we reveal impacts on children and their families, of the policy promise of supporting ECE participation and transitions to school. In this final stage of the four year project to evaluate the Ministry of Education's ECE Participation Programme, the focus was on how 18 'priority' children experienced the transition to school. The evaluation used an ecological theoretical frame to analyse the continuities and discontinuities between home, ECE setting and school. In a mixed method qualitative approach, we gathered data through interviews with ECE and new entrant teachers, Participation Initiative coordinators, and parents; observations of children in their ECE setting; and analysis of ECE assessment documentation.

Children's experiences of transition ranged from very positive to quite challenging. When transition worked well, there were culturally compatible cross-links between the school and home, and ECE and new entrant teachers recognised the competencies demonstrated and expected in each sector. This presentation highlights the experiences of 'priority' children and families in relation to challenges arising from the complexity of their lives. We illustrate some situations that arose and ways in which they challenge expectations – and the promise – of ECE participation and of transition to school processes. The presentation concludes with possible implications and provocations for ECE participation, as a prerequisite to positive transition experiences.

DIANA AMUNDSEN, BRIAN FINDSEN

University of Waikato, Tauranga, University of Waikato

79. Expanding the notion of transitions in education

This paper links to the United Nation's 17 Sustainable Development Goals (SDGs) to argue for a focus on transition. The paper traces transition theorising over time and then sets out the current notions of transitions research. Finally, we propose a new notion of transitions in education with timely and relevant insights. The UN (2015) has made it abundantly clear how extremely important education is now and beyond the 2020s. Immediately after the first three SDGs of: 1) no poverty; 2) zero hunger and; 3) good health and wellbeing comes SDG, 4) quality education. This is education which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UN, 2015). Emphasis is placed on access, equity, inclusion, quality and a lifelong approach towards learning/education from early childhood to youth and adult education and training (Ecclestone, Biesta & Hughes, 2010). In this context, the notion of transitions in education becomes of paramount interest to governments who are charged with enacting the UN's SDGs. There is growing recognition that transition in education, well beyond the early childhood years, must form part of national and international education agendas (Dockett et al., 2017; Perry, Dockett & Petriwskyj, 2014). The relevance of transition theory in this post-truth era may be of even greater interest to education policy formulation. For these reasons, we consider how the field of theorising and understanding transitions in education has moved over time. Next, we set out the notions of transitions research in the literature and lastly, we propose a new and exciting expansion of the notion of transitions in education. This notion adopts an understanding of transition as continuous change and transformation through an ongoing relationship among changing individuals, social and cultural contexts, not ontologically independent of each other. Expanding the notion of transition in education has potential for further developing theory, policy and practice in order to more closely meet the UN's SDG of quality education and its accompanying Education 2030 Framework for Action.

JUNJUN CHEN

Education University of Hong Kong

55. Exploring primary teacher emotions: A qualitative perspective

A growing body of literature focuses on improving teacher effectiveness by enhancing teachers' knowledge, skills, practice, and capacities. However, as important as all these rationally fundamental aspects are, teacher emotions have been very often ignored or underplayed. This study aims to fill the research gap and gain insights into understanding teacher emotions through interviewing primary teachers in Hong Kong.

It is stated that teacher emotions are not internalized sensations that remain inert within the confines of their bodies but are integral to the ways in which they relate to and interact with their students, colleagues and parents. In this regard, teacher emotion is understood as individual teacher's mental activities, understanding emotions of others, capacity of emotional regulation, and responses of these emotional activities interacting with the environment. This study will examine teacher emotions using Parrott's emotion tree structure (2001) and Bronfenbrenner's ecological system framework (Bronfenbrenner, 2005). Parrott (2001) describes a comprehensive list that organises emotions into a dimensional tree structure where basic emotions are divided into secondary emotions, which are in turn subdivided into tertiary ones. Six primary emotions are included in the first level, namely love, joy, surprise, anger, sadness and fear. The second level contains more emotions within each primary emotion group. Love, for example, is followed by affection, lust, longing, cheerfulness as secondary emotions. Each emotional feeling from the secondary emotion group has tertiary divisions. The framework incorporates the complexity of the individual's social-cultural world and the myriad of influences on the individual. It considers the individual as situated within a complex system of relationships among five nested environments - microsystem, mesosystem, exosystem, macrosystem, chronosystem - located on a continuum from near to far distance relative to the individual (teacher).

This study used a qualitative method based on an in-depth semi-structured interview with a sample of 27 teachers from six primary schools in Hong Kong. Content analysis was employed to analyse the data in this study. Twenty seven teachers from Hong Kong in this study reported 68 emotions associated with the five nested environments, microsystem, mesosystem, exosystem, macro-system, and chronosystem - located on a continuum from near to far physical distance relative to the individual. These teachers reported more emotions which decrease as distance from the teachers increases. Teachers mentioned the most emotions at the microsystem level accounting for 74% of the total 68 emotions, followed by the exosystem (53%), the mesosystem (44%), the macrosystem (15%), and the chronosystem (10%) levels. Teachers in this study reported experiencing a high proportion of negative emotions and consequently trying to understand and regulate teachers' emotions in their professional practice under different systems is critical. Moreover, it is hoped the findings can also provide some implications for school leaders. It is proposed the idea of leaders having teacher emotions strongly in mind which gives scholars a new direction on school leadership.

ROBIN LANE, BEN DYSON

Auckland University

94. Developing an ecology of learning: An initial report on applying Mind, Brain and Education research in schools

Although there is a great deal known about the conditions for successful learning in both formal and informal settings, the teaching profession has been slow to take up the information available from fields like educational psychology, neuroscience or sociology – often known as the field of Mind, Brain and Education (MBE). Part of this slowness is due to teachers' heavy workloads, but the complexity of teaching also militates against reflective consideration of their pedagogies, and consequent improvements in teaching and learning. A way is needed for MBE information to be presented to teachers in a format that makes it easy for them to learn about and use it. This paper reports on progress to date of school-based research that aims to address this need. The project reviewed relevant literature and has cast MBE information into an ecological format with five levels of person /environment interaction (personal factors, immediate relationships and environment, wider relationships and environment, community, and regional / governmental factors), based on Bronfenbrenner's bio-ecological theory of human development (Bronfenbrenner, 1979, 1984; Bronfenbrenner & Morris, 2006), and modified to include the personal factors that are now well supported by MBE. This format organises the complexity of the field, and is intended to enable teachers to effectively integrate MBE principles and practices into their philosophies and pedagogies. This has the potential to enhance classroom teaching and learning by helping teachers to use MBE findings in coordinated and synergistic ways.

The project uses social constructionist methodology, and has gathered classroom observations, plus individual and group interviews from five NZ teachers, triangulated by planning documents from them and their schools. After gathering baseline information concerning both teaching philosophies and classroom practices, the teachers were provided with a resource that organises the MBE information into the ecological levels. The teachers were encouraged to choose factors that might develop their pedagogies. The research has followed the teachers as they attempt to put their chosen factors into practice, and this paper will report on the successes and challenges of the teachers' experiences to date. Initial general thematic analysis has shown that the ecologically organised resource has considerable potential to inform teachers' philosophy and pedagogies, and that teachers welcome the opportunity to reflect on their practice and to modify it in the light of robust MBE findings.

JACQUI BURNE, ALISON SEWELL, HOWARD LEE

Massey University

143. Experiences of self-reflexivity: Telling the story of a commerce teacher (1958-1976)

In any form of qualitative research, it is important for researchers to continually reflect on their own place in the research and to be aware of their influence on all its phases. Such reflexions are a balancing act of involvement, but they can have profound effects on the findings as well as on the

researchers themselves. My own experiences of self-reflexivity throughout my research process are what I wish to talk about.

My doctoral thesis tells the teaching story of Will Potter—my father—who was a secondary school commerce teacher from 1958 until 1976. This is a semi-biographical narrative telling a partial story that relates to his teaching. Researching a family member has particular ethical constraints, such as offering a valid thesis whilst respecting Will's memory, considering the effects that my research can have on current family members, and the bias involved being his daughter. There are also issues of Will's privacy and the fact that he was not able to consent to the research as he passed away in 1993.

This presentation therefore seeks to look at and analyse my own journey as a researcher looking into my father's life. In keeping with my social constructivist epistemology and interpretive viewpoint, I used focus group discussion, semi-structured interviews, and document analysis to build an historical picture of Will. My self-reflexivity began on day one when I chose the topic, and this way of being a researcher is continuing. Being reflexive involves a range of responses. For example, when coming across information that appears negative, how should such detail be presented or, indeed, should it be presented at all? What should a researcher do with data that could be incorrect or only partly true when respect for the participants and for Will needs to be considered as well as the validity of my thesis? Further, as with most researchers, reflexivity is needed in deciding which parts of the research to include in the thesis and what to leave out.

I am not alone in these ethical concerns about self-reflexion, but I would seek to address them here in the context of a case study about a close family member. I am a type of interloper in this study, delving into sometimes personal aspects of my father's life and daring to interpret and analyse what I find. Such considerations could be useful for others doing qualitative research, especially biography.

Session 5: Tuesday 21 November Room: SG.01 Time: 1.15 - 2.45pm Theme: Inclusive Education Type: Symposium

MAVIS HAIGH, LEXIE GRUDNOFF, MARY HILL, FIONA ELL, KIMAI TOCKER, JULIE MANA'O, KUSUM SINGH, MARYA TANNER, RACHEL OLIVER, NATASHA PRITCHARD, CLAIRE JACKSON, PAULA PASSFIELD

University of Auckland, Fairburn School, New Lynn School

86. Transforming practices outcomes: Enacting knowledge about teaching for equity

Overview:

Many countries grapple with social justice issues related to the persistent problem of differential achievement between groups of students. This has particular significance for New Zealand with its high achieving-low equity educational achievement profile. To help us address this inequity a 2-year collaborative inquiry research project (funded by the Teaching and Learning Research Initiative) was set up to explore how we may teach for equity. Participants are five New Zealand university lecturers and eight teachers from two ethnically diverse Auckland primary schools situated in low socio-economic communities. Framing the project was the concept of facets of practice for equity (Grudnoff et. al, 2017) derived from a synthesis of international empirical research. These facets are:

1. selecting worthwhile content and designing and implementing learning opportunities aligned to valued learning outcomes
2. connecting to students as learners, and to their lives and experiences
3. creating learning-focused, respectful and supportive learning environments
4. using evidence to scaffold learning and improve teaching
5. adopting an inquiry stance and taking responsibility for further professional engagement and learning.
6. recognising and seeking to address classroom, school and societal practices that reproduce inequity.

Overall, the project is framed by a combination of complexity theory and critical realism (Cochran-Smith, M., Ell, F., Grudnoff, L., Ludlow, L., Haigh, M., & Hill, M.F., 2014).

This is the second year of this TLRI-funded project. During the first year the university-school team generated rich knowledge about the use of the facets in New Zealand contexts. During the second phase of this project the team members are using this generated knowledge to inquire into and improve their practice with the learners they engage with in their classrooms and in the wider school workplace. Three collaborative inquiry teams were set up, each with school and university members acting as critical friends for each other. Each inquiry had a facet for practice as its focus. Two teams are 'within school' teams, one includes members from both schools. Inquiry journals have been used to record the inquiry focus, rationale, cycle questions and processes, and outcomes of the inquiries. Data has been collected from the critical friend interactions, inquiry journals, pre- and post- inquiry interviews, and transcripts of the collaborative inquiry team meetings.

The overall research question for this presentation is: How, and to what extent, can knowledge about teaching for equity be used to transform practice to improve learner outcomes. During the symposium members of the critical friend inquiry teams will describe the process of their inquiries, their findings and implications for transforming practice to improve learner outcomes.

Paper 1: Enhancing equity through connecting with students' lives and experiences - Julie Mana'o, Kusum Singh, Mary Hill

As an inquiry group we had for some time been looking for ways to connect much more closely in partnerships with students and their families in order to know and understand them in context. Even though our school makes great efforts to connect with parents and whānau, some families have had less than fruitful schooling experiences and we have found it challenging to build relationships with them. As part of the TLRI Project we had previously investigated the critical importance of building such partnerships with whānau. This work led us to develop new ways of building these connections in order to make better links with all students within our two classrooms and syndicates.

The inquiry began with us analysing the issues, finding out what seemed to be difficult in making connections and coming up with ways to address these issues. In particular, we identified that communications mostly seemed to be in one direction – from school to home, that requests for the whānau to contact

the school were often not responded to, and that we didn't know a great deal about the interests and experiences of many of our students in order to use these for designing learning programmes.

To address these issues we initiated several new approaches. For example, we began using electronic means to contact parents and whānau, including through texts and emails. In that way we could provide positive information for families about their children's progress and activities. We began an innovative homework system designed to bring the children's lives into the classroom and we re-ignited the electronic portfolio as a two-way communication tool.

Data collected before we began and after two terms of implementation demonstrated a distinct change in the interaction patterns between home and school in our two classrooms. As a result of the homework projects we were able to plan lessons, choose appropriate resources and interact more competently with our very diverse students. The use of mobile devices brought families into the school who had not visited before and parents and children alike interacted virtually through the portfolio. Through working as a team within the school, and together with our university partners, we have built much stronger relationships with students and their whānau and now know far more about their interests, skills and relationships.

Paper 2: Using the facets of practice for equity to improve outcomes in mathematics - Marya Tanner, Rachel Oliver, Natasha Pritchard, Fiona Ell

In this study three teachers used the facets of practice for equity as a lens to inquire into the teaching and learning of mathematics. Mathematics had been identified as the school's professional development focus for 2017, and the inquiry team posed the question 'how might using the facets of practice for equity improve our teaching of mathematics and outcomes for our learners?' The facets gave the teachers a focus for their thinking about mathematics teaching and learning and a guide for deciding what changes to practice might make an impact, producing more equitable outcomes for learners.

Teacher A used the facet 'using evidence to scaffold learning and improve teaching' to investigate what would happen if she shared records of the children's problem-solving work (videos, photos and artefacts) with the children and scaffolded them to reflect on their strategies. Using iPad video and digital photographs of groups at work, she helped the students to understand their problem-solving approaches and to modify these for subsequent lessons. This inquiry extended to how products of learning, such as diagrams, models and notes, can be used with children to tell the story of their work and to reinforce and extend understanding of measurement. The deliberate use of a range of evidence sources with the children led to increased engagement and changes in approach to mathematics problem solving.

Teachers B and C used the facet 'connecting to students as learners, their lives and experiences' to plan tuakana/teina sessions between a Y0/1 class and a Y6 class. The focus of these sessions was mathematics vocabulary and oral explanations of mathematics ideas. Children were paired with others who spoke the same home language to see if connecting to lives and experiences through language would increase participation in oral measurement activities. Three sessions were held over a term. Data was collected by video, photographs and note taking. In the third session, the older children controlled the recording technology and used it to capture the thinking and talk between the children. Buddy work increased talk from the younger children and provided opportunities for the older children to share, while allowing the teachers time to observe and learn from the interactions. Watching the older children connect to the younger children as learners provided insights for the teachers' classroom practice.

Paper 3: Enhancing equity through recognising and seeking to address classroom, school and societal practices that reproduce inequity - Claire Jackson, Paula Passfield, Lexie Grudnoff

This paper reports on practitioner research undertaken by members of the TLRI collaborative inquiry group comprising senior leaders in two super-diverse Auckland primary schools, and UoA critical friend.

Early in 2017, the senior leader in both schools noticed a marked increase in students being sent to them by teachers because of behavioural problems. They were concerned about equity issues, in particular the impact on the opportunities to learn for both the misbehaving students and their classmates. This concern led to their initial research question: Why are teachers sending increased number of students to senior staff because of behavioural problems, and how will addressing this reduce classroom and school practices that reproduce inequities?

To address this question the senior leaders from the two schools each gathered data over a two-week period, which included the type, frequency, time and location of the incident that led students to be sent to the senior leaders. A small sample of teachers and students who had been sent to the senior leader were also interviewed to gain insights into what they perceived to be the reasons for misbehaviour and being sent to the senior leaders. Analysis of the data showed that in both schools, students being sent to them were mainly from specific year groups, at specific times in the school day, and that some students were sent multiple times over the two-week data gathering period. The data also revealed the large amount of time that was consumed in the process of addressing the misbehaviour, for example, approximately 11 hours over the two-week period. The analysis and discussion of data led to the next phase of the research, with the research question being: What happens if we carefully target instructional and independent work to the identified children's learning needs and interests?

This paper outlines the cycles of inquiry undertaken by the teacher researchers to address the research questions, and the impact on participating students and teachers.

Session 5: Tuesday 21 November Room: SG.03 Time: 1.15 - 2.45pm Theme: Pasifika Education Type: Individual

SELA TEISINA

University of Waikato

167. Professional attitudes: A promise for teachers enhanced professionalism

With increased interest in teachers' professionalism and quality internationally, teacher professional attitudes have been recognised as a critical aspect of professionalism that needs addressing. Although this urge has come from Western contexts, it is also recognised in smaller Pacific Island states like the

Kingdom of Tonga, the context of this study. From the Tongan literature, a number of studies have highlighted that teachers' professional attitudes and commitment are the key aspects to Tongan teachers' professionalism but these have been witnessed to have eroded and thus need to be reclaimed as Tonga strives for quality and excellence in her education system.

This doctoral study aims to address concerns over teachers' professional attitudes, an issue of increased public scrutiny over the years in Tonga. Explored in this study are an understanding of "Faiako Ma'a Tonga's (FMT)" (Valued Teachers for Tonga) perceptions of what a professional attitude is, and how their most valued professional attitudes have been formed and made strong. Evan's (2011) professionalism model and "Fungani Mo'onia - A Tongan Professional Attitudes Conceptual Framework" are used as the theoretical frame in this study.

The research design is a mixed-method approach, employing survey and "talanoa" (Vaioloti, 2006). Survey participants were the FMT of sampled primary and secondary schools in the two largest islands of Tonga, Tongatapu and Vava'u. Seventy schools participated - 48 primary and 22 secondary schools, with 86 survey participants, 31 of whom were selected for an hour-long in-depth talanoa.

This presentation will share findings on participants' motivation towards maintaining enduring valued professional attitudes as part of their FMT professional identity. The findings suggest that factors related to teachers individual self (auto), what is around and above (the three a's) teachers had motivated their persistent tendency to exhibit these valued professional attitudes.

The intention is to draw on lessons learnt from the findings to inform concerned education stakeholders in Tonga about how they can better help in the development of "teachers with a quality attitude" for Tonga.

This presentation not only will share part of the findings of this study but signal this study's potential to inform concerned Pacific teacher educators, researchers, and teacher professional development providers of likely factors that may potentially contribute towards enhancing Pacific teachers' (Tongan in particular) motivation towards maintaining their valued professional attitudes, hence their professionalism. Enhancing teachers' professionalism is a step towards fulfilling teachers' partnership promises in praxis.

JACQUELINE TUTAVAKE

University of Auckland

194. Found in Translation: The Journey from PLD to teacher practice in bilingual units, in mainstream schools

Professional Learning and Development (PLD) has evolved significantly over the last 30 years with progression from independent learning and external facilitators, to collaborative learning and expertise utilised within schools. Since 2015, schools have been collaborating in more formal clusters, called Communities of Learning (CoLs) or Kahui Ako. These CoLs will be the context for the PLD referred to in this research, with a focus on writing, as this is a common achievement challenge for CoLs across the Auckland region: Raising student achievement for Māori and Pacific students in the area of writing.

The number of Pacific bilingual units and Maori-medium units in mainstream schools has increased significantly in the last decade. The majority of these teachers and learners remain in schools where Professional Learning and Development is delivered, using the same approach for all staff. This research will investigate how teachers from these contexts make sense of the CoL in PLD.

Teacher sense-making has long been investigated to ascertain 'if', 'how' and 'why' teachers make sense of the professional development they receive during whole school PLD (Timperley, Wilson, Barrar & Fung 2007, Timperley 2008, Timperley, Kaser & Halbert 2014). The aim of this study is to investigate teacher sense-making in Pacific and Māori contexts, in mainstream schools. The research will investigate the translation of professional development to practice, and explore Pacific and Māori language use as part of this process. The term 'found in translation' is two-fold, acknowledging learning that takes place during PLD and the languages used in these contexts.

In recent years 'Culturally Responsive Pedagogy' has been discussed and has evolved into Culturally Sustaining Pedagogy' (Paris, 2012). These terms, and the ideals of bilingualism and bi-literacy will be discussed during this presentation, along with appropriate methodologies for working with Māori and Pacific communities.

Facilitators and teachers from six schools, and across two CoLs, will be interviewed and observed. A grounded theory approach will be used and narrative for teachers to share their stories as part of the interview process. This is a proposed PhD study in the early stages of development. Discussion, questions and suggestions will be encouraged during this presentation.

Session 5: Tuesday 21 November Room: KG.11 Time: 1.15 - 2.45pm Theme: Science Ed & Sustainability Type: Individual

FARIBA MOSTAFA

University of Waikato

56. Social media in teacher professional learning: Opportunities and challenges for environmental education teachers

Social media is used for self-directed learning in the different field of knowledge for various purposes. It has the potential to be used for teacher professional learning (TPL) as communication and resources can be combined to create collaborative learning opportunities. However, regardless of the popularity of social media among teachers, and its potential use in TPL, there is little evidence to date of its use in TPL in environmental education (EE) in particular. As EE faces challenges of inclusion in school curricula and complex and evolving content knowledge, building connections between teachers could help them to increase their knowledge regarding the environment and enhance their teaching practice, which in turn could affect students' learning. A relationship therefore can be considered between social learning through social media in TPL and EE which leads societies towards sustainability. Considering advantages and the possibility of social media for use in TPL in EE, the purpose of this study is to explore teachers' perceptions of professional

learning through social media in EE.

The study was conducted using a phenomenographic approach. To this end, the study adopted a mixed method approach using questionnaires and interviews. In order to provide qualitative and quantitative data to answer the research questions, an online questionnaire including both open and closed questions was administered to enviroschools' lead teachers around New Zealand. As a follow-up, teachers were interviewed in order to investigate social media's place in their professional learning.

Initial findings suggest that teachers see TPL through social media as potentially collaborative, convenient, on-demand and ubiquitous learning. They also believe TPL through social media in EE could be time efficient, cost effective, environmentally sound and self-directed. Despite all these benefits, some teachers perceive this kind of professional learning as challenging. Time for engagement, the accuracy of online information, privacy of participation, unfocused information, and the conflict between online learning and EE as a practical subject were mentioned as the barriers of learning through social media. Findings from this research are being used to inform a framework to establish a network for EE teachers for professional learning through social media.

CHRIS EAMES, CLAUDIO AGUAYO, JESSICA HANLON

University of Waikato, Auckland University of Technology, Ahuroa School

97. Enhancing marine ecological literacy through mobile learning in education outside the classroom

This paper focuses on a two-year study funded by the Teaching and Learning Research Initiative aimed at integrating mobile learning and education outside the classroom. It seeks to examine whether a mobile learning intervention informed by a BYOD (bring your own device) framework can bring about enhanced ecoliteracy outcomes for primary school students and their parents, from a teaching and learning unit based on marine reserves that incorporates snorkeling experiences and an associated visit to a marine discovery centre.

Mobile learning tools and affordances are increasingly being used in our classrooms to provide students with novel learning experiences. Concerns are being expressed, however, about how this use might divorce students from learning in real contexts. But what if the affordances of technology could be used to enhance and complement learning experiences outside the classroom, bringing together the best of both strategies, and importantly, to reinforce learning after those experiences? Could this combination prove effective in developing students' ecoliteracy (knowledge, attitudes and motivation to act) for a more sustainable future?

This paper reports on the first two phases of this interpretive study, in which data was gathered, with ethical approval, around implementation of a marine reserves unit, incorporating a trip to Goat Island marine reserve and Discovery Centre, to one primary school class. The study has so far examined participants' experiences in the unit through pre-and-post questionnaires, observations, interviews and digital interactions to analyse the experiences of the teacher, students, parent helpers and Discovery Centre educators during the visit and the unit as a whole. Data analysis is being structured around a socio-cultural activity theory analytical framework. Findings from the experiences of the first year of delivering the marine reserves unit indicate high student engagement and learning from the visit but poor reinforcement of those learning experiences after the visit. An online forum (REEF) of study partners has worked with these findings to design a framework for innovative use of mobile learning technologies to enhance and reinforce the learning experiences and outcomes in the same unit in 2018. This framework has potential to challenge traditional notions of education outside the classroom experiences and the role of teacher pedagogy and practice in utilising these experiences.

Session 6: Tuesday 21 November Room: S.104 Time: 3.15 - 4.45pm Theme: Adult & Tertiary Education Type: Individual

SHARUDA SAEED, AMINATH ADAM

Wilf Malcolm Institute of Educational Research, University of Waikato

178. E-portfolio as a supporting tool for developing reflective practice: A partnership professional development project across eight different schools in the Maldives

Researchers raise concerns regarding the traditional pedagogical practice that has been deep-rooted in the education system of many countries. They also argue that teachers' understanding of teaching is often associated with exam-orientated thinking. The literature around improving pedagogical practice widely discusses the importance of reflective practice as part of bringing change to teachers' practices. This presentation draws on a research project based on a professional development (PD) partnership approach to help teachers to use e-portfolio as a reflective tool to enable them to think critically about how they teach in the Maldivian school context.

The research used a qualitative approach working with teachers over a period of one school-term to help them document evidence of their teaching in e-portfolios. Initially, researchers organised an intervention PD-workshop across eight different schools, inviting 20 to 30 teachers to participate in as part of their PD programmes. Three teachers from each school were then invited to participate voluntarily in the PD research project. For a period of one term teachers were offered the opportunity to work closely with researchers in their collection of teaching evidence (images of classroom activities/evidence of learning/audios/videos/lesson notes/any other) and write reflections on their teaching fortnightly. During this time, teachers were also involved in ongoing conversations with researchers and colleague teachers using Viber/Messenger-chats and calls. Next, teachers' classroom teaching was observed and they were interviewed to further discuss how their use of e-portfolios and partnership with the research team helped them improve their teaching and become reflective practitioners.

Key findings suggest that teachers gained many benefits through their involvement in this project such as:

1. Teachers' collection of their teaching evidence in the e-portfolios helped them oversee their teaching with a critical lens and be more reflective on how they teach.
2. The ongoing conversations/partnerships that teachers had with researchers opened an avenue for them to think differently to switch their focus to student learning rather than on formal assessment.
3. The project enabled teachers to develop their career profile and work with researchers in conference presentations and publications, which was more than what teachers anticipated through their involvement in this project.

The research can inform school leaders on opportunities for teachers to work in partnership with researchers at universities to help them develop their reflective practice and extend their teaching career beyond the classroom walls.

WILLIAM ERICSSON, EULATTH VIDAL, ANNELIES KAMP, MISSY MORTON

University of Canterbury, University of Auckland

70. Success at university: International students' perspectives

It is argued that the number of international students worldwide is increasing and the trend in this era of globalisation is a growing demand for higher education. Some countries have modified their legal framework to increase their attractiveness as a place to study and as a strategy to attract and retain qualified international students.

Despite the range of extant literature concerning international students, there are research gaps that remain. Student success is frequently explained by using academic indicators measured through grades or academic achievement. There is limited qualitative research on international student success in higher education; existing research has focused on factors traditionally believed to be influential, while other personal, social and institutional factors have been less dominant. Evidence suggests a lack of consensus about the identification of factors affecting success in educational settings.

This study aims to explore success at university from the perspectives of international students and concentrates on two main questions: What does it mean to be successful at university? Which factors, and to what extent, influence success?

Hermeneutic phenomenology was employed as research methodology. Students were supported to articulate their lived experience, and detailed thematic analysis was used to draw out tentative understandings. The study fits the philosophy of the interpretive research paradigm which, in turn, aligns well with a social constructionist epistemology.

In-depth semi-structured interviews were used to generate data with a purposive sample of 13 undergraduate students. The students were in their second year (or above) of study and were selected from diverse disciplines at the University of Canterbury. Participants were also invited to use pieces of art or writing to help express their ideas.

The study is still in progress but preliminary findings suggest that success includes, but is not limited to, academic achievement. The official designation of being an 'international student' is based on visa status and hence enrolment status. But the students have different understandings of the status 'international student'. From their perspectives, being an international student might be determined by a student's background and the type of challenges they face in the host country. There are distinct segments of international students. Also, multiple interrelated factors - personal, social and institutional - influence success.

The findings provide an insight into the student experience and a framework for institutions to understand success among international students, and thus encourage actions to enhance these students' abilities to reach their goals at university.

KENNETH MOORE

Melbourne Centre for the Study of Higher Education

29. Transnational higher education partnerships: Examining an arrangement between a New Zealand and Indonesian institution

This presentation provides a critical reflection on the challenges and successes of a multi-institution, international higher education collaboration in Indonesia. Universities in the United States, New Zealand, Singapore, and Hong Kong were involved at different stages of development to assist with establishing a new model for higher education provision in Indonesia. Most of the partner institutions did not maintain lasting relationships with the Indonesian host institution. However, some were more successful than others. The presentation explores potential solutions and considerations for foreign universities to better navigate the transnational higher education landscape in Indonesia. Special attention is given to the Indonesia-New Zealand dynamic.

The study operates under a systems perspective and draws from institutional theory. The purpose of the systems lens is to give appropriate consideration and weight to key contextual factors, and to understand boundaries and actionable leverage points for positive intervention. The study draws from strategic documents, memoranda of agreement and understanding, business plans, minutes of meetings, and partnership outcomes.

Several recent country-level studies in Indonesia have framed development needs in terms of education system performance and economic growth. The studies have identified real problems and proposed workable solutions. Although they present a limited perspective on development issues, they align with the aspirations of many in-country stakeholders and decision-makers. The reports have drawn attention to opportunities for mutual gain in international higher education cooperation. However, Indonesia's policy frameworks and minimal tendencies for internationalisation impose hurdles for transnational higher education initiatives.

The study explores why a partnership between the host Indonesian institution and the New Zealand institution was cut short before any programmatic objectives were achieved. A systems analysis reveals key leverage points that - if acted upon - may have been able to prevent early termination of the programme. Crucial leverage points are associated with:

- (A) distinguishing between individuals of nominal authority and real decision-makers, and
- (B) distinguishing between latent demand and true value propositions.

Many of the perceived needs and the rhetoric surrounding Indonesia's educational system portray an environment of vast opportunity to pursue mutual

international interests. However, operational realities impose sometimes deal-breaking obstacles. A nuanced and country-sensitive strategy could contribute to better conditions for successful international cooperation.

Session 6: Tuesday 21 November **Room:** KG.01 **Time:** 3.15 - 4.45pm **Theme:** Assessment **Type:** Individual

ROSE HIPKINS, SUE MCDOWALL

New Zealand Council for Educational Research

8. What can we learn about disciplinary meaning-making from NMSSA data?

The National Monitoring Study of Student Achievement (NMSSA) is a study of the achievement of Year 4 and Year 8 students in New Zealand schools to provide information about student achievement over time across the breadth of the New Zealand Curriculum (NZC). This presentation draws on the findings of a retrospective analysis of tasks and responses from the NMSSA to identify progression in three capabilities considered important for learning and living, and common to all learning areas. These capabilities include critical inquiry, perspective taking, and disciplinary meaning making. Disciplinary meaning-making requires students to take the 'perspective' of the discipline (to think like a scientist, mathematician or literary critic, for example). This is a complex and multifaceted capability. It is most closely related to the key competency using language, symbols and texts but also includes aspects of other key competencies (critical thinking is an obvious link, for example). This type of capability is essential for accessing the ideas of others, as well as expressing understanding and ideas, and creating ideas.

We will begin the presentation by describing our process of analysis. We will then present findings pertaining to the capability of disciplinary meaning-making across three learning areas (science, mathematics, and English). Data from each learning area will be presented, followed by a brief synthesis overview of patterns discernible across the three learning areas.

LINDA BONNE

New Zealand Council for Educational Research

159. Year 8 students' international language learning: Findings from the National Monitoring Study of Student Achievement

In August 2017, Prime Minister Bill English announced that the National Party's education policy included providing all primary school children with the opportunity to learn a second language. The announcement was met with questions such as which languages would be offered, and where would suitably qualified language teachers come from, on the scale that would be needed. Adding to the response to this announcement was the public debate at the time about learning te reo Māori being made compulsory in schools.

It is timely then, that in 2016 the National Monitoring Study of Student Achievement (NMSSA) conducted its first investigation of the learning area, learning languages. In The New Zealand Curriculum (NZC, Ministry of Education, 2007), learning languages encompasses all languages other than English: Te reo Māori, New Zealand Sign Language, and all international languages. A key aim of NMSSA is to assess strengths and weaknesses across NZC, and to monitor change over time.

At each of two year levels (Year 4 and Year 8), the learning languages study was conducted with representative samples of about 2,300 students from 100 English-medium schools around New Zealand. The students completed questionnaires on laptops. Paper questionnaires were completed by 230 teachers and 91 principals at each year level. Questions relating to international languages were asked only of students, teachers and principals in the Year 8 sample.

This presentation focuses on contextual factors that shaped the provision of opportunities for Year 8 students to learn international languages at school. Less than two-thirds of the Year 8 students were learning an international language at school, with French and Spanish the most frequently studied international languages, closely followed by Mandarin and Japanese. More girls than boys indicated they were learning an international language at school. A greater proportion of students at decile 8-10 schools said they were learning an international language than those at decile 1-7 schools.

As well as students' perspectives, teachers' and principals' questionnaire responses will give an overview of provision for international language learning in schools. From teachers, this includes how language learning was organised in their classroom, their confidence as a language teacher, and the nature of their language-related professional learning and development. Principals' responses include some of the school-wide practices that supported this learning across their school, as well as which of their Year 8 students had opportunities for learning an international language.

FRANCES EDWARDS

University of Waikato

36. The effect of the 'lens of the teacher' on teacher summative assessment literacy and practice

Teachers' summative assessment literacy is vital in the current educational environment in New Zealand, given the importance of teachers' summative judgements in all levels of compulsory education. Through initial teacher education programmes, and inservice professional development and learning, beginner teachers are able to develop assessment knowledge and skills. However, their practice may not reflect what they have learnt.

This paper reports on a qualitative study which aimed to explore the characteristics of summative assessment literacy for secondary beginner teachers, and the contributors to this development. Teachers were interviewed five times over an 18 month period through their initial teacher education programme, and in their first year of employment. The transcripts were analysed by using the model for science teachers' assessment literacy proposed

by Abell and Siegel (2011) as an initial framework. This deductive coding was followed by and merged with subsequent deductive coding as new codes emerged progressively during data analysis.

Summative assessment literacy was found to be an amalgam of knowledges and skills that informed the teachers' assessment decision making. However, teachers' assessment decisions were not found to necessarily reflect their knowledge. Teacher commentary indicated that personal and contextual factors acted as amplifiers and/or filters as knowledge became personalised and as the teacher decided how to use it. Personal factors included teacher prior knowledge, experience and beliefs about assessment, teaching, learning, and science; beliefs about ethical matters and, emotional responses to assessment. Contextual factors included beginner teachers' interactions and experiences with influential others, as well as wider influences such as school policy and practice, and national policy. These factors were found to mediate the translation of teacher professional knowledge to classroom practice, affecting assessment decisions, and sometimes leading to surprising outcomes.

This study provides an alternative view from which to consider teacher development for those working within the partnerships of teacher education and schools. By understanding the effect of teachers' amplifiers and filters, those working with beginner teachers may be able to make the 'lens of the teacher' more explicit with regard to assessment. This in turn may facilitate summative assessment literacy development and assessment decisions that are more likely to be in accord with the principles of good assessment.

Session 6: Tuesday 21 November **Room:** S.102 **Time:** 3.15 - 4.45pm **Theme:** Early Childhood Education **Type:** Individual

ALEXANDRA GUNN

University of Otago

30. Things play back: Recognising the agency of things within storytelling in early childhood education

The New Zealand curriculum Te Whāriki's claim of learning as situated in the relationship between people, places and things reflects a perspective on learning as distributed. This paper shares a relational materialist perspective on storytelling in the early childhood setting, demonstrating how the stories that are produced within quality curriculum are contingent with the agency of things at play in that curriculum.

This paper emerges from a three year Teaching and Learning Research Initiative (TLRI) investigation into children's literacy and narrative. Twelve case study children, aged 3 or 4 years during the study's first year, who attended two different early childhood settings and then school classrooms in two New Zealand cities, along with their teachers were participants. Families of children also participated by way of a Storytelling Advisory Group (STAG), discussing data, contributing analytical insights, and decision making about project foci with the researchers, teachers and participating children. Ethical oversight for the project came through researchers' employing institutions.

Data in the form of video recordings of children storytelling during everyday teaching and learning activities were subjected to three related forms of analysis: conversation analysis (after Goodwin, 2015; Mandelbaum, 2013 and; Sacks 1992), narrative analysis (after Bamberg, 2012; Bruner, 2002 and; Reese, Sparks & Suggate 2012) and an analysis of how mediating resources re-contextualised (Van Oers, 1998) and propagated (Beach, 2003) language competence and literacy. The project sought to explore storytelling opportunities within early years settings, the contributions of story-partners to storytelling, and the ways mediating resources supported children's storying. The analysis of resources in the project is expanded in this paper to consider how narratives are produced within the interaction between the children and their material worlds. Two examples of video data depicting children storytelling are analysed here for how things (as objects) 'play back' (after Proctor & Hackett, 2017) with storytellers to produce trajectories and turns within stories. Thus we find evidence of the agency of things within early childhood curriculum and for storytelling. Implications for teachers' practices and conceptions of learning within early childhood education where Te Whāriki is used to guide practice will be considered.

RIRIN YUNIASIH

Monash University

92. Exploring an ongoing process of intra-activity in the context traditional games

This presentation explores traditional games in an innovative approach, focusing on how different elements come to matter in an ongoing process of intra-activity. The concept of intra-activity suggests a simultaneous account of material (matter) and discursive (language) in relationships between organisms and matters (Barad, 2007; Lenz Taguchi, 2010). This qualitative research focuses on a case study of 20 Indonesian children, aged six to seven, who attended a primary school in Yogyakarta. The study explored how Indonesian children reinvent traditional games and how these created a space for ethical encounters. Framed in a post-humanist perspective, the exploration gave attention not only to children who play the games - the humans - but also to all organisms and materials involved in the games. The study used observations and visual methods to explore the way children played traditional games, as well as group discussions with children and interviews with parents and educators to gain perspectives about the games. In this presentation, the discussion is situated in the play of jamuran, one of the games children played during the fieldwork.

The findings of this study suggest that traditional games create a collaborative space for an ongoing intra-activity among different elements in the games. Matters such as space, the ground, the grass, the trees, the song, the shout, the touch, and the movements are among elements discussed in the analysis. Through diffractive analysis the discussion involves multiple processes and attention to details of different readings, texts, and stories. It comprises processes of turning over and over again to draw connectivities among them and the case study data to bring new stories into life (Barad, 2014; Jackson & Mazzei, 2012). Insights from this study open up the possibility for innovative approaches in understanding children's games, by bringing together different elements and giving attention to all matters to uncover new stories and learning experiences.

161. Thinking with Actor Network Theory (ANT): The influence of digital technology on young children's social and emotional learning

This presentation engages with an ongoing PhD study which aims to explore young children's engagement with digital technologies and to investigate the influence of these engagements on their social and emotional learning. In this study, social and emotional learning means young children's development of relationships with others, their expression and management of emotions, and their exploration and engagement with the natural environment. This research endeavours to conceptualise the role of digital devices in pedagogical spaces in influencing young children's social and emotional competencies. In order to best understand how the space around digital technology influences young children's interaction and relationships with others, this study aims to capture the lived experiences of young children. This qualitative research includes observations and work with children, semi-structured interviews with educators and parents, and the focus is in the preschool and on information provided by the parents about children's use of digital technology at home.

By adopting an intra-active approach, researchers in the early childhood field can bring new knowledge and understanding about young children's learning and development (Taguchi, 2010). This study adopts Actor Network Theory by Bruno Latour (2005) to conceptualise the relationship between digital technology and young children's social-emotional learning. I propose that Actor Network Theory provides an interesting platform to analyse humans and non-human relationships. According to Latour, humans have no priori agency over things. In fact, things, for instance, plants, furniture, animals, technologies, memories are agentic to shape and change human perceptions, behaviours, relationships and so on (Taguchi, 2010). The introduction of this theory and its relevance to this research will form the heart of this presentation and discussion will be welcomed. At this stage, preliminary findings from the field will be shared and new perspectives in exploring young children's interactions and associations with the human and non-human will be an aspect of the partnership that is emphasised.

In line with the theme of conference, it is envisaged that this research may encourage educators and parents to work in partnerships to make informed decisions in practice about young children's experience and interaction with digital technologies at preschool and home to enrich young children's social and emotional competences.

Session 6: Tuesday 21 November Room: S.105 Time: 3.15 - 4.45pm Theme: Early Childhood Education Type: Individual

WAHYU NURHAYATI, SOSIATI GUNAWAN

Ministry of Education and Culture, Indonesia

71. Capturing Indonesian children's voices in transition to school

Transition from kindergarten to elementary school can be an exciting or a challenging experience for children and their families because it involves many changes, such as environment change, peer change, and routine change. Children's experience during the transition to school process has an impact on children's later schooling. The majority of studies on transition to school have investigated adult participants' perspectives with fewer studies focusing on children's perspectives. This qualitative study explores Indonesian children's transition to school experiences. Ten Indonesian children, aged between five to seven years, took part in individual interviews. To establish a good rapport with the children, interviews were accompanied with drawing activities. Children were requested to demonstrate their experiences during their first day of school in a drawing, and to discuss what they had drawn. Bronfenbrenner's bio-ecological framework was selected to highlight the dynamic interconnection between child, family, and school. Three themes emerged from the analysis of the interviews that were related to children's negative feelings, the importance of having friends, and of family supports. The results indicated that kindergarten children experience negative feelings, such as worry, being anxious, and scared, because they unfamiliar with their teacher and had no friends. These findings illuminate a significant need for the development of a comprehensive transition program for Indonesian children.

CAROLINE SCOTT

Deakin University

189. Understanding the role of the early childhood educator in the facilitation of children's agency

Research has suggested the need for the development of deeper and more nuanced understandings of the ways in which early childhood educators can facilitate children's agency. This paper presents preliminary findings from a PhD study that explores educator understandings of their role in children's agency in early childhood education and care settings. Despite being an underpinning concept in Australian curriculum frameworks and regulatory documents, children's agency can be misinterpreted by educators and their role in supporting it can be unclear. The study draws on the foundational ideas and underpinning principles of the Capability Approach (Sen, 1999, 2005) to position agency as an integral component of human development and wellbeing that should be actively promoted and enabled through education. The study utilises a critical perspective to understand the way in which children's agency can be affected by the power dynamics that exist between adults and children in educational settings. A critical perspective allows taken for granted understandings of teacher/child roles and relationships to be critiqued.

Data comprises interviews conducted with five purposively selected early childhood educators currently working with children aged 4-5 years and video-recorded episodes of their practice. Also included is data from Australian curriculum frameworks and regulatory documents regarding children's agency.

Preliminary findings suggest that to facilitate children's agency, early childhood educators must develop an understanding beyond that which is provided in curriculum documents and incorporate strategies into their practice that recognise and respond to the complexities and diversity of individual agency. The data illuminates an ideological commitment that educators have to children's agency that permeates through all aspects of their practice.

This presentation will provide examples of how educators demonstrate their ideological commitment to children's agency through their practice, with particular reference to one participant's professional journey. Implications of this study point to a need to further understanding the importance of the educator's role in facilitating children's agency along with suggesting strategies to incorporate into early childhood education and care practice. The implications of this research for policy and practice are that current and in-training educators could benefit from increased learning opportunities in regard to understanding their role in facilitating children's agency.

SALLY PETERS

University of Waikato

195. Expanding the whāriki as children transition from ECE to school

Te Whāriki (2017) includes an explanation that the weaving image on the cover represents the underside of the whāriki and that while the "upper side [of a whāriki] reveals the artistry... Expert weavers will examine the foundations for planning and technique. If these are sound, the quality will be seen on the face-up side". As the whāriki expands, new strands are woven in, symbolising "new learning".

The metaphor of 'weaving on' offers a new approach to learning across the transition to school that expands on the alignment shown between Te Whāriki (1996) and NZC (2007). Many teachers are exploring how best to undertake this continued weaving of new strands as children transition to school. This paper shares findings from research where teachers in ECE and school worked together to explore ways to identify and acknowledge children's existing knowledge and provide sound foundations to continue the weaving of new learning into the whāriki so that children's ongoing educational journeys were enhanced. The aim of the study was to contribute to understanding and supporting children's learning journeys as they transition between sectors. Interpretive case studies of children's experiences were developed from observation and interview data, gathered over a 12-18 month period as children completed early childhood education and moved to school. Analysis was informed by Bronfenbrenner and Morris' (2007) bioecological model, and the findings consider the reciprocal interactions the child's characteristics, including dispositions and resources with the affordances of environments that invite or discourage engagement, along with the wider influences on these processes. The results highlighted the differences across the case studies and showed that a nuanced approach that was responsive to the child's experiences supported new learning. Some of the contextual and practical challenges of this approach for teachers are discussed.

The research highlights the partnership between ECE and school teachers and between teachers, children, whānau and families. The findings are relevant to teachers working together, independently or in kāhui ako. Although the data were gathered prior to Te Whāriki (2017), the research offers key implications for teachers in ECE and the early levels of school as they review their practice in light of the updated Te Whāriki curriculum.

Session 6: Tuesday 21 November **Room:** S.101 **Time:** 3.15 - 4.45pm **Theme:** Education Leadership **Type:** Individual

SHERALYN COOK

University of Waikato

88. The hidden impact of statutory intervention

For the past three decades, New Zealand schools have been self-governed by an elected board of trustees. Each year a small number of schools require external assistance, usually from the Ministry of Education. This is often in relation to governance matters, or student academic achievement and/or the health and wellbeing of students is at risk. The 1989 Education Act (Part 7a, section 78(m), section 78(n1-3)) allows the Ministry of Education to intervene at the governance level of the school through, or instead of, the board of trustees. The stated aim of any intervention is to provide support to the school to address the concerns.

While statutory interventions have been enacted since 1994, there is little research about what this experience is like for principals in primary schools, or how it impacts on their professional and personal lives. Principals encounter innumerable difficulties when they work in complex, challenging environments, such as a high-needs school under statutory management. The aim of my research is to understand the experiences of three New Zealand primary principals as they lead and manage their schools during a statutory intervention. Two principals initiated the process for statutory intervention while the third was appointed to a school already under an intervention.

Using Dewey's theory of experience I examine the principals' professional and personal experiences, in order to understand how their experiences are, in Clandinin and Rosiek's terms, constituted, shaped, expressed and enacted. The emerging findings from the data suggest that professional isolation and support are two key issues for principals in schools under statutory management. These issues are the focus of the presentation.

44. Ethical issues in an action research project: The value of a reflective journal

This presentation will report on the ethical issues encountered by a teacher-researcher who conducted a two-cycle insider action research project which investigated adult English language learners' practices and perceptions of adopting a blended collaborative approach to learn academic writing at a New Zealand university. Action research is also known as practitioners' research as it allows classroom teachers to conduct research projects on issues that they consider most important and relevant to their own teaching and the learning of their students. Although teachers are now often encouraged to conduct research projects that are specific to their teaching contexts they are often not informed about the ethical issues unique to this form of insider action research. While some of the literature discusses human research ethics in passing, little has been published on these types of ethical issues, particularly from a teacher-researcher's perspective. This presentation will show how the teacher-researcher adopted Kemmis and McTaggart's (1988) cyclical action research model to conduct her research and that ethical issues were very much a part of all the stages in her action research project. In addition, action research is often tied with the concepts of reflection, influence and empowerment. In order to examine if changes are made during the course of an action research project, a researcher's reflective journal(s) can be a very useful tool as they not only help triangulate findings by showing written records of key incidents, but also detail the emotional changes or growth of a researcher. Therefore this presentation will also show how the teacher-researcher used reflective journals in her research. Findings of this action research project show through systematically collecting and reflecting on the data gathered; positive changes have been made in all aspects of the teacher-researcher's teaching context.

BRIAN TWEED

Te Whare Wānanga O Awanuiārangī

1. Curriculum and neo-liberal governance: Collaboration without collectivity

This presentation adopts a Marxian perspective to conceptualise the dominant discourse of 'governance' as an operationalisation of neo-liberal political rationality (ideology). The term Marxian is understood in this presentation in a methodological sense rather than a political (Marxist) one which foregrounds dialectical relationality. The results of a Marxian critical analysis of the New Zealand Curriculum and its associated texts and structures will be presented to show that the NZC is an essential part of a neo-liberal 'partial totality' and as such conspires with neo-liberalism's drive to economise education (and, ultimately, everything). It will be contended that the NZC has embedded within it a discourse of neo-liberal governance which is part of a 40-year-old, ongoing cascade of responsibilisation emanating from a government which has indigenised neo-liberalism to schools to teachers to families and, ultimately, to children.

It will also be explained that this governance/responsibilisation combination employs a de-foliated understanding of 'community' and 'collaboration' to further cement individualism and the normality of reduced collective agency in the psyche of teachers and students and, therefore, in future society as a whole. Governance/responsibilisation is then understood as an ideological tool to promote 'collaboration', which is necessary to achieve essential tasks, but to simultaneously defuse and confuse 'collectivity' which has the potential to counter neo-liberalist appropriation of collectively owned resources for individual or corporate profit.

It will be argued that a re-foliation must take place which regrows collective agency to displace instrumental forms of community/collaboration implanted through neo-liberal governance; challenging the New Zealand curriculum is implicated in this. If it is accepted that collective agency should be resuscitated, then it must be sourced from genuine community and individual praxis (but not individualised praxis) which implies a very different understanding of the role and nature of curriculum as community building rather than economy building.

Session 6: Tuesday 21 November **Room:** SG.01 **Time:** 3.15 - 4.45pm **Theme:** Education Other **Type:** Symposium

ANNE-MARIE HUNT, ANGUS MACFARLANE, RICHARD MANNING, CHERYL STEPHENS

Ngā Pūmanawa e Waru Education Trust, Canterbury University

213. Partnership with Ngā Pūmanawa e Waru Education Trust. Participation by local teachers and educators; Protection of Māori knowledge, language, culture and identity

Overview:

In 1997, the Rotorua Principals' Association, in partnership with the Christchurch College of Education, initiated an initial teacher education, Bachelor of Teaching & Learning (primary) programme, to be based at the then Rotorua Waiariki Institute of Technology (now Toi Ohomai). In 2015, the Unitec Mindlab postgraduate programme for Rotorua teachers, in partnership with Next Foundation and Ngā Pūmanawa Education Trust began. Based on data gathered from teacher surveys in 2015-2016, Ngā Pūmanawa e Waru collaborated with University of Canterbury, with the goal for graduates of the Unitec Postgraduate Certificate in Applied Practice (Digital & Collaborative Learning), to study in Rotorua and also gain 60 credits towards a UC Masters of Education. Two courses were offered in 2017. Fourteen educators enrolled and have keenly participated in these two initial blended e-learning courses in 2017. Interest in continuing these two courses in 2018 is also evident as is further postgraduate study towards the UC Masters of Education by the 2017 participants.

This symposium examines the impact of culturally inclusive and culturally responsive strategies and programmes of work, further enhanced by the

collaboration between Rotorua based University of Canterbury and Ngā Pūmanawa e Waru Education Trust. In particular, enhancing the capacity and capability of these teachers and educators as leaders of critical change and transformation, to make conscious decisions to effect change by doing things differently and by disrupting often unchallenged assumptions about what is best for the learners in their classrooms and schools.

Paper 1: An overview of University of Canterbury Postgraduate Education Initiative 2017 - Anne-Marie Hunt

In June 2016, with the first cohort of Mindlab teachers nearing the completion of their digital learning programme, discussions took place between Ngā Pūmanawa e Waru and the University of Canterbury (UC) to explore the feasibility of UC postgraduate courses being available to Rotorua regional educators. The Dean of the UC College of Education responded favourably, confirming that the Mindlab programme could contribute to 60 points (one third) of the UC Masters of Education. An information event took place in October 2016 at the Rotorua UC Centre. Forty local teachers attended showing a strong interest in participating in two courses presented by Professor Angus Macfarlane and Dr Richard Manning.

With such high 'expression of interest' planning began for the first course, *Cultural Inclusive Pedagogies: Motivating Diverse Learners*, from mid-January 2017. A proposed pathway and potential timeline was shared including a three day introduction in mid-January by Professor Angus Macfarlane & Dr James Graham from UC. Further face to face sessions were scheduled for four Saturdays spaced throughout semester one with several prominent educators from throughout Aotearoa New Zealand presenting.

The 2017 semester two course, *The Treaty of Waitangi in Community, Education and Health Settings*, was delivered by Dr Richard Manning in partnership with Ngā Pūmanawa e Waru. This involved working with local Te Arawa iwi and hapū speakers, facilitating their scheduled sessions and follow up based on key assessment tasks. Students were required a Friday evening and Saturday mid-year, two full days during the July school term break and another two Friday evenings and Saturdays spaced strategically throughout the semester. Being a blended e-learning course the UC Moodle based Learning Management System 'Learn' also provided ongoing online communication and assignment submission tools with support materials between each face to face session.

Participants have highly valued the input of both UC staff and invited local and national guest presenters as evidenced through course participants' evaluations. Interest in continuing these two courses in 2018 is also evident as is further postgraduate study towards the UC Masters of Education by the 2017 participants.

Paper 2: Providing regional access to postgraduate education: Culturally inclusive pedagogies: Motivating diverse learners - Angus MacFarlane

This paper is premised on the belief that the most important issue underlying a culturally inclusive society is a willingness of people to be aware, knowledgeable, and accepting of difference. The Rotorua cohort of teachers and educators were engaged in promoting analyses and rigorous critique of socio-psychological theories in a variety of contexts. Issues relating to Māori and indigenous ways of knowing and practising are explored, discussed and reported on, suggesting "effective teaching is relationship-based practice that takes account of content, context and of culture" (Margrain & Macfarlane, 2011, p.1).

Paper 3: Providing regional access to postgraduate education: The Treaty of Waitangi in community, education and health Settings - Richard Manning

This paper employs a place-conscious approach to enable participants to develop deeper understandings of local Treaty of Waitangi issues and respond proactively to them. While actively engaging with local hapū and iwi education leaders; the Rotorua-based cohort of students (all teachers) conducted two inquiry tasks. These tasks enabled them to become critically aware of:

1. how the natural environment and historical factors have informed local indigenous knowledge systems and the development of local schooling;
2. how the real (not perceived) aspirations of local whānau, hapū and iwi can be incorporated in effective curriculum planning and governance procedures to form an equal Treaty 'partnership'.

The Rotorua cohort was supported to develop a three-year strategic plan designed to assist their worksites (i.e. kura/schools) to respond meaningfully to the historical and needs analysis data collected during their first two assignments.

Paper 4: Ngā Pūmanawa e Waru - Linking educators to iwi and hapū aspirations: Implications for schools, educators and policymakers - Cheryl Stephens

The Rotorua cohort of teachers and educators came to a realisation that many things that happen in schools have been socially constructed. Through the two courses *Culturally Inclusive Pedagogies: Motivating Diverse Learners*, and *The Treaty of Waitangi in Community, Education and Health Settings*, these educators came to realise and understand their ability to contribute, to doing things differently. This paper is underpinned by a Kaupapa Māori theoretical framework which details the significant contribution to education imperatives, by Te Arawa iwi and hapū speakers, sharing their tribal knowledge, language, culture and identity, with University of Canterbury postgraduate teachers and educators. Privileging local histories through pakiwaitara and purakau (stories), local knowledges about significant landforms, mountains, rivers, lakes, streams, waterways, Māori ways of knowing, and Māori knowledge systems.

ELIZABETH REINSFIELD

University of Waikato

206. Technology education in New Zealand secondary schools: Time to realise future-focused and innovative practices

The official New Zealand Curriculum in technology education (MoE, 2007) counters past interpretations of the subject and provides opportunities for teachers to offer future-focused and innovative learning opportunities for all learners, regardless of their social or academic need. Teacher perceptions and the dominant discourse within a teaching community however, influence the way that professionals interpret, make meaning, and develop their professional identity or practice.

This presentation will focus on the ways that technology teachers can work in partnership at an organisational level, to support professional ownership and change. It reports upon findings from PhD research that explored how secondary technology teachers' perceptions and interpretation of the curriculum impacted upon their knowledge for practice. The theoretical concepts include interpretivist and socio-cultural perspectives, as well as activity theory. The research was subjective in nature and designed to explore how understanding can be deduced from a participant's actions, which are shaped and manifested in culturally meaningful ways. The presentation will propose threshold concepts that can support teachers to work towards learning-centred pedagogies, with a view to maximise the subject's promise, in praxis.

JUDITH GRAHAM

University of Waikato

72. Noticing the performance of key competencies in everyday relational moments in a New Zealand secondary school

As sites of living, learning, and participating in community, schools provide perpetually occurring spontaneous opportunities for the production, performance and development of the Key Competencies. My research makes visible a significant and often taken-for-granted portion of teachers' work by analysing stories teachers have told of their everyday practice. Using Barad's methodology of diffractive analysis, and following relational-material-discursive theorising, I un-tangle moments of practice and pay attention to forces that may be at play in the performance of Key Competency 'capabilities for living and lifelong learning'. In Baradian terms, the performance of Key Competencies may be seen as taking action in the process of becoming. Barad takes the notion of engagement further than the 'interaction' of discrete beings to the 'intra-action' of the material and discursive where each is implicated in the becoming of the other. The use of this methodology harmonises with the ethos of the 'front half' of the New Zealand Curriculum, being and acting in ways that take fair and just account of others in community. Indeed, in this thesis, I take the position that the front half of the NZC is, to use Barad's terms, about the "onto-ethico-epistemo" of being and becoming in the world. In this presentation, I re-tell and diffract the story of a moment of practice that was brought to life by three teachers in a research group meeting. I highlight relational-material-discursive forces at play in the storied encounter, and consider how these forces invited the mobilisation and performance of capabilities/competencies in the service of learning, being and relating in the world.

BEN DYSON

University of Auckland

114. Cooperative learning as a pedagogical practice to help students develop their social and emotional learning

This paper presents research in partnership with teachers and students in primary schools using Cooperative Learning. In Cooperative Learning (CL), students work together in structured, small, heterogeneous groups to master subject matter content. More than 2,000 research studies on CL have been conducted in general education; however, the impact of this pedagogical model in Physical Education (PE) has been studied much less. The current study of the implementation of Cooperative Learning in PE focused on the development of students' Social and Emotional Learning (SEL). SEL involves acquiring and effectively applying the knowledge, attitudes, and social skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Because there is a paucity of research on SEL in New Zealand, this project was designed as a pilot study to provide knowledge and understanding of SEL so that further understanding could be developed. The study examined teachers' beliefs about SEL and the SEL pedagogy they use to meet the needs of their learners. This research is a case study design to investigate teachers' beliefs and practices and students' perspectives and understanding of SEL at the primary school level. Evidence was collected at four primary schools from teacher and student interviews, Post Teacher Reflective Analysis (critical reflection of after teaching), documents, students' work, and field notes at the schools. The qualitative data analysis addressed the trustworthiness of the data by establishing their credibility, dependability, confirmability, and transferability. Findings for this presentation will focus on students' perspectives and represent their voice. The following themes using students' voice were identified from the evidence: *I am a good team member, You learn how to listen, It makes me feel awesome, It helps other people, and Because it makes the game fair.* The findings indicated that Cooperative Learning is a pedagogical strategy for assisting teachers to develop SEL in their primary classrooms. The study found that Cooperative Learning can meet the intentions of the NZ Curriculum Framework, more specifically the key competencies of *Relating to Others, Managing Self, and Participating and Contributing.*

ROSEANNA BOURKE, JOHN O'NEILL, JUDITH LOVERIDGE, MARIA DACRE, JAMI WALLACE

Massey University, Victoria University

112. Informal and everyday learning: Children's voice(s), teacher practice and a framework for PLD

Overview:

Informal learning has been described as largely tacit. Either taken for granted or not recognised as learning, some everyday activities of children and young people is not legitimised as learning either in out-of-school settings or at school. The concept of learning has largely been defined by researchers, the polity and in popular culture in terms of what can be measured or assessed within a school setting, or where the teacher determines the child achieves in relation to national benchmark standards.

Various attempts have been made to clarify what informal learning is; however, initial attempts often did so by contrasting it with formal learning. This suggests a hierarchy of learning with formal learning presiding over informal learning, and informal learning being seen as the learning that was not formal learning. Schugurensky (2015) argues that defining something by what it is not, does not help in understanding its qualities and also that it "places informal learning at the margins of the margins" (p. 20).

Using the results from a three-year longitudinal TLRI-funded research programme on the impact of children's everyday informal learning on teaching and learning in classrooms and across schools in lower socioeconomic communities, we explore what this means from a child's point of view, and how teachers can challenge their own practice in reconceptualising what it means 'to learn'. We suggest how informal and everyday learning offers greater possibility to acknowledge every dimension of learning (culture, relationships, identity, strategies, purpose and affect/emotion).

The first paper explores the concept of informal learning, and challenges the hegemonic artificial divides between formal, non-formal and informal learning. The dimensions of informal learning arising from the TLRI project are introduced. The second paper foregrounds child/student voice(s) through the three phases of the project. We present the qualitative results from the three years, which involved 250 children talking, illustrating and documenting their informal and everyday learning. The third paper introduces the results from a framework introduced to collaborating teachers in the project through a responsive ako manga process as part of a research-led PLD model.

By adopting an approach to inquiry that challenges assumptions about the phenomenon of learning, this symposium explores the characteristics of everyday learning first from children's points of view, and second through teacher practices in a school based context. This has the potential to challenge normative views of education which have contributed to inequitable outcomes for children and youth from non-dominant groups.

Paper 1: Informal and everyday learning

Discourses of life-long and life-wide learning have been dominant in official policy discourses that prescribe curriculum and assessment priorities and, increasingly, in everyday talk about learning. Despite this, the phenomenon of everyday or informal learning has been largely invisible. As a consequence, we lack a well-developed language for talking about informal learning. Given the multiple contexts in which children live and learn in their everyday lives and the diverse range of people and cultural tools with whom they may engage, it is important that we develop conceptual frameworks and vocabularies about the nature of informal learning. In an era when many state education systems have become oriented towards the measurement of individual learning outcomes, we urge a more complex and critical understanding of informal learning so as to challenge hegemonic conceptions of learning as that which takes place in formal settings using preferred pedagogies and positional relations of power.

Following a summary review of the field, we introduce six dimensions of informal learning: culture, relationships, identity, strategy, purpose and affect (CRISPA), derived from a three-year longitudinal research project that has explored the question 'How can knowledge of students' informal learning outside of school enhance teaching and learning practice in the classroom?' Over the three-year period, 250 students have contributed to this understanding, four partnership schools have been involved, and 10 teachers have actively engaged with the research.

This paper examines the dimensions of informal learning uncovered in the project and locates these within broader scholarly, policy, professional and community discourses of learning. In this research we have explored informal learning from a child's point of view both in order to support children and teachers to understand learning and to also contribute to generating a more sophisticated language with which to talk about informal learning.

Paper 2: Children's conceptions of informal learning and the stories they tell

Although informal learning is part of everyday life it is only recently that attempts have been made to more fully conceptualise its nature. Understanding how children experience and conceptualise their informal and everyday learning is critical to really understand the child as a 'learner' at school. As part of a three-year TLRI research project, student/child voice was an essential component to understand children's conceptions of their everyday and informal learning outside of school, their experiences in engaging in these activities, and how they talk about informal learning at school. Results from the three phases are presented across qualitative approaches (phenomenography and ethnography) along with student survey data requested by the schools to explore the wider implications for their students within their school contexts. These include in-depth interviews with 36 9-year-old children about their everyday informal learning; in-depth learning documentaries involving 12 children and survey data from 99 Year 5 students.

We present the children's conceptions of informal learning ranging from least to most sophisticated, and illustrate these with the stories children tell. The five categories ranged from least sophisticated (A) to most sophisticated or inclusive views (E) around informal learning. Our analysis also revealed that each category included common dimensions of their everyday activities and settings that influenced how and why these children participated in the activities they chose to describe: relationships (How do I connect to others?); purpose (Why am I doing this?); strategies (How am I learning?); identity (Who

am I becoming?); culture (Who am I? Who are we? What is important?) and affect/emotion (How do I feel?). Together, we propose that these categories and dimensions reveal the warp and weft of children's conceptions of, and intent participations in, their informal everyday learning outside of school.

Survey data from nearly 100 students confirms their informal and everyday learning is complex, multigenerational, and captures their identity as interested learners with their own agenda. We argue that this empirical approach provides a complex understanding of informal learning, which attends to critiques of earlier conceptualisations and may also help teachers consider how to more meaningfully support all students' learning in school.

Paper 3: CRISPA framework in action with teachers

Although children spend a great deal of time learning out of school, very little is known about the nature of that learning and how an understanding of that learning might help teachers considering how to more meaningfully support all students' learning in school. In this presentation we focus on the process of introducing children's understandings of their informal learning to teachers through the CRISPA framework. This framework was introduced to teachers through a responsive ako mango process (a combination of a research led PLD model; in-school support; and feedback to teachers) as part of a transformational research-led PLD model. Teachers completed their own collages on informal learning, and subsequent observations were conducted in classrooms and these observations were then discussed with teachers alongside the teacher's version of the CRISPA framework.

The framework aimed to (i) support teachers to identify when and how children embody these conceptions and dimensions in the classroom; and (ii) how they as teachers can facilitate shifts from less to more sophisticated conceptions. Most of the teachers we observed make links between NZC and everyday life. However, the emphasis here is on the quality of the connections made and the extent to which they might over time draw on and promote more sophisticated conceptions and dimensions of children's learning in the everyday. In feeding back the observation data to teachers we attempted to facilitate shifts from using the child's out-of-school activity as the connection, towards the child's out-of-school strategies and purpose with regard to that activity.

When teachers were introduced to the CRISPA framework they responded positively and felt that there were aspects of it that resonated with their own experiences of how children learn. However, they also acknowledged that the framework prompted them to think about dimensions of children's *being* to which they did not ordinarily attend when they thought about their learning. As they became more experienced with the framework they recognised that it provided a conceptual model to help them to understand the complexities and different dimensions that contribute to children's learning, rather than tell them 'what to do'. Teachers tended to focus on the dimensions in the CRISPA framework that related to their own current preoccupations in teaching or priorities of the school.

Session 6: Tuesday 21 November **Room:** SG.02 **Time:** 3.15 - 4.45pm **Theme:** Māori Education **Type:** Individual

JOELIEE SEED-PIHAMA, HINEKURA SMITH

University of Auckland, University of Waikato

16. (Re)claiming Māori naming – Stories of recovery, resistance and reclamation

This paper brings to the fore reclaiming Māori names as a powerful site of praxis in education. For generations, Māori have had our names and their associated knowledges systematically removed from us by people in positions of power for purposes of assimilation. Just as we did not lose our language, we also did not misplace our names. Particularly in 'mainstream' education, Māori names have been anglicised, shortened, mispronounced, invisibilised and ultimately denied. Moreover, our names are of great importance to us because they embody and remind us of our histories, our loved ones, our values and our connections to people and place.

This co-presentation draws on two doctoral research projects to explore Māori experiences of re-claiming 'naming' as a site of rangatiratanga. Joeliee Seed-Pihama begins by discussing her PhD research *Ko wai tō ingoa? The Transformative Potential of Māori Names*. Her work describes Māori naming as simultaneously a political act of resistance and an act of normalisation – an act of just being Māori. Her innovative research forwards Kaupapa Māori theory and pūrākau as the method around the transformative potential of Māori names and their associated stories to enhance identity, embed whakapapa korero and to keep Māori values alive within whānau and beyond.

Hinekura Smith shares an element of her doctoral work, sharing pūrākau gathered in her research that highlight the power of reclaiming Māori names for Māori women's identity. Reclaiming Māori names emerged as a theme from her research, a Kaupapa Māori, Mana Wāhine project, that explored the experiences of Māori women who actively reclaim and restore 'living as Māori' and the conscious ways they articulate their aspirations for their tamariki and mokopuna to live full and culturally well lives 'as Māori'.

Grounded in Kaupapa Māori theory and methodology, both presenters share elements of their doctoral work through story around naming as a praxis of resistance as Māori actively engage in the theory and practice of recovering, resisting and reclaiming our names within a decolonial approach to education.

199. Local epistemological frameworks: An anti-colonial approach to education

Objective: To pioneer new analytical systems for understanding our communities steeped in our own home grown cultural perspectives.

Significance: An anti-colonial approach to education is intimately connected to decolonisation, and by extension, decolonisation cannot happen solely through Western science scholarship. This research, as part of my doctoral thesis, examined wairua (spirituality) and motivation. In completing this work, a number of questions are raised in relation to the place of spirituality in transforming places of learning and the Western academy. What does it mean in concrete and practical terms to “decolonize spirituality” and create a “spiritual resurgence in education” as a way “to promote a spirituality of resistance”? (Postlethwaite, 2016, p. 269).

Methodology: A qualitative methodology framed within a localised cultural construct is applied. Indigeneity cannot be left at the door when entering the academic world of research. My standpoint as a Tūhoe woman enhanced the research whereby the unique perspective of the inside researcher inevitably makes a difference to the research and the authenticity of the data gathered.

Theoretical framework: A phenomenological approach termed Pono was applied as a research strategy of inquiry in which I, the researcher, attempted to identify the essence of human experiences about spirituality as described by the participants in this study. Pono is an indigenous relational model whereby the researcher has a faith in their own positioning and reality in the research. Within this approach, the researcher also applied a process of reflexivity and examination throughout the research project. As an inside researcher, thoughtful consideration was required in terms of balancing the benefits of this research and working with and representing the research participants’ accounts.

Results: Eight major themes were identified across the data from the interviews and the online survey, that included: Wairua identity, whānau, role models, being Māori is political, utu: reciprocity, agency and leadership. A composition of wairua was constructed and a number of motivational models emerged.

This research was able to bring together both indigenous and Western ideas and create a binary of models that drew strength from a localised knowledge system from whence the researcher had genealogical ties...and so Mehemea ka moemoea tatou, ka taea e tatou.

Session 6: Tuesday 21 November **Room:** SG.03 **Time:** 3.15 - 4.45pm **Theme:** Pasifika **Type:** Individual

YVONNE UALESI

University of Auckland

212. Walking the talk - Building research relationships with community

Youth mentoring as an effective strategy for youth development is well documented both internationally (Dubois, Portillo, Rhodes, Silverthorn & Valentine, 2011), and nationally (Farrugia, Bullen, Davidson, Dunphy, Solomon, & Collins, 2011). Additionally, research suggests that youth mentoring shows a range of benefits that address the social, emotional and academic needs of young people. However, there is a paucity of research evidence from a more nuanced cultural lens (Farrugia et al., 2011). Much has been written from an equity approach on culturally responsive pedagogy both nationally and internationally in the educational context; however, there is a dearth of research evidence of what culturally responsive practice looks like in the context of youth mentoring.

Youth mentoring programmes originated from the US and were often underpinned by deficit-oriented theories focused on risk, pathology and problematic behaviour. Recent literature shows a move to reposition the research gaze thinking about positive youth development from a strengths-based approach emphasizing and promoting developmental competencies, resources and strengths (Schwartz & Rhodes, 2016). Importantly, there is a need to further develop indigenous approaches in positive youth development that include cultural constructs relevant to Māori youth (Wheelan, 2014; Ware & Walsh-Tapiata, 2010) and to draw on existing holistic wellbeing models for both Māori (Durie, 1994) and Pacific youth (Pulotu-Endemann, 2001). Self-determination for both indigenous Māori and Pacific youth calls for research that is rigorous and relevant for youth and their whānau/aiga/kaiga. Furthermore, such research evidence is vital for those marginalised from mainstream education where both groups of youth are overrepresented such as in Alternative Education. The current study is centred on the growing interest of positive youth development, youth mentoring and how indigenous and ethnic-minority youth may construct positive identities (Joseph, 2007; Webber, 2012) in such programmes. Given identity is both dynamic and fluid, youth development and mentoring programmes must consider the role of culture to meet the unique needs of underserved youth and consider that one-size-does-not-fit all.

The current qualitative study draws on theoretical frameworks and decolonising methodologies drawn from Mātauranga Māori, Fa’a Samoa and Faka Tonga. These include naturalistic methods, interpersonal interactions, fostering reciprocal dialogue and co-construction underpinned by principles of both Kaupapa Māori Theory and Pacific Research. Preliminary data collected via talanoa sessions will be presented and the implications when enacting such principles. Enacting refers to walking the talk when navigating a reiterative research process when exploring culturally safe and effective youth mentoring in Aotearoa.

ELAINE KHOO, KARSTEN ZEGWAARD, AMINATH ADAM, MIRA PETER, BRONWEN COWIE

Wilf Malcolm Institute of Educational Research, University of Waikato

89. A collaborative framework for enhancing graduate competencies through university-industry partnerships

University-industry partnerships in science and engineering have been widely discussed since the eighties. Such partnerships are vital if universities are to prepare work-ready graduates. However, there is limited research to understand how to maximise student learning through such linkages as a way to enhance graduates' competencies especially in the New Zealand context. Science and engineering graduates are expected to have strong communication skills, practical ingenuity, and good written and oral communication skills (Coll & Zegwaard, 2012), as well as an understanding of business practices and a sense of social, ethical, political, and human responsibility (Campbell & Zegwaard, 2015). There is evidence that tertiary institutions face challenges in providing relevant and authentic curricula to enable students to develop these competencies and dispositions (MoE & MBIE, 2014). This paper examines the essential competencies sought by New Zealand employers and ways to strengthen university-industry partnerships at one New Zealand university to enhance graduates' development of the essential competencies and their readiness for the workplace.

Using a mixed-method approach, we conducted an online survey with a sample of 1159 science and engineering employers, receiving responses from 244 (19.3% return rate) and organised focus group interviews with 17 employers across different organisations in New Zealand. The survey asked employers to rank 26 graduate competencies, (as identified from the literature) in terms of how they considered these to be important across three aspects: important today, important in 10 years' time, and the competency level of recent graduates they have encountered. The quantitative data was analysed using the SPSS software while the qualitative data was thematically analysed using the NVivo software based on the meaning underlying the transcribed interviews. The survey data identified essential competencies while the focus group interviews offered insights regarding employer views on ways for reducing the gap and strengthening the partnership between university and industry.

The preliminary results indicated that employers see all competencies as important and hold competencies such as teamwork, communication skills, problem solving and continuous learning as particularly important for today and in 10 years' time. Employers highlight that the university-industry linkage needs to be strengthened through strategies such as:

- encouraging students' voluntary participation in industries,
- inviting guest lecturers from the industries, and,
- enabling students to work on real-world projects relevant to the industry.

These, in turn, would allow students to be more immersed in relevant workplace contexts and help them build a collegial network with employers during their university education.

Based on the findings, we propose a framework to illustrate the collaborative and multidimensional nature of the ways partnership between university-industry can play out. We see the framework as having value in informing practice and policy in developing more cohesive and collaborative partnership in the preparation of future graduates. The proposed framework could be used to inform engineering and science curriculum design with a focus on preparing more 'work-ready' graduates for the 21st century.

BILLY OSTEEN

University of Canterbury

117. Great that you've got a degree, but what can you actually do? Creating and implementing a campus-wide graduate profile and co-curricular record

In keeping with the conference's theme of Partnerships: From Promise to Praxis, this presentation will focus on the changing nature of bachelor's degrees and how to move them from promise to praxis. In higher education, there is an ongoing conversation regarding the promise and praxis of a bachelor's degree. On the one hand is a lauding of science, technology, engineering, and mathematics (STEM) majors, which, according to The Economic Value of College Majors (Carnevale et al., 2016), will lead to considerably higher incomes at all stages of one's career. On the other hand, those majoring in STEM are being exhorted to pick up more "people skills" (Bullard et al., 2014), which are seen to be the domain of the humanities.

At the University of Canterbury in New Zealand, an explicit example of this STEAM (the "a" is for arts) approach is a new Diploma in Global Humanitarian Engineering where engineering students take additional courses from the humanities and complete a hands-on project in a developing country. This combination of discipline specific technical skills, "interdisciplinarity, generic skills, and citizenship" (van der Wende, 2012) is now seen by many as the holy grail of a bachelor's degree that has been embedded with employability and community engagement. Theoretically, this holistic and multi-disciplinary approach aligns with John Dewey's (1916) beliefs that education and "real" life should be seamlessly integrated with education whereby students engage with actual problems.

To ensure that all undergraduates, regardless of major, attain that combination, universities are developing generic, graduate attributes like Curtin University's approach in Australia. In 2010, they used a three-step process of embedding in degree programmes, reviewing using data from graduates and employers, and creating an e-portfolio system (Oliver, 2013). Similarly, in 2015, the University of Canterbury adopted a university-wide set of four graduate attributes (bicultural competence and confidence, community engagement, employability and innovation, and global awareness) while also developing a Co-Curricular Record (CCR). Like Curtin, Canterbury is in the process of embedding the attributes and making the CCR a place for the university to record instances of the students demonstrating the attributes outside the classroom. Both the graduate attributes and the CCR are intended to be opportunities for Canterbury graduates to explicitly reflect on and recognise the value of their bachelor's degrees, thus moving them from promise to praxis.

Through interactive experiential activities, role plays, and storytelling, this presentation will share the University of Canterbury's journey thus far and invite participants to consider their own contexts with regard to the status of their bachelor's degrees, development of graduate attributes, and utilisation of alternative transcripts.

During this presentation, participants will:

1. Learn about the process used by one university to implement a campus-wide graduate profile and co-curricular transcript,
2. Consider what attributes would best describe graduates at their own institution
3. Reflect on the applicability of Canterbury's lessons to their own context.

Session 7: Wednesday 22 November **Room:** S.102 **Time:** 10.30 - 12.00 Noon **Theme:** Early Childhood Ed **Type:** Individual

CLAIRE WILSON

Te Rito Maioha

138. "Will you walk into my parlour?" said the spider to the fly. Creating effective invited spaces: Putting the lens on early childhood teacher education practica

Practica are integral facet to initial teacher education programmes. Practica are at the very heart of student teacher success (Gebhard, 2009; Tang, 2004). The teaching practicum is seen by many student teachers as a space which either 'makes or breaks' their successful journey to becoming beginning teachers. In this practicum context, it is essentially an 'invited space' that holds many unknown rules, unknown boundaries and unknown expectations. Therefore the associate teacher is absolutely pivotal in their role of growing, supporting and retaining highly competent future practitioners in the sector.

This qualitative study aimed to discover the nature of a successful practicum, and the factors that enhance effective ways in which student teachers and associate teachers could co-operate. The study found that a fluid, collaborative and cohesive partnership throughout the practicum was significant.

This study also emphasised the voices of associate teachers around their closest and most cherished practices. The associate teachers revealed their values, beliefs, and practices, all of which they shared freely with the student teachers. The in-depth nature of this study also displayed how associate teachers draw student teachers into the culture and the cultural awareness and connectivity that is needed within their respective teaching and learning communities.

Findings from this study also highlight the reciprocal responsibility of student teachers to take advantage of the opportunities to share their own close and personal ideas and beliefs with associate teachers, and to step boldly into this 'invited space' during the short time that the teaching practicum allows. However, for the student teacher to be courageous and willing to step into this space it requires deep trust from both sides.

The findings from this study led to the development of a visual metaphor/model which highlights the characteristics of creating an effective 'invited space'.

KIRI GOULD

University of Auckland

171. Co-constructing early childhood teachers' professional identities in Aotearoa New Zealand

This presentation explores preliminary findings from one phase of an in-progress doctoral study which aims to understand how early childhood teachers construct their professional identities. In this phase of the research, early childhood teachers were invited to come together in small focus groups to discuss their own teaching identities. Focus groups were used for their potential to be dynamic sites encouraging collaborative action that might generate new understandings. They fit well with the theme of the current conference. The overarching context of the research is a sector shaped by market-based approaches to the provision of early childhood education and where the distinctions between early childhood services are being blurred through the processes of privatisation (Ball, 2007). The early childhood education and care (ECEC) sector globally, and in Aotearoa, has experienced intensified policy attention as the early years of a child's life are seen as the most economically productive way to address a range of social issues and ECEC is positioned as the first stop in a seamless and lifelong education system. Working within these contexts, teachers are asked to consider their roles as both relational, ethical and political in nature (Dalli, Miller & Urban, 2012) at the same time as discourses of teaching practice as technocratic, measurable, and standardisable are evident in policy (Smith, Tesar & Myers, 2016). This research uses critical discourse analysis to examine how discourses act to 'pervade and construct' understandings about teachers' work. Preliminary analysis of the focus group data reveals that early childhood teacher identities are shaped, reshaped and adapted through the various and sometimes contradictory discourses about early childhood education in the policy frameworks that shape their jobs, during their initial teacher education, in their immediate working environments and through their personal histories. Participant talk revealed that different discourses about early childhood teachers were privileged in different contexts, expanding and constraining the possibilities for teaching practice within those contexts. Focus group members were aware of (and struggled against) a hierarchy of professional status attributed to early childhood teachers according to the early childhood services they worked in.

ELMARIE KOTZE, MOALIA LATTIMORE, PAUL GAY, VICKI TAHAU-SWEET

University of Waikato

142. Encounters that matter, entanglement with Parihaka and a letter to Koro (re-)writing internalised racism

The autoethnographic research the authors embarked on was made possible and enhanced by the particular partnership with the supervisor and the manaakitanga between three M Couns students. Actions and skills, required to engage in such a partnership that enabled the writing, will be briefly introduced.

In “Encounters that matter”, the participant draws on material-discursive interpretations of the positions grandparents took up, the speaking/not speaking of te reo Māori and the weaving of an ethno-cultural identity development in an ongoing being/be-coming.

In “Entanglements with Parihaka”, the writer calls on New Materialism and mātauranga Māori to trace a journey of re-connecting with her whakapapa (that she got distanced from) through two Noho Marae and a visit to Parihaka as requirement for counselling students.

In a moving letter to her Koro the participant re-visits a discussion that inflicted pain at the time. She touches on personal stories that made visible the effects of ongoing colonisation trauma that led to difficult and painful decisions. She ends the presentation with a different, hope-full letter to Koro that tells of the journey she travelled.

SHARON CAMPBELL

University of Waikato, Whakatohea, Te Aitanga-a-Mahaki & Ngāti Ruapani

210. E Hine! E Hine! Wāhine Māori leadership

This presentation Hine! E Hine! (Yates-Smith, (1998)), acknowledges wāhine (women) who trace their ancestral roots back to Papatūānuku (the earth mother) (Simmonds, 2009; Te Awakotuku, 1991). For wahine, Māori Papatūānuku integrally associates relationships, connections and cultural identity through descent and the taonga (gift) of te whare tangata to give birth to future tamariki (children). This inherent relationship engenders the sharing of mātauranga (knowledge), experiences, time and support with successive generations and sowing new seeds symbolising the mana and connection passed down from Papatūānuku are integral to Maori (Royal, 2012; Walker, 2004).

The significance of this whakapapa (genealogy) demonstrates intergenerational relationships that influence the legacy and role of wāhine Māori in leadership. This enduring connection also signifies the ongoing resilience of wāhine Māori and their commitment to sustaining whanaungatanga (kinship ties & relationships), manaakitanga (caring) and aroha (love) to strengthen whānau, hapū and iwi (Ruru, 2016). Despite the significant and ongoing struggle to reclaim and strengthen the wellbeing and succession of whānau, hapū and iwi, they continue to bear the perpetual impact of colonisation; marae communities are depopulating with few members returning regularly to keep the home fires burning (ahi kā) (Tapsell, 2010; Robinson, 2012).

The methodology of Kaupapa Māori Research, (Smith, 1999) intuitively frames and draws upon the growing range of research that recognise traditional and contemporary wāhine Māori leadership and their influence. The storying of one's experiences and observations growing up in rural Māori communities provoke the following questions:

How do Wāhine Māori sustain tangata whenuatanga (whakapapa to place and people) inherent whanaungatanga (kinship ties & relationships), manaakitanga (caring) and wānanga (reflection of belief, values and views) ako (reciprocity & pedagogy) to strengthen succession when the exodus of Māori to the city centres are ongoing?

What does wāhine Māori in leadership reflective and reflexive praxis look like, sound like and feel like in relation to the kāinga (home), the pā (meeting place) and kura (school community) to strengthen whānau, hapū and iwi wellbeing and succession?

Mā wai e taurima te marae i wāho nei
Mā te tika, mā te pono, me te aroha e!

CHINJU MAO

National Taiwan Normal University

35. Lesson study as a model for teachers' sustainable professional development in Taiwan – A discourse analysis

The past couple years Sato's version of lesson study has received considerable attention in Taiwan, and training sessions combining theory and practice

have been held in numerous localities. Lesson study emphasises teacher professionalism, and encourages teachers to play the leading role in their own professional development. Lesson study is also a form of group learning in which knowledge is constructed through a series of interactions between people and through dialogues. The main purpose of this study is to discuss which types of language and dialogue are most effective for encouraging teachers to accept their colleagues' views, to actively participate in the joint formulation of lesson plans, and to regard teaching as a complex and interesting profession which requires itself to continually learn from lesson study and strive for professional excellence. The dialogue examples used in this study were mainly gathered while participating in a teacher professional development group with lesson study as its primary focus. In this group, it was found that the exploratory style of discourse was the most effective language interaction during the lesson study discussions because it encouraged teachers' active learning from colleagues' observation of students' learning behaviors in the classroom. This kind of learning is the core of teachers' sustainable professional development.

HELEN TREVETHAN

University of Otago College of Education

205. Beginning teaching in New Zealand. What's new?

Beginning teaching is a significant time in a teacher's life yet we know little about whether experiences of beginning teaching change over time. This paper compares beginning teaching in 2015 with findings from Catherine Lang's article about beginning teaching published in 2001. In this qualitative, sociocultural study, three second-year primary teachers compared their experiences with Lang's findings by responding to the research questions in that article. Lang interpreted her findings using Katz's stages of individual teacher development (1977) and found that beginning teachers experience shock in various ways when they begin teaching. Despite a more collaborative view of teaching and significant changes to the political and educational environment since 2001, many of Lang's findings still resonate in 2017. This piece, written as collaboration between researcher and teachers, adds to understandings of the transition from initial teacher education to the teaching workforce in New Zealand and provides suggestions for how that experience might be improved.

JUDY BAILEY, HELEN TWENTYMAN

University of Waikato

129. The challenges of embedding problem-solving in a primary mathematics programme

This paper reports on a research project identifying the affordances and constraints teachers encounter when adopting a problem-solving approach for the teaching and learning of mathematics in the primary classroom.

Problem solving has been regarded as an important aspect of mathematics, and the teaching and learning of mathematics for a long time (Schoenfeld, 2007; Liljedahl, Santos-Trigo, Malaspina & Bruder, 2016). Despite a problem-solving emphasis in curriculum documents for more than 25 years this vision of mathematics teaching and learning has not been consistently adopted (Holton, 2009). Although problem-solving improves children's learning (Holton, Anderson & Thomas, 1997; Schoenfeld, 2007) much time spent on mathematics in schools and universities is focused on skills such as addition and algebra (Holton, 2009). One of the benefits of a problem-solving approach is its ability to cater for a wide range of learners (Boaler, 2016). In New Zealand in the late 1990s, Derek Holton led a research project investigating teachers' learning about teaching mathematics by problem-solving. He wrote that with more widespread use of problem solving there will be challenges for teachers and a need for more professional development. This research seeks to investigate these challenges and what form of support or professional development might be needed for teachers interested in embedding a problem-solving approach within their mathematics programme.

In this small qualitative research study one primary school teacher and a mathematics education researcher are working together to explore and record the teacher's experiences as she embeds a problem-solving approach within her mathematics programme. Data are currently being collected from semi-structured interviews with the teacher. Relevant planning materials have also been gathered, and later in the study observations of problem-solving lessons will take place. Data analysis has occurred via an emergent analytical approach (Borko, Liston & Whitcomb, 2007), with emerging themes also providing the impetus for questions and discussion in subsequent interviews.

In this study, while the teacher reports that the majority of students responded positively to a problem solving approach for learning mathematics some constraints have been encountered, key preliminary findings include a need for teacher resilience and collegial support to counter resistance. Increased education and communication with parents appears to be needed. Changing to an alternative individualised learning programme which avoids ability grouping has been an intermediate step enabling an initial response to parent concerns. Ongoing efforts are currently being made to integrate problem-solving within this individualised learning programme.

SUE DYMOCK, TOM NICHOLSON

University of Waikato, Massey University

46. By rule or by rote? To what extent does children's spelling improve as a result of learning words with the LOOK, SAY, COVER, WRITE, CHECK, FIX strategy, compared with phonological spelling strategies?

The present study was a randomised controlled trial designed to compare the effects of two spelling interventions on spelling of taught words and transfer words. The sample consisted of 55 seven-year-olds, including proficient and less proficient spellers, in two Year 3 classrooms. The spelling interventions were for three lessons per week, 20-minutes per lesson, over 10 weeks. In the first intervention we taught eight spelling strategies that showed children how to stretch out the sounds in words and how to use different phonological spelling strategies, including how to spell short and long vowel sounds and phonics strategies, such as use of the silent e marker, how to break long words into syllables, and the doubling rule. In the second intervention students learned the LOOK, SAY, COVER, WRITE, CHECK, FIX strategy along with putting words to be learned into alphabetical order and writing each word in a sentence. They were not taught any strategies or rules. The control group completed comprehension, vocabulary, and punctuation activities. In order to see if the control group might implicitly learn the words, all groups in all lessons were exposed to the same words by reading a story to them that contained the words. Results for taught words showed that both intervention conditions increased participants' spelling at an equivalent rate, greater than that of the control condition. For transfer words not taught but that followed similar patterns to the taught words, the strategy intervention showed greater transfer to spelling new words with similar patterns compared with the LOOK, SAY, COVER, WRITE, CHECK, FIX condition and the control condition. For this reason we conclude that although both intervention approaches had strong local effects in terms of learning to spell specific words, teaching rule-based spelling strategies had more global effects in terms of transfer to new words than the LOOK, SAY, COVER, WRITE, CHECK, FIX for both proficient and less proficient spellers.

MOIRA NEWTON

University of Auckland

95. What's so meta about children's writing?

In a South Auckland primary school, 29% of children were not meeting National Standards in Writing in 2013 and this problem prompted my doctoral research. The present study investigates the relationship between the way children think and talk about language (their metalinguistic awareness (MLA)) and their progress in learning to write. It focuses on children from years three to six of the New Zealand primary school because this age range has not previously been studied in New Zealand in relation to MLA. MLA is the child's ability to think about language as if it were an object and reflect upon it (Cazden, 1974). The children showing MLA recognise that language is a conventional system, separate from reality. They are conscious of making choices in their writing (Myhill, 2009). The present study is a two-phase mixed methods study. In the first quantitative phase, I tested the writing (New Zealand e-asTTle test) and metalinguistic (Controlled Oral Word Association Test) abilities of 84 participants. (N84 is considered a large enough sample for statistical testing.) I found a statistically significant relationship between MLA and writing and a moderate correlation (0.366) between writing and metalinguistic tests. The second qualitative phase of the study consisted of writing samples, think alouds and interviews. The qualitative participants were selected to represent scores across the range in the writing and metalinguistic tests. In both phases, the children wrote recounts of an experience with family and whānau. The qualitative data were categorised according to Gombert's (1992) categories of MLA: metasemantic, metasyntactic, metalexic, metaphonological, metapragmatic, metatextual and a new category suggested by the data metaemotive. Then there was a second tier of analysis into categories drawn from the children's data. The think alouds and interviews show the complex relationship between writing and MLA. Results show, in general, that good writers are more able to think about the needs of their readers. They think about the perlocutionary effect of their writing. Poorer writers are focused on telling their own knowledge and feelings. Good writers are more conscious of their own writing processes and the choices they are making. My presentation will offer detail about these results according to each of the MLA types (Gombert, 1992) and the implications of the research for teachers. The importance of developing children's MLA during the oral language, idea generation, planning, transcription and review phases of the writing lesson will be argued. I conclude with some suggestions for teaching and a summary of the importance of the study to future research.

CHRISTINE BRAID

Massey University

214. Ensuring a great start: Using research to guide teachers' practice in early reading instruction

Ensuring all children have success in learning to read in their first year at school is vital work for teachers. Ensuring teachers have the knowledge and support to teach for student success is vital work for researchers and teacher educators. This presentation reports on a study that used the data from a larger research project (The Early Literacy Project), which examined the teaching of early reading in New Zealand classrooms. The wider project was a partnership between the Ministry of Education and Massey University, part of which involved PLD with 30 teachers of New Entrant children. The teachers participated in six days of intervention workshops during 2016 with researchers from the Early Literacy Project. The content of the workshops was based on the teacher knowledge and teaching practice identified in international research as essential to success in reading: knowledge in phonemics, phonics, fluency, vocabulary, and comprehension. The study used the theoretical framework of the Simple View of Reading (Gough & Tunmer, 1986), with a focus on the code and comprehension elements of reading. For beginning reading instruction, the focus on learning the code was positioned in small group reading instruction and the focus on comprehension was positioned in whole class interactive read aloud. The workshops focused on the importance of explicit teaching (Rosenshine, 2010) for both the code and comprehension elements. The study used a mixed methods approach, with quantitative and qualitative data phases. Data was gathered before and after the intervention workshops on teachers' knowledge about early literacy (a test) and teachers' practice in small group reading instruction (observations). The test of teacher knowledge, used in international studies of reading, showed the levels of teacher

knowledge in the basic linguistic constructs of phonemics, phonology, phonics, and morphology. The pre-intervention data on teacher knowledge showed teachers had high levels of knowledge in phonemics and phonology but lower levels of knowledge in phonics and morphology. Post intervention results showed statistically significant changes, with knowledge improving in all constructs, but gaps remaining in phonic and morphological knowledge. As part of the quantitative phase, data was gathered on teacher knowledge and teaching practice. An observation scale was developed to classify teaching practice and analyse changes that occurred. The scale identified teaching practice in small group reading instruction as implicit and incidental through to explicit and systematic. Lessons were analysed in terms of six elements: the lesson focus, teaching strategies, code knowledge, text selection, reader strategies, and materials used. The pre-intervention lessons showed an implicit approach to small group reading instruction. At time 2, statistically significant changes, measured by using t-tests and effect size calculations, reflected a shift towards teaching that was explicit and systematic. The study found that there was not a clear line between teacher knowledge and changes in teacher practice, as although all teachers with explicit practice had high knowledge, not all teachers with high knowledge had explicit teaching practice. To examine the correlations and establish what was necessary for teacher change towards explicit teaching practice, the researcher used interview data alongside the analysis of the quantitative data changes. Particular aspects are emerging as themes for the enablers and barriers to changes in teaching practice. The presentation uses the data to report on the partnership between research and practice, and the partnership between researchers and practitioners, which combined in this study with the aim of improving children's chances at early reading success. The study results will hopefully contribute to understanding of teaching for reading success and for understanding the enablers and barriers in making changes to teaching practice.

Session 7: Wednesday 22 November **Room:** SG.02 **Time:** 10.30 - 12.00 Noon **Theme:** Education Other **Type:** Individual

ROSEMARY HIPKINS

New Zealand Council of Educational Research

15. How the TLRI partnership model has contributed to the fund's impact

This presentation draws on a recently completed study that investigated evidence of impact from a sample of completed research projects funded by the TLRI (Teaching and Learning Research Initiative). 'Impact stories' from the final report will be used to illustrate the complex researcher-practitioner partnership dynamics revealed by the research.

In the first stage of the impact study a stratified random sample of 12 completed TLRI projects was drawn, and agreement to participate was eventually achieved from nine project leaders. For those nine projects, all the participants who could be contacted were invited to complete a short on-line survey. In the second phase we interviewed three or four participants from each of the five projects which had returned survey responses from a sufficient number of participants in different project roles. TLRI proposals must show convincing evidence that a robust partnership between researchers and practitioners will underpin the envisaged research. The development of stronger researcher-practitioner relationships and links was seen as an area of strong or some impact by 93 percent of survey respondents. Everyone we interviewed in the second phase described this requirement for the formation of strong partnerships as central to the success and impact of TLRI overall. Our initial expectation was that the main impacts would be knowledge-based. For example, a new insight about a specific type of teaching challenge might emerge, and any new practices described might be taken up beyond the project, assuming that the findings were effectively disseminated. What actually emerged was a person-based conceptualisation of impact. Interviewees described direct links between the events of their TLRI involvement and a profound change to their practice. This initial change then rippled outwards in waves of further impacts, and these became ever more diverse and diffuse due to the unique context of each person's story or stories (the same sort of change often took different directions in subsequent impacts).

Researcher-practitioner partnerships afforded rich opportunities to 'make the familiar strange'. Researchers often held up a critical mirror to allow practitioners to reflect on their practice and to surface tacitly held knowledge. Practitioners often opened up critical insights into the complexities and practicalities of teaching and learning that might otherwise have gone unremarked by the researchers. These dynamics opened up space for everyone to look at familiar practices afresh, while providing practitioners with new strategies for continuing to use and consolidate emergent practices. 'Impact stories' drawn from the final report will be used to illustrate these complex partnership dynamics.

BRENDA BICKNELL, JENNY YOUNG- LOVERIDGE

University of Waikato

102. Researcher-teacher partnership: Using a design study to improve student learning in mathematics

We report on a design study based on the key principle of partnership and collaboration. We position the researcher-as-learner and teacher-as-learner with the focus on improving student learning in mathematics. The study addressed the question: How do learning experiences using multiplication and division contexts help young children develop understanding of part-whole relationships in mathematics? This project built on previous research showing that insufficient numbers of children reach expected levels of achievement in mathematics, with priority learners being particularly disadvantaged.

This two-year TLRI-funded project was set in junior classes (Years 1-3) in a culturally and linguistically diverse urban school. There were 84 children and four teachers in the study. Data sources included semi-structured teacher interviews, individual diagnostic task-based interviews with students, observations (video-recorded) of whole-class teaching, children's individual project books, and modelling books. Researchers and teachers also kept reflective journals. Children's performance on diagnostic interview was analysed quantitatively. Qualitative data (interviews and classroom teaching videos) were analysed using NVivo. The data were examined in relation to theoretical frameworks for mathematics learning progressions and teachers' instructional practice.

The study included the collaborative design of tasks, selection of appropriate material, and co-teaching by researchers and teachers. In each year of the study there were two dedicated four-week teaching blocks. Tasks were designed to build knowledge and strategy in multiplication and division.

Children made notable progress in addition and subtraction, multiplication and division, subitising, basic facts, and place value. The nature of the progress

depended on the children's year levels, with Year 1 children making the greatest progress on multiplication using groups of two, and Year 3 children making greater use of known and derived facts to solve problems with groups of five. Effect sizes of more than one standard deviation were found for improvements on addition and subtraction, multiplication and division, subitising, and tens awareness. The children moved towards more sophisticated problem-solving strategies providing evidence that students benefitted from working with multiplication and division. The quotative division problems (into groups of ten with remainder) were particularly useful for building place value concepts.

Researchers and teachers developed high-leverage practices that included designing authentic word problems, leading effective whole-class discussions, using multiple representations, and developing independent and challenging follow-up problems. Ensuring accessibility for all learners in terms of context and language was a regular challenge. The choice of materials, provision of large numbers, and choice of numbers in word problems were salient for student engagement.

MIRA PETER, BRONWEN COWIE, FRANCES EDWARDS, AMINATH ADAM

Wilf Malcolm Institute of Educational Research, University of Waikato

192. To share or not to share: Teachers' use of student data for making pedagogical decisions

Teachers are expected to use evidence about students' progress to inform their teaching and account for this progress to others. These requirements emphasise the need for educators' competence in the collection, collation, analysis, interpretation and use of a range of data. In this paper we report on the results of a one-year University of Waikato Strategic Investment Fund (SIF) research project aimed at understanding how New Zealand teachers collect student data, what data they collect, how they share the outcomes of data analysis, and how they use the data to inform their teaching.

To address these questions we collected data through an online survey, which had 311 teacher and principal respondents, and through focus group interviews with 45 participants. The survey questions explored educators' perceptions about needed data literacy skills for pedagogical action and ways of scaffolding and developing them. The interviews focused on school's context, content, practice and relationships when analysing student data. Quantitative and qualitative analyses explored how individual teachers and the collective generate, interpret, share and plan pedagogical actions using students' recorded data.

The results indicate that teachers collect and collate a range of different types of data and use them for various purposes such as to identify student learning needs, help students' transitions and work with their set targets for student learning. However, the participants raised concerns regarding their data literacy skills and the accuracy of their own interpretation and understandings of how to use the collected data to make informed decision for their teaching. The findings also suggest that teachers consider there are a number of challenges in sharing and discussing data with their colleagues within their own school and across Kāhui Ako schools. The participants raised issues around moderation, lack of validity and reliability of data, feeling uncomfortable for being judged when sharing data and/or the potential for data use for appraisal.

These findings have implications for supporting teachers' collaborative data analysis and use, data literacy professional development of teachers/leaders, and informing the data-driven pedagogical decisions across schools.

Session 7: Wednesday 22 November Room: SG.03 Time: 10.30 - 12.00 Noon Theme: Education Other Type: Individual

NOELINE WRIGHT

Wilf Malcolm Institute of Educational Research, University of Waikato

25. Making a new secondary school: Breaking curriculum traditions

New schools in New Zealand are constructed according to Ministry of Education regulations that determines what a classroom is. However, the New Zealand Curriculum can be modified to suit a school. What if a new school takes that modification as an invitation to reshape what learning and teaching could look like? This presentation traces the first four years of Hobsonville Point Secondary School from the perspectives of the leaders, teachers, parents and students with the aim of understanding how this individual interpretation of curriculum is being developed. The school deliberately focuses on developing students' learning dispositions and individual agency through a number of 'non-negotiables'. Their Learning Design Model is one of these, as is the pastoral care framework. Another is the framing of learning that integrates subjects to achieve common learning goals over long periods of time. Nolen, Ward and Horn's past, present, future research structure in their longitudinal project provided the framework for the research structure, consisting mainly of interviews, observations and document analysis (including staff blog posts). The perspective of breaking the 'paradigm of one' that the principal of the school repeatedly used, inspired the conceptual frame for understanding the key facets of the school's processes. The 'paradigm of one' is about rethinking secondary school learning spaces and how learning takes place (single classroom, single teacher, single subject, single assessment). The 'paradigm for one' centres on the pastoral and academic coaching provided for each learner and the 'paradigm of the many' includes parents and how students exercise agency as learners. One finding suggests that the conceptual framing the school has for providing teaching and learning is producing high NCEA success rates at Level 2, particularly at Merit and Excellence levels, before students reach the end of Year 12.

The presentation outlines key ideas this school has framed about its educational ethos, curriculum provision, and student academic and pastoral welfare, and lastly what the academic results to date suggest. It also notes that the school uses rigorous evidence-led feedback loops to refine its processes, provisions and sense of becoming. Its own praxis orientation helps it keep hold of its direction, purpose and mission.

41. Goodbye progressivism? New Zealand's rise and rise of neoliberal pedagogy

New Zealand education's pedagogic foundations are firmly rooted in progressivism, which has seen a child-centred, creative, and localised pedagogy as hegemonic since the 1940s. The neoliberal reforms of New Zealand's 1989 Education Act redrew the entire structure of education across the country. In spite of the considerable reach of these reforms, pedagogy formation remained under the ownership of classroom teachers. Whilst education structures operated from a neoliberal philosophical base, classroom practice remained predominantly progressive and child centred.

During this presentation, I argue that New Zealand's traditional pedagogic hegemony of progressivism is gradually becoming assimilated into a neoliberal pedagogy. I do this by considering what mechanism would be required to generate such a change, and argue that such a shift would require two conceptual reorientations. Firstly, the holistic 'progressive' child would need to be reconceptualised and understood as a future economic entity. Secondly, pedagogic formation would need to be de-centred from the child, and re-centred onto factors driven by this new conceptualisation of the child's future economic self.

Drawing on data from key Ministry of Education websites, and using Bernstein's theoretical tools which outline the philosophical bases from which teachers construct pedagogy, I make the case that both of these conceptual reorientations are currently underway. The advent of Innovative Learning Environments, and the significant increase of single-user digital technologies, (e.g. Bring Your Own Device etc), have been mechanisms which normalise and accelerate neoliberal creep into the classroom. The emphasis placed upon these learning environments and digital technologies is playing an increasingly important role in the formation of pedagogy, in effect de-centring the child from this process. This has been largely justified as a way to respond to the uncertain economic futures that our current students will find themselves in. This presentation is aimed at exploring this shifting pedagogic hegemony, and promoting discussion around possible consequences for, and, if necessary, alternatives to, a neoliberal construction of our students, and a future hegemony of neoliberal pedagogy.

SONJA ARNDT, MAREK TESAR

University of Waikato, University of Auckland

128. Wellbeing, spaces and places

This presentation outlines the early stages and expectations of a new project on children's wellbeing within early years settings. The project is cross-disciplinary, involving a focus on children's holistic, subjective experiences of wellbeing in their ECE spaces and places. It will be conducted alongside an architectural study of scientific elements of sustainable building design for early years settings. Children's narratives, triangulated by families' and teachers' perspectives, will be sought, fill a gap in contemporary debates on modern learning environments and environmental architectural concerns. The project draws together contemporary discourses of sustainability, 21st century learning environments, and children's rights, situating it within today's local and global anthropocentric and cultural concerns and vulnerabilities.

This project uses mixed methods to engage with and investigate children's wellbeing from their embedded, lived and relational perspectives. Through a methodological mosaic of observations, dialogic and everyday engagements, gathering artefacts, video and images, the project is a response to calls by the UNCRC, for the elevation of children's rights, voice and agency. We use a childhood studies, cross-disciplinary theoretical frame, that values children's everyday encounters of and in their mundane spaces and places. In this presentation we illustrate the collaborative conceptualisation with the architects, of our aim to elevate children's influence on their lives and learning spaces. We present the potential of cross-disciplinary research with children, to engage shifting local, social and cultural discourses, and to influence the construction and experiences of contemporary childhoods.

Session 7: Wednesday 22 November Room: KG.01 Time: 10.30 - 12.00 Noon Theme: Education Policy Type: Individual
MEGAN SMITH

University of Waikato, University of Auckland

101. State, school and parent: A history of partnership?

The notion of a type of partnership between school and parents is evident in key policy documents such as the New Zealand Curriculum (2007). Moreover, some are arguing strongly for the potential for parents to have a positive impact on student achievement in the compulsory education setting (Hattie, 2009). This has seen greater interest in, and expression of, partnerships and parental engagement in education policy and practice. However, just what is meant by parental engagement is ambiguous and it is one of many terms concerned with parents, including parental involvement, community engagement, and home-school partnerships. All of which are informed by what we understand of parents in this particular setting. Who parents are, the role(s) they play, or should play, and how schools and teachers engage with them, are framed by discourses that have emerged and developed in the context of the compulsory education system.

Drawing on a review of education scholarship, policy documents, parliamentary papers and historical accounts, this paper examines the policies, context and discourses that have informed our understanding of parents and their role(s) in primary education in New Zealand. A critical analysis of education policy and other key documents from 1877 to today reveals changing discourses about parents and their role(s) in primary education. I contend the contextual and discursive factors that emerged and developed over the past 140 years of compulsory primary education have constructed particular ways of viewing and engaging with parents. These constructions often continue to have an impact today. In this paper they are discussed in the context of current educational policy and practice with the aim of improving educational achievement through strengthening effective partnerships with parent communities.

153. School closures and the dissolution of community

Despite three decades of neo-liberal education policies which disregarded the partnership between schools and their communities instead treating schools as competitive business entities, the relationship between schools and their communities survived. Nowhere was this more apparent than in the aftermath of the 2010/2011 Canterbury earthquakes. Schools often became the glue that held these fragile communities together. When the 2012 announcement of the 'Education Renewal in Greater Christchurch' policy proposed large-scale school closures it appeared to make little sense in terms of post-disaster community cohesion and resilience. The subsequent implementation of the policy tore apart the school-community bonds that were so essential in supporting recovery to that point. In June 2017, the Chief Ombudsman, Peter Boshier, tabled a report in Parliament outlining the significant flaws in the process followed by the then Minister of Education Hekia Parata and the Ministry of Education in announcing and implementing the closure of Christchurch schools post-earthquake. His report confirmed the claims that those affected by, or observing, the closure or merger of 38 schools had been making for almost five years but which had fallen on deaf ears. This presentation first revisits earlier school closures, such as Trevor Mallard's infamous 'network reviews' and highlights what these and the international literature have to teach us about the harm that ideological closures can do to school communities. It then moves to the 2012 announcement and subsequent implementation of the closure policy. The presentation describes the accumulated social, psychological and emotional toll that closures and mergers took on schools and their communities, drawn from the presenter's case study of one particular school closure and other research conducted at the time. Ten claims are discussed, including the lack of appropriate consultation, use of inaccurate data, inappropriate handling of communication, and disregard for the rights of schools and their communities. The presentation argues that school closures in post-earthquake Canterbury were an inevitable consequence of the commodification of education and resulted in further dissolution of community as a consequence. The presentation closes with the apology from the Ministry published in The Press newspaper, as per the Ombudsman's instructions, but also asks how we ensure that our collective memory does not forget such important learnings from the past in our rush to the future.

81. Dissatisfaction leads to development. Viewing teacher professional development through the lens of Cultural Historical Activity Theory

Professional development programmes often struggle when the proposed teaching/learning activity conflicts fundamentally with established practices. This presentation argues that successful professional development programmes must first bring about intense dissatisfaction with established practice and then support the collaborative development of an evidence-based solution.

Cultural Historical Activity Theory (Engeström 1987) provides a powerful lens in which to conceptualise education and teacher professional development. Following the Cycle of Developmental Research (ibid), a teacher/researcher analysed the educational activity of his physics department and planned a small scale intervention that would challenge the established theories of teaching/learning: that ideas are simply transferred from one mind to another, cognitive development is merely increasing knowledge, and teaching is the facilitation of this process. These intuitive theories, revealed utilising an interview methodology developed by Strauss and Shilony (1994), were unscientific: they neither reflected the established base of knowledge, nor were they responsive to contradictory observations. However, following the Cycle of Developmental Research, the teacher/researcher proposed that evidence-based-practice that conflicts fundamentally with intuitive theories will be adopted by teachers if the professional development programme first brings about intense dissatisfaction with established practice – the double bind – and then supports the collaborative development of a solution. This intense dissatisfaction must occur within the teacher's own practice through: formal observation of the teacher's own students; teaching/learning activity to highlight negative correspondence within the teacher's intuitive theories through contradictory experiences; collaborative reflection and practice. The formal observations in this intervention included pre-and post-testing of knowledge, cognitive ability (NFER 1979) and individualisation (Fraser 1990) as well as reflective interviews. The data was gathered and analysed by the teacher/researcher and shared within the department to support the argument for further collaboration. Following from the initial intervention, departmental activity was extremely disrupted, but for some senior colleagues teaching theories became more scientific: more attentive to significant properties of students and more responsive to contradictory observations. This microcosm of culturally-advanced practice provided fertile ground for the successful introduction and implementation of evidence-based-practice (Embedding Assessment for Learning, Williams, 2010).

The success of this small-scale intervention indicates that Cultural Historical Activity Theory provides a powerful lens with which to plan teacher professional development. Although intuitive theories are very resistant to instruction and experience, evidence based practice will be adopted if the professional development programme first brings about double bind and then offers the solution.

Session 7: Wednesday 22 November **Room:** KG.11 **Time:** 10.30 - 12.00 Noon **Theme:** Inclusive Education **Type:** Individual

11. I felt a part of the class.... The journey of a group of Nigerian migrant secondary students from isolation to integration

Relocating to a new country presents challenges to migrant students in relation to settling down and adjusting to new cultural norms. In the classroom, teaching styles, student-teacher expectations, classroom dynamics and pedagogical practices add to the challenges of connection. It could be argued that the connections which are formed within the socially constructed environment of 'school' assist students to flourish. These partnerships can take a variety of

forms and the expressions of such partnerships impact upon students' capacities to integrate and flourish within the new environment. In this study, the experiences of Tasmanian high school students from a Nigerian background were explored in relation to the development of school based partnerships. A qualitative methodology was employed, using an interpretative research paradigm. A case study approach was utilised, with interviews as the main data collection tool. A major focus for the data collection and analysis was to provide opportunities to privilege the 'student voice' in the data collection. Through asking the Nigerian background students to share their perspectives on schooling in Tasmania, significant social, academic and cultural partnerships were identified. Socially, students found friendship and involvement in extracurricular activities providing a foundation for relationships. Academically, most of the students reported a predominance of teacher-centred pedagogical approaches in their Nigerian schooling environments in contrast to the student-centered teaching approaches within their Tasmanian schools. Their adjustments to these differences in pedagogical approaches varied, with some students finding it easier than others to form a bond with their teachers and a capacity to become part of the classroom environment. The study revealed, for relationships to succeed, there was a need for balanced pedagogical strategies in order to cater for the varying preferences students may have, as well as opportunities for interactions both within and outside of the classroom. Verbal and non-verbal communications were cultural elements identified as significant in students' connecting to their learning environments. Although language is often regarded as the major barrier to migrant students' adjustments to new learning environments, this was not a significant impediment to these students.

BRIAN DAVY

University of Auckland

24. Safe houses and foxholes - Pragmatic interaction strategies of EAL students in senior secondary school

This research explores how new migrant and international students who have English as an additional language (EAL) use pragmatic interaction strategies to negotiate social identities (Jenkins, 2008) within an English medium, schooling environment. The ways in which students' linguistic, social and cultural capital (Bourdieu, 1984) are used in school, the students sense of scholarly investment (Norton-Peirce, 1995) in these elements of capital and the pragmatic interaction strategies in which their capital manifests in two years of high stakes English orientated assessment were the foci of the research. This research has adopted a critical ethnographic methodology framed by Bourdieu's concepts of capital, and habitus as manifest in the social field of school. Participants' voice emerged through an ongoing dialogic process of interviews, classroom observations and participants' reflective journaling.

Findings which emerged from the expression of participant voice, suggest that participants face conflicting choices. While they hold a strong desire to retain their L1, they are immersed in a scholarly environment that places high value on English use. This, coupled with the low use of L1 in academic settings, created a discourse of a linguistic hierarchy (May, 2007) in which English came to be a valued form of linguistic capital. This served to construct an English language focused scholarly identity amongst participants. EAL students adopted various pragmatic interactive strategies. EAL students often used a 'foxhole' strategy in which they would interact in English medium with each other as a way to manage the ever growing academic and English orientated language requirements of senior secondary school. The significance of these findings, for participants and the wider EAL student population, is that an understanding of how their own pragmatic interaction strategies and language use, impact upon their negotiated scholarly identity. This research aims to reconceptualise notions of scholarly identity and 'scholarly habitus' (Watkins & Noble, 2013) shaped around the existing L1 linguistic capital of EAL students. Teacher promotion of linguistic safe houses (Canagarajah, 1997) shaped around EAL students' 'funds of knowledge' (Moll & Gonzalez, 1997), such as their L1, could enhance scholarly investment (Norton-Peirce, 1995) amongst EAL students.

COSTRIE GANES WIDAYANTI

University of Canterbury

183. 'I don't like them because...': A look at friendships from the perspective of students without LD in Indonesia's public primary school

The social aspect of schooling receives less attention than the academic aspect in Indonesia's public schools. In a heterogeneous classroom setting, students with and without learning disabilities (LD) learn together. As an invisible disability, LD is potentially ignored and mistreated. Students with LD develop poor academic performance which increases their likelihood of being academic and social outcasts. This study is relevant because maximising the interaction between students with and without LD in a classroom setting is critically important to achieving social inclusion. This ethnographic case study explored the perspective from students without LD in making friendships with students with LD. Participant observations and interviews with students without LD were conducted in a fourth-grade classroom during the class activities within an urban public primary school. Descriptive field notes and transcribed interviews were inductively analysed. This early data analysis phase drew on the social model of disability as the principal frame of reference. This framework unpacked that students began labelling students with LD as insignificant. The consequence of this thinking emerged as students without LD excluded students with LD during the learning and the interaction by highlighting their disability and inactivity. Students with LD were perceived as unequal friends because they had nothing 'to offer' to their peers. Such practices were argued as justified and proper that potentially downplay students with LD as second-class members of the school society. However, the 'equally'-shared friendship characteristic that emphasises the relationship on the basis of similarities may potentially convey a message which impedes the development of a community that embraces difference and nurtures partnerships and equity for all.

Session 7: Wednesday 22 November Room: SG.01 Time: 10.30 - 12.00 Noon Theme: Māori Education Type: Individual

MARK DASHPER

University of Auckland

49. Te Waha Tieke: Exploring the educational potential of social networking environments for Māori students in Northland schools

This presentation will detail research on the factors that promoted e-learning engagement in online social networking sites (SNS) for a small sample of Māori students (Y9-11) in the rural Northland area of New Zealand.

NZARE 2017 CONFERENCE: **Partnerships: From promise to praxis** *Mehemea ka moemoeā tātou, ka taea e tātou*

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The PhD study helps address a lack of data on how Māori students, in particular, engaged with e-learning, by a focus on the Ministry of Education's Māori education strategy policy drivers:

1. to be involved in initiatives that increase Māori engagement;
2. to integrate new technologies into teaching and learning programmes; and
3. to increase Māori students' engagement with e-learning.

We will see how ākonga were engaged in learning through a series of secure educational social networks (ESN), and how they functioned as a community of online learners operating both inside and outside of their classrooms, demonstrating increased bonding and bridging social capital, and incorporating tuakana-teina (peer group learning) relationships.

Four key themes were used to identify similarities and differences of practice, to help understand how Māori pedagogies and values might be reflected in an ESN environment, and contribute to student engagement. The methodology and process for planning this investigation followed a problem-based methodology investigating challenges to practice with a view to changing it within a participatory research framework to enable teachers to work with a researcher. The use of Māori pedagogies was an underlying theme in this study to recognise the importance of decolonising discourse in the use of terminology, the process of organising research, and utilising a code of conduct to benefit indigenous people for all research.

We will see how ākonga were able to manipulate their online identity by forming their own student led, self-directed learning programme that was represented as a 'crossover learning framework'. We will also see how ākonga sometimes chose self-instruction in e-learning, over kanohi ki te kanohi (face to face) teacher instruction, as observed in classroom 'dual learning pathways' adaptations. The presentation will also identify some of the challenges between SNS and ESN, when developing an understanding of public vs private boundaries.

Session 7: Wednesday 22 November Room: SG.01 Time: 10.30 - 12.00 Noon Theme: Māori Education Type: Symposium

JENNY LEE-MORGAN, MAIA HETARAKA

University of Waikato, University of Auckland

193. Taikākā: Successful teaching and learning strategies in Māori medium ITE

Overview:

This symposium is based on a two year research project, entitled Taikākā, funded by Ako Aotearoa. The aim of the research project was to build upon existing, positive teaching and learning strategies, including Māori student support initiatives, to improve academic outcomes in an undergraduate degree level Māori medium ITE programme. Taikākā research directly contributes to the scarce amount of research literature about teaching and learning in a Māori medium Initial Teacher Education (ITE) programme (e.g., Hōhepa, Hāwera, Tamatea, & Heaton, 2014; Skerrett, 2011). The Te Taikākā project provides Māori students' and teachers' voices, aspirations and experiences, not only of and/or for tertiary success, but the survival of te reo Māori.

Using a kaupapa Māori approach to methodology (Pihama, 2010; Smith, 1997), the Taikākā project was led by a Māori research team, and primarily sought to address the needs of Māori students and staff within the programme. Research activities included an online student survey (84 participants), statistical analysis of student results, focus group student interviews (24 students), individual staff interviews, staff hui, and student hui. A feature of this project was the investigation and adaptation of the academic and cognitive elements of the U.S professional teaching and learning system called Advancement Via Individual Determination (AVID). In this regard, the Taikākā project complements existing Māori tertiary students' advancement research (e.g., Airini et al., 2011; Gibson-van Marrewijk et al., 2008; Gorinski & Abernethy, 2007; Mayeda, Keil, Dutton, & Ofamo, 2014; Tahau-Hodges, 2010; Wilkie, 2014) by providing an alternative strategic professional development to support Māori students' degree completions.

The purpose of this symposium is to present the findings of the research as they relate to the pedagogical strategies that were informed by the AVID system, and collaboratively developed for the Māori medium ITE context. While the symposium presents some of the key successful strategies developed, we also reflect on the complexities of the research process as encouraged by the theme of the conference 'Partnerships: From promise to praxis'. The whakataukī (proverb) 'Ruia taitea, ruia taitea kia tū taikākā anake' (Shake off the sap-wood, and let the hard heart-wood only stand), from which the project draws its name 'Taikākā' calls for praxis. In this presentation, we present the potential (or promise) or the strategies within the context of praxis.

While teaching and learning strategies, techniques and practices have been a key focus of this project, it is located within our understanding of ako — a term most often used to encompass both 'teaching and learning' (Ministry of Education, 2005, 2006, 2007, 2011, 2013). However, the concept of ako is not limited to teaching and learning practices, but it is an education framework reliant on Māori cultural values, concepts and beliefs that create the cultural conditions in which teaching and learning as Māori occurs (Lee, 2008). In brief, ako operates in its fullness within a complex web of relationships based on Māori epistemologies in which the teacher-learner dynamic is only but one. In the Taikākā project, aimed at improving Māori students' academic outcomes, ako has operated in several ways. This presentation provides the background to the project and the context for a critical engagement in the AVID professional development system, and the kaupapa Māori development of the strategies.

This presentation draws on the benefits and challenges of adaptation and implementation of AVID, in particular, staff engagement with specific strategies that were trialed. As one of the staff that developed and implemented these strategies, Maia will provide an overview of some of the exemplars of strategies that demonstrate the ways in which AVID was adapted within a te ao Māori approach. As the title of the research suggests, Taikākā provides more than a collection of culturally appropriate AVID informed strategies or activities fit for purpose in the Māori medium ITE context. Taikākā draws attention to the broader and deeper issues that impact the success of these strategies.

KANE MEISSEL, FRAUKE MEYER, ESTHER YAO, CHRISTINE RUBIE-DAVIES

University of Auckland

158. Subjectivity in overall teacher judgments (OTJs): Exploring student characteristics that influence OTJs

Overall Teacher Judgments (OTJs) are increasingly used for high-stakes decision-making, making it imperative that judgments be as fair and reliable as possible. Internationally, much research has focused the relationship between teacher judgments and measured student performance. Reviews of this research have shown broad agreement between judgments and standardised assessments on average ($r = 0.63$, Südkamp et al., 2012), but the strength of the relationship has been vastly inconsistent ($r = -0.03$ to 0.92 ; Hoge & Coladarcí, 1989; Südkamp et al., 2012). A perfect correlation is unlikely and arguably undesirable since the two measures should be used for different purposes – standardised assessments often focus on a specific aspect of a student’s learning whereas teacher judgments should take into account a number of aspects of a student’s achievement within a wider subject area. Nonetheless, while international research has investigated the relationship between these measures, the properties of OTJs and what informs these decisions remain relatively underexplored. The question remains whether lower correlations simply reflect differences in the nature of the assessments, or whether there are construct irrelevant factors which influence OTJs. For example, although neither ethnicity nor special needs status should affect a student’s OTJ result, previous research has indicated that such factors might indeed play a role (e.g., Glock, Krolak-Schwerdt, & Pit-ten Cate, 2015; Martínez, Stecher, & Borko, 2009; Ready & Wright, 2011). Although OTJ discrepancies are to be expected given that there is random error in all assessments of student performance, systematic differences relating to specific subgroups would suggest a degree of bias. Using a large national database, we explored the relationship between e-asTTle results and OTJs in reading ($N = 4,771$ students) and writing ($N = 11,765$ students) using hierarchical linear modelling. The results indicated that boys, Māori and Pasifika students, those identified as ESOL funded, and students with special education needs, received systematically lower teacher judgments than other students, even when their standardised achievement results were the same. It is not possible to be certain about the cause of these differences, but the results raise important concerns about the extent to which OTJs may disadvantage particular learner groups. Removing bias from OTJs should be a priority: all students deserve equitable educational opportunities and the elimination of bias in OTJs would be one way to reduce the perpetuation of extant social structure and enable all students to have the opportunity to succeed within our educational system.

ELIZABETH ELEY

University of Waikato

54. Decision-making in the teaching moment

Teachers are required to make hundreds of snap decisions about the best ‘next learning step’ for individual students in the midst of the busy-ness and activity of a classroom. No matter how well-planned a teacher is, the very act of teaching requires them to rapidly respond to a myriad of student demands and responses - what can be known as ‘teaching on the fly, the micro-acts of teaching, and deliberate acts of teaching.

This PhD research explores the on-the-spot decision-making processes of teachers and the knowledge and information they draw on to inform these teaching moments. Drawing on understandings from socio-cultural theory, I have considered that the ‘on-the-fly’ teaching practice can be seen as the teacher, responding to students within their Zone of Proximal Development, operating as the ‘More Knowledgeable Other’. From an analysis of literature, and in collaboration with teachers and students, I am deconstructing the types and sources of knowledge the teacher draws on in their role of the More Knowledgeable Other. Together we are unpacking teaching moments within a teaching unit, and identifying the knowledge sources drawn from in that interaction, the opportunities for enhancing understanding that are realised and those that, in the teachers’ or the students’ views, could have been further developed.

In this session, I will present some initial and tentative findings from the case studies completed to date. This will look at some of the particular understandings that come from this intense analysis of (sometimes) very brief interactions between a teacher and their student(s). I will also share on the challenges and risks of isolating and separating out atomised areas of knowledge from complex teaching interactions.

This research is being conducted using culturally responsive methodologies, with a particular focus on ensuring that respectful relationships are central to the research, that there is a conscious and conscientious focus on participant meaning-making, and that we embrace cultural and epistemological pluralism. Being true to these principles whilst managing the videorecording, the editing and the follow-up interviews that are deliberately co-constructive has been challenging. Advice and recommendations from the audience on being true to culturally responsive methodology principles within the constraints of a school-based interview setting would be gratefully received.

KATE MCANELLY, MICHAEL GAFFNEY

University of Otago College of Education

37. This is you, this is me, this is us: Children's identity work in early childhood education

Sociocultural approaches to early childhood education assume that much of the important learning for children is mediated by people, places and things. Carr et al. (2009) describe this as 'learning in the middle' where learning identities emerge. It has also been expressed as acknowledging our own social and cultural positioning in relation to others (Macartney & Morton, 2013). The literature often explains what this means in the context of teachers' relationships with children, but the purpose of this presentation is to look at the interactions between children and how it helps us understand inclusion in early childhood settings. In this presentation, we will draw on examples of ethnographic observations to explain learning in the middle and show how identities are shared across children. Data for this research was collected by Kate undertaking an ethnographic case study as part of her Master of Education degree. She spent a month in an early childhood setting documenting the experiences of Tama, a 4-year-old with autism. These were later analysed using the participation framework Huakina Mai (Mackey & Lockie, 2012), which highlighted the importance of people, places and things in constructing 'powerful' learning identities for children like Tama. The findings demonstrate that other children played an important role in contributing to Tama's active participation in the setting and his learning identity. The children negotiated the sociocultural dynamics of learning in the middle together. We describe these moments of mutual engagement as 'this is me', 'this is you' and 'this is us'. In conclusion, we suggest that reciprocity is an important part of understanding the experience of inclusion within a setting. Fielding and Moss (2010) call this democratic vitality, within which everybody deserves the opportunity to participate.

MARGARET CARR, BRONWEN COWIE, JEANETTE CLARKIN- PHILLIPS, SHELLEY GARDNER, BRENDA SOUTAR, LEANNE APERA-NGAHA

University of Waikato, Te Kōhanga Reo me Te Kura Kaupapa Māori o Mana Tamariki

175. He taonga, he rere arorangi – E whakawhanaunga ana: Young children visiting a museum – Growing a relationship

Purpose and contemporary significance. This presentation has developed from discussions among the authors about the elements of 'creative capacity building' when tamariki visit a museum. This is a topic of relevance to contemporary discussions about the purposes of education beyond information gathering, and about creative approaches to education outside the classroom.

Concepts and perspectives. This is part of a collaborative Royal Society Marsden funded research project across Māori-language and English-language early years sites, initially entitled Young children visiting a museum: information gathering or creative capacity building? Early in the research, the Māori team at Mana Tamariki gifted the project a title: He taonga, he rerenga arorangi. Rere arorangi refers to the freedom to soar to the heights of one's creative potential in a space where the spirit is nurtured.

Results. E whakawhanaunga ana - Growing a Relationship. The nurturing of creative potential needs more than a gathering of information. One of the further necessary elements, identified from the research evidence during visits to museums by tamariki and kaiako in each of four sites (kōhanga and kura, kindergarten and school), was the growing of a relationship of warmth or affect with an artifact or an exhibition. This poses a challenge to how we think about what is involved in a museum visit and the nature of our interaction with the artefacts to be found there. It claims the purpose and outcome is a relationship of the same or similar nature we develop and have with other people. This presentation will discuss aspects of this relationship as a restoring to life, storying and restorying. For the children the relationships they developed were grounded in their understanding that some artefacts encapsulate and embody stories of significance for them and their community. For the tamariki from Mana Tamariki the relationships they developed were anchored back into cultural stories, stories that had already become part of who they are; when the marae was the museum, this meant that taonga were continually 'restored to life' in or near the sites where they began. All the children brought to the museum encounter their own experiences, information and worldviews, providing a quality of affect for the development of relationships. Examples of these encounters will be included as illustration.

Relevance to the conference kaupapa. This project was a collaborative research partnership between the University of Waikato and Te Kōhanga Reo me Te Kura Kaupapa Māori o Mana Tamariki.

GEORGINA STEWART

Auckland University of Technology

47. Writing in te reo at university

Writing in te reo at university is an increasingly popular choice, and presents serious challenges to universities. This presentation discusses using te reo Māori as a written language of postgraduate study and research, centred in education but also cognisant of work underway in other (related) disciplines, especially Māori/Indigenous Studies (or Development), where this innovative practice has so far been mostly seen.

This presentation reports on a scoping phase, consisting of analysis of a small number of interviews and te reo Māori theses, of a larger project to investigate

writing in te reo at university. The philosophical framework used in this research is based on Kaupapa Māori principles for education and research: being Māori; privileging Māori language, knowledge and perspectives; and concerned with the struggle by Māori over our/their own autonomy. This research aims to inform constructive responses by the universities to the challenges posed by this growing demand. This is a national story of the current situation in Aotearoa New Zealand: international others may take from it what they will, but this article makes no claims about any other language scenario.

Te reo Māori, an official language of Aotearoa New Zealand since 1987, remains one of the few indigenous languages accorded such status. As such, it represents an attempt to at least recognise linguistic diversity in our society. Standard university policy in Aotearoa New Zealand allows for any essay, dissertation or thesis to be submitted in Māori, given suitable assessment arrangements are made. Alongside other equity developments in tertiary education for Māori, this policy appears to support Māori aspirations and foster inclusiveness. Yet it has not been supported by development of knowledge about academic teaching, learning and research in Māori. Few existing examples are available for students, supervisors or administrators. Anecdotal evidence suggests Māori students and academic staff are sometimes jeopardised by this lack of support.

One outgrowth of Māori-medium teacher education sees these teachers returning to university to undertake postgraduate study, taking for granted that they can continue to study and write in the language medium of te reo Māori. For a critical analysis it is essential to understand Māori-medium academic writing in a socio-political context. Writing in te reo at university is about much more than 'just' language: it is a complex development that cannot be understood as a simple matter of translation. Writing in te reo at university is by definition a form of epistemological boundary work, interested in the liminal spaces between cultures and languages, and how these intersections operate in various domains and academic disciplines.

HANNAH WHITE

University of Canterbury

169. Tōku reo, tōku kurumatarērehu!

The sociology of te reo Māori is the study of the relations between te reo Māori and Māori society, Māori values, Māori worldviews, Māori knowledge and Māori identities. In terms of this study, which incorporates sociological perspectives through an ethnolinguistic lens, it is closely related to the field of sociolinguistics which focuses on the effect of societal change on te reo Māori, the emphasis given in this study. In short, the object of this thesis is to examine the linguistic structure of te reo Māori and the way in which the language has evolved in response to a range of contributing phenomena with a view to identifying

1. Aspects of fluency, accuracy and ideological clarification around what is unique about te reo Māori (He aha ngā āhuatanga e tika, e rere, e Māori ai tō tātou reo?)

Colonisation over the last 200 years caused a language shift for most of the indigenous population of Aotearoa to a dominant English discourse. Over time this language shift was institutionalized, particularly throughout educational institutions; play centres, kindergartens, schools and universities. Language shift is extremely harmful to indigenous children (Skerrett, 2016). It creates divisions and disconnections as the indigenous child's sensibility to the language of his/her experiences of life is stripped away, in a colonising process. This thesis is set in an anti-colonial frame, challenging the global coloniality of 'institutionalized linguisticism' (Skutnabb-Kangas, 2015) and turning the lens to what underpins the kaupapa Māori (Māori-centred) initiatives of the regeneration of te reo Māori in a rangatiratanga (chiefly, sovereign or self-determining) approach. It provides ideological clarification around what the whakatauhāki by Sir Timoti Kāretu "Ko te reo kia tika, ko te reo kia rere, ko te reo kia Māori". This provides an analysis as to why it is important to strive to the heights and depths of te reo Māori in order to make clear what is meant by Māori world views, and the deeply embedded relationship between language, culture, identity and rangatiratanga.

Session 8: Wednesday 22 November **Room:** S.104 **Time:** 1.45 - 3.15pm **Theme:** Education Other **Type:** Individual

GERARD ROWE, BILL COLLIS, CHEN WANG, GRAHAM MCPHAIL, ELIZABETH RATA

University of Auckland

58. Depth pedagogy and academic knowledge

The aim of this paper is to engage with underlying conceptual issues raised in a study about teaching abstract concepts to engineering students. We begin with a short description of the study which was conducted in the Faculty of Engineering at the University of Auckland in 2016 and 2017. The purpose of the study was to investigate the teaching and learning experiences of lecturers and students in a first-year undergraduate course in order to better understand the relationship between course design and student achievement in the Bachelor of Engineering (Honours) Degree. The overall aim of the research was to add to the understanding of an intransigent problem, one frequently identified in the literature; namely, the teaching of complex concepts about electrical systems in university engineering courses. The study's findings show that the abstract nature of the key concepts was the main hurdle for both lecturers and students. Although the study investigated electrical concepts specifically, the problem students have in grasping abstract concepts is common to all academic subjects.

Following the description of the engineering study we turn to the purpose of the paper. This is an examination of the epistemic nature of the academic concept to explain why such abstract concepts are difficult for students not just in engineering but in education more broadly. We explore the idea that the most effective teaching of abstract concepts is that which begins with the teacher explaining that the abstract concept is located within a coherent epistemic system of meaning. Accordingly, the teacher begins with the concepts and their linguistic terms. This is followed by the teacher's explanation of (using applied demonstration if possible) how that propositional knowledge (knowledge-that) might be connected to procedural knowledge (knowledge-how). This is the connection between the 'Knowledge-that' of epistemically structured concepts and content on the one hand and 'Knowledge-how' which demonstrates mastery over the ideas by applying them to real life situations on the other. Simply put, 'knowledge-that' is subject understanding. Knowledge-how is subject expertise.

This understanding of how to teach abstract concepts is developed using a theory of knowledge in the tradition of Durkheim and Bernstein. The engineering

study suggested the problem and was then used to illustrate the theoretical ideas about what knowledge is and how it should be taught. Working from theory in this way is to employ a realist conceptual methodology. We explain the conceptual tools used. They include 'knowledge differentiation', 'epistemic structures', 'inferential systems of meaning', 'propositional knowledge', 'procedural or practice knowledge', and 'epistemic ascent'. We conclude by discussing what this theory of knowledge approach means for teaching. We argue that the nature of academic knowledge is abstract, epistemically structured knowledge and its connection to expertise means that the two forms of knowledge should be taught in ways that reveal these connections. This requires teachers whose professional authority is justified by their deep subject curriculum knowledge and their pedagogic mastery.

WENDY HOLLEY- BOEN, MANDIA MENTIS, ALISON KEARNEY, PHILIPPA BUTLER, LAURIE MCLAY, CHRISTOPH TESCHERS

Massey University, University of Canterbury

165. Lifelong learning and practice journeys: Career pathways of former students on the specialist teaching programme

The Specialist Teaching (ST) programme, co-coordinated by Massey University and the University of Canterbury, offers advanced qualifications to experienced teachers in the fields of Autism Spectrum Disorder, Blind and Low Vision, Complex Educational Needs, Deaf and Hard of Hearing, Early Intervention, Gifted and Learning and Behaviour. A blended learning approach, combining face-to-face opportunities with online study, allows for the flexibility and accessibility required by a geographically diverse student body, as well as the face-to-face contact essential for interprofessional networking. Inquiry-based pedagogies support students to self-direct and integrate their learning with their full-time employment in a range of educational settings. Up to 400 students are enrolled in the programme at any one time.

The programme is unique in size and its approach to professional identity development through an interprofessional community of practice. As such, the aim of the present study is to explore the impact of the programme and the specialist teachers themselves by mapping the journeys and influence of programme graduates on the education context in Aotearoa New Zealand. In 2016, research was undertaken to explore the career paths of former students. The purpose of this study was to identify key aspects of the programme that supported specialist teachers to develop their professional identity, interprofessional networks, and effective practice in current and future roles.

A survey was emailed to over 700 graduates of the PGDipST, exploring their professional learning, identity and practice, job satisfaction, and the impact of both the ST programme and this group of specialist teachers. Responses were received from 168 former students (approximately 25%) and were analysed using mixed methods including an inductive thematic analysis. Examining specialist teachers' positioning, and in particular the roles in which they believe they can have the greatest impact, reveals tensions in the current context and the ways specialist teachers navigate these tensions. The session will cover (a) implications for the development of post-graduate, blended models of learning, (b) implications for professional programmes preparing those to work in inclusive education will be discussed and (c) how specialist teachers contribute in an ongoing capacity to the education sector in New Zealand.

This session may be of interest to tertiary education providers as well as those in the inclusive education community.

JANNIS BOSCH

University Postdam

121. Contrast and assimilation effects on task interest in an academic learning task

Social comparison information is one of the major factors used to evaluate academic achievement, both formally (e.g. grades) and informally (e.g. contact with peers). While social comparison feedback can have desirable effects (Hattie, 2008; Hattie & Timperley, 2007), it can also have considerable downsides, such as diminished interest, especially in lower-achieving students. Until now, however, relatively few studies have targeted the differential influences of performance feedback on the motivation of students with heterogeneous prerequisites. Trautwein et al. (2006) could show a big-fish-little-pond effect (BFLP) on task interest in an observational study. The present study was designed to provide additional insights on the way effects of social comparison processes on learning motivation are influenced by the rank within the reference group as well as the performance of the reference group. To do that a group of university students (N = 129) and a group of elementary school children (N = 273) received artificial (i.e. dependent on the experimental condition rather than actual performance) feedback during a computer-based learning task. Rank within the reference group (high or low social position within the reference group) and performance of the reference group (strong or weak peer performance) were manipulated in an experimental 2x2 design. Results show an increase in task interest only in the high social position / strong peer performance condition. Further, linear mixed models suggest that both social position and peer performance differentially influence development of task interest from pre- to post-test measurement. Differences and similarities between both samples as well as practical implications and potential next steps are discussed.

Session 8: Wednesday 22 November Room: S.105 Time: 1.45 - 3.15pm Theme: Education Other Type: Individual

SALLY BOYD, ELLIOT LAWES

New Zealand Council of Educational Research

26. Student wellbeing and bullying: What teachers and schools do counts

Bullying behaviour is an issue in New Zealand schools. The recent 2015 Programme for International Student Assessment (PISA) study found that New Zealand students reported more experiences of bullying than students from most other OECD countries.

Less is known about the school actions that might diminish bullying behaviour. Findings from the Youth 2000 series of surveys of secondary students, and analyses of Wellbeing@School student survey data both show that schools vary widely in the average number of students who report frequently experiencing bullying behaviour. This variation suggests there is good practice that exists in our communities that could be identified and shared.

This presentation discusses the main findings from a study which used Wellbeing@School survey data from students and teachers to help us to answer the question “Are some school practices or teacher behaviours associated with higher levels of student wellbeing or lower levels of reported aggressive behaviours?” The Wellbeing@School surveys collect data on four aspects of school climate that create a safe and caring social climate that deters bullying. A fifth aspect explores the extent of aggressive and bullying behaviour at a school. Using this data, we constructed a multilevel statistical model that included two teacher measures (teaching for wellbeing; school-wide practices) and two student measures (student wellbeing; student aggressive behaviour), as well as student and school background information.

We found that school-wide actions were more related to lower levels of student aggressive behaviour. In contrast, what teachers did in the classroom (teaching for wellbeing) mattered more to student wellbeing. We were able to identify a number of key teacher practices associated with higher student wellbeing. In this presentation we will describe the modelling process we undertook and discuss the key findings.

JESSE PIRINI

Auckland University of Technology

99. Supporting peer tutors in schools: Developing effective tutor training

In this presentation, I outline a model for training peer tutors which draws from a wide range of domains, including educational and social psychology, neuroscience, and business coaching. Peer tutoring is common in schools and other educational institutions worldwide. Despite difficulties controlling for different tutoring settings, significant benefits have been found for students receiving peer tutoring (Bowman-Perrott et al., 2013; Leung, 2015), and for students delivering peer tutoring (Galbraith & Winterbottom, 2011). Tutor training is generally agreed to improve outcomes from peer tutoring (Barron & Foot, 1991; Hsiao, Brouns, Bruggen, & Sloep, 2015). However, many schools provide little or no training to their tutors, and those that do provide training may not be accessing the latest research. The training model discussed builds upon research conducted with high school tutors. Three experienced high school tutors conducted one-to-one tutoring sessions with a total of nine different students. Sessions were face-to-face and carried out in the student's home. Data was collected through video recording, and observation, and analysed using multimodal (inter)action analysis. Findings from this research informed the training model, through improving our understanding of intersubjectivity and agency in high school tutoring. Literature review, and practical experience training tutors and delivering tutoring further informed the development of the training. The model has been recently published by Author (2017), and first addresses how tutors can build a strong tutoring relationship, before providing tools and techniques that tutors can use during tutoring sessions. I argue that peer tutor training needs to be presented in a manner which translates research into something accessible to tutors, builds on their current skills or approaches, and makes 'soft' skills like relating well more concrete. Lastly, I consider some potential pathways for implementing tutor training more widely in schools.

MELINDA WEBBER

University of Auckland

152. The transformative role of mātauranga-a-iwi and whakapapa in Māori student success

Mātauranga-a-iwi can hold powerful narratives about the past, present and future. Narratives that emphasise whakapapa and the innovative deeds and achievements of ancestors can be used in education to reinforce the notion that Māori students descend from a long lineage of scholars, scientists and philosophers. The Ka Awatea Project was an iwi case study that examined the qualities of 'success' through a quintessentially iwi lens by grounding the research undertakings in iwi protocols, history and historical iwi icons. Using a Kaupapa Māori informed approach, the Ka Awatea project conducted interview/focus groups and a survey over two years to examine the conditions for success, and the perceptions of success, from successful senior Māori secondary students (n = 132) aged between 15-18, their whānau (n = 58) and their teachers and principals (n = 93). The Ka Awatea Project consequently uncovered the individual, family, school and community conditions that enabled Māori students to mobilise various types of mana tangata to achieve their educational, social and cultural goals. It also identified eight personal, academic and cultural qualities that exemplified successful Māori high school students from this iwi area. As such, the Ka Awatea project developed a measure, model and definition of Māori success that was iwi specific (Macfarlane, Webber, McRae & Cookson-Cox, 2014). To effect educational transformation and reform, local high schools and iwi then made a conscious and unapologetic call to carve out time and space to affirm this iwi knowledge – legitimising its dignity, identity and integrity.

School-community research suggests that when schools cultivate authentic connections with parents, community-based organisations, and other local partners, they can improve their ability to serve indigenous students (Austin, 2005; Hall, Hornby & Macfarlane, 2015; Miller, Wills & Scanlan, 2013). The Ka Awatea research findings contribute to the research by emphasising a different kind of engagement – one where the iwi itself led the charge for school collaboration and transformation. The iwi-led Te Rangihakahaka and Matakōkiri programmes have prioritised an education that links Māori students' learning to the physical and cultural environment in which students and schools are situated. These place-based educational programmes have integrated local Te Arawa scientific, historical and cultural knowledge as a critical ingredient for developing what Cajete (2000) terms an interdisciplinary pedagogy of place. The ways of constructing, organising, using, and communicating knowledge that has been practiced by Te Arawa for centuries has come to be recognised as a form of science with its own integrity and validity. By giving emphasis to the integrity of iwi cultural knowledge and skills, Te Arawa have utilised the findings of the Ka Awatea project and engaged in an act of reclamation, remediation and renaissance, whereby notions of mana tangata have been iwi determined.

PIIA SEPPANEN, MARTIN THRUPP, DARREN POWELL

University of Turku, University of Waikato, University of Auckland

115. Hollowing out of public education systems? Studying private actors in compulsory schooling across two hemispheres

The impact of private sector actors getting involved in public compulsory education has become central to international education policy research. The involvement of private interests in public comprehensive education is not new, but the emergence of a 'Global Education Industry' (GEI) is more recent. The most urgent question is how private actors, such as multi-national corporations and philanthropic organisations, shape national education policy agendas and find new market niches, such as selling education improvement (e.g. Ball, 2012, Lubienski 2016; Verger, Lubiensky & Steiner-Khamsi 2016; Mundy, Green, Lingard & Verger 2016).

This presentation will introduce a new research project involving the Universities of Waikato, Auckland, Turku and Umeå: Hollowing Out of Public Education Systems? Private Actors in Compulsory Schooling in Finland, Sweden and New Zealand (HOPES). This four year study funded by the Academy of Finland will identify, characterise and compare private actors in compulsory schooling in the three national contexts and discuss the consequences. 'Hollowing out' describes the kind of processes and consequences private actors might have: the idea that through the often subtle influence/involvement of private actors in public policy-making there is a weakening of public, democracy-based educational provision.

Finland, Sweden and New Zealand are all small countries with a history of strong public education. Despite their social-democratic welfare state backgrounds and a tradition of state governance of education aimed at social justice and equality, Sweden and New Zealand have adopted privatisation policies to varying extents since the 1990s. Finland has had less pressure towards privatisation, but there are some developments that are not widely recognised. Identifying and characterising private actors and comparing them in the three countries will advance our knowledge of how and why privatisation is adopted, translated and enacted in these national contexts and how this relates to the global picture (Steiner-Khamsi, 2016). Our concern is how these contexts have made a difference to trajectories of privatisation, and whether privatisation in former/present welfare state economies collectively illustrates a different pattern of influence than in other settings.

The research will involve analysis of registers and databases of companies and charities; internet searches of new and old media, analysis of policy documents, observation of national events and interviews with key actors. Existing academic work, such as the recent New Zealand study by O'Neill and colleagues (O'Neill, with Duffy and Fernando 2016), will also be carefully considered.

MEGAN SMITH

University of Waikato

100. Partnering with parents: Teacher views on parental engagement

The New Zealand Curriculum (2007) expectations are that teachers will engage with the families and whānau of their students. This commitment to engagement is also specified in the newly revised Code of Professional Responsibility and Standards for the Teaching Profession (2017). However, there is ambiguity in the expectations and how they might look in practice. Consequently, what parental engagement means and how it is undertaken by teachers in reality is an important matter to be researched.

This paper discusses a policy enactment study which examines the material, interpretive and discursive factors that influence how the 'parental engagement' policy goal is interpreted, translated, implemented and experienced. A single primary school (mid-socioeconomic, multicultural, and urban) forms a case study providing a context for the policy enactment. The particular focus of the paper is the initial analysis of teacher discourses on parents and parental engagement from semi-structured interviews conducted with nine teachers (including the principal and deputy principal) at the case school. In the interview teachers were asked to describe their understanding of parental engagement and what it involved. Participants were then asked to describe their experience of parental engagement and the factors that positively or negatively impacted on it. Using a discourse analysis process of coding and categorical aggregation, the values, beliefs and feelings teachers expressed for parental engagement are identified from the interview transcripts. I discuss the themes that emerged from the analysis and hypothesise ways in which these might inform teacher practice vis-à-vis parental engagement and the partnerships they could create.

YLVA JANNOK NUTTI

Sámi University of Applied Sciences, Teacher Education

224. Dreaming together in partnership: Collaborative actions to create, live and tell our own stories of indigenous education

Indigenous peoples have the right to establish their own educational system in their own languages, in a manner appropriate to their cultural methods of teaching and learning. In Norway Sámi schools follow the state regulated Sámi curriculum. Yet an evaluation of teaching has demonstrated that although the curriculum indicates Sámi content, the teaching content and methods pedagogues are employing have not been informed by Sámi approaches to pedagogy. On the basis of this, a critical utopian action research study was conducted in a kindergarten, primary school and teacher education. Methodologically, the action research study is combined with ethnographic fieldwork in kindergarten and primary school. During an initial workshop in the research project, educators and teachers in collaboration with me, as a researcher, critically examined the teaching praxis in kindergarten and primary school, and shared dreams. The shared dreams lead to formulation of collaborative teaching actions in kindergarten and primary school, similar with the goal for the conference. The dreams of the educators and teachers were teaching actions together with children in kindergarten and primary school, on the basis of Sámi livelihood activities, such as reindeer herding, fishing, and preparing food, and Sámi ascetical expressions. During the teaching actions, I participated as a guest and

participant observer. Place was essential for the participants' engagements and interactions during the activities. The theoretical framework is based on Ingold's concept of 'Dwelling'. In connection to the teaching actions, educators and teachers created their own digital stories during digital storytelling workshops. The educators and teachers created their own digital stories that retold their dreams and teaching actions. The concrete result of the project is around 20 digital stories. In the paper, I will examine how indigenous knowing and being are lived and negotiated.

Session 8: Wednesday 22 November **Room:** S.103 **Time:** 1.45 - 3.15pm **Theme:** Education Other **Type:** Symposium

JO MACDONALD, MARGIE HOHEPA, KERYN DAVIS, SASHA MATTHEWMAN, DORIE OLLIVER, TEINA HAKARAIA, TIRAU ANDERSON, NEWTON REWI, ROS BRITTON, RUTA MCKENZIE, MAY CRICHTON, DEBS ROSE

New Zealand Council of Educational Research, University of Waikato, CORE Education, University of Auckland, 5Tōku Māpihi Maurea Kura Kaupapa Māori, Te Kōhanga Reo o ngā Kuaka, James Cook High School, Hobsonville Point Secondary School, Mapusaga A'oga Amata, North Beach Community Preschool.

106. Exploring diverse partnerships in the Teaching and Learning Research Initiative (TLRI)

Overview: Jo MacDonald

The aim of this symposium is to consider the opportunities and challenges in researcher-practitioner partnerships. Projects funded by the Teaching and Learning Research Initiative (TLRI) must not only contribute to the TLRI aims of building knowledge and developing research capability, but also be designed as partnerships between researchers and practitioners. Applicants are asked to show consideration of the context of practice in which the research will be conducted and give careful thought to the relationships and roles within the project team and issues such as knowledge, ownership, power, and decision making. A recently completed exploratory study about the impact of TLRI projects (Hipkins, Whatman & Felgate, 2017) reported that strong partnerships are central to the success and impact of TLRI projects. But what makes a strong partnership? What does a strong partnership look like, and how is it developed? What is the potential for partnerships in projects, beyond those envisaged between researchers and practitioners? This introductory paper will set the scene by considering the evolution of researcher-practitioner partnerships within the TLRI. The papers that follow in the symposium discuss the role of partnerships in three current or recently completed TLRI projects. They highlight partnerships in diverse contexts and consider the opportunities and challenges of working in researcher practitioner partnerships. All presentations in the symposium are co-authored and co-presented by researchers and teachers on the project teams. There will also be opportunities for the audience to share their experiences of partnerships in a research context.

Paper 1: Mā te mahi tahi ka rere ngā kuaka: Moving in partnership between kōhanga to kura - Margie Hohepa, Dorie Olliver, Teina Hakaraia, Tirau Anderson

This paper focuses on a TLRI project that grew out of the desire of a kōhanga and a kura to strengthen transitions between their two sites. The project, Riariakina ō rongo hirikapo: From kōhanga to kura was a collaborative cross-sector research partnership involving kōhanga-, kura- and university-based researchers. It aimed to provide new insights into learning and teaching in Māori-medium settings and into ways of enhancing transitions from Māori-medium early childhood education to Māori medium classrooms. The question guiding the project was: Pēhea rā te āhuetanga me te kounga o ngā whakawhitinga mai i te kōhanga ki te kura mō ngā tamariki, whānau, kaiako me te hapori? / What do effective transitions from kōhanga to kura look like, feel like, and sound like, for tamariki, whānau, kaiako and the community?

This paper reports findings from three related aspects of the project. Firstly, the importance of making time, place, and space for Kōhanga and Kura to revisit together fundamental knowledge, values and practices that are the core of kaupapa Māori education, and to develop shared understandings of each other's teaching and learning programmes and practices. Secondly, sharing assessment and learning information in ways that is not merely about the tamaiti, but includes the tamaiti. Thirdly, the power of collaborative planning and teaching that facilitates shared knowledge and understandings of the curriculum documents Te Whāriki and Te Marautanga o Aotearoa, and that purposefully creates and constructs opportunities for tamariki to draw on "knowledge about the world" that is explicitly and unapologetically culturally located, and that contributes to their working theories and interests as tamariki Māori, who kōrero te reo Māori, and are learning in a tribal locale.

Our findings identify the importance of understanding 'transition' through kaupapa Māori lenses—in terms of its significance to the ongoing development and evolution of a shared kaupapa. They reinforce whanaungatanga as of fundamental significance for strengthening kaupapa Māori education pathways. Supporting and strengthening kōhanga-kura transitions also involves (re)establishing shared knowledge of the kaupapa that drive Māori-medium programmes and practices, and formally planning for, nurturing and enacting an ongoing relationship with a strong focus on teaching and learning.

Paper 2: O le i'oimata o le tuagane lona tuafafine: The impact of a 'sister' approach to Pasifika-Palagi research on teaching and learning in two ECE communities - Keryn Davis, Ruta McKenzie, May Crichton, Debs Rose

This presentation shares some of the outcomes of a two-year collaborative TLRI research with a particular emphasis on how the nature of the collaboration enabled these outcomes. The project focused on young children's working theories about identity, language and culture and explored ways teachers can support diversity, and participation, through pedagogy and programme design that is highly responsive to all learners. This is especially desirable for the potential influence on the practice and understandings of those working with young Pasifika learners; an area where there has been very little research undertaken in Aotearoa New Zealand to date.

This research collaboration was unique in that the two research sites acted as 'sister' centres; both collaborating and supporting one another throughout the project. The sister centres contrast in that one (Mapusaga A'oga Amata) is a full Samoan-immersion environment and the other (North Beach Community Preschool) is English-medium. The 'sister' relationship extended to encompass the Samoan and Palagi research leaders, creating the kind of collaborative space necessary for raising success and achievement for Pasifika learners (Airini, Anae & Mila-Schaaf, 2010).

The concept of the 'sister' relationship used in the project is based on a concept derived from Samoan culture. In the Samoan world there is a saying, "O le i'oimata o le tuagane lona tuafafine" - The sister is the pupil of her brother's eye. This saying signifies the sibling covenant: a reciprocal and sacred

obligation to one another's wellbeing. The root word in feagaiga (covenant) is feagai which means to be opposite each other within the same space, but not in opposition. The concept of sisterhood is based on mutual respect (va fealoaloa'i). When used in the context of human relationships, as in the case of our research, 'va' refers to a relational space, one that includes physical, spiritual, and historical dimensions. This sister relationship offers a valuable contribution to research because such a partnership helps to 'unlock' what Tuafuti (2010) called the "Pasifika" culture of silence in educational contexts' (p. 4).

Paper 3: Negotiating eco-critical partnerships - Sasha Matthewman, Newton Rewi, Ros Britton

'Partnership' has emerged as an essential ingredient in attempts to realise educational change. This paper will examine our experience of negotiating "eco-critical partnerships" in the TLRI project Tuhia ki te Ao: 3D Literacy and Environmental Identities.

Critical literacy (and by extension eco-critical literacy) is predicated on pedagogy which leads to mutual change for teachers and learners as partners. A pedagogical relationship of reciprocity is also fundamental to the Māori concept of Ako. Ideally both sides of the partnership are respected as equals in the teaching and learning process although they have different roles and responsibilities. Ideas about reciprocity, mutual learning, respect and the significance of differing roles can also be applied to teaching and research partnerships. Our project involves a web of partnerships, woven within the university-based team and teacher-researchers in two schools. All partners are working on the problem of how to integrate 'eco-literacy' into the learning areas of English, the Arts and Social Sciences. Negotiation is between the cultural and environmental perspectives represented in the team, as well as between the different purposes and aims of the schools and the university research.

At the centre of the project is a model of eco-literacy with three dimensions: operational (rhetorical competence), enviro-cultural (knowledge about cultural texts) and eco-critical (critique and transformation of texts). The interrogation, application and revision of this model is a key focus for the research partnership. The eco-critical dimension has emerged as the most challenging for us to define and apply in the classroom. It is this dimension that we will concentrate on in our presentation, in relation to our research and teaching partnership.

The process of partnership has meant developing our own eco-critical literacy in a challenging but supportive relationship. We have examined our environmental identities and become more aware of different cultural, environmental and pedagogical perspectives. There have been moments of mutual insight that have moved the research forwards, and moments when a clash between school and university 'cultures' has needed to be worked through to clarify our educational aims and environmental perspectives. We will talk about how an 'eco-critical partnership' has affected the way we view our practice, as researchers and/or teacher-researchers, drawing on data from the study. To close, we will summarise opportunities and challenges in realising an eco-critical partnership for change.

Session 8: Wednesday 22 November Room: SG.02 Time: 1.45 - 3.15pm Theme: Inclusive Education Type: Symposium

ANN MILNE, STUDENT A STUDENT WARRIOR- RESEARCHERS, STUDENT B STUDENT WARRIOR- RESEARCHERS

Ann Milne Education, Kia Aroha College

103. Beyond Māori Boys' reading and writing: Reading and writing our world

Overview:

At the 2015 NZARE Conference, a group of students from Kia Aroha College, Otara, South Auckland, researched the vision of the Government's Māori Education Strategy, Ka Hikitia, Accelerating Success 1913-1917 (Ministry of Education, 2013), and presented their findings in a symposium that was a resounding success.

This year the Warrior-Researcher Group, comprised of 10 Māori, Samoan, and Tongan students, have investigated the Government's Investing in Education Success (IES) policy and, in particular, the development within this policy, of Communities of Learning|Kāhui Ako. Their research has analysed the Endorsed Achievement Challenges of some 60 Communities of Learning, and has explored these for their relevance to them as Māori and Pasifika learners, and for their critical and cultural responsiveness. They have interviewed students, teachers, and principals of schools who are CoL members or CoL leaders, as well as schools who are resisting CoL membership.

Māori and Pasifika learners should expect that, after the primary partnership between their school and their families, a crucial partnership would be between their school and the Ministry of Education. The promise of Ka Hikitia is that "Māori children enjoy and achieve education success as Māori." The promise of The Pasifika Education Plan is "Five out of five Pasifika learners participating, engaging and achieving in education, are secure in their identities, languages and cultures." Māori and Pasifika learners therefore have the right to expect these promises are realised. These goals are not evident in the achievement targets chosen by Communities of Learning, and which are endorsed by the Ministry of Education.

What is the promise then of the pressure on schools to form these partnerships to access the significant funding the Communities of Learning|Kāhui Ako initiative provides? According to the Secretary for Education, the promise is that "CoL would create a system based on collaboration across the education pathway connecting students with learning and would be focused on progress and quality teaching and leadership and support to meet those needs." However, a survey by the New Zealand Principals' Federation (NZPF) found that the majority of principals did not see the model serving local communities and reflecting their needs or their learners.

This research explores what those learners think. At the heart of the students' investigation is the key question, "Who defines our community?" An important conclusion from the students is that, "Without our culture we have no identity, and without our identity we have no community."

Arguing that young people need to read their world before reading the word, Freire (1987) claims that educators "need to use their students' cultural universe as points of departure, enabling students to recognize themselves as possessing a specific and important cultural identity...[this] requires respect and legitimization of students' discourses... which are different but never inferior" (p. 127).

We wanted to define our cultural universe, and our community, and explore how our cultural identities are respected and legitimated in the Communities of Learning discourse. Otara-raised, Auckland City Councillor Fa'anānā Efeso Collins identifies a stereotypical attitude towards our community in a panelist's comment on Waatea TV's online programme Fifth Estate (23 February, 2016) when he says:

One of your guests commented that some people in Auckland needed to accept that they would have to live in "lesser quality suburbs" to start off with. Yet after being pressed a number of times he wouldn't name the suburbs he deemed to be lesser quality. I can only guess he was inferring to suburbs of low average incomes, a higher density of state housing and low decile schools. Perhaps he was talking about suburbs like Otara, Clendon or Manurewa? (Efeso Collins, The Daily Blog, Feb 2016)

This presentation explores the community of Otara as a site of struggle, and a site of resistance—the Otara that we experience, and is our daily reality. On the one hand, the struggle: colonisation, assimilation, racism, and the loss of language, culture, and cultural identity, and the symptoms of that loss we see in poverty, escalated by the gentrification of our community, and in issues like domestic violence, poor housing, homelessness and a youth gang culture. On the other hand the richness of our cultural heritage, maintained against all the odds, a pride in our community, our churches, our talented youth, our elders, and our people—and a history of fighting back.

Our research asked our community what their goals for young people would be. Is literacy and numeracy, or NCEA Level 2, enough? What else would they want to see in Māori and Pasifika youth at the end of their years of compulsory schooling, and how is that connected to their 'world'? This presentation makes very clear that, "Without our culture we have no identity, and without our identity we have no community."

Communities of Learning are required to identify the 'achievement challenges' their cluster of schools face by asking the questions: (1) What is our vision of success for our students? (2) What are the common challenges across our Community of Learning? (3) What do we know about possible reasons for these challenges and how do we know, and (4) What support will be needed and what resources are available to help? Their answers to these questions identify challenges, which then require endorsement by the Ministry of Education in order that the CoL can access the funding to resource their targets.

Our analysis of more than 60 CoL "Endorsed Achievement Challenges" published on the Ministry of Education website show goals that focus specifically on literacy, numeracy, and NCEA Level 2 outcomes, in spite of extensive descriptions about the history of their communities and mention of culturally responsive teaching. We could find no explicit statements about developing Māori, Samoan or Tongan identity or knowledge. It seemed that schools expected this would be a by-product of this culturally responsive teaching, but this focus was so that it would improve students' reading and writing, in English.

Professor Mason Durie (2001) states, "If after twelve or so years of formal education Māori youth were totally unprepared to interact within te ao Māori, then no matter what else had been learned, education would have been incomplete." We could see few achievement challenges that made Māori knowledge explicit.

We wanted to know how Kia Aroha College's staff, students, and community would answer those 'achievement challenge' questions about their vision and definitions of success, their common challenges, and the reasons for these challenges. We found their answers very different from most other schools' endorsed achievement challenges. This presentation 'reads the world' of Kia Aroha College to explore what tino rangatiratanga or self-determination looks like for us as Māori and Pasifika learners within our community of Otara.

This presentation begins by looking more closely at Communities of Schools and the investment of \$359 million into this initiative. We wanted to know more about Communities of Learning, and how these are formed. What is the promise of this policy, and what do principals find is the reality?

Of particular interest to our research was the fact that some schools can form a 'community' if they have a common philosophy, regardless of where they are located, whereas others cannot. This is the case, for example, for Catholic Schools, and Rudolf Steiner Schools, and in some places, for Kura Kaupapa Māori. However, it is not possible for a school with a philosophy for Māori and Pasifika-centred learning, like ours, to cluster with like-minded schools in other locations. Communities of Learning|Kāhui Ako must be formed within the same geographical location, and provide a pathway for learners, so a secondary school must be included. This seems inconsistent and unfair. When it impacts most on schools providing differently for Māori, we think it is also racist.

We interviewed principals and teachers to find out who has joined a CoL, and who has chosen not to, and asked their reasons for these choices. We asked about benefits and barriers—what has worked, and what hasn't worked. The New Zealand Principals' Federation surveyed principals and found that the majority of principals voicing concern "do not trust this model to be genuinely about collaboration and learning, but rather say it is a managerial system which will completely undermine the relationship between a school and its community." Principals commented on "building the plane in flight" and "operating in the dark," as the functions of CoL continue to widen beyond their stated intent. In concluding the first part of this presentation we asked our community how they would have spent the \$359 million to improve the educational experience of Māori and Pasifika learners in communities like Otara.

Finally, this presentation draws all the strands of this research together to look at the concept of educational sovereignty (McCarty & Lee, 2014; Moll, 2002). The promise of partnership under the Treaty of Waitangi should ensure our tino rangatiratanga as learners in our education system. From our perspective as Māori and Pasifika youth, how do Communities of Learning|Kāhui Ako honour that promise?

Session 8: Wednesday 22 November Room: SG.01 Time: 1.45 - 3.15pm Theme: Māori Education Type: Individual

RICHARD HILL, LESLEY RAMEKA, MERE SKERRETT

University of Waikato, Victoria University

180. Transition of tamariki from Māori medium early learning environments to kura and school

Transitioning into primary school and secondary school can be a traumatic experience for students and their whānau. However, transitions of Māori medium

whānau can be particularly difficult. Not only are whānau often uncomfortable with educational institutions, an outcome of their own experiences in schools, in the New Zealand context, where significant intergenerational Maori language loss has occurred; there is discomfort transitioning across languages, the result of subtractive colonial programming in education settings.

In this presentation, researchers will discuss the outcomes of a two-year Ministry of Education-funded research project into the transitions of Māori medium whānau into preschool (kōhanga reo), kura kaupapa, wharekura and English medium secondary schools. This Kaupapa Māori-guided project was conducted in four regions of Aotearoa where Māori medium education has significant support. Twenty-four institutions were involved and more than 150 interviews of whānau, students, leaders and staff members conducted.

The presentation will discuss the key outcomes of this project, including the positive factors of transitions that support students and whānau, and the issues that can arise from transition. It will also discuss the provision of extended support for whānau who transition into, and out of, Māori medium and English medium education.

TONY TRINICK, ELLA NEWBOLD, SHARYN HEATON, DANIEL HIKUROA

University of Auckland, University of Waikato

217. Mātauranga pūtaiao for schooling: Challenges and tensions

For the first time in over 120 years, the state acquiesced to the development of specific curricula for Māori-medium schooling in the 1990s. While a cause for celebration, the development was impacted on by conflicting goals. Kura kaupapa Māori saw it as an opportunity to simultaneously revitalise te reo Māori and mātauranga. While agreeing to the development in te reo, the Ministry of Education required that the curricula had the same content and be structured similarly to the English-medium versions (McMurchy-Pilkington & Trinick, 2002).

Additionally, colonisation in the form of educational policies have significantly disrupted and precluded the flow and development of mātauranga between Māori communities and schools for over 120 years. Much original mātauranga practice is no longer in general use in the Māori community. There is also an ongoing reluctance to universalise mātauranga in the form of national curricula and decontextualise knowledge and thus potentially severing its link to place and iwi.

However delimited Te Marautanga o Aotearoa turned out to be, the writers took the opportunity to co-opt the development to serve language revitalisation goals (Trinick, 2015), e.g. the ability to teach pūtaiao in te reo to the upper secondary school level.

Subsequently, at the local level of schooling in lieu of a national curriculum explicitly promoting mātauranga, kura kaupapa Māori have attempted to resurrect and reconstruct mātauranga that reflect the identity and history of their particular community. As a consequence of the range of political and educational factors, including the long dominance of Western norms in subjects in schooling (including how subjects are defined and grouped), the absence of relevant mātauranga in the public domain is a major challenge for many pūtaiao teachers in the upper levels of schooling.

This paper reports on a Ngā Pae o te Māramatanga research project where stakeholder groups e.g., teachers, iwi/community groups, mātanga pūtaiao and kura are interviewed to investigate what mātauranga means to them in their contexts. Many located within their kaupapa Māori paradigm are committed to making changes towards empowering Māori. Thus this paper draws on kaupapa Māori approaches to research that seeks positive outcomes (Smith, L., 1999) for the collectives of school, whānau, hapū and iwi who desire the promotion of mātauranga, particularly those aspiring to careers in STEM. Initial findings suggest that while there are epistemological differences—the key challenge is to ensure mātauranga is accessible and relevant to the needs of pūtaiao teachers and the community.

KIMAI HUIRAMA, ITI JOYCE

Waikato Raupatu Lands Trust, University of Waikato

65. Kia tupu, kia hua, kia puawai: To grow, prosper and sustain

Since the Crown's unlawful invasion of Waikato-Tainui territory in 1863 and the subsequent seizure of 1.2 million acres of tribal land, the effects of colonisation have continued to undermine Waikato-Tainui health, education and wellbeing. From a tribe who had once enjoyed peace and prosperity through the 1840s and 1850s, to present day where Waikato-Tainui whānau, hapū and iwi experience lower outcomes across a number of social indicators, including education, compared with non-Māori. The aim of this presentation is to share Waikato-Tainui education aspirations and outline some outcomes that the tribe hopes to achieve by 2050.

In the last two decades, there has been compelling evidence that show partnerships between schools and Māori whānau and communities are important and have the potential to dramatically improve student achievement. These studies have also identified that further research and development is needed to build authentic, bi-cultural partnerships between schools and whānau, iwi, and communities.

After 150 years of turbulent history, Waikato-Tainui has now entered a phase of development. Whakatupuranga 2050 is the tribe's blueprint for achieving Mana Motuhake (self-determination). Guided by the words of past leaders such as Kiingi Taawhiao and Te Puea Herangi, the current Waikato-Tainui education plan was developed to implement the aspirations of Whakatupuranga 2050.

The implementation of this plan has not only brought about the establishment of an iwi-school partnership with 25 secondary schools within the rohe, but has also seen the development of a Waikato-Tainui school matrix. The matrix was developed within a culturally responsive framework, drawing from Kaupapa Māori theoretical traditions, and constructed from a tribal position which is guided, defined and developed by tribal histories, knowledge and philosophies. The matrix is both a monitoring and evaluation tool which has evolved as a result of the tribe's engagement with whānau, marae, hapū and schools.

Over the next two months, partnership schools will use the matrix tool to evaluate the extent to which they are implementing Waikato-Tainui aspirations within their school and building genuine, bi-cultural partnerships with whānau, marae, hapū and iwi.

We will give a brief overview of the Waikato-Tainui legacy, present the findings about where schools are currently positioned in relation to the matrix and outline how Waikato-Tainui intends to support schools to make positive shifts, moving forward.

Session 8: Wednesday 22 November Room: KG.11 Time: 1.45 - 3.15pm Theme: Science Ed & Sustainability Type: Individual

DARCY FAWCETT

Gisborne Boys' High School

78. Individualisation in Year 12 Physics

This presentation reports an attempt to enhance the individualisation of teaching and learning in Year 12 Physics. The four physics teachers of Greenfields Independent School (London U.K.) planned and delivered a 6-week individualised teaching/learning programme for Year 12 Mechanics. This collaborative effort was initiated by the author/teacher/researcher as a revolt (Engestrom, 1987) against established departmental practice. This presentation will focus upon the analysis of the interrelationships between individualisation, teacher's intuitive models and physics learning revealed during the 6-week programme. The revolution in professional practice is discussed in the author's Dissatisfaction leads to development presentation – is this still in the programme?

The teaching/learning programme involved allocating the four classes of 54 students into three distinct strands – core, extension and investigation – based on a Mechanics pre-test. A pre-test for Person-environment fit using Fraser's (1990) Individualised Classroom Environment Questionnaires was also carried out. Person-environment fit compares student preferences to their assessment of the actual individualisation of their classroom. The pre-tests for mechanics and person-environment fit were repeated at the end of six weeks.

Each week the core strand completed the key examinable experiments and practice questions. The extension strand completed an experiment extending from the core curriculum. The investigation strand co-constructed an investigation of variable length developed from student-teacher interests. As well as impromptu interactions, teachers planned a rotating schedule of student-team meetings for sharing and constructive review of each individual's learning. At the end of each week students sat a short mechanics test and a viva on their experimental work and moved between strands as appropriate.

Teachers took part in semi-structured interviews (Strauss and Shilony 1994) to assess their intuitive models of teaching and learning. Analysis indicated the following:

- there are significant differences between student preferences and the actual classroom environment – the person-environment fit
- there was a significant range of person-environment fit in every class
- both the classroom environment and student preferences changed significantly during topic
- these changes varied by class and matched with teacher mental models and attitudes
- mechanics learning is significantly modified by person-environment fit.

Confirming Fraser's person-environment fit hypothesis, these findings indicate that changes in individualisation enhance learning only when the changes are in line with student preferences and retard learning when the changes are opposed to student preferences. However, if interventions are themselves individualised to fit the needs of particular students and teachers, we are presented with the possibility of significantly enhancing student achievement through individualisation of teaching/learning.

CHANDAN BOODHOO

University of Waikato

160. Teachers' assessment for learning' practices: Unfulfilled promises of partnership

Assessment literacy, a multifaceted concept, continues to challenge teachers' assessment practices, especially with recent curriculum reforms. When the Ministry of Education (2006) of Mauritius introduced the Towards a Quality Curriculum framework, it was emphasised that teacher education, and professional learning and development would be provided to all teachers to support their implementation of 'assessment for learning'; however, this promise was largely unfulfilled. I was interested in investigating teachers' 'assessment for learning' practices after they gained their professional qualification. A review of the literature indicated that few research studies have been conducted in assessment in Mauritius. Internationally, gaps related to 'assessment for learning' in the field of Design and Technology were also identified. Accordingly, my study's main research question was—How are the 'assessment for learning' practices of Design and Technology teachers in Mauritius state secondary schools shaped? In light of this question, a constructionist epistemology was used, and an ethnographic methodology was adopted. An interpretative naturalistic perspective was used to understand the subjective world of my participants by examining them in their natural settings. Participants included 29 Design and Technology teachers from 11 state secondary schools. A multi-method approach including questionnaire, interviews, classroom observations, and secondary documents was used to gather evidence. Sociocultural theory was used as a theoretical framework as it provided a robust theory for understanding teachers' 'assessment for learning' practices. This presentation will focus on findings from the classroom practices of three Design and Technology teachers from three different schools.

The findings revealed that the Design and Technology teachers were not effectively implementing the advocated 'assessment for learning' practices. The teachers did not stress clarifying and sharing the learning intentions and criteria for success, providing effective feedback, using questions to gain evidence about students' thinking and misconceptions, promoting students' autonomy, recording assessment information (e.g., effectiveness of activities and examples in attaining the desired lesson intentions) or utilising assessment information to transform their practices (examine, critique and justify decisions). However, the teachers presented an agenda for every lesson (by emphasising the content or concept to be taught) when the class started, they provided

appropriate learning activities and collected ‘assessment for learning’ information to adjust ongoing teaching (moment-by-moment and short term planning). In light of this conference, Partnerships: From Promise to Praxis, I argue that teachers in Mauritius need professional learning and development in ‘assessment for learning’, beliefs and how students learn to realise the curriculum’s promise

CARRIE SWANSON

University of Waikato

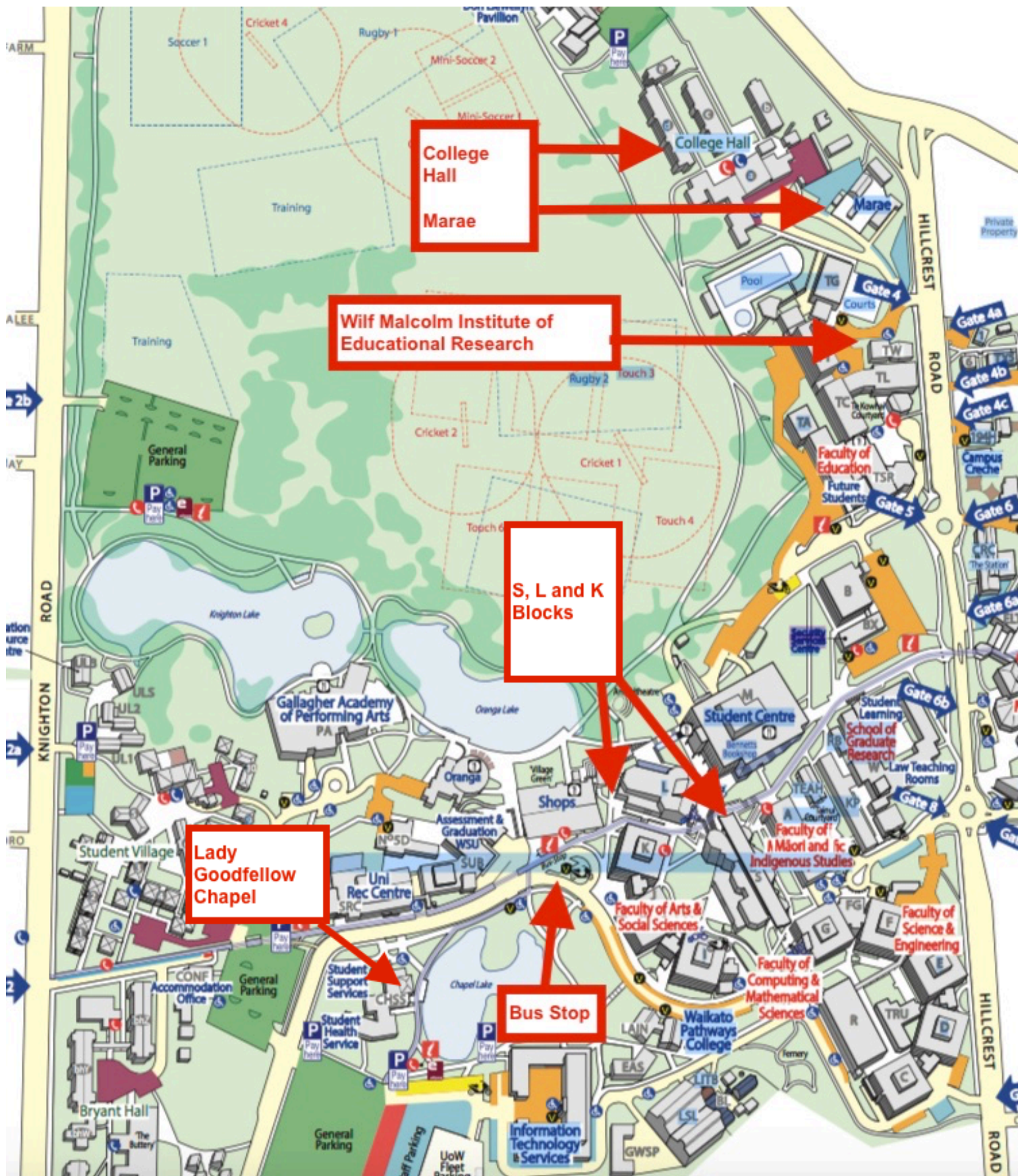
120. Exploring collaborative teaching and learning partnerships in a drama-based inquiry project

This paper reports on teacher and student perceptions of co-teaching and collaborative learning in science when taught through the collaborative dramatic inquiry approach Mantle of the Expert in Aotearoa New Zealand. Collaborative teaching and learning is a facet of modern learning environments. This paper focuses on co-teaching, which is explored through Mantle of the Expert. In Mantle of the Expert, learning is positioned in fictional contexts chosen to support learning. Students learn curricular subjects through working collaboratively in expert partnerships to fulfil a commission from a fictional client. This interpretive, action research project explored whether learning through Mantle of the Expert would support or constrain the learning of buoyancy and stability at year 7/8. It was co-taught by the researcher and the classroom teacher in a decile 8 semi-rural state school. Twenty-nine students aged 11-13 years were involved in the study for two afternoons a week over a term. Students learned about buoyancy and stability through being positioned as expert scientists re-investigating the sinking of the Wahine in Wellington harbour in 1968. Mixed methods were used to generate, analyse, integrate and interpret qualitative and quantitative data. Data sets included: pre and post-unit assessments, 22 classroom episodes, student and teacher interviews, the researcher’s reflective blog and classroom artefacts. Themes such as being positioned as experts and ethical scientists were drawn from the student interviews and supported with data from classroom episodes. Simple statistical analysis was undertaken. The data was integrated and interpreted through the identity lenses of positioning theory and figured words. The statistical data showed significant changes in students’ achievement scores from pre-to-post assessment, which was corroborated in the thematic data. These findings will be briefly described but the major focus of this paper is about how teaching and learning is supported through co-teaching and the collaborative ‘Mantle of the Expert’ approach. Student comments indicated they enjoyed learning through collaborative inquiry. They highlighted working collegially through ‘Mantle of the Expert’ which was advantageous as it was engaging and supported conceptual learning. The students signalled that there are benefits and disadvantages to being taught by more than one teacher. The teacher commented on both the usefulness of collaborative inquiry and co-teaching. This paper is pertinent to the conference as it investigates teaching and learning using a partnership and collaborative model. It offers scrutiny of a praxis-based approach where the teachers both teach collaboratively and learn collaboratively with the students.

Waiata

<p>Ngā Whakamoemiti by Pumi Taituha (Waikato Maniapoto)</p> <p>Ngā whakamoemiti Whakawhetai e Ihu e Mō āu manaakitanga Ki te iwi e tau nei Ko koe te piringa Ka puta ki te oranga E te Ariki Paimārie</p>	<p><i>Our many thanks To you Lord For all thy blessings On those gathered here You are the one that will bring us together and show us a better life Lord, everlasting peace.</i></p>
<p>Ē Tū Kahikatea</p> <p>Ē tū Kahikatea Hei whakapae ururoa Awhi mai, awhi atu Tātou tātou e</p>	<p><i>Stand tall Kahikatea Spreading out across the horizon Embrace me, embrace others All of us together</i></p>
<p>Te Aroha</p> <p>Te Aroha Te Whakapono Te Rangimarie Tātou tātou e</p>	<p><i>Love Faith Peace All of us together</i></p>
<p>Ehara i te mea</p> <p>Ehara i te mea Nō ināianei te aroha Nō ngā tūpuna I tuku iho I tuku iho</p>	<p><i>It is not the case Love started today From the Ancestors It has been passed down</i></p>
<p>Māku ra pea</p> <p>Māku rā pea Māku rā pea Māku koe e awhi e Ki te ara, ara tupu Māku koe e awhi e</p>	<p><i>Perhaps it is I Perhaps it is I Perhaps it is I Who will embrace and help you In the pathway Of your growth I will enfold you</i></p>

Venue Map



NZARE 2017 Conference



Partnerships: From Promise to Praxis

Mehemea ka moemoeā tātou, ka taea e tātou

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