

NZARE

NEWZEALANDASSOCIATIONFORRESEARCHINEDUCATION
- TE HUNGA RANGANAU MATAURANGA O AOTEAROA -

Membership: Responsibilities and benefits

Controversy in education abounds: Are National Standards the way forward? What will the impact of National Standards be on the recently released National Curriculum? What is the biggest influence on student achievement? How can education be more efficient? Should we use phonics or whole language for literacy instruction? Some of these questions are new; some are resurrected from time to time. As noted at the most recent Annual General Meeting (please see notices for the minutes), NZARE has a key role to play in terms of advocacy and having a public voice on important matters in education. Should we reply in one voice or in the individual voices of our members? What should be our role in commenting publicly on key issues in education? The NZARE council needs to hear from you, our membership, on these vital issues in order to move forward as an organisation. What are our responsibilities as members of NZARE to the wider education community of New Zealand?

If you are receiving this newsletter you are already a member of NZARE, and you are already aware of the benefits of being a member. The Association presently consists of about 400 personal members and about 60 institutional members. Personal members include teachers, educational researchers, students, educational administrators, and other people with an interest in learning from educational research. Institutional members include schools, libraries, polytechnics, private tertiary education providers, wananga, universities and other organisations where educational research is valued and studied.

Membership of NZARE has many benefits. One of the prime benefits for personal members is the opportunity to meet and to interact with others with similar interests at the NZARE Conference and Annual Meeting. Members also receive three issues a year of the Association's newsletter, INPUT, and two issues a year of the New Zealand Journal of Educational Studies. Other benefits include:

- * A membership directory.
- * Networking opportunities with others with similar educational research interests.
- * Reduced registration fees for the NZARE Conference and Annual Meeting.
- * NZARE sponsorship of local special interest seminars.
- * Discount on *Childrenz Issues Journal*.

We encourage you to realise both the responsibilities and benefits of NZARE membership. We hope that you will persuade colleagues to join NZARE and we look forward to your input.

Dr. Susan Sandretto, INPUT editor.

In this issue...

- Māori Caucus- 2
- Pasifika Caucus- 2
- For Students- 3
- Conference and Meeting Updates- 3
- Notices- 5
- Call for manuscript submissions- 8
- Completed projects and theses- 8
- Research projects in-progress- 11
- New publications- 12
- Research opportunities- 14
- From the Editor- 14
- NZARE Council- 15

Volume 32, No. 1
March 2010
ISSN 0110-8824



Māori Caucus

The Māori Caucus reports that:

- * Dr Katarina Edmonds, Te Whare Wānanga o Awanuiāraangi, Whakatāne has replaced Dr Adreanne Ormond on the Māori Caucus;
- * The proverb opening the Māori Caucus section on the NZARE website has been changed to:
- * Ko te manu e kai ana i te miro, nōna te ngahere. Ko te manu e kai ana i te mātauranga, nōna te ao.
- * The bird that partakes of the miro berry reigns in the forest. The bird that partakes of the power of knowledge has access to the world.
- * 18 presenters at the NZARE Conference and Annual Meeting 2009, Rotorua have been invited to submit a summary of their research project or research activity for the website;
- * 11 presenters have responded and their work displayed on the website;
- * The remainder of the presenters will be contacted as soon as possible;
- * All of the presenters were reminded to renew their fees or to join the NZARE;
- * Overseas conferences; and,
- * New publications have been placed on the site.



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

Māori Caucus Contacts:

Mere Kēpa, University of Auckland.

Email: m.kepa@auckland.ac.nz

Katarina Edmonds, Te Whare Wānanga o Awanuiāraangi

katarina.edmonds@xtra.co.nz



Pasifika Caucus

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

The Pasifika Caucus reports that:

(i) At the Annual NZARE Conference 2009, the Pasifika Membership agreed that Dr. Linitā Manu'atu should be reappointed as the Pasifika Caucus in 2010. Therefore the

Pasifika Caucus continues to

- * submit photographs and information to the Pasifika Caucus section on the NZARE website in relation to Pasifika researchers; and,
- * recruit Pasifika membership from the Postgraduate level e.g. Pasifika Postgraduate at AUT University.

(ii) In 2010, the Pasifika Caucus plans to organise meetings and activities with the Steering Group and Taskforce (established in *The Second Critiquing Pasifika Education@ the University Conference 2009*) to act upon the issues that were outlined in the Report to the NZARE 7 July 2009 that is, to "establish a Pasifika NZARE Research Strategy".

Contacts

Your representative on the NZARE Council is:

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



For Students

One of NZARE's aims is to support the development of educational researchers, including post-graduate students. In addition to the general benefits of membership, benefits for students include:

- * Networking possibilities through the membership directory;
- * Awards that recognise high achievement in educational research;
- * Reduced membership fee;
- * Active support for Maori and Pasifika education researchers;
- * Support to attend the annual NZARE conference;
- * Student representation on the NZARE council;
- * Making contact with other student members; and,
- * Share new and in-progress thesis studies in the Input newsletter.

The 2010 student representative on the NZARE council is Bernard Woodhams from Victoria University of Wellington,

email: student.rep@nzare.org.nz.

Conference and meeting updates

Forthcoming NZARE Conference and Annual Meeting

The NZARE Conference and Annual Meeting 2010 will be held at the University of Auckland, December 6-10. Keep an eye on the NZARE website for further details as they become available.

TEFANZ Biennial National Conference 2010 : Teacher Education Matters

Tuesday 26 October – Thursday 28 October Venue :
The University of Auckland, New Zealand

Main Conference:

Tuesday 26 October and Wednesday 27 October

The University of Auckland, Owen G Glenn Building

Special Interest Group (SIG) Sessions: Thursday 28 October Faculty of Education, Epsom

Submission of Abstracts: Due 19 July 2010

Registration: Early Bird Registration by 16 August - \$395 After 16 August Registration - \$450

Registration includes:

Morning/afternoon teas, lunches, wine and canapés (Tuesday), and dinner (Wednesday).

Detailed information will be available soon, hyperlinked from the TEFANZ website www.tefanz.org.nz

Looking forward to seeing you in October.

TEFANZ Executive:

Dr Lexie Grudnoff (Chairperson), The University of Auckland; Dr Barry Brooker, The University of Canterbury; Rosina Taniwha Te Wananga O Awanuiārangī; Catherine Lang, The University of Waikato; Dr Sally Hansen, Massey University; AP Jenny Ritchie, Unitec New Zealand, AP Mary Simpson, The University of Otago.

International Symposium on Classroom Research- 16-18 August 2010

Sponsored by the Graham Nuthall Classroom Research Trust

and Annual Lecture- 17 August 2010

University of Canterbury, Christchurch, New Zealand

Call for Presentations

INTRODUCTION

Researchers engaged in classroom research that seeks to understand learning and teaching in some way are invited to submit an abstract. Multiple perspectives, theoretical and methodological orientation to classroom research are sought. Presentations are not limited to empirical research within classrooms. The term 'Classroom' is used in an inclusive way referring to early childhood, primary, secondary and tertiary settings.

Two types of sessions are planned - Roundtable Presentations and Poster Workshops

The deadline for receipt of submissions is Thursday 22 April 2010.

Submissions forwarded after 22 April will be placed on the Reserve List, and therefore placed into the programme if space is available. Notification of this placement may not occur till as late as June.

* A confirmation reply email should be returned within a 48-hour period.

* Submitters will be notified on or before 17th May as to ACCEPTANCE / DECLINE into the symposium programme.

* Early Registration discount ends on 1st July 2010.

For more information visit:

<http://www.eenz.com/gncrt-sym2010/>

Advance Notice

Language, Education and Diversity Conference

3rd International Conference on Language, Education and Diversity (LED 2011)

*When: Wednesday 23 - Saturday 26 November 2011

*Where: Owen G. Glenn Building, The University of Auckland, New Zealand

Formerly hosted by the University of Waikato, New Zealand, LED is an international conference which focuses specifically on the impact of increased cultural linguistic diversity, at both national and supranational levels, and its consequences for the theory, policy and practice of language education. As such, LED provides an international forum that brings together the latest academic and policy discussions, and promotes critical debate, on the often-complex interconnections between diversity and language education.

Important dates:

Call for Papers open April 2010

Call for Papers close March 2011

Programme complete May 2011

Registration open May 2011

Check <http://www.led.education.auckland.ac.nz/> for updates.

Notices

Update on New Zealand Educational Theses database

www.nzcer.org.nz/edtheses

The New Zealand Educational Theses Database contains over 9000 Masters and doctorate theses in education topics from New Zealand and by New Zealanders. It has been developed by the New Zealand Council for Educational Research library, as part of the Ministry of Education's Iterative Best Evidence Synthesis (BES) programme, <http://www.educationcounts.govt.nz/goto/BES>

The purpose is to support cumulative knowledge building for improvement in education. This is a useful database for researchers, teachers and policy makers. The theses identified so far date back to 1970 – and we're still working on it.

How you can help

Please try it out and tell us how useful you find it. Don't hesitate to ask us for help when you are searching it.

Is your thesis there? Can you help improve the abstract or provide us with the full text? We could help you digitise it.

Contact: NZET@nzcer.org.nz

Education with/for adults

During last year's NZARE meeting a group of people with an interest in education with/ for adults met. The group is seeking support for a pre- conference half day in this area.

Could those who are also supportive of this as an idea, or have suggestions about possible workshops or speakers please email Joce Jesson:

j.jesson@auckland.ac.nz

Minutes

NZARE Annual General Meeting

3 December, 2009

The Distinction Hotel, Rotorua

Meeting opened at 7:45 (48 attendees signed the role)

WELCOME from Linda Smith NZARE President

APOLOGIES: Susan Sandretto, Vera Unka.

MINUTES:

The minutes of the 2008 AGM were confirmed as a true and accurate of the meeting with the addition of Colleen's name to the Council nominations list.

Moved Barbara Allan / Seconded Colleen McMurchy-Pilkington

MATTERS ARISING FROM THE MINUTES: Nil.

CORRESPONDENCE:

Three emails (invitation and information) from Royal Society.

Acting Convenor's report SIG ECE.

PRESIDENT'S REPORT (key points):

- * Improvements in systems and processes including membership records and payments, and selection for presentations and awards.

- * Ethics review.

- * Efforts to engage senior researchers in contribution they can make - feedback, modeling quality, mentoring and presence of community of senior scholars -through Linda's personal contacts, conversation and letters.

- * Looking to develop research pathway, grow capacity of early researchers and ensure connection with our history.

- * Develop more innovative ways to provide benefits for members.

- * Review of constitution set for 2010 – any changes brought to next year's AGM.

President's thanks for contributions.

Linda then explained the way Council works on a voluntary basis with portfolio responsibilities, and our meeting organisation. *Accepted.*

TREASURER'S REPORT

Audited and approved. Key points:

- (a) Income:
- *Net profit 2008 was \$19,920
 - *Subscriptions stayed the same
 - *NZJES income increased
- (b) Expenditure:
- *Council travel increased slightly in 2008
 - *Grants, Awards, AERA – look at as total.
 - *Four issues of NZJES paid for this year.
 - *Now able to pay membership and journal online.
 - *Not proposing membership increase but Journal subscription is increasing as follows: NZ - \$55.00 for 2 issues; International - \$120.00 for 2 issues. *Accepted*

ELECTION OF OFFICE BEARERS AND COUNCIL MEMBERS

Those elected unopposed:

President:Linda Smith

President-Elect:Cheryl Stephens

Secretary: Kerry Earl

Treasurer: Heleen Visser

Māori representatives: Katarina Edmonds and Mere Kepa.

Student representative: Bernard Woodhams

Pasifika Caucus: Linita Manu'atu

Accepted

Question from Martin Thrupp re role of President-Elect.

Six Nominations for five places: Each candidate spoke briefly on their own behalf.

John O'Neill

Alex Gunn

Stephen May

Mary-Liz Broadley

Colleen McMurchy

Jane Gilbert

Heleen Visser and Liz Gordon acted as scrutineers. 39 members voted.

Question from Joce Jesson re numbers on Council and possibility of having all six general nominations on Council.

It was moved that Council co-opt sixth nomination on to Council.

Prize Draw

11 new paid-up members. Draw – Pip Bruce-Ferguson.

5 renewed membership. Draw – Lia De Vocht

2010 CONFERENCE & AGM

Auckland is the venue for next year's NZARE Annual Conference and Meeting.

NZJES EDITORIAL BOARD UPDATE

Liz Gordon reported:

*Largely inactive Editorial Board and Trish has resigned.

*Fourth issue contents and editorial available now – issue out January.

*Joce Jesson co-editor for 2010 (2 issues).

*Agreed to be part of ProQuest and have had an approach from ERIC.

*Editorial Board – Martin Thrupp will continue to Chair this Board. A meeting will be convened to discuss issues including electronic publication/access.

*Martin added thanks to Liz for all her work and recognition of Journal as representation and flagship for research in New Zealand. Signaled further communication with Council.

*Linda followed up with indication of co-opting Chair of Editorial Board on to Council.

MEMBERSHIP FEES

- No change to membership fees.

REPORT ON NZARE ETHICS GUIDELINES

John O'Neill reported:

*Previous guidelines developed in 1998 and this was 'a simple and elegant' document developed when members were relatively well experienced. Since then we have a buoyant student membership and diversity of researchers and research taking place.

*NZCER hosted workshop at the end of 2008.

*Formation of a working group, modestly funded by Council, which meet twice in 2009. Goal of presenting something to this meeting.

*February – development of work plan. Now a very complex environment and process will take longer than first hoped.

*September meeting: Looked at comparative association guidelines. [Note: BERA took three years to develop theirs.]

*Liz Gordon as draft writer with John O'Neill and supported by Rosemary de Luca in role of critical friend.

Points to report to meeting at this stage:

1. The revised guideline will have a number of levels or layers – principles, education, advice and exemplars with intention to put the full documentation online.
2. Consultation- will consult formally with both Māori and Pasifika caucus and hoping for full membership consultation – 2010.

OTHER BUSINESS

1. Martin Thrupp:

Spoke on NZARE's role in advocacy and as a public voice. For example

- *National standards
- *Privatisation
- *Performance pay

*QPEC model used- suggested email group

*Our diversity of perspectives means we can be either picked off potentially against each other or overlooked.

*How we act as a lobby group needs to be a discussion we have as Council.

Richard Smith asked:

*Voices that are heard have support and be articulate.

*Whether to move that Council and others take up this role.

Linda asked for the new Council to discuss this.

It was moved:

'This meeting publicly thanks and supports the senior researchers who have spoken publicly about National Standards'.

Moved Joce Jesson / Seconded Richard Smith. 1 abstained

Anne Elliot commented that it was important not leave it up to media to approach us, but take lead on the debate.

Jim Holdom suggested re-establishment of local groups and meetings.

2. Jim Holdom commented on the:

*Gender balance of membership.

*Conference bags – do you require a Conference bag?

*Amount of white paper in Conference programme.

Meeting closed at 9AM

Call for manuscript submissions

Curriculum Matters is a peer reviewed journal of international standing published annually by NZCER. **Submissions for the 2010 issue close on March 31.** The journal publishes original research, scholarly essays, literature reviews and descriptions of innovations or developments on matters related to curriculum. Curriculum is broadly defined and can include curricula at a system, school, classroom or individual level. It can focus on a learning area or an aspect of curriculum development and delivery from early childhood to tertiary. Manuscripts can be submitted to:

Dr Carol Mutch

Editor: Curriculum Matters

curriculummatters.editor@nzcer.org.nz

Completed projects and theses

Teacher-student Relationships in Diverse New Zealand Year 10 Mathematics Classrooms: Teacher Care

Author: Robin Averill

Degree: PhD

Institution: Victoria University of Wellington
Contact email: Robin.averill@vuw.ac.nz

Abstract

Teacher-student relationships are considered influential for academic achievement and motivation, particularly for students of minority and low socio-economic groups. Teacher care is an essential component of effective teacher-student relationships. This study examined factors that contribute to developing and maintaining caring teacher-student relationships in low socio-economic multicultural classrooms (Māori, Pasifika, New Zealand European). Three areas of teacher care were explored: care for students as individuals, their mathematical progress, and for students as culturally located individuals.

The sample comprised three urban schools, one class and one teacher in each school for each of two years (six Year 10 mathematics teachers and their classes in total). Three data collection periods were used: the initial four weeks of the school year, and two weeks late in each of school terms 2 and 3. Each data

collection period included classroom observations, teacher and student interviews, and teacher and student questionnaires.

Within a holistic context of classroom well being, characteristics of caring teacher-student relationships were found to be dispositional (liking, respecting, showing tolerance, and being able to reflect one's personal identity), and knowledge-based (knowing each other as people, as learners, and as culturally located). Specific classroom practices found to be supportive of respectful caring teacher-student relationships included using humour, one-to-one teacher-student interactions, making opportunities for sharing personal identities, and expecting strong mathematical progress.

Mixed results were obtained regarding how deeply students value their heritage cultures, whether or not they believe these are well reflected in their schools and classrooms, and the extent to which they would like them to be reflected in these places.

There is evidence that for many Māori, Pasifika, and low socio-economic students, mathematics teachers can enhance students' motivation and mathematical achievement by using explicitly caring practices. Teachers must acknowledge and attend to caring teaching approaches to maximise their students' progress in and enjoyment of mathematics.

Teaching Health Education in New Zealand secondary schools: Policy into practice

Author: Kama Weir

Degree: PhD

Institution: Massey University

Contact email: K.J.Weir@massey.ac.nz

Abstract

Health education has a long informal history in New Zealand schools. This study attempted to illuminate and explain the effects on a small sample of secondary school health teachers of official policy changes in curriculum and assessment for Health Education in the period 1999 – 2004.

These teachers were deeply concerned about the health issues that they perceived their students were facing, and saw Health Education as a means to help students address these. The publication of Health and Physical Education in the New Zealand curriculum (Ministry of Education, 1999) legitimated their teaching in a general way through the inclusion of issues they were concerned with (such as mental health and

sexuality).

Teachers positioned themselves idiosyncratically in relation to a variety of personal discourses. Different subject positions were possible at school level because of the weak classification (Bernstein, 1971; 1996) of the 1999 curriculum. This was less likely to occur in senior health, which was assessed at system level through the National Certificate of Educational Achievement (NCEA). Health Education's inclusion in the NCEA resulted in pedagogical change for teachers in the study due to greater prescription of content and assessment requirements.

This study also illustrated the pedagogical and relational tensions that were created when Health and Physical Education were placed within the same official curriculum. Internal subject politics were intensified as teachers competed for resources within the one learning area.

Sexuality, gender and emotionality were three further layered discourses of teaching secondary Health Education illuminated by this study. Teachers generally positioned themselves in relation to a reproductive health discourse and several positioned themselves within an essentialist gender discourse. Emotionality was shown to have both personal and institutional dimensions.

Implications based on the findings were considered for teachers, policy makers, teacher educators and researchers.

aim of this study was to contribute to the knowledge about kāpo Māori so that services for kāpo Māori will better address the cultural well-being and the health of kāpo Māori and their whānau.

This study was funded by the New Zealand Health Research Council; was a nationwide study; and ran for two years (2007-2009). It was conducted by the Donald Beasley Institute with Ngāti Kāpo o Aotearoa and Victoria University. The researchers for the Donald Beasley Institute were Dr. Nancy Higgins (Pakehā) (lead researcher), Ms. Kelly Tikao (Waitaha, Kāti Mamoe and Kai Tahu), and, later, Dr. Benita Wakefield (Ngāti Kahungunu and Kai Tahu). Mrs. Christine Cowan (Ngāti Kahungunu and Ngāti Parou) was Ngāti Kāpo O Aotearoa Inc.'s researcher in the project and Dr. Hazel Phillips (Ngāti Mūtunga) from He Parekereke, Victoria University, was the senior Māori researcher.

The overall research questions in the project were:

1. How does the impairment of kāpo affect Māori?
2. How do health and education services impact on the identity, cultural well-being and health of kāpo Māori and their whānau?

At the beginning of the project, a literature and policy review was completed about kāpo Māori to form the context for this study. Then, forty-one people, who were kāpo Māori since birth, who were kāpo Māori whānau members, and/or who worked with kāpo Māori and their whānau were interviewed for this research project about their experiences of, and thoughts about, being kāpo Māori. The last stage of the project included recruiting ten kāpo Māori (6 females and 4 males) and their whānau (32 people in total) for more in-depth interviews and discussions about being kāpo Māori. The researchers also talked to them about their experiences when interacting with health and education services. The participants in this study were of different ages, of different iwi, and in different parts of the country.

The participants' stories reflected a diverse range of experiences of growing up Māori and kāpo across the generations. While there were notable similarities of experiences between many of them, there were, at the same time, some stark differences. To make sense of these stories a framework was developed that consisted of four themes. These themes included (1) cultural location and dislocation, (2) cultural consonance and dissonance, (3) visibility and invisibility, and (4) transformation and change.

While the first three themes could be understood, perhaps, as opposites, the reality of each participant's story was that their experience of being kāpo Māori was much more complex and fluid. For example, kāpo Māori may be both visible and invisible to education



Growing up kāpo Māori: Identity, whānau, cultural well-being and health

Summary of the Research and its Findings

Dr. Nancy Higgins, Dr. Hazel Phillips, Christine Cowan, Dr. Benita Wakefield and Kelly Tikao

This research project was about how kāpo (blindness and visual impairment) affects Māori in New Zealand. It explored how health and education services impact on the identity, cultural well-being and health of kāpo Māori and their whānau. Kāpo Māori, their whānau, and Māori and Pakehā researchers worked together through a Research Management Committee from Ngāti Kāpo O Aotearoa Inc. to investigate the experiences and stories of ten such whānau. The

and health services. Also, their experiences of being visible or invisible could be either positive or negative, depending on the situation.

Below is a brief summary of the research findings, which are thematically organised.

1. Cultural location and dislocation

- * Kāpo Māori are 'whānaucentric': all the ten case study participants were located within whānau, and strongly identified as whānau members. However, while all participants identified themselves as Māori, not all were connected into their hapū and iwi.

- * The majority of kāpo Māori saw themselves as 'normal' that is not being any different from anybody else, with many actively striving to lead 'normal' lives.

- * Moving away from home to go to school because of being kāpo led to participants' dislocation from whānau, hapu and iwi, and te ao Māori. Those kāpo Māori, who went to Parnell or in more recent times to Homai, were indoctrinated into another world that was based on difference and disability.

- * However, remaining within whānau contexts and being schooled locally in their own community did not necessarily mean that kāpo Māori were culturally or educationally 'better off'.

2. Cultural consonance and dissonance

- * Across the generations the majority of health and education services experienced by kāpo Māori in this study were mono-cultural. Very few fulfilled kāpo Māori aspirations for services that were culturally relevant and appropriate.

- * Historically, RNZFB and BLENNZ service provision has revolved around the individual and the individual's impairment, rather than considering kāpo Māori in a holistic manner or as being culturally situated as part of whānau, hapū and iwi.

- * All of the case study participants, who went to Auckland for all or some of their high schooling, preferred to socialise with other Māori rather than with their blind or vision impaired peers. In doing so, they reconfigured, as it were, 'whānau' relationships in the absence of their own whānau.

- * Some kāpo tamariki attended kōhanga reo and then went on to kura kaupapa before going on to Homai, Manurewa High or James Cook High Schools. Neither Homai or the high schools adequately acknowledged and supported these students' cultural identity as Māori.

- * However, nor can it be assumed that kura kaupapa initiatives provided kāpo tamariki with an appropriate education. One whānau, who wanted their kāpo tamaiti to attend kura kaupapa, found instead that the focus and political orientation of

their kura was te reo Māori and would only allow te reo Māori to be spoken in the classroom. This meant that the Resource Teacher of Vision from BLENNZ, who was assigned to provide teaching and learning support to the tamaiti, could not do her job because she could not speak te reo Māori and therefore could not work in the school. Consequently, the whānau moved their tamaiti to a state school which provided both cultural and vision support for the child. Currently there are few vision education specialists who are Māori and none that can speak te reo Māori.

- * Appropriate mainstream options were limited and it was mostly a matter of luck if whānau found a school that took into account both the culture and vision needs of kāpo tamariki.

- * Some kāpo Māori in this study did not have access to a visual diagnosis and assessment. This had a considerable impact on the learning and health support that they and their whānau were able to receive at school or in rehabilitation services, given that eligibility and funding for services follows assessment. Without an assessment, whānau and kāpo tamariki are unable to appropriately access RNZFB, BLENNZ and teacher aide support.

- * In most cases, but by no means all, access to diagnosis and assessment was connected to the degree of vision loss.

3. Visibility and invisibility

- * Many of the kāpo Māori in this study have been invisible as kāpo to education and health services. Some wanted to be invisible because they saw it as enabling their drive to be normal.

- * Two kāpo Māori in this research have been invisible as kāpo to their whānau, in one instance because other members of the whānau were more obviously kāpo and, in the other, because whānau were not tuned into the issues that face kāpo Māori.

- * Participants with multiple disabilities faced a different kind of invisibility because their vision impairment was often overlooked in the face of more obvious impairments.

- * Also, many kāpo Māori in this study have been visible to health and education services. However, being visible did not necessarily mean having access to services that fulfilled their educational and health aspirations or improved their overall cultural well-being.

4. Transformation and change

- * This theme speaks to the way in which the participants expressed their desires to be Māori and their aspirations 'to get on' in the world.

- * Many of the participants, especially the older

ones, considered their futures in the context of being Māori, who happened to be kāpo. This did not mean being invisible to services, rather it meant being able to access services and the resources that were on offer so that they could get on with living and being Māori.

* Many saw the whānau as the vehicle for transformation and change and thought that more should be done to support it. Respite care was given as one example in which whānau should be able to be recognised and paid accordingly as respite carers.

* Many of the participants spoke of the stigma of being Māori in Aotearoa New Zealand. One participant said “to survive as Māori equals success.”

* The struggles that kāpo Māori and their whānau faced have led to many of them taking on advocacy and leadership roles in their whānau and communities and in the Māori world in general.

In conclusion, we found that all of the kāpo Māori who participated in the research were strongly and culturally located in whānau. However, not all participants were connected into hapū and iwi networks and relationships. While for some this connection was not a priority, for others whakapapa was a dominant factor in their identity. Many of the participants were emphatic that they were first and foremost Māori, who happened to be blind or vision impaired.

However, it was apparent that the experience of being tangata kāpo impacted on their lives and identity as Māori. Equally, being Māori impacted on their experiences as tangata kāpo. In most instances, this was a negative impact with tangata kāpo and their whānau being either invisible to services or visible for the wrong reasons. Many talked about their experiences of schooling and health services that did not take into account their disability or their identity as Māori, and in many instances, both.

As a consequence, kāpo Māori and their whānau in this study were ‘doubly’ marginalised in a society that perpetuated difference and disability despite a raft of policies and laws that have been put in place to eradicate discrimination and inequalities. Yet the kāpo Māori and their whānau, who participated in this research, were highly resilient and resourceful in their everyday lives, expressing in a variety of ways their desire and rights to be self determining. That is: ‘to be Māori who happen to be kāpo’.

If you would like a copy of the full final report for this study when it becomes available, please contact Dr. Nancy Higgins, n.higgins@clear.net.nz, ph: 021-171-0226, or Christine Cowan, ngatikapo@gmail.com, 0800-770-990.

Research projects in-progress

New Zealand Teachers Council Research Projects

The New Zealand Teachers Council has several research projects currently underway. These projects contribute to the Council’s strategic goals of strengthening teaching standards and the capability of teachers.

Induction and Mentoring Pilot Programme 2009-2010

Four pilots have been commissioned to trial the Council’s Draft Guidelines for Induction and Mentoring Programmes and for Mentor Teacher Development in Aotearoa New Zealand. Each pilot is trialling a model of induction support for provisionally registered teachers and training for mentor teachers suitable to their particular sector. The four pilots are:

1. Early childhood education – New Zealand Kindergartens Incorporated
2. Primary/intermediate – University of Auckland
3. Secondary – Massey University
4. Māori medium – Te Whare Wānanga o Awanuiarangi.

The New Zealand Kindergartens Incorporated pilot has been completed. The other pilots will be completed by the end of 2010.

An evaluation of the pilots to test the validity of the guidelines and effectiveness of the models is also underway by Martin Jenkins and Associates.

Information about the pilot programmes including the draft guidelines is available on the Council website (<http://www.teacherscouncil.govt.nz/>) or by contacting Erin Pilcher, Research Analyst erin.pilcher@teacherscouncil.govt.nz.

Whakamanahia te reo Māori – He Tirohanga Rangahau

The second stage of the Council’s project to investigate te reo Māori proficiency in Māori medium initial teacher education involves a literature review conducted by Dr Mere Skerrett at the University of Canterbury. The guiding questions for the literature review are:

1. What are the instructional and contextual factors that are most likely to influence the level of te reo Māori proficiency gained by kaiako graduating from initial teacher education programmes, and how can these factors best be addressed?

2. What are the issues in defining and assessing the relevant te reo Māori proficiencies, and how can these issues best be addressed?

The literature review builds on an environmental scan that explored issues and influences on te reo Māori competence of graduates from these programmes. The literature review will be completed in the first half of 2010. Information about the project is available on the Council website (<http://www.teacherscouncil.govt.nz/>) or by contacting Brian Ruawai-Hamilton, Policy Advisor Māori (Brian.Ruawai-Hamilton@teacherscouncil.govt.nz).

Draft Registered Teacher Criteria Pilot

In 2009 the Council commissioned the University of Canterbury UC Education Plus to pilot the draft Registered Teacher Criteria. The Registered Teacher Criteria were developed to replace the current registration standards (the Satisfactory Teacher Dimensions) and describe the key relationships, values and professional knowledge in practice that all fully registered teachers in New Zealand must meet. Findings from the pilot were used to finalise the Registered Teacher Criteria in November 2009.

The Council is currently developing resources and a programme of training and support for professional leaders to implement the Registered Teacher Criteria from 2011. Information about the implementation of the Registered Teacher Criteria can be found on the Council website (<http://www.teacherscouncil.govt.nz/>) or by contacting Cynthia Shaw, Manager Policy and Strategic Development (cynthia.shaw@teacherscouncil.govt.nz).

Early Childhood Education Leadership project

Following a recommendation from its Early childhood education (ECE) Advisory Group, the Council agreed to support the development of a strategy to support the development of leadership practices for the sector. The first step involved the writing of an occasional paper Conceptualising leadership in ECE in Aotearoa New Zealand (Thornton, Wansbrough, Clarkin-Phillips & Tamati, 2009) to describe the current issues as well as identifying successful components of leadership development programmes. The paper is available on the Council website at www.teacherscouncil.govt.nz/publications.

Further work is underway with a writing group to develop a vision and framework for leadership in ECE in Aotearoa New Zealand. For further information contact Deborah Wansbrough, Policy Adviser: ECE (Deborah.wansbrough@teacherscouncil.govt.nz).

New publications

New Book shortly to be released:

Are our standards slipping? Debates over literacy and numeracy standards in New Zealand since 1945.

by Roger Openshaw and Margaret Walshaw

Publisher: NZCER

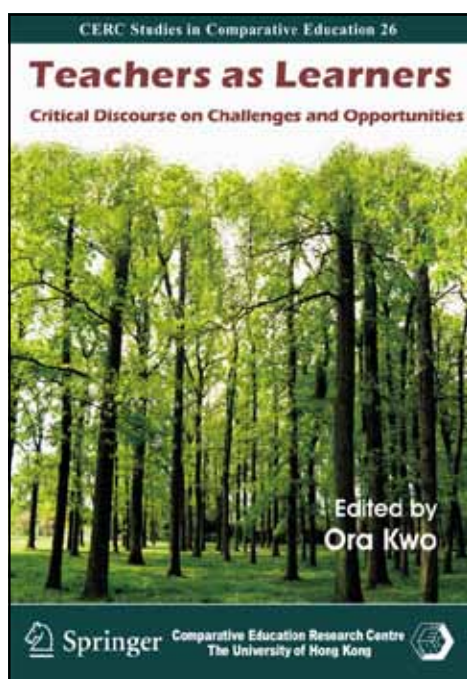
This book offers a fresh approach to the standards debate. It places the contemporary literacy-numeracy debate and the search for higher standards in the historical context of policy and programme development. It is an account of the powerful force of crisis voiced in the media, by parents, educators and politicians alike, across generations from 1945 to the present time. The book demonstrates how the debate about poor numeracy and reading and writing skills, resembles a series of overlapping and cyclical discourses. It looks behind the debates to discover how games of truth, power and knowledge are played out in a bid to enhance basics skills for particular ends.

Forthcoming Publication – 2010

CERC Studies in Comparative Education 26

Teachers as Learners **Critical Discourse on Challenges and Opportunities**

Edited by Ora Kwo



This volume responds to the tensions and paradoxes brought by educational reforms, presenting a critical discourse on teachers as learners. The contributions bring an array of cultural settings and methodological orientations, and reveal contextual burdens that teachers should not carry in isolation.

Teachers' learning demands collective engagement to turn challenges into opportunities in a sustainable quest for higher goals. The discourse concludes with a vision for a new relationship among educational workers as a joint force of learners in a cross-boundary endeavour for moral commitment to education.

Ora W.Y. Kwo is an Associate Professor in the Faculty of Education at the University of Hong Kong. As a university academic who has been involved in teacher education for three decades, she specialises in research on professional development and on processes of learning to teach.

Publishers:

Comparative Education Research Centre and Springer

ISBN 978 962 8093 55 7

2010; HK250/US\$38

Tel (852) 2857 8541

Fax (852) 2517 4737

E-mail/Enquiry: cerc@hku.hk

Website: www.hku.hk/cerc/Publications/publications.htm

Research opportunities

Teaching and Learning Research Initiative (TLRI) Funding Round Opens

Applications are now invited for the TLRI 2010 funding round. Information for Expressions of Interest can be found on Funding 2010. Expressions of Interest (EOI) are invited in either Type I or Type II categories.

Type I research projects aim to build cumulative knowledge about teaching and learning and to build research capacities.

Type II studies are to be more innovative, with both practice and research valued together.

Applicants have until the 12th May to submit their EOIs.

Each year we ask leading educationalists where the research gaps are, and what research can be built on. This year Professor Jeff Smith from Otago University looks at the research questions arising from NEMP data, while Ministry of Education senior manager research, Lynne Whitney, does the same for international studies such as PISA, TIMSS and PIRLS. You can find their interviews in Background Papers.

For more information visit: <http://tlri.org.nz/>

From the INPUT Editor

Dear Colleagues,

I invite you to consider contributing to INPUT. The next edition of Input will come out July 2010.

Input serves to link members across New Zealand and beyond and keep us informed of research and scholarship relevant to education in Aotearoa, New Zealand.

Please forward copy relevant to any of the following categories which will be of interest to members:

- Special Interest Groups
- Opinion pieces
- Conference and meeting updates
- Notices
- Call for manuscript submissions
- Completed projects and theses
- Research projects-in-progress
- New publications
- Research opportunities

Please email copy as a word.doc to Susan Sandretto at susan.sandretto@otago.ac.nz by **1 July**.

Dr. Susan Sandretto (Editor)

All general and membership enquiries to
admin@nzare.org.nz

NZARE Secretariat
 PO Box 3237
 Wellington
 (04) 383 7939

Website
www.nzare.org.nz

Position	Name	E-mail
President	Linda Smith	tuhiwai@waikato.ac.nz
President Elect	Cheryl Stephens	bcstephens@xtra.co.nz
Secretary	Kerry Earl	secretary@nzare.org.nz
Treasurer	Heleen Visser	heleen.visser@minedu.govt.nz
Māori Caucus	Katarina Edmonds Mere Kepa	katarina.edmonds@xtra.co.nz m.kepa@auckland.ac.nz
Pasifika Caucus	Linita Manu'atu	linita.manuatu@aut.ac.nz
INPUT Editor	Susan Sandretto	susan.sandretto@otago.ac.nz
NZJES Editor	Liz Gordon	lizgordon@paradise.net.nz
Student Representative	Bernard Woodhams	student.rep@nzare.org.nz
Council Members	Mary-Liz Broadley	maryliz.broadley@openpolytechnic.ac.nz
	Stephen May	s.may@auckland.ac.nz
	Alex Gunn	alex.gunn@canterbury.ac.nz
	Colleen McMurphy-Pilkington	c.mcmurphy@auckland.ac.nz
	John O'Neill	J.G.ONeill@massey.ac.nz
Conference	Ruth Williams	ruth.williams@auckland.ac.nz
Convenors	Helen Dixon	h.dixon@auckland.ac.nz
Webmaster	Anne Elliot	ae@actrix.co.nz

About NZARE

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