

2013 ANNUAL CONFERENCE

KEYNOTE ADDRESSES:

HERBISON LECTURE: Professor Martin Thrupp, The University of Waikato

Topic: *At the eye of the storm: Researching schools and their communities enacting National Standards*

Abstract: National Standards and associated developments in primary and intermediate schools have involved some of New Zealand's most controversial and contested education policies of recent years. The Research Analysis and Insight into National Standards (RAINS) project has focussed on the lived impact of these policies in six diverse schools since 2009. The research provides a rich account of the day-to-day preoccupations and practices of principals, teachers, boards, ERO reviewers, parents and children as they enact the National Standards policies. The RAINS project is coming to a close at the end of 2013 and this lecture will review the background to the research, how it was carried out, the main findings and their implications. It will also reflect on some of the particular challenges involved in undertaking the RAINS research. These have included keeping up with the demands of fieldwork across multiple sites and roles as well as carrying out a research programme amidst the continuing heat and noise of political debate.



Dr Ronald A Beghetto, University of Oregon, USA

Topic: *Creative micromoments: Uncovering hidden possibilities in educational research and practice*

Abstract:

Abstract: When looking for ways to generate new possibilities for education futures, researchers and practitioners may believe that radically new policies, methods, or curricula are necessary to bring about desired changes. Although radically new changes can result in new opportunities for creative research and practice, much can be gained by recognizing the everyday possibilities that inhere in the creative micromoments of the everyday classroom. Creative micromoments are brief, surprising moments of creative potential that emerge in everyday routines, habits, and planned experiences. Micromoments occur anytime there is a rupture in what is expected or when routine events take a surprising turn. The surprising, unscripted nature of micromoments opens windows of creative opportunity that enable researchers and practitioners to explore and realize new educational possibilities. In this talk I will discuss the educational possibilities that inhere in creative micromoments, highlight common barriers that prevent many researchers and practitioners from recognizing these opportunities, and provide several suggestions for how researchers and practitioners might realize the potential of micromoments -- moving from what is to what could or should be. .

Associate Professor Deborah Fraser, The University of Waikato

Topic: *Creativity, Research and the Academy*

Abstract: The current academic climate presents a number of persistent challenges. Research funding has become increasingly competitive as more academics bid for a shrinking pool of highly contestable funds. There is an ever present expectation that academics will generate a regular flow of quality research outputs regardless of success in funding applications or variations in research deadlines. Alongside this there is greater uncertainty in terms of efts targets, degree structures, and the nature of initial teacher education-but ongoing expectations for recruitment and retention of students. We also face increasing competition for postgraduate students and unrelenting demands to meet compliance requirements. It is well known that the restrictive effects of performativity have detrimental effects on creativity; A compliance culture is not conducive to creative processes, nor is it responsive to the wider values of the academy such as social justice and contribution to community. Such a culture does not necessarily assure quality academic work in the arenas of research, teaching and service. In the face of these demands we risk eroding academic freedom and perhaps most importantly, our health. These concepts will be outlined with examples drawn from a range of research projects that contrast with narrowly defined notions of research. These projects and the field of creativity provide some timelysuggestions for maintaining and growing what matters.

Associate Professor David Bell, University of Otago College of Education

Topic: *Fireflies on the Water: aesthetic learning and researching between disciplines*

Abstract: The last two decades have seen a shift in emphasis in arts education from arts making, to engaging with, understanding and appreciating the arts. These changes call on new ways of perceiving, thinking, responding, communicating, and knowing about aesthetic learning that make significant demands on teachers. This paper explores how drawing on research in different domains - here into pedagogies, museums and trans-cultural studies - might empower teachers and students to engage with the multi-dimensional dispositions that can make aesthetic learning so rewarding. It suggests that these kinds of learning can build aesthetic, creative and trans-cultural literacies to inform meaningful lifelong experiences in and beyond the imaginative worlds of the arts themselves.

Professor Angus Hikairo Macfarlane, University of Canterbury

Topic: *He aka matauranga: Linking the vines of research*

Abstract: Ancient narratives from te Ao Maori recite the deed of Tawhaki ascending the vines to the uppermost heavens to obtain higher knowledge. In contemporary times many educational researchers are regularly searching for understandings of indigenous methodologies. They are intent on navigating the vines so as to enable them to provide the most responsive research experiences for all who are involved in the knowledge-gathering process. Many questions are asked along the way: What approaches are meaningful and relevant? What key concepts and values need to underpin the research design? What variables contribute to the research outcomes? In responding to these questions, this presentation will underscore not only the challenge of diversity in the research discourses, but also the creativity.