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**Massey University of New Zealand - Te Kunenga Ki Pūrehuroa**

Herbison Lecture presented by: Alex Gunn, Te Kura Ākau Taitoka | University of Otago  
College of Education

Herbison Lecture to New Zealand Association for Research in Education Conference and Annual Meeting, Ka ora te whenua, ka ora te wai, ka ora te tangata | Education research for sustainable communities. Massey University Te Kunenga Ki Pūrehuroa, Palmerston North, 20-22 November, 2023.

**Title:** Reflections on the unsettled academics of teacher education in Aotearoa New Zealand: Working amongst the precariat.

In this lecture I address the precarious state of teacher education as academic endeavour in Aotearoa New Zealand in 2023. Reflecting on my own journey into teaching which involved considerable university study more than three decades ago, and drawing from a recent study of teacher education work in the academe (Work of Teacher Education – NZ, Gunn, Hill, Berg & Haigh), I contrast my sense of arrival of teacher education into the university in the late 1980s with my current sense of threat of departure from the same. I argue that the teacher education remit requires us to work together from multiple sites, with the many actors to our shared endeavour present, and pulling together. I want to disrupt the taken-for-granted and often-promulgated discourse of ‘teacher education is broken’; I want to cooperate to preserve the myriad of pathways to teach. I ask us to share aspirations and aims as we articulate how teacher education and research matters in the system for the longer term.

Presented by: Zhenlin Wang (Institute of Education, Massey University)

**SIG:** Early Childhood Education

**Title:** Young children's understanding of teaching and learning: A theory of mind perspective

**Abstract:** In a trial that led to his death, Socrates declared, 'All I know is that I know nothing'. A meta-level understanding of learning and knowledge is essential to personal growth. How children understand the concepts of teaching and learning is associated with their developing theory of mind, the ability to attribute desire, belief, intention, emotion, and knowledge to self and others. In this presentation, I will first introduce a study with novel tasks to examine the correlation between young children's theory of mind development and their teaching and learning understanding. The second study introduces a psychometrically validated scale of the Preschool Teaching and Learning Comprehension Index (PTLCI). I then present a new randomized controlled trial training study to enhance children's teaching and learning understanding through shared picture book reading.

Presented by: Professor Georgina Tuari Stewart (Te Ara Poutama, Auckland University of Technology)

**SIG:** Learning Environments

**Title:** From 'old school' to Māori learning spaces: A curriculum intervention

**Abstract:** Māori aspirations in education have not been served by past mainstream policies. The influence of monoculturalism in schools, which were used to colonise Māori people by enforcing linguistic and cultural assimilation, is hard to extinguish. The archival history of research on Innovative Learning Environments (ILE) and Flexible Learning Spaces (FLS) demonstrates this universalist, monocultural approach. Mainstream New Zealand policy and practice have followed international models and trends in school design, moving away from traditional single-cell classrooms towards more open and inter-connected spaces. Meanwhile, marae-ā-kura have been around for several decades, but are largely ignored in national ILE and FLS policy and research literature. This presentation presents the results of a scoping exercise and initial empirical data collection from a Marsden research project on the topic of "Māori flexible learning spaces." A Māori-led approach to ILE design recognises space as an element of curriculum. The We are proposing the concept of 'Māori learning spaces' is as a curriculum intervention, that which escapes the policy text, and is designed to serve Māori purposes in education. Space and spatiality – i.e. how space is occupied - have cultural relevance. A 'Māori learning space,' as we define it, is a Māori-led ILE that incorporates the successful marae-ā-kura approach with the technology-rich nature of FLS.

Presented by: Lisa Heke (Te Rito Maioha ECNZ)

**SIG:** Wellbeing

**Title:** Mana Māori Māmā Māori; strengthening holistic wellbeing and success for teenage Māori mothers in Aotearoa New Zealand

**Abstract:** The research presented as an individual paper submission is underpinned and guided by kaupapa Māori theory and research principles. The purpose of the research (completed in 2022) was to explore holistic support comprising health, social, financial, education and whanau that exist for teenage Māori mothers in Aotearoa New Zealand. Research occurred within the context of one Teen Parent Unit (TPU). The effectiveness of support was assessed in relation to how each contributes to the holistic wellbeing and success of young mama Māori. Holistic wellbeing and success were measured in terms of taha tinana, taha hinengaro, taha wairua, and taha whanau, the four dimensions of Te Whare Tapa Wha: Māori Health Model (Durie, 1984). The research sought to empower participants by focusing on and promoting positive experiences of support. Highlighting the most positive areas of support also identified and exposed gaps. However, in line with kaupapa Māori theory, only the most effective support/s for strengthening holistic wellbeing and success will be presented.

Presented by: Sophia Li (Manukau Institute of Technology/Te Pukenga)

**SIG:** Adult & Tertiary Education

**Title:** AI-supported visual synthesis: picturing sustainable assessment tools in the Aotearoa landscape

**Abstract:** In contemporary Aotearoa, visual images continue to hold significant cultural and educational values as an indigenous model of knowledge building. In the tertiary education context, sustainable assessment tools are vital to connecting the past with the present and the future by recognising Māori literacy and celebrating Māori heritage and identity for the country as a whole. A pilot study on a collaborative visual assessment tool is to be conducted with a group of adult students to explore the possibilities of assessing students' learning by designing an assessment tool that requires the students to negotiate with AI when synthesising ideas. The process of assessment is cooperative among the students, the AI-supported image generator and the assessor. Based on Kaupapa Māori theories and sociocultural theories, the study explores how the visual images generated by AI with the students' prompts assess the students' understanding and their critical thinking skills. The possibility of the new assessment tool is discussed in relation to the benefits and challenges for adult learners in the Aotearoa landscape. The authors suggest that it is beneficial to adopt visual assessment tools alongside, the current assessment tools heavily relying on academic writing in the era of Artificial Intelligence

Presented by: Debbie Ryder (Te Rito Maioha: Early Childhood New Zealand), Tess Huggins (Te Rito Maioha), Shelley Sugrue (Te Rito Maioha)

**SIG:** Wellbeing

**Title:** Playing to your strengths

**Abstract:** This presentation represents a study which was aimed at exploring a strength-based appreciative appraisal process with a focus on the growth of future professional practice. An Appreciative Inquiry methodology (Cooperrider & Srivastva, 1987) guided a strengths-based approach to viewing practice. The research question that drove the study was: How can a strengths-based appraisal process be developed that focuses on future professional growth? Data for the study was drawn from previous assignment-related reflections that were undertaken by previous students, as part of a Master of Education course. An outcome of this study was the formation of six strengths-based dispositions and the formation of an appraisal process (Appreciative Professional Growth Cycle Process). The Appreciative Growth Cycle combined with the use of the six appreciative dispositions when combined, create an appraisal process that focuses on the growth of future professional practice.

Presented by: Tiffany Wagstaff (Te Rito Maioha Early Childhood New Zealand)

**SIG:** Educational Leadership

**Title:** Border Crossing: Leading across-sector collaboration in Communities of Learning/ Kahui Ako

**Abstract:** Using Etienne Wenger's social learning theory (2021), this study explores factors of across sector collaboration within one Kāhui Ako. Nine members of one well established Kāhui Ako shared their perspectives of collaboration; what works, what doesn't, and what can be achieved for their region's learners when people commit to the collaborative endeavour. These members represented three key sectors of education – Early Childhood Education, Primary, and Secondary. While the sector differences were highlighted, the strategies used to bridge the borders of these sectors were celebrated as successful collaboration that promotes success for every learner in their region. While currently in the final stages of research, findings show that Wenger's social learning conceptual model, Communities of Practice, can be used as a valuable tool for understanding the complex nature of across sector collaboration. Findings also show Wenger's more recent work in action, alluding to the important work of system conveners – individuals who embrace the complex problems that impact education.

Presented by: Dr Erika Snedden (Cornerstone Christian School)

**SIG:** Educational Leadership

**Title:** Voice of Vision Crafting Culture as Symbolic Stories: An Arts-based Inquiry approach to exploring how mission and vision are enacted in New Zealand Christian Schools.

**Abstract:** The centrality of school vision to inspire learning is shaped by the principal, leadership, and staff. School vision cannot remain aspirational but must be consciously constructed showing the distinctive character and culture attributed to schools by their guiding statements. This doctoral thesis presentation provides insight into how understandings of mission and vision, embedded in school guiding statements, are enacted in three New Zealand Christian schools. Further to this, the thesis showed the ways in which these practices are shaped by personal and professional leadership influences and culture. Qualitative methodologies, Appreciative Inquiry (AI), and Arts-based inquiry methods informed the research process to ascertain what narrative themes predominated. Through the narrative process of “storying”, participants were positioned to actively engage in crafting participatory methods as a lens through which to give voice to their schools’ cultural stories. The findings suggest that the schools’ guiding statements are grounded and engineered within the multiple ecologies and etymology of community. Furthermore, the growth and formation of school leadership and culture are symbiotic typologies of organisational structure. This suggests that the use of school guiding statements for systematic and systemic reflection holds promise for both the research community and various educational stakeholders.



Presented by: Aqsa Ali (University of the Punjab)

**SIG:** Early Childhood Education

**Title:** Effect of use of screen on child's development at early childhood education level

**Abstract:** Screen time has become both a temptation and a popular pastime in recent years. Children are raised in an age of screen media and technology. The digital ecosystem is changing at a faster rate than studies into the impacts of screen media on young children's development, learning, and family life. This study focuses on the advantages and disadvantages of screen media in children, with an emphasis on developmental, cognitive, social, emotional, language and physical wellbeing. The study was qualitative. The population were consisted of parents of ECE children. Purposive sampling and the Interview guide was selected as an instrument for data collection. The data was analyzed in the light of responses given by the parents. The main findings arising from the research study was, screen time has both beneficial and bad effects on children's development. Furthermore, the amount of time spent on the screen, the quality of the content, parental involvement, monitoring, and the existence of interactive elements are all factors that impact the effect of screen use on early development. The study recommends that children restrict their routine or regular screen usage time and engage in other physical activities. These devices should not be used on a regular basis by children.

Presented by: Lynne Connor (University of Canterbury)

**SIG:** Learning Environments

**Title:** From rhetoric to reality: challenges and tensions in enacting an innovative learning environment

**Abstract:** In recent years, school building policy in New Zealand has emphasised the development of flexible learning spaces (FLS). Through deliberate design choices, FLS are designed to promote student-centred and collaborative teaching practice, creating an innovative learning environment which is adaptable and future-focussed. However, this intended practice is not always realised. This presentation is based a doctoral study examining the practice of seven English teachers working in an FLS in one New Zealand secondary school. Data was collected through ethnographic methods of classroom observation and semi-structured interviews. Using Lefebvre's spatial triad (Lefebvre, 1991) of conceived, perceived and lived space, I will argue that elements of the learning space are imbued with layers of symbolism, highlighting the tensions between the rhetoric and the reality of innovative practice in FLS. While the policy intent of the FLS is made visible through elements of its design, the use of the space by teachers and students indicates that their interpretations of these elements serve to reinforce teaching and learning practices that FLS are designed to disrupt. These findings highlight that increased awareness of the unintended impacts of spatial elements is needed if the potential of an FLS is to be realised.

Presented by: Rachel Martin (Te Kura Akau Taitoka, University of Otago College of Education), Kim Brown (Te Kura Akau Taitoka, University of Otago College of Education)

**SIG:** Adult & Tertiary Education

**Title:** Wellness and sustainable relations within a decolonised frame.

**Abstract:** Wellness in university education has been compromised by the legacy of colonisation, affecting sustainable relations with mana whenua. Wanaka methodology (Mahuika & Mahuika, 2020) created an environment for a diverse group of 68 students to come together, korero, and share their experiences at the University. Placing student voice at the heart of this project, we learned more about how students encounter Te Tiriti o Waitangi (TOW), mana whenua relationships and partnerships in their education. We applied Critical Tiriti Analysis (O'Sullivan et al., 2021) to recordings of students' korero and learned that on the whole students learn little about TOW and how it relates to the programmes they are studying. Our findings indicate that students are critical of what they see as tokenistic content in their courses, revealing problematic educational practices. To build cohesive social communities that sustain wellness, the university should respond to student and staff perceptions as a starting point for building cultural capabilities. Students aspire for place-based, problem-based and future-focused education, which better prepares them for global citizenship. Dismantling colonial structures invokes pedagogies of discomfort (Poitras Pratt et al., 2018), but avoiding the difficult conversations and actions can perpetuate more harm and unsustainable relations for wellness.

Presented by: Emma Cunningham (University of Waikato), Samantha Dearnley (University of Waikato)

**SIG:** Educational Policy

**Title:** The role of school leaders in successful transition to secondary school

**Abstract:** Globally, there is increased emphasis on schools working together, in partnerships and networks, to support one another's efforts to collaborate and improve educational outcomes for students (Hadfield and Ainscow, 2018; Hadfeld and Chapman 2009). Within the Aotearoa New Zealand context, there is a lack of research-based knowledge and regarding successful collaborative practices between intermediate and secondary school leaders as they support students' transition from intermediate into secondary school. In response, this qualitative study explored the strengths and challenges related to collaborative practice of a group Kahui Ako Year 8 and 9 school leaders in relation to improving transition practices for students. Key findings from the study emphasise the value participants placed on strong relationships and communication for effective collaborations to take place within their communities of learning. A qualitative communities of practice (Wenger, 1989) approach is used to provide an explanatory frame for the findings. This presentation will make recommendations for school leaders to support successful transitions for their students, teachers and whanau.

Presented by: Elizabeth Peterson (University of Auckland), Tanvi Sharma (University of Auckland), Amy Bird (University of Auckland), Elaine Reese (University of Otago)

**SIG:** Quantitative Studies in Education

**Title:** How you talk to your kids about setbacks and failures matters: Evidence from the Growing Up in New Zealand study

**Abstract:** How parents typically talk to their children about setbacks and failures is argued to help build children's resilience and reduce their fear of failure by providing a scaffold they can use to solve problems or setbacks in the future. In this study, we analysed 250 parent-child dyads talking about a recent setback that their 8-year-old experienced and investigated the features of the conversation that were associated with reducing children's fear of making mistakes. Somewhat surprisingly, we found that the discussion of a possible action plan increased children's fear of mistakes, but this was moderated by the discussion of the types of resources that the child could draw on in the future. That is, fear of making mistakes increased when an action plan was discussed, but only when the resources were all child focused, rather than collaboratively focused resources (involving the parent and the child). We also found that when parents recognised a child's emotions and discussed ways that they could work with their child to solve future problems, fear of making mistakes declined. Finally, we found that when no resources were discussed within the dyad, higher levels of child self-esteem seemed to protect the child against fears of making mistakes. The findings and their implications for pedagogy will be discussed.

Presented by: Emma Cunningham (University of Waikato), Leanne Fray (University of Newcastle)

**SIG:** Educational Policy

**Title:** Exploring the impact of curriculum change on teacher practice

**Abstract:** Australia and Aotearoa New Zealand continue to experience ongoing challenges in the teaching of literacy. While PISA data demonstrates a historical downward trend in reading literacy for students in both countries, rigorous debate continues to surround the definition and teaching of literacy. Policymakers in both countries have reacted by moving to update or refresh their curricula. However, there has been little research which has aimed to understand the current approaches to literacy practice in Australian and New Zealand primary schools from the perspective of teachers themselves (Hughson & Hood, 2022; Wylie & Hogden, 2020). This includes exploring how the implementation of the new curriculum impacts student learning and teachers. In response, our mixed methods comparative study explores the impact of the implementation of new curricula on teachers and their literacy teaching practice from teachers in both countries and their different stages of curriculum implementation. The presentation will share preliminary data from teachers and school leaders in Australian and New Zealand primary schools regarding their experience of implementing the new curriculum, as well as their thoughts on the impact that the introduction of the new curriculum will have on their teaching of literacy. We anticipate that this presentation will be of interest to teachers, educators and policy makers invested in broadening their understanding of the impact of curriculum change on teacher practice. Three key words: literacy learning, curriculum, teacher efficacy

Presented by: Misty Sato (Faculty of Education, University of Canterbury), Ting Ma (Faculty of Education, University of Canterbury), Jane Abbiss (Faculty of Education, University of Canterbury)

**SIG:** Adult & Tertiary Education

**Title:** Reconceptualising the complexity of teaching: Perspectives from pre-service teachers

**Abstract:** Teaching as a professional activity is deeply understood by those who practice and yet remains under-conceptualised as a human relational activity. Framed within the complexity theory (Byrne & Callaghan, 2013; Cochran-Smith et al., 2014), this study provides an exploratory analysis of teaching as a complex activity. Two individual interviews and nine focus group interviews were conducted with a total 34 primary and secondary pre-service teachers enrolled in a one-year university-based initial teacher education programme. Thematic analysis of the interviews reveals that the complexity of teaching has been overwhelmingly conceptualised by the pre-service teachers as uncertainty, difficulty, and challenges. These descriptions were represented across cultures, curricula, and schooling sectors and implicated teachers, students, and classrooms. We reconceptualize the pre-service teachers' descriptions of complexity as teachers working in nested relationships, working at the edge of chaos (between predictability and uncertainty), and as the teacher's ability to locate emerging patterns of behaviour in the local context. This reconceptualisation brings new language for describing the interactional and emergent dynamics of teaching, offering our initial teacher education community a way to further develop our own pedagogies of practice that will sustain our students on their journey to becoming the teachers they want to be.

Presented by: Jane Abbiss (University of Canterbury)

**SIG:** Adult & Tertiary Education

**Title:** Practice-oriented assessment in tertiary education: Drawing closer to practice

**Abstract:** Assessment in tertiary education has taken a turn towards authentic or practice-oriented assessment. In a range of disciplines, authentic assessment is associated with a shift towards work integrated learning. However, practice-oriented assessment is not confined to assessment of learning on work placements. In teacher education, for example, practice-oriented assessment is a professional requirement for course work beyond professional placements. Practice-oriented assessment represents sound pedagogical practice. But what does practice-oriented assessment in course work look like? How can we describe what might be involved in moving assessment towards more authentic opportunities – in teacher education and tertiary education more generally? A model is presented that theorises practice-oriented assessment in relation to proximity and complexity of practice. The intention is to help name and describe key elements that can be used when thinking about providing authenticity through course work assessment. The model was derived from analysis of examples of tertiary assessments from different disciplines, as part of a 2-year project that drew academics together to explore and share tertiary teaching practice. While practice-oriented assessment may be common in some tertiary contexts, it is not necessarily common in all disciplines or jurisdictions. Theorising practice-oriented assessment looks to the sustainability of assessment practice within tertiary education and fostering interdisciplinary scholarship of teaching.



Presented by: Dr Camilla Highfield (University of Auckland), Professor Melinda Webber (University of Auckland), Rachel Woods (University of Auckland)

**SIG:** Educational Ideas

**Title:** Te Pa Harakeke: Māori and non-Māori whanau support of culturally responsive teaching pedagogies

**Abstract:** Whanau are uniquely placed to provide important insights about improved engagement and learning at school for their tamariki. This paper reports the results of a research project conducted in 12 schools in regional Aotearoa. The sample group included a high proportion of Māori (n=338) and non-Māori (n=356) whanau participants. A kaupapa Māori partnership approach was enacted in the research design, and collection and dissemination of data. The results reported in this paper are drawn from 694 whanau who were surveyed, as part of a larger mixed-methods research project, which investigated how school leaders and teachers support the academic and social development of tamariki Māori. Whanau perceptions of what their tamariki enjoyed most about school and their views about how teachers could best support them to learn were collated. Results show that whanau support for relational and culturally sustaining teaching approaches, including community connections, assist tamariki engagement in learning and fostered a sense of belonging at school. Researchers also compared the expectations of Māori and non-Māori parents and found all whanau care deeply about their children's success at school with the results challenging stereotypes about indigenous parents' low expectations in relation to their children's education.

Presented by: Jennifer Neill (Victoria University of Wellington and Cashmere Avenue Primary School)

**SIG:** Early Childhood Education

**Title:** An autoethnographic lens on the transition to school: Reflections on the transition from ECE to primary, barriers, and recommendations for positive transitions for all.

**Abstract:** This individual presentation at the NZARE Conference explores the transition from Early Childhood Education (ECE) to primary school through an autoethnographic lens. Drawing upon personal experiences as an educator and researcher, this presentation offers a reflective account of the challenges and opportunities encountered during this critical period of educational transition.

The presenter's autoethnographic approach allows for an in-depth examination of their own experiences, intertwining personal narratives with broader social and cultural contexts. By analysing the transition process, this study sheds light on the biggest barriers that individuals face when moving from ECE to primary school, highlighting the complexities and multifaceted nature of this transition.

The presentation will discuss various recommendations for fostering positive transitions for all stakeholders involved, including educators, parents, and students. It aims to contribute to the ongoing discourse surrounding successful transition practices, emphasising the importance of collaboration, continuity, and holistic support.

Through this autoethnographic exploration, attendees will gain insights into the intricate dynamics and challenges inherent in the ECE to primary school transition. This presentation ultimately advocates for the implementation of strategies that promote smoother transitions, ensuring that all children experience a positive and successful start to their formal education journey.

Presented by: Ke Jiang (Doctoral Candidate, School of Learning, Development and Professional Practice, Faculty of Education and Social Work, The University of Auckland), Professor Gavin Brown (Associate Dean Post Graduate Research, School of Learning, Development and

**SIG:** Assessment

**Title:** Student Self-Initiated Self-Assessment within E-Portfolio Use in Higher Education in New Zealand

**Abstract:** Student self-assessment has been shown to be an important component or manifestation of self-regulated learning. Conventionally self-assessment is a task required by educators. In contrast, self-initiated self-assessment (SISA) happens when students initiate their own self-assessment processes independent of task requirements. Little is formally known of what students do, think, and feel when implementing SISA compared to conventional self-assessment. E-portfolio activities provide an excellent context in which SISA can be investigated. This presentation reports findings of an interview study with 36 students enrolled in three disciplines (i.e., Initial Teacher Education; Nursing; Fine Arts) at a comprehensive university in Auckland. The participants were chosen using convenience and snowballing sampling. Semi-structured, individual interviews were conducted to capture the students' experiences when implementing SISA. From content analysis of transcripts, seven categories were identified: intention and initiation, criteria seeking, criteria calibration, feedback seeking, feedback deliberation, action orientation, outcome orientation. These categories and the relationship between them substantiate a self-adaptive assessment model. Disciplinary differences and similarities of the results are presented.

Presented by: Alexandra C. Gunn (Alex) (Te Kura Akau Taitoka | University of Otago College of Education)

**SIG:** Early Childhood Education

**Title:** Advocacy perspectives of early childhood teachers of gender diverse children: Early insights for professional learning and policy development.

**Abstract:** This paper reports interim findings of a survey of teachers inquiring awareness of and advocacy efforts with gender diverse children in the early years. Seeking to learn from teachers experiences the survey (n=63) found that teacher awareness of gender diverse children came from their noticing of pronoun preferences and gendered play and clothing choices; in such cases, teachers worked to change their pronoun usage to match the child's and supported active exploration of emergent gender identities. Parent and teaching team discussions were reported as instrumental in guiding practice which was assisted by broader societal shifts towards gender non-specific language. Professional actions as part of their gender advocacy were reported. Teachers expressed strong support for the following of children's pathways as well as a need for professional learning and conversations about the topic. Therefore, this paper hopes to contribute to a longer-term aim of informing future policy and practice responses for gender inclusive early years practice.

Presented by: Ya Li (University of Auckland)

**SIG:** Quantitative Studies in Education

**Title:** Links between classroom climate and teacher expectations, student perceptions of teacher expectations and student achievement: A longitudinal study of classroom climate

**Abstract:** This study modified and validated the What Is Happening in this Class (WIHIC) classroom environment measure with a sample of 2421 10th graders in mainland China to track changes in student' learning environments. Additionally, the relations between classroom climate, teacher expectations, student perceptions of teacher expectations and student performance were examined in Chinese literacy classes. Measurement invariance test over the duration of one school year were acceptable, including structural, metric, and partial scalar invariance. Results from longitudinal analyses indicated that there was a statistically significant but weak decrease in student perceptions of classroom climate change (M intercept = 5.992, M slope = -.087,  $\beta = .04$ ,  $p < .001$ ). Additionally, the results of this study confirmed that student perceptions acted as a mediator between teacher expectations and students' standardised test score at the end of the school year. Notably, teacher expectations statistically significantly predicted student perceptions of teacher expectations ( $R^2 = .01$ ,  $\beta = .10$ ,  $p < .001$ ). Although student perceptions of teacher expectations were a negative predictor of classroom climate change for low expectation teachers, they were not a significant predictor of classroom climate change for medium or high expectation teachers.

Presented by: Dr Jennifer Robinson (Emirates College for Advanced Education)

**SIG:** Mathematics and Statistics / Pangarau Education

**Title:** But I don't wanna take maths!! Exploring reasons why students choose to or not to pursue mathematics in senior high school.

**Abstract:** "Greater global awareness of mathematical sciences is vital to addressing challenges in areas such as artificial intelligence, climate change, energy and sustainable development, and to improving the quality of life in both the developed and the developing worlds." (UNESCO, 2020). While the importance of mathematics in society is recognised, what are the factors that influence decisions for why students choose to pursue mathematics in senior high school and then into higher education and careers? This study, set in the context of private schools in Abu Dhabi in the United Arab Emirates (UAE), explores the reasons behind decisions students make concerning choices for or against mathematics, and students' perceptions concerning pursuing mathematics in higher education and potential careers. Both the UAE and New Zealand have small populations, including indigenous communities with large cultural significance and importance placed on education, thereby making these findings of relevance to a New Zealand audience. While research suggests a narrowing of the gender gap, with PISA 2018 results identifying 14 countries with an opposite gender gap in mathematics (OECD, 2019), a continuing trend is that females tend to be less likely than males to engage in careers involving mathematics (Kaleva et al., 2019). Therefore, in addition, initial findings will seek to discuss if there are gender variations in the decisions students make.

Presented by: Malia Tuala (Massey University), Rosina Prasad (Massey University), Dr. Vijaya Dharan\* (Massey University)

**SIG:** Inclusive Education & Community

**Title:** SYMPOSIUM: “I don't want him to be stuck in, like this. I want him to have a good life” - Pasifika narratives of sustained learning for their children with support needs.

**Abstract:** We present emerging findings from a research project aimed at listening to Pasifika families with children who need additional support to access formal learning. As a community severely affected by COVID-19 and still suffering ongoing consequences, we wanted to understand not only their struggles and resilience through the pandemic, but also their narratives for the future learning and wellbeing of their children and aiga. Though the families were markedly different, using the concept of Talanoa enabled a space to nurture ‘va’ empowering parents to talk unhesitatingly about their insights into their children’s needs, while strongly emphasising the importance of Pacific values of family and service as key aspects of their wellbeing. What has become clear from the early stages of this study, is that Pasifika families with children needing learning support are very keen for their stories to be heard, not only for the sake of their own children’s learning and wellbeing, but also encourage and advocate for Pasifika families in similar positions. The findings thus far also gives impetus for one of the key aspects of the Action Plan for Pacific Education (2023), to partner with families to co-design education opportunities for children and young people who need additional supports to learn.

Presented by: Yiting Zhong (The University of Auckland)

**SIG:** Quantitative Studies in Education

**Title:** Examining the Effect of Text-based Discussion Strategy on Chinese Rural Students' Levels of Reading Comprehension

**Abstract:** The current quasi-experimental study was tailored according to the specific Chinese rural classroom setting with the aim of examining whether a text-based discussion strategy is associated with changes in rural students' levels of reading comprehension. Two Chinese rural teachers and their students from two fourth-grade classes participated in the research, with the treatment class (n = 50) receiving an eight-week intervention, whereas the comparison class (n = 49) continued business-as-usual reading instructions. By adopting the standardised PIRLS tests and treatment-specific tests, students' levels of reading comprehension were assessed across three time points (pre- and post-intervention, and three months after the end of the intervention). Spanning baseline and two subsequent time points, the Mixed-ANOVA analysis revealed that there was no statistically significant difference between treatment and comparison classes in terms of basic-level comprehension. On the contrary, regarding high-level reading comprehension, there was a statistically significant intervention effect on treatment students' text evaluation skills, but they performed no better on question items calling for text interpretation and integration. More importantly, after the end of the intervention, treatment students sustained their achievement in text evaluation, as measured via the treatment-specific tests, despite the treatment teacher did not use the discussion strategies acquired during the intervention.



Presented by: Tanya Evans (University of Auckland)

**SIG:** Quantitative Studies in Education

**Title:** Concept maps as assessment for learning

**Abstract:** A concept map is a visualisation of a group of related concepts with their relationships identified by directed arrows. This presentation reports on an implementation and evaluation study of concept mapping as assessment for learning in a university mathematics course (N = 219). We investigated relationships between concept mapping performance and two outcome variables: academic achievement and assessment self-efficacy (a two-factor measure comprising Comprehension and Execution and Emotional Regulation). In hierarchical multiple regression models, concept mapping performance explained a statistically significant amount of variance in both the final exam scores and the Emotional Regulation factor of assessment self-efficacy after accounting for other conventional coursework assessments. This suggests that concept mapping used as an assessment tool can detect and evaluate learners' distinct capabilities that are not discerned by conventional assessments. Hence, concept mapping's potential to assess conceptual understanding warrants further investigations. Moreover, the association with the Emotional Regulation efficacy measure suggests that concept mapping as a learning activity involves more positivity about the ability to succeed in facing challenges than a typical assignment. This potentially indicates more perseverance and effortful learning while actively engaged in sense-making and the type of relational reasoning elicited by concept mapping.

Presented by: Christoph Teschers (University of Canterbury), Te Hurinui Clarke (University of Canterbury), Ratu Lolohea (University of Canterbury)

**SIG:** Educational Ideas

**Title:** Kaupapa Māori and cross-cultural perspectives on living a good life and developing an art of living

**Abstract:** Considering the persistent inequalities for Māori in Aotearoa and the increasingly complex life pathways in postmodern, globalised societies, we report initial findings from a current study that explores how social, cultural and other contextual factors can contribute to people's development of their own art of living and perceptions of a 'good life'. This qualitative study focuses on kaupapa Māori perspectives in relation to philosophical concepts of wellbeing, life satisfaction and the art of living. The study is utilizing a mix of participant interviews with cultural experts and philosophical concept analysis of relevant frameworks to capture Māori perspectives on how a 'good life' might look like and what might be involved in developing an art of living. The findings from this study can be supportive of culturally responsive pedagogy in themselves, and they also lay the foundation for further targeted work aimed to inform educational theory, curriculum and pedagogy that can strengthen Māori and other students' ability to develop positive and meaningful life pathways in Aotearoa. Acknowledgments: This study has been conducted with the support of Ayo Palmer, Ratu Lolohea, and Komathi Ramiah. We thank hapu representatives and participants for sharing their matauranga and supporting this research endeavour.

Presented by: Kaitlin Riegel (University of Auckland), Tanya Evans (University of Auckland)

**SIG:** Quantitative Studies in Education

**Title:** A Cluster Analysis on Exam-Related Affect in Tertiary Mathematics

**Abstract:** The high-stakes exam persists as the dominant form of assessment in tertiary mathematics. However, concerns remain about the way achievement in such testing is influenced by students' beliefs and emotions. Little research currently attends to mathematics assessment affect. Existing studies predominantly adopt a variable-oriented (as opposed to person-oriented) approach, which often fail to consider nuanced ways affective constructs may combine within and distinguish individuals. Our research examined undergraduate students (N = 277) enrolled in a second-year service mathematics course. To determine different exam-related affective profiles, we conducted a cluster analysis with exam-related achievement emotions, stress, and self-efficacy, as well as prior achievement and stress mindset as clustering variables. We identified five different profiles, which were labelled very positive high achievers, hopeful high achievers, anxious high achievers, insecure middling achievers, and stressed and hopeless lower achievers. Changes in exam-related affect, and how these related to respective achievement outcomes, were examined longitudinally across the semester for each group. Results suggested only the most positive students continued to succeed. Our findings identify opportunities to promote positive affect, as well as emphasise the complexity of exam affect and how assessment throughout a semester must be considered as affectively interconnected.

Presented by: Presenters: Alice Chen Jia; Louise Gorst; Zeinab Marzouk . Discussant: Dr Maria Cooper (Waipapa Taumata Rau / University of Auckland )

**SIG:** Early Childhood Education

**Title:** SYMPOSIUM: Teacher knowledge, practice, learning, and leadership

**Abstract:** Early childhood teachers' practice, learning, and leadership grows through experience. When this experience is supported by positive opportunities to learn and lead teachers' confidence and influence on colleagues grows. This symposium offers papers from three qualitative doctoral studies-in-progress about teacher knowledge, practice, learning, and leadership. Between them they will invite dialogue about ways that individual teachers, teaching teams, and teacher collectives might grow in sustained ways to provide quality education for our tamariki while also being responsive to their own and their colleagues' learning and growth. Keywords: teacher leadership, teaching practices, teacher knowledge and interests, shadowing methodology, professional learning, professional learning communities

Presented by: Elaine Khoo (Massey University), Kate Parker-Corney (Massey University)

**SIG:** Learning Environments

**Title:** From Controversy to Criticality: ChatGPT in the classroom

**Abstract:** Developments in artificial intelligence (AI) platforms, particularly AI language models like ChatGPT, have sparked interest and concerns regarding their impact on teaching, learning, and assessment practices in formal educational settings. In this presentation, the two authors reflect on a critical event where ChatGPT was incorporated into an assessment task within a Master's level foundations course on digital education. The authors, an academic staff member and a postgraduate student who is also a secondary teacher, collaboratively redesigned the task to align with learner-centered interests while harnessing the affordances of AI for learning and assessment. Drawing from an affordance analysis framework, we highlight ChatGPT's potential to deepen learner engagement in the thinking and learning process, personalise the learning experience, and broaden learner perspectives. However, constraints noted included ChatGPT's current limitations, and impacts on ethical, social and assessment practices. These raise questions about the evolving roles of educators and learners to prompt considerations regarding the skills and dispositions required and the nature of teaching, learning, and assessment practices in an AI-supported learning landscape. We offer suggestions for further directions in practitioner research and practice for incorporating AI language models in formal learning environments as a way of supporting learners for responsible and ethical participation in a digital society.

Presented by: Yuchen Hou (University of Canterbury), Kaiyu Ma (Monash University), Tracey Millin (University of Canterbury), Jean Kim (University of Canterbury)

**SIG:** Educational Ideas

**Title:** Translanguaging for Writing Development: A Case Study with Chinese EFL learners in a Non-Top-Tier University Context

**Abstract:** In recent years, translanguaging has emerged as a pivotal tool in bilingual classrooms, aiming to harness the full language repertoire of bilingual individuals to enhance their literacy abilities through interaction and practice with peers who share the same language resources. However, evidence suggests that teachers may still lack the necessary preparation to effectively integrate and adapt their instruction to align with this strategy, especially in university settings where factors such as learners' English proficiency levels and institutional structures may adversely impact English classes. The current presentation originates from preliminary findings of a doctoral study that examines the experiences of two hundred Chinese EFL learners and ten English teachers in their writing classes at a Chinese non-top-tier university. Informed by emancipatory education theory and utilizing mixed data-collection methods, the study explores the impact of translanguaging practices on Chinese EFL learners' academic writing performance compared to a monolingual pedagogy. The findings aim to illuminate the effects and advantages of incorporating translanguaging into bilingual classrooms, while also addressing the challenges and opportunities faced by the stakeholders involved. These findings have implications for EFL teachers, particularly in relation to the use of translanguaging and the development of appropriate writing strategies for implementation in bilingual classrooms.

Presented by: Elaine Khoo (Massey University), Tara McLaughlin (Massey University),  
Stacey Rowe (Massey University)

**SIG:** Early Childhood Education

**Title:** Digital play in the early years: Exploring research trends through a rapid review of the literature

**Abstract:** Young children learning about and within their environment through play is a central and embedded aspect of their lived experiences across home and early learning contexts. With the ubiquitous access to online and digital devices, particularly in the COVID-19 induced pandemic, conceptions of young children's play have been extended to include the notion of digital play. This forces an examination of the nature of young children's participation in digital play in ways that are intentional and purposeful to develop digital skills that foster learning and development foundational to their participation as 21st century digital citizens. To better understand the emerging research base in this area, we conducted a rapid evidence review to scope and map the current research trends, conceptual frameworks, methodologies, and features of productive interactions for guiding young children's learning and development through digital play. Rapid reviews are useful to provide actionable and relevant evidence in a timely and cost-effective manner to inform policy and systems decisions. Our presentation focuses on the rapid review literature search process and initial themes emerging from the findings. This will identify potential areas for future research that can inform policy and practice in the early years context. The overall project will add to the scholarly discourse on ways digital play is understood, conceptualised and enacted in early childhood.

Presented by: Rachel Cann (The University of Auckland)

**SIG:** Quantitative Studies in Education

**Title:** Swimming against the tide: exploring differences in wellbeing and relational space using a co-evolution stochastic actor-oriented model

**Abstract:** This study uses social network theory approach to explore longitudinal data about educator wellbeing and interactions with colleagues. I used a co-evolution stochastic actor-oriented model (SAOM) that includes network ties (energising interactions) and actor attributes (wellbeing) to examine how networks and peoples' attributes influence each other over time, testing for social influence (contagion), and social selection effects. I focus on one school, for which the SAOM computes probabilities for all possible ties in the network (N = 32 staff, N = 992 possible ties). Between the first and second time point five staff in the school attended a wellbeing program focused on building positive relationships with others. The SAOM results indicate a statistically significant whole network effect for the tendency to not build positive ties with others, yet the wellbeing program participants are 'swimming against the tide' with a statistically significant tendency to build positive ties with others. This study provides a valuable insight into contextual factors by examining the whole network conditions in the school, an aspect often neglected in studies of wellbeing programs in schools. The research links to the conference theme by examining wellness and how it is affected by the school community.



Presented by: Jayne White

**SIG:** Educational Ideas

**Title:** Dialogic Methodology for education: Meaning in the shadows of dialogue

**Abstract:** Dialogic methodology (DM) is described by Bakhtin (1986, p. 135) as a “special science (scientific discipline)” that has its own governing principles. The paradigmatic ambivalence of DM makes it accessible to research that is less concerned with discovering ‘truth’ than to navigating the tensions that lurk in the shadows of all meaning(s). DM is especially suited to studies of practice where critical examination of dialogues betray the strategic orientations that shape practice across time, space and axiology. Despite its potential, DM has yet to fully claim its rightful place in educational scholarship. This paper will explore some of the reasons why this is the case, based on a series of interviews with international leading Bakhtinian scholars over the past year, and our own speculations as dialogic researchers. We conclude by posing DM as an important contribution to Aotearoa NZ educational research that seeks to understand itself on less certain terms and in porous communication with others. As one of our interviewees - Caryl Emerson (US) - reminds us “there is no individual face here”.

Presented by: Michelle Dons (Nelson Tasman Kindergarten Association)

**SIG:** Early Childhood Education

**Title:** Ha Ki Roto, Ha Ki Waho: A bicultural kindergarten's experiences in implementing He Mapuna Te Tamaiti

**Abstract:** The presentation will show how engaging with He Mapuna te Tamaiti (Ministry of Education, 2019) supported kaiako (teachers) in promoting emotional competence in a bicultural early childhood education (ECE) setting in Aotearoa New Zealand. Emotional competence refers to a range of skills used to understand, acknowledge, regulate, and express feelings in ourselves and others. Emotional competence includes resilience, self-worth, and how to regulate emotions in heightened situations. To investigate how engaging with He Mapuna supported kaiako in promoting emotional competence a case study approach was utilized. Findings demonstrated that the participants in the study setting were already promoting emotional competence but that through a ten-week study period this promotion grew. The bicultural underpinning of Aotearoa is highlighted throughout and the importance this has in ECE, specifically in terms of emotional competence. The findings and extant research indicate that whilst aspects of brain development are predetermined, the promotion of emotional competence can create changes in ECE settings. Through a focus on the strategies outlined in He Mapuna emotional competence was promoted by the kaiako in the research that will be shared in this presentation.

Presented by: Presenters: Suskya Goodall, Rachel Cann and Latu To'omaga. Discussant: Katrina McChesney (University of Waikato)

**SIG:** Wellbeing

**Title:** SYMPOSIUM: Nurturing wellbeing in educational communities: Insights from research in a range of Aotearoa settings

**Abstract:** Beyond a knee-jerk reaction or political agenda, nurturing individual and collective wellbeing has the potential to make a sustainable difference in our people's lives and communities. Within the education sector, there is increasing urgency for wellbeing promotion to be part of akonga, whanau, kaiako and rangatira learning and growth. This symposium seeks to address the broad issue of sustainable practices when enhancing wellbeing with, in and across diverse learning communities. Contributing papers are based on experience and data collected with people in Māori medium, Pacific education, early childhood, primary and secondary education settings. Paper 1 highlights the wellbeing of teachers and leaders as essential in cultivating and nurturing communities of wellbeing in various education settings. The second paper discusses how a socio-ecological approach was used to design and implement a program to improve educator wellbeing, and the outcomes achieved in one school that highlight the important role of leaders in influencing educator wellbeing. Delving into wellbeing in Pacific education spaces, the third paper shares a community's journey through trauma towards healing and hope. These presentations offer insights into wellbeing education as contextually-relevant, culturally-responsive, trauma-informed and sustainable. Following presentations and a discussant response, we invite the audience to an interactive conversation.

Presented by: Dr. Ann Simpson (Massey University)

**SIG:** Learning Environments

**Title:** Dialogic Activity: Emergent dialogues and entanglements in a vocational learning environment

**Abstract:** New Zealand's economic growth continues to place major pressure on the trades sector. To attract student interest, tertiary institutions offer a range of delivery options, including blended learning (BL), a combination of traditional and e-learning approaches. This research investigated the complexities between students, materials, and artefacts in BL environments through an interdisciplinary lens, socio-materialism and dialogism, to unpack forms of dialogic activity that emerged within the BL environment. That same lens was used to reveal the part that material and digital artefacts played in the emergent dialogic activity. Instructors and four student participants from three Level 3 pre-apprentice trade programmes provided a wide range of data over the course of one semester. Datasets from Automotive Engineering, Electrical Engineering and Mechanical Engineering, as the three cases involved, were analysed to explore the contextual meaning of the learning dialogues and activities in action. The findings revealed that artefacts and their properties, blended learning designs, flexible learning spaces, environmental conditions, health and safety considerations, and others have a significant impact on dialogic activity. The study offers important insights about the link between course design and learning and suggests that the phenomenon of dialogic activity warrants further investigation.

Presented by: E. Jayne White (University of Canterbury), Bridgette Redder (Te Rito Maioha ECNZ), Waveney Lord (Best Start)

**SIG:** Early Childhood Education

**Title:** Legitimising early transition pedagogies for ECEC: Intentional, intuitive, or tangible?

**Abstract:** Infants have been included in the Aotearoa early childhood curriculum since its inception. Yet despite our best efforts, we do not have well established articulations of what effective pedagogies look like for this age group. The same dilemma arises concerning optimum pedagogies for kaiako working with the increasing numbers of infants who are now transitioning to early childhood education and care (ECEC) for the first time. Based on a dialogic investigation of early transitions to ECEC utilising visual methods, we identify a series of pedagogies at play during first days of transition across six countries. We invite speculation concerning the extent to which these pedagogies are, or can be, intentional, intuitive, or tangible. We consider the implications for practice and policy when the specialised nature of such pedagogies is brought into view.

Presented by: Roberta Carvalho (the University of Otago)

**SIG:** Early Childhood Education

**Title:** Developmental Work Research and Professional Learning in ECE

**Abstract:** In this presentation I will discuss aspects of my Masters research into effective professional learning of early childhood kaiako teams. In the project I used Engeström's Developmental work theory (DWR) and 'change lab' method to sustain professional conversations amongst a teaching team as they worked on developing their bi-cultural practice. Change labs are an interventionist research practice that employ elements of all Cultural Historical Activity Theory (CHAT) a third generation iteration of Vygotsky's framework for understanding relationships between human activity and what/how people think (Bunkhurst, 2009). Using CHAT analyses I prompted kaiako as they clarified their desired outcome (improved bi-cultural practice) and key objectives they were working on. This process made tensions and contradictions in the activity system of their practice visible, allowing for further investigation, enhance teamwork and collaboration as they designed strategies to work together. I focus on the teachers' strategy of 'speaking te reo Māori every day' showing how this implicitly meant 'speaking to children' when in fact 'speaking to each other' was more of what was needed. I will also discuss what I learnt about using DWR for professional learning, in particular in the education sector.

Presented by: Linda Bonne (Te Herenga Waka Victoria University of Wellington),  
Raewyn Eden (Te Kunenga Ki Purehuroa Massey University), Joanna Higgins (Te  
Herenga Waka Victoria University of Wellington)

**SIG:** Mathematics and Statistics / Pangarau Education

**Title:** Emotional knowledge for teaching: Disrupting the status quo in mathematics education

**Abstract:** Understanding the role of emotional knowledge for teaching and how such knowledge addresses the dominant cognitive emphasis in learning to teach mathematics is important. Studies of emotions in mathematics have until recently focused on individuals' anxiety and fear of mathematics, commonly referred to as math anxiety. We aim to disrupt the taken-for-granted negative narratives around mathematics and instead interrogate the role of emotional knowledge for teaching in initial teacher education. Drawing on theories of the sociology of emotions we examine the emotional complexities associated with learning to teach mathematics, through classroom observations. By using the idea of classroom emotional ecology in which the whole class is concerned about everybody's emotional wellbeing, we examine how caring safe ecologies are co-constructed through enacting empathy. Emotional knowledge for teaching underpinned and promoted the class's examination of the emotional ecology of the classroom environment. We found an important aspect of building the emotional ecology was the deliberate attention to expressed emotion, with the development of empathy central to the emergence of a collective emotional ecology. We argue that it is critical to incorporate emotional knowledge for teaching in initial teacher education courses to sustain a productive and inclusive mathematics classroom emotional ecology.

Presented by: Huidan (Massey University)

**SIG:** Educational Policy

**Title:** Examining the Dynamics Between Teacher Unions and Governments in Shaping Teacher Professionalism: Education Standards

**Abstract:** This study explores the role of teacher unions in shaping teacher professionalism discourses in New Zealand. Through an analysis of mainstream public media reports and organisational documents, the research contends that tension and cooperation serve as defining characteristics in the relationship between teacher unions and governments, particularly concerning professional matters. While teacher unions generally strive to collaborate with governments on professional issues, an underlying sense of mistrust and tension remains deeply ingrained in their relationship. This study sheds light on this dynamic by examining the introduction of two significant education policies during the 2000s and 2010s: the National Certificate of Educational Achievement (NCEA) and the National Standards. Notably, the Post Primary Teachers' Association (PPTA) welcomed the NCEA initiative, while the New Zealand Educational Institute (NZEI) vehemently opposed the National Standards policy. This divergence in stances on education standards policies also presents an intriguing area for investigation. Consequently, this research contributes to understanding the intricate ideological and political aspects of teacher professionalism.



Presented by: Professor Claire McLachlan (Federation University Australia), Dr Victoria Hargraves (Federation University Australia), Associate Professor Anna Fletcher (Federation University Australia), Dr Stuart Levy (Federation University Australia)

**SIG:** Early Childhood Education

**Title:** Possible me: Using early years education research to build sustainable communities in regional Victoria

**Abstract:** The Latrobe Valley in Victoria, Australia has an uncertain economic future, due to closures of power stations and the transition to renewable, clean energy production. Expectations of future work have been disrupted and preparing children to become future-ready requires the collective society to support children to create meaningful futures. The 'Possible Me' project is a collaboration between researchers at a regional university, local employers, and the Latrobe Valley Authority, a government funded organisation supporting economic and social transition within the region. The project has been conducted at three early childhood centres and one primary school since 2021, with the aim of creating "World of Work" experiences that are effective for inspiring children's career aspirations. Data has been gathered through video footage of children engaging in intentional play activities exploring the future world of work, drawings, and conversations, and through interviews with teachers about their teaching within the early years' curriculum. Findings suggest the importance of intentional teaching in supporting children's developing voices, identity, and sense of agency as citizens of the La Trobe Valley. The research highlights the possibilities for transforming thinking about future work at an early age and provides a way forward for sustaining regional communities.

Presented by: Deepa Patel (WelTec & Whitireia- Te Pukenga)

**SIG:** Adult & Tertiary Education

**Title:** The experiences and strategies used by educators teaching on level 2 to level 4 qualifications in supporting students with Mental Health Concerns in their classrooms

**Abstract:** Background: Good mental health is important to the wellbeing of all New Zealander's, yet mental distress has been shown to be increasing amongst our youth, as evidenced in many tertiary education classrooms. Nowadays, an important part of a kaimahi role is responding to akonga mental health concerns. In 2022, a project that aimed to gather data on how tertiary kaimahi negotiated and supported the mental health of their akonga was undertaken. Methods: Qualitative semi-structured interviews were conducted with a purposive sample of six tertiary kaimahi (teaching New Zealand Certificate Level 2 and 4 programmes). An inductive thematic analysis of the raw data was undertaken. Results: Three major themes emerged from the data analysis, including a reduction in, and management of, stigma around mental health, the importance of utilising institutional akonga support networks, and the need for professional development to educate kaimahi on how to best support akonga with mental health concerns. This presentation will discuss the research approach used in the study in depth, while also concluding with suggested strategies for how kaimahi can be more supportive of akonga with mental health concerns. Ideally, if these strategies are implemented, then this may, in part, create more inclusive tertiary education environments.

Presented by: Katrina McChesney (University of Waikato- Tauranga), Kirsten Locke (Waipapa Taumata Rau/University of Auckland)

**SIG:** Wellbeing

**Title:** Harnessing the wisdom of Medusa: Laughter for self-care and sustainability in academia

**Abstract:** Higher education settings are challenging environments for many. Those in academic careers can be affected by the climate of extreme pressure, judgement, and rejection as well as by racism, colonisation, and discrimination. Academics also face the challenges of regular restructures, redundancy rounds, precarious contracts, and ever-rising performance expectations, all of which threaten the sustainability of an academic career pathway.

In this context, we (as two women in academia) have been exploring the work of Hélène Cixous and the lessons she offers in support of our wellbeing and career sustainability. This presentation shares our “thinking with Cixous” around the idea of laughter as a force for self-care, survival, and critical resistance in academic environments. Although Cixous (1981, p. 51) writes about the ways women can be “completely crushed, especially in places like universities”, her piece *The Laugh of the Medusa* (Cixous, 1976) speaks to us of the possibilities of being active, agentic, powerful, and free in our academic environments.

Through this philosophical presentation, we will review understandings of laughter both beyond and within the academy before turning to Cixous and her framing of laughter as feminine dis-order. We consider the metaphorical and practical implications of Cixous’s representation of the laughing Medusa, and we end with reflective prompts for considering around laughter in academic settings.

Presented by: Amanda Denston (Massey University), Alison Arrow (University of Canterbury), John Everatt (University of Canterbury), Rachel Martin (University of Otago)

**SIG:** Quantitative Studies in Education

**Title:** The effectiveness of a targeted literacy intervention on the literacy and psychosocial development of ākonga with literacy learning difficulties in Years 4 to 9.

**Abstract:** Akonga with literacy learning difficulties (LLD) can experience low levels of psychosocial development, including self-concept and self-efficacy. The reciprocal relationship between psychosocial and literacy development means that negative consequences may increase with age. Negative consequences for akonga can include lower task persistence and effort, and decreased interest in learning, as well as, high levels of emotionality, peer difficulties, and externalising and internalising behaviours. Research suggests that the psychosocial development of akonga can be positively influenced by interventions that target academic achievement. The current quantitative research examined the effectiveness of a targeted literacy intervention in English on the psychosocial and literacy development and behaviour of approximately 100 akonga in Years 4 to 6. The research also examined whether cultural variation existed in the effectiveness of the intervention. Analyses identified significant gains for akonga in multiple areas of literacy, as well as improvements in psychosocial development. Decreases were identified in externalising and internalising behaviours. Findings identified a latent effect of the literacy intervention on psychosocial development, suggesting the importance of generalising new skills and abilities within the general classroom context in fostering psychosocial development.

Presented by: Associate Professor Alison Arrow (University of Canterbury), Professor Gail Gillon (Child Well-being Research Institute, University of Canterbury), Professor Brigid McNeill (Child Well-being Research Institute, University of Canterbury), Dr Amy Scott (Chi

**SIG:** Educational Ideas

**Title:** Kaiako views on the the Ready to Read Phonics Plus Series

**Abstract:** The Ministry of Education's early literacy approach has included the use of a decodable text series designed to support the systematic and explicit teaching of grapheme-phoneme correspondences, or orthographic patterns. Each book in the series included words containing previously taught orthographic patterns and words to practice newly learned patterns. In addition, high-utility words containing some as yet untaught orthographic patterns were included to ensure high interest. These included kupu Māori and English high utility-words. To examine kaiako views on the development and implementation of the initial series, kaiako across the motu were invited to complete a survey asking for their views on the usability of the texts. Respondents were grouped into three categories of users; kaiako who had not had any PLD on their use (48% of respondents), kaiako who were using other decodable series (29% of respondents) and kaiako who had Ministry of Education funded BSLA PLD (23% of respondents), developed to support kaiako practice change. The perspectives of teachers varied by PLD type with the somewhat surprising finding that existing users of decodable texts were the least positive. These findings will be described and interpreted in terms of differing interpretations of the underpinning research on literacy development.

Presented by: Kate Revell (University of Canterbury)

**SIG:** NZ Centre for Action Research Network

**Title:** Engaging the fringes: Using participatory action research to improve adolescent student engagement in the performing arts

**Abstract:** Engaging in the performing arts (PA) helps young people improve their confidence, collaboration and critical thinking skills. However, some 10-13 year olds disengage from New Zealand Curriculum performing arts lessons; little is known about why this occurs. In April 2023, seven Christchurch teachers formed a participatory action research (PAR) group. The aims were to understand why some 10-13 year olds disengage from PA and implement changes to improve engagement. The group began by co-constructing a shared concern and then used student voice to build knowledge around 10-13 year old student engagement in PA. The project then moved into a cyclical phase involving action and reflection. This research is informed by social-constructionism in which people use language and semiotic means to work collectively to find solutions to complex problems. This presentation will critically examine the journey taken by the PAR group. As a methodology, PAR is similar to driving along a coastal highway: tight corners slow you down and there are many unmarked turn-offs that pique your interest. However, both the journey and the final destination are hugely rewarding. This material will be of interest to researchers and school leaders who are interested in working collaboratively to create meaningful transformation.

Presented by: Peter Roberts (University of Canterbury)

**SIG:** Educational Ideas

**Title:** Wake Up! Diogenes the Educator

**Abstract:** It has long been acknowledged that 'going without' can have spiritual value, and transformative educators have frequently incorporated this principle in their work. Adopting an ascetic mode of life, many have recognised, can teach us truths about ourselves that would otherwise remain hidden. Surprisingly little attention has been paid, however, to one thinker from antiquity who took ascetic ideals to extremes: Diogenes of Sinope (404-323 BC). Described by his near contemporary Plato as 'Socrates gone mad' (Shea, 2009, p. 2), Diogenes has often been the subject of ridicule and scorn. He lived alone, with almost no possessions, and had to beg for his food in the streets of Athens. He ignored all social conventions and was known for his shoddy appearance, cutting comments, and bizarre pronouncements. Yet, as Robin Hard (2012) points out, behind the 'disconcerting behaviour and caustic wit' lay a 'serious message' (p. vii). A key element of that message, this paper argues, is its educational character. Diogenes helps us to see that we are, in many respects, 'asleep' and need to be woken up. Gentle probing and prompting will not always be sufficient; sometimes what we need is something more shocking, more unsettling. Diogenes offers, through his own example and the anecdotes attributed to him, a thought provoking and timely reminder of what is stake in transformative education. The first part of the paper provides a brief account of Diogenes' life and thought, while the second considers what we can learn from him that is helpful in our current age. Keywords: Diogenes; Asceticism; Transformation

Presented by: Dr Michael Gaffney (University of Otago ), Dr Kate McAnelly ( Tūranga mō ngā Mokopuna)

**SIG:** Inclusive Education & Community

**Title:** Talking the talk but failing to walk the walk: The Highest Needs Review and the long, winding road towards inclusive education in Aotearoa New Zealand

**Abstract:** In our presentation, we speak to our mahi on a literature review for the Ministry of Education's Highest Needs Review. One part involved summarising the findings of a number of government and non government organisation reports regarding the experiences of 'highest needs' akonga and their whanau in Aotearoa New Zealand. We considered ease of movement through the system, access to and responsiveness of supports, fluidity across boundaries, supports for those working within the system, and alignment between agencies. Analysis showed that Aotearoa New Zealand is a long way off providing the quality inclusive education to which all akonga are entitled. Meaningful change is slow with many pervasive barriers remaining. We argue that one of the most systemic of these barriers is the education system's failure to be rights-focused and mana-enhancing. This is despite ratification of UNCROC and adoption of the UNCRPD. Instead, service provision is fragmented and inflexible, and access to supports is inequitable and heavily grounded in a deficit orientation. The implication of not committing to rights-focused, mana-enhancing system transformation is that our education system will continue in its missteps to walk the walk of inclusive education.



Presented by: An Zhou

**SIG:** Educational Leadership

**Title:** Exploring the culture of teacher leadership in China: perceptions of school teachers

**Abstract:** Teacher leadership has been noticeably viewed as a crucial strategy for school improvement in China. This research examined teachers' perceptions of six dimensions of teacher leadership and the demographic variables influencing their perceptions in Chinese schools. Data were drawn from an online survey administered to 243 in-service schoolteachers. The 'Teacher Leadership School Survey' (TLSS) was developed by Katzenmeyer and Moller (2009) to measure the EFL teachers' perceptions of teacher leadership. The descriptive statistics show that teachers perceived the overall teacher leadership at a moderate level, and their perceptions of participation dimension were the lowest. Further analysis of inferential statistics indicates that educational degrees, school type, and leadership position were important predictive factors in influencing teachers' perceptions of teacher leadership, while gender and years of teaching did not act as key factors. These results provide nuanced empirical evidence about teacher leadership in Chinese schools and offer implications for school leaders, educational experts, policymakers, and teachers.

Presented by: Marta Estellés (The University of Waikato)

**SIG:** Inclusive Education & Community

**Title:** A Praise for Social Action? Rethinking Citizenship Education in Tiredness Times

**Abstract:** While most conceptualisations of citizenship education have highlighted the importance of engaging young people in collective action (Sant, 2019), there has been little discussion on the conditions of such action, beyond the explicit intentions of the students-citizens (voluntarism, social justice, etc.) (see, for example, Mutch et al., 2016). In this presentation, I draw on Byung Chul Han's (2023) 'praise of inactivity' as a precondition for human action (in German, Handeln as opposed to Aktion) and his notion of the 'burnout society' (2015) to reflect upon the experiences of 8 Year-13 students that participated in a variety of social actions during Covid-19 lockdowns. Using an array of qualitative data (interviews, focus groups and artefact analysis), this inquiry shows nuanced ways in which the collective experiences of these young people were embedded in neoliberal rationalities of productivism that operated tirelessly even in the extraordinary times of Covid. I conclude the presentation with a call for inactivity (time for pause and contemplation) in citizenship education classrooms as a provocation to rethink the so-called effective pedagogies in social sciences (Aitken & Sinnema, 2008). References Aitken, G., & Sinnema, C. (2008). *Effective Pedagogy in Social Sciences-Tikanga a Iwi: Best Evidence Synthesis Iteration (BES)*. Wellington: Ministry of Education. Han, B. C. (2015). *The burnout society*. Stanford: Stanford University Press. Han, B. C. (2023). *Vida Contemplativa. Elogio a la Inactividad [Contemplative Life. In Praise of Inactivity]*. Madrid: Taurus. Mutch, C., Perreau, M., Houliston, B., & Tatebe, J. (2016). Teaching social studies for social justice: Social action is more than just 'doing stuff'. In M. Harcourt, A. Milligan, B. Wood (Eds.) *Teaching social studies for critical, active citizenship in Aotearoa New Zealand* (pp. 82-101). Wellington, New Zealand: NZCER Press. Sant, E. (2019). Democratic education: A theoretical review (2006–2017). *Review of Educational Research*, 89(5), 655-696.

Presented by: Marta Estellés (The University of Waikato)

**SIG:** Educational Ideas

**Title:** Praise for Social Action? Rethinking Social Studies in Tired Times

**Abstract:** Over the last few decades, there has been an increasing use of the term ‘safety’ in educational debates, including those related to citizenship and social justice (Estellés & Fischman, 2023; Estellés et al., 2023). In this context, ‘safe learning environments’ are usually considered necessary to compensate for social inequalities and are described as spaces free of harm where students can voice their cultural/political views (e.g., Costandius, & Bitzer, 2014; Dabach et al., 2018). From a Foucauldian perspective (Foucault, 1980), however, the discourses of safety contain numerous assumptions that operate, even if inadvertently, to reinforce the status quo (Smith, 2014). In this presentation, I present a systematic literature review on the educational scholarship published between 2007 and 2022 that entangle the concepts of safety and citizenship. Through the discourse analysis of 103 peer-reviewed articles indexed in Scopus and ERIC, I identify the following taken-for-granted assumptions: a) learning spaces as a vacuum, b) students/children as vulnerable objects of protection and c) educators as responsible for safety provision. As I argue, these assumptions ignore the wider socio-economic structures in which educational spaces are immersed, pave the path to justify paternalistic approaches and contribute to the depoliticisation of safety issues, whether they are school violence, political extremism or racism. References Dabach, D. B., Fones, A., Merchant, N. H., & Adekile, A. (2018). Teachers navigating civic education when students are undocumented: Building case knowledge. *Theory & Research in Social Education*, 46(3), 331-373. <https://doi.org/10.1080/00933104.2017.1413470> Costandius, E., & Bitzer, E. (2014). Opening up spaces for social transformation: Critical citizenship education in a post-conflict South African university context. *Education, Citizenship and Social Justice*, 9(2), 128-139. <https://doi.org/10.1177/1746197914520649> Estellés, M. & Fischman, G. (2023). Teddy bears, citizenship and un/educational safety in Aotearoa New Zealand during Covid-19. *International Journal of Educational Development*, 98, 102736. <https://doi.org/10.1016/j.ijedudev.2023.102736> Estellés, M., Romero, N., Tatebe, J., & Mutch, C. (2023). Pasifika Girls’ Resisting the Regime of Safety of New Zealand Schools. *Globalisation, Societies and Education*. <https://doi.org/10.1080/14767724.2023.2191931> Foucault, M. (1980). *Power/Knowledge: Selected Interviews and Other Writings 1972-1977*. New York: Harvester Press. Smith, K. (2014). Discourses of childhood safety: what do children say? *European Early Childhood Education Research Journal*, 22(4), 525–537.

Presented by: Anbang Zhang (University of Auckland)

**SIG:** Wellbeing

**Title:** Could Mindfulness Directly Affect Aggression? The Serial-multiple Mediating Effects of Emotional Dysregulation and Self-Control

**Abstract:** This study investigates the complex interrelationships between mindfulness, emotional dysregulation, self-control, and aggression in high school students. The primary focus is on understanding the role of mindfulness in potentially mitigating aggression in this age group, offering key insights for targeted interventions.

Mindfulness is increasingly valued for its benefits in mental health, yet its connections with emotional dysregulation, self-control, and aggression, particularly among adolescents, are not fully understood. This research adds to the body of knowledge by examining these relationships, employing well-established scales and a substantial sample size from high school students in the southwestern region of China.

Engaging 647 high school students, the study utilized self-reported questionnaires covering mindfulness, emotion dysregulation, self-control, and aggression. The analysis revealed:

A negative correlation between mindfulness and both aggression and emotion dysregulation.

A positive correlation between mindfulness and self-control.

Positive and negative associations of emotion dysregulation and self-control with aggression, respectively.

A negative association between self-control and aggression.

Mediation analysis showed that emotion dysregulation and self-control fully mediate the impact of mindfulness on aggression through three pathways: individually by emotion dysregulation and self-control, and a chain mediation combining both. These pathways accounted for 91.84% of the total effect of mindfulness on aggression, suggesting that students with higher mindfulness levels tend to be less aggressive, attributed to lower emotion dysregulation and higher self-control. This study underscores the importance of both emotion regulation and self-control in reducing aggression among mindful students.

Presented by: Valerie Sotardi (University of Canterbury)

**SIG:** Quantitative Studies in Education

**Title:** The Impact of Stress on Life Satisfaction, Wellbeing, and Academic Achievement among Young People in Aotearoa New Zealand

**Abstract:** The shortened Adolescent Stress Questionnaire (ASQ-S) is an abbreviated version of the ASQ and ASQ-2 and aims to measure stress across nine domains. Whereas longer versions of the instrument have been tested in a number of countries worldwide, the ASQ-S is relatively new and should be more thoroughly validated. Further, one stress domain that has global relevance but has not yet been explored with the ASQ (and its different versions) is the stress relating to climate change. The current study tested the factor structure of the ASQ-S, inspected the appropriateness of a new stress domain pertaining to the Stress of Climate Change, and tested for construct validity and reliability in a sample of young people in Aotearoa New Zealand (n = 557). Support was found for both the original nine-factor ASQ-S structure and a ten-factor structure including a Stress of Climate Change subscale. Significant negative correlations were found between most of the ASQ-S domains and life satisfaction, subjective well-being, and perceived academic achievement. Certain stress domains differed as a function of gender amongst self-identified males, females, and non-binary/third-gender (NB) youth, with NB participants reporting greater stress than females and males. Stress domains varied as a function of age, with different challenges apparent in mid-adolescence (16-17 years), late adolescence (18-19 years), and young adulthood (20-21 years). Stress domains differed between those who were and were not in school, suggesting that reports on the ASQ-S could vary between enrolled students and the general youth population. Results based on regression analyses indicate that, although multiple stressors appeared to play a role, the Stress of School Attendance, Peer Pressure, and Future Uncertainty contributed the most to life satisfaction, subjective well-being, and achievement. Interpretations and implications of the current findings, as well as recommendations for future research, will be discussed. Keywords: stress; gender; adolescence; life satisfaction; wellbeing; achievement

Presented by: Chrissie Keepa (Toi Ohomai, Te Pukenga)

**SIG:** Early Childhood Education

**Title:** Supporting early childhood educators to embed te reo Māori in their practice

**Abstract:** In order to honour Te Tiriti o Waitangi, teachers in Aotearoa New Zealand are expected to embed te reo Māori in their teaching practice (Teaching Council of New Zealand, 2017) and Te Whariki, New Zealand's Early Childhood Curriculum (Ministry of Education, 2017), emphasises the importance of all teachers weaving te reo Māori and tikanga Māori into their everyday curriculum (Ministry of Education, 2017). This presentation will share emergent findings from my Master's investigation, an interpretive study in which I have interviewed a small number of student teachers and in-service teachers to explore the ways in which the environment in ECE centres can be enhanced to encourage student teachers and teachers to use and implement te reo Māori. This research has arisen out of my lived experience as a kaiako Māori in ECE settings. I have encountered varying ways in which te reo Māori and tikanga Māori are embedded (or not) in a centre's curriculum and practice. More recently, working in initial teacher education, I've seen the disheartening impacts when student teachers spend time in centres where te reo Māori and tikanga Māori are not being implemented.

Presented by: Presenters: E. Jayne White; Ngaroma Williams; Kaitlyn Martin.  
Discussant: E. Jayne White (University of Canterbury)

**SIG:** Science/ Putaiao Education Research

**Title:** SYMPOSIUM: Sustaining pedagogies of/with water in ECE: A leaky boat in a curriculum sea?

**Abstract:** A great deal has now been said about the importance of teaching children to care for their environment. In early childhood education these aspirations are further enshrined within curriculum as ‘the sum total of all things’, calling kaiako to account for their pedagogies concerning place. Despite this emphasis, very little is known about what these pedagogies ‘look like’ in practice, how they influence the learning of tamariki, or sustain the environment, for that matter. In this symposium we bring a series of complex pedagogical encounters with the environment into view based on a pilot project undertaken in late 2022 as part of an international project that seeks to give voice to the representations of water by children in ECE across the world. A walking-as-method approach to this research was employed (Taylor & Pacini-Ketchabaw, 2018) calling for the immersion of researchers in the complex ecology of the life of ECE communities. ‘Walking with’ three ECE communities located near sea, river and estuary in Te Wai Pounamu, we sought to engage with the ‘intra-actions’ and interanimations of tamariki across ECE sites through photography and narrative. Our emphasis in this presentation lies in the presence of water in curriculum, the complex layers of practice and thought kaiako navigate in their pedagogical practice, the playful acts of tamariki with (and in) water, and the tensions that arise as a consequence. We explore these firstly concerning the embeddedness of water within bicultural curriculum; secondly against the status of Western science in these domains; and thirdly in light of the pedagogical tensions at play across these ebbs and flows.

Presented by: Maria Dacre

**SIG:** Inclusive Education & Community

**Title:** Children participating in curriculum decision-making and the impact on their self-determination

**Abstract:** This paper reports on a participatory action research study involving Year 5 and 6 children exploring the extent to which they participated and influenced curriculum decision-making for learning. Findings from this research demonstrate that children participate and influence curriculum decision-making in complex and varied ways. The research findings highlight the benefits of drawing on children's interests, prior knowledge and lived experiences in meaningful ways for core learning, teacher- and child-initiated inquiries. Using Rogoff's Planes of Analysis to understand the results, the data set identified three case narratives: (i) Curriculum-based learning (ii) Teacher- and school-initiated inquiry and (iii) Child-initiated inquiry where an established collaborative community of practice saw children negotiate and identify meaningful pathways to learning, recognising their strengths, strengths of others and how collaboration improves learning outcomes. Throughout these case narratives children experienced autonomy in decision-making through planning and organising learning, activities, and events in individual and collaborative ways. Children demonstrated, through classroom observations, interviews, and focus groups, that experiencing autonomy in learning meant they were in control and were able to decide what was best for their learning, demonstrating their self-determining participatory rights in line with Article 12 of the United Nations Convention on the Rights of the Child.



Presented by: Karen Finn (University of Auckland)

**SIG:** Educational Ideas

**Title:** Portraits of kaiako seeking to decolonise geography

**Abstract:** The current educational changes offer spaces for geography teachers to centre local environments and communities, engage with matauranga Māori, and decolonise teaching and learning. Some educational changes align with decolonising geography literature; however, there is no one way to decolonise geography. Many kaiako will need to relearn, confront and challenge their own orientations, learn from the knowledge systems of their akonga and communities, collaborate to understand and integrate matauranga-a-iwi, become more familiar with the local environments where schools are located, and appropriately adapt curricula and pedagogies. My research sought geography teachers who were open to decolonising geography, and used a strengths-based portraiture approach to create narrative portraits of these geography teachers. In this presentation, I will share emerging narrative portraits of geography teachers who seek to decolonise and indigenise geography by learning more about themselves, their akonga, communities and environments, and matauranga Māori, and bringing their learning to their geography teaching. I will draw from the portraits to suggest how these teachers' decolonisation orientations may support other teachers on reflective decolonisation journeys. The findings of this study challenge teachers and initial teacher educators to integrate a strong self-reflexive orientation, matauranga Māori and decolonisation throughout teaching subjects, such as geography.

Presented by: Natalie Tunnell

**SIG:** Early Childhood Education

**Title:** Te Whare Tapa Wha: A Holistic Lens for Exploring the Experiences and Wellbeing of ECE Kaiako in Aotearoa during the COVID-19 Pandemic.

**Abstract:** This research used the Te Whare Tapa Whā (Durie, 1994) model as a holistic lens to explore the experiences and impacts on wellbeing of two teams of local early childhood kaiako during the COVID-19 pandemic, from an Aotearoa New Zealand context and perspective. This research applied a qualitative phenomenological case study, underpinned by Bronfenbrenner's Ecological Systems Theory (1995), and constructivist theories of Holism to explore the impacts on the experiences and wellbeing of 12 local kaiako in a small semi-rural region in Aotearoa. The research utilised open-ended questionnaires, semi-structured group interviews, and focus group discussions as the main source of data. The research findings suggest ECE kaiako experienced significant impacts in their Taha Hinengaro/mental health due to feeling/being isolated from their Taha Whānau/primary relationships. Connection to/time in the Taha Whenua/natural environment was highlighted a protective factor in supporting kaiako wellbeing. Kaiako levels of resilience and self-efficacy varied based on their role in the service, and personal circumstances. The research found that nurturing relationships are a key feature of kaiako resilience, including relationships with people, places and things. The study confirmed the deeply interconnected nature of the human 'being', suggesting that significant investment into kaiako wellbeing is key to sustaining the sector.

Presented by: Ruth Boyask (Auckland University of Technology), Jo Smith (University of Auckland), Christopher Burns (University of Auckland)

**SIG:** Educational Policy

**Title:** Beyond policy implementation: school educators' meaningful engagement with policy

**Abstract:** Master's programmes in educational leadership promise students the theoretical and practical leadership knowledge to improve outcomes. Two such programmes offered in New Zealand at two different universities have courses that aim to foster understanding that educators can actively engage in policy work throughout the policy process. In these courses, anecdotal feedback and assessed work indicated students expanded their view of leadership to include engagement over compliance with policy. This study asks whether this new learning is translated into school leadership practices. The study included interviews with students from two cohorts from each university to uncover whether the courses resulted in new relationships with policy. Recordings were transcribed and coded using an iterative process: We conducted a pilot test of a broad code list and sought inter-rater agreement. A second coding iteration organised the broad codes into themes. Preliminary findings suggest that while the students engaged with policy in new ways during the courses, maintaining a role as policy actors after the courses finished was more difficult. The intended impact of the research goes beyond revisions to education policy courses. Understanding what facilitates educators' engagement in different stages of the policy process may enable them to play meaningful roles for change.

Presented by: Raewyn Eden (Te Kunenga ki Pūrehuroa | Massey University), Linda Bonne (Victoria University of Wellington | Te Herenga Waka), Joanna Higgins (Victoria University of Wellington | Te Herenga Waka)

**SIG:** Mathematics and Statistics / Pangarau Education

**Title:** Using poetic inquiry to open space for emotions in mathematics teacher education

**Abstract:** Using poetic inquiry to make sense of the emotions expressed by student teachers in a mathematics education course enabled us to portray the rawness of the emotions they associated with the prospect of teaching mathematics. We drew from student teachers' responses to a questionnaire about their emotions associated with mathematics. Taking a sociological view of emotions, we re-presented their responses in poetic forms to emphasise the role of emotions in learning to teach mathematics. In spaces where mathematics and poetry are not typically encountered together, we offer research poems and explore their efficacy as a provocation for reflection about the place of emotions in mathematics teacher education. Taking up the question, what can poeticising contribute to the field of mathematics education research, we argue for the power of poems to forefront the emotions of research participants and then to elicit emotions from readers. Importantly, we were also interested in expanding the conventions of qualitative methods in mathematics education research.

Presented by: Dr Debbie Ryder (Te Rito Maioha: Early Childhood New Zealand), Gwen Davitt (Te Rito Maioha: Early Childhood New Zealand)

**SIG:** Educational Leadership

**Title:** Organisational wellness and responsive leadership

**Abstract:** This presentation draws on leadership research (Ryder, et.al , 2017; Davitt, et.al., 2017) that examined congruence between espoused theories and theories-in-use within positional leadership roles. From this study, a grounded theory approach generated a leadership dispositions framework (Davitt & Ryder, 2018). Through dissemination and facilitation, a shift in understanding has emphasised the critical importance of cohesion and congruence within organisations as social communities. The leadership dispositions framework serves as a tool to scaffold robust collegial dialogue and reflective practice to sustain alignment within the culture of teams and organisations. Responsive leadership and organisational wellness are elements of a relationally connected social community. Wellness can only be enacted when the whole organisation is relationally connected and viewed as a social community. This presentation posits wellness and responsive leadership as essential elements for organisational unity. The presenters argue that wellness and responsive leadership must be purposefully grown, developed, and sustained across organisations as social communities.

Presented by: Ruth Boyask (Auckland University of Technology)

**SIG:** Educational Ideas

**Title:** Finding potential in encounters with people and things for motivating and sustaining volitional reading

**Abstract:** Literacy researchers have had for some time a deep and complex understanding of how reading literacy develops and is motivated, yet children throughout the world are choosing to read less often. In volitional reading, young people in Aotearoa New Zealand between 8 and 15 are following trends of less enjoyment of reading and declining time spent reading. There are complex explanations for patterns of decline in volitional reading related to how choice is afforded within social and material relations. We approach volitional reading from an affective position, where reading affect describes felt experiences of encountering other bodies (human and nonhuman) in reading. We examine affective encounters with reading observed in the Growing Up in New Zealand study through descriptive analysis of enjoyment and frequency of reading at age 8 and over 60 variables from throughout the life course. Through examining these associations through a socio-material lens, we find potential in their encounters with other people and things to draw young people back into reading. To sustain reading we suggest there are vital roles for the different adults in children's lives to motivate reading, including wider whanau and teachers, and that children who are busy in purposeful, interest-based activity are more likely to be drawn into reading.

Presented by: Adrian Schoone (Auckland University of Technology), Hana Turner-Adams (University of Auckland)

**SIG:** Inclusive Education & Community

**Title:** Critical moments in education for Alternative Education rangatahi students: Lessons for schools and teachers

**Abstract:** Approximately 3500 students between the ages of 13 and 16 are referred to Alternative Education (AE) each year, following suspensions, truancy, and exclusions. Of these, 68% identify as Māori. AE teachers reengage their students in learning with scarce information about their past schooling experiences. An opportunity for young people to tell their side of the story, we present high-level findings from a three-year action research that explored critical moments in education journeys throughout early childhood education until secondary school. Five AE teachers were recruited to co-construct a range of inquiry methods with their students. In total, 14 stories were collated. Each story conveyed school and teacher practices that had a cumulative impact upon students' engagement in learning. Presented here as alliterative, the critical moments centred on affect: how emotions and feelings were managed; affirmation: how cultural identity was recognised and nurtured; agency: how students were involved in decision-making in schools; agility: how students navigated transitions between and within schools, and aesthetics: how education environments felt and looked. The study suggests that interrogating these themes as the basis for schooling improvement can make a real difference.

Presented by: Luling Huang (The University of Auckland), Jason Stephens (The University of Auckland), Maree Davies (The University of Auckland)

**SIG:** Quantitative Studies in Education

**Title:** Mindsets Toward Learning English Among Secondary Students in China: An Investigation of its Associations with Learner Engagement and Achievement

**Abstract:** Faced with challenges of learning a new language, some people believe they can improve their language ability by working hard, while others treat the need to work hard as a signal that they lack a natural ability to learn a new language. According to Dweck's implicit theory of intelligence, the former is referred as a growth mindset and the latter a fixed mindset. The present study used a cross-sectional survey design to 1) develop and validate a new measure of L2 learners' mindsets that distinguishes between L2 ability (i.e., existing competence or skill) and L2 aptitude (i.e., capacity to acquire competence), and 2) explore how these four mindsets affect the engagement and achievement of L2 learners. Participants included secondary students (N= 774) learning English as a second language in three high schools in China. Results from factor analyses indicated acceptable fit for the four-factor model of mindsets (ability/aptitude x growth/fixed), and correlational analysis showed learners' growth mindset were positively—and fixed mindset negatively—associated with their L2 engagement and achievement. The implications and limitations of these results will be discussed in the full paper.



Presented by: Melanie Audier (University of Canterbury)

**SIG:** Early Childhood Education

**Title:** Kaiako Mentalisation in Early Childhood Curriculum: A review of Te Whāriki .

**Abstract:** Providing sensitive and responsive care for children is foundational in both parenting and early childhood education (ECE). Recent attention has focused on how caregivers interpret the mental states of young children, with mentalisation defined as the active process of understanding and responding to children's thoughts, emotions, and intentions (Fonagy, et al., 2018). This study explored the expectations for teacher mentalisation within the Te Whāriki curriculum. I developed a coding framework based on the mentalisation literature that encompassed references to mental states (e.g., cognition, emotion) and non-mental states (e.g., links to the child's life) (Farkas, et al., 2017). This was then applied to a content analysis of the Te Whāriki curriculum, including the principles, strands, and kaiako responsibilities. The results indicated both implicit and explicit expectations for kaiako to proficiently utilise mentalisation, which was reflected in references to kaiako competencies, child outcomes, and the learning environment. These findings contribute to research through furthering understanding of mentalisation within the curriculum and its potential applications in ECE. Recent research in mentalisation has found associations with interactional quality and child outcomes which have potential implications for professional development and pedagogy (Wu, et al., 2021; Helmerhorst, et al., 2019; Shai and Belsky, 2017).

Presented by: Daniel Kusnierik (Massey University)

**SIG:** Educational Ideas

**Title:** Concepts in Traditional Educational Literature Regarding Sustainability

**Abstract:** While the concept of sustainability is often connected with contemporary thought and ideas dominated by the economic forums, the concept itself under different names has much history in classical educational philosophy. In this presentation I am intending to look closer at the concepts of education by Rousseau, Tagore and Steiner and how their thoughts contrast with the contemporary discussions about sustainability in education. I will use the close reading of the literature to offer differing ways of approaching of education that is sustainable.

Presented by: Tian Yang (Center for Educational Science and Technology, Beijing Normal University at Zhuhai, Guangdong, China)

**SIG:** Early Childhood Education

**Title:** What ICT competences are needed for early childhood teachers? Voices from teachers and experts

**Abstract:** Researchers have asserted that information and communication technologies (ICT) use in early childhood education (ECE) settings requires careful consideration of the ways in which they could be integrated into meaningful activities that would complement and extend the existing learning experience. Therefore, more discussion is needed for early childhood teachers' ICT competences. This study aims to enrich the current knowledge regarding ECE teachers' ICT competences by answering the research question: what ICT competences are needed for early childhood teachers to support their pedagogies? By adopting a mix-methods research design, this study used open-ended online questionnaires (n=185) and individual interviews (n=12) with teachers, and a Delphi approach with experts (n=15) to investigate the competences and dimensions. At the writing-up stage of this paper, data analysis is still underway. The initial findings are based on the thematic analysis of teachers' open-ended questionnaire answers, which generated four themes: adapting to new technologies, integrating with the current curriculum, identifying children's ICT-related experiences, and thinking critically about the innovation. Based on an in-depth analysis of collected data, the findings will shed light on ECE teachers' professional development as well as relevant policy making.

Presented by: Melissa Coton (Boulcott School), Cathy Bunting (University of Waikato)

**SIG:** Science/ Putaiao Education Research

**Title:** Online citizen science, science capabilities, and enduring competencies: Learning from classroom case studies

**Abstract:** There are multiple intended purposes for science education at primary school, including developing students' science capabilities – identified by the Ministry of Education (n.d.) as including gathering and interpreting data, using evidence, critiquing evidence, interpreting representations, and engaging with science. More recently, a set of 'enduring competencies' has also been identified (Hipkins, Tolbert, Cowie, Waiti, 2022) to inform the development of the refreshed science learning area of Te Mataiaho. In this presentation, we draw on several case studies in which we investigated the ways in which online citizen science projects can be embedded in primary science teaching and learning. First, we will focus on some of the successes and challenges in assessing students' science capabilities. Second, we will identify insights from the case studies that speak to opportunities to support students to develop enduring competencies in science. Finally, we will attempt to position our findings in relation to any publicly-available information about the updated science learning area in Te Mataiaho. The case studies we draw from are part of a larger project funded by the Ministry of Education's Teaching and Learning Research Initiative.

Presented by: Valerie Sotardi (University of Canterbury), Jinjing Fang (The University of Auckland)

**SIG:** Quantitative Studies in Education

**Title:** Examining Perfectionism Profiles in New Zealand Undergraduates: Implications for Achievement Goal Orientations and Academic Performance

**Abstract:** Abstract: This research study aimed to investigate the composition of perfectionism, including personal standards (PS), parental criticism (PC), parental expectations (PE), doubts about actions (DA), and concerns over mistakes (CM) and its implications for achievement goal orientations and academic achievement. A sample of 1,028 first-year undergraduate students from a public comprehensive university in New Zealand participated in the study by completing a self-reported survey. Through latent profile analysis, four distinct profiles were identified: mixed perfectionists (characterised by high levels across all perfectionism indicators), socially prescribed perfectionists (displaying high levels of socially oriented factors of PC and PE), self-oriented perfectionists (demonstrating high levels of personally based factors of CM, DA, and PS), and non-perfectionists (scoring low across all perfectionism indicators). The findings reveal the following significant associations: self-oriented perfectionists exhibited a higher mastery-approach orientation, mixed perfectionists emphasised performance goals, and socially prescribed perfectionists demonstrated the lowest academic performance. This study contributes to the scholarly understanding of perfectionism by providing an examination of its underlying structure and its relationships with achievement goal orientations and academic outcomes. It sheds light on the interplay between different dimensions of perfectionism and students' motivation and success in an academic context.  
**Keywords:** Perfectionism, achievement goals, academic achievement

Presented by: Genaro Oliveira (Massey University)

**SIG:** Educational Ideas

**Title:** Making digital history resources by and for teachers: the [www.aotearoanzhistories.com](http://www.aotearoanzhistories.com) journey

**Abstract:** The presentation focuses on the process of creating a website and a planner to help teachers implement the new Aotearoa New Zealand's histories curriculum. The first part shares some of our research findings on history teaching at primary schools. Specifically, it discusses how kaiako have relied consistently on internet searches to create learning experiences for their akonga. The second part is a discussion about history teaching resources currently available online. The third is an account of the hands-on experience of producing the website [www.aotearoanzhistories.com](http://www.aotearoanzhistories.com) and an auxiliary planner, two resources co-created in collaboration between kaiako pitomata (student teachers) and Massey university staff at the Institute of Education and History department, in consultation with senior Māori scholars, and partners schools.

Presented by: Juhy Paily (University of Canterbury)

**SIG:** Early Childhood Education

**Title:** Unleashing Possibilities: Exploring Methods to Support the Agency of Children Who Communicate Differently

**Abstract:** Young children who communicate differently seldom have their voices heard regarding their communication preferences and overall sense of well-being. Most evaluations rely on parental reports and observations (Doell et al., 2018). However, children have the right to voice their experiences and opinions, and to be involved in decision-making about provision of support (Lyons et al., 2018). This presentation aims to explore research methods that support tamariki to become active experts in clinical and research practices that examine their lives. The presentation will highlight the significance of seeing and engaging with the voices of children who communicate differently and employing a dialogic methodology to interpret their nuanced forms of communication. This approach ensures that every child has an equal opportunity to participate and express their views using the communication modes that suit them best. This presentation will explore the potential of using Mikhail Bakhtin's dialogic methodology to unlock the communicative realm of children who communicate differently. The research has important policy implications, emphasizing the need to uphold children's autonomous identity. This shift in dialogue emphasizes practical approaches to include children rather than debating their inclusion. Ultimately, listening to children will enhance our understanding of their lives and enable us to provide support that is welcomed by children.

Presented by: Myron Friesen (University of Canterbury)

**SIG:** Wellbeing

**Title:** Promoting a positive school climate and school belonging with three simple principles: A theory of change and pilot test of the E Tu Tangata (Stand Together) initiative

**Abstract:** E Tu Tangata (ETT; Stand Together) is a relatively new initiative in Aotearoa New Zealand that is attempting to address our cultural practice of tall poppy syndrome and help address our alarming mental health challenges at a cultural level. ETT promotes three key mindsets – You Have Value, We Succeed Together, and Others Matter and is increasingly being implemented in both primary and secondary schools to help foster a positive, collaborative, and caring school climate. In this presentation I will describe how ETT is being implemented in schools, briefly describe the theory of change model, and present the results from a recent mixed-methods and multi-informant (students, parents, and teachers) pilot evaluation within one school community. The quantitative and qualitative findings provide preliminary support for key hypotheses from the theory of change and provide important insights about the opportunities and challenges of implementing and embedding school climate initiatives such as this across a school community.



Presented by: Jenna-Lee Pfeifer (University of Otago College of Education)

**SIG:** Early Childhood Education

**Title:** Imagining change: Exploring kaiako perspectives on the decolonisation of early childhood education teaching practice.

**Abstract:** Aotearoa me Te Waipounamu New Zealand's national early childhood education curriculum Te Whāriki has been described as both a witness to and facilitator of frameworks of decolonisation and resistance within early childhood education (Tesar, 2015). Despite the promise and potential of Te Whāriki to scaffold transformative change in ECE, concerns over kaiako cultural competency and ability to enact Tiriti-based and culturally sustaining pedagogies remain (Paris, 2012; Skerrett, 2017). As an ECE kaiako committed in my status as tangata Tiriti, the Master's research I am drawing from in this presentation is part of my evolving story as I respond to the call to decolonise ECE. Kaiako pedagogical expertise is instrumental to tamariki experiencing a holistic and empowering education which nurtures their spiritual and physical wellbeing (Ministry of Education, 2017). Drawing on narrative inquiry, kaupapa Māori, and arts-based educational research methodologies, my research explores how decolonised pedagogies are understood by kaiako. Through imagining and creative reflection, kaiako were given the space to unpack their understandings of bicultural teaching practices and to imagine possibilities for a decolonised, Tiriti-based future teaching practice, representing these imaginings through arts-based methods. The project revealed how kaiako envisioned their decolonised selves and the impacts this imagining had on their pedagogical practices and provision of holistic and culturally sustaining education for all tamariki.

Presented by: Joanna Pascoe (AUT)

**SIG:** Education for Sustainability

**Title:** Walking in/with place: reimagining pedagogy for transformational times.

**Abstract:** Walking in/with public sites offers rich territory for pedagogical experiments, open to posthuman critical theory, inclusive of interconnections between human and non-human entities. One playful encounter inspired by speculative fiction heroine cyborgs stems from a constellation of figurations: Mothers, Monsters, and Machines (Braidotti, 1994). Holly is mother in *The Bone Clocks* (Mitchell, 2014); Isserley is monster alien in *Under the Skin* (Faber, 2000); Ava is machine in *Ex Machina* (Garland, 2014) and Jane is caught in the machinery of a production house in *The Assistant* (Green, 2019). Liminal spaces of transformation for each heroine are mapped on to a walk-through inner-city Auckland: a labyrinth for Holly, a shoreline for Isserley, an intersection for Ava and a diner for Jane. Conducted after a flood, the walk reminds us that we live in precarious times. There is the possibility of transformation for those who walk, tracing field notes, such as poetry and photography. Experimental posthuman pedagogy, inspired by encounters in/with liminal places may help learners process what is happening and consider how we may take action in and for a changing world as we reimagine an affirmative future.

Presented by: Anne Yates (Victoria University of Wellington), Linda Hogg (Victoria University of Wellington), Quincy Elvira (University of Amsterdam, the Netherlands)

**SIG:** Adult & Tertiary Education

**Title:** Career change teachers' perceptions and experiences of teaching as a sustainable career  
Career change teachers (CCTs); Teacher identity; Initial teacher education (ITE)

**Abstract:** The worldwide shortage of teachers prompts looking at Career Change Teachers (CCTs) as a sustainable source of supply. This research was undertaken as a systematic literature review, following Boland et al.'s (2014) protocols to investigate how CCTs experiences of teaching can be used to support successful transition. Findings highlight CCTs' strengths and points of dissonance that might threaten teaching as a sustainable career. Earlier studies emphasised what CCTs bring, but a recent proliferation of studies highlight CCTs' dissatisfaction with teaching and their decisions to leave. CCTs have valuable contributions to offer the profession (Ruitenbergh & Tigchelaar, 2021) including applied content knowledge and inter-personal skills developed through previous careers. Nevertheless, schools value and utilise this expertise differently and lack of recognition of prior expertise was a source of dissonance. Increasing career transitions are the norm with people moving in and out of teaching common but CCTs bring multiple identity positions which can complicate teacher identity development. Consideration of findings through the lens of career transition shed light on how ITE could support CCTs through this period of liminality (Conroy & O'Leary-Kelly, 2014).

Presented by: Wanjuan (Janet) Zhong (Faculty of Education, Southwest University, P.R.China), Mr.Xianjin HUANG (the Party Secretary of Chongqing Xubeihong Middle School in China)

**SIG:** Educational Leadership

**Title:** How does principal leadership promote teachers' data-driven instructional decision making? A case study in a junior high school in China

**Abstract:** Facing the natural and social crisis, school leaders have to consider how to maintain the sustainable development of teaching and learning in their schools to ensure the high quality of learning of all students. Data-driven decision making (DDDM) is identified as the next major strategy to support instructional improvement and student achievement in many countries, including China. School leadership plays crucial role in promoting DDDM to improve instruction. This paper outlines how a school principal enacted leadership to promote DDDM in a national ICT experimental junior high school in China. 152 teachers randomly selected from the school responded to an online questionnaire. 1 school principal, 1 deputy school principal, 3 middle leaders, 6 teachers were invited for in-depth interviews. Data analysis was based on sociocultural learning theory, and extant empirical literature on DDDM. The study found the school principal and his leadership team undertook a competency-building intervention across four dimensions of leadership enactment: 1) articulating the DDDM school vision to change teachers' perception of DDDM; 2) providing ongoing school-based PD to improve teachers' data literacy; 3) fully updating traditional teaching techniques and encouraging DDDM daily practices; and 4) involving students' participation and developing data use school culture.

Presented by: Jo Mane (Purangakura Kaupapa Māori Research Centre), Jenny Lee-Morgan (Purangakura Kaupapa Māori Research Centre)

**SIG:** Learning Environments

**Title:** He Reo Ora, He Whenua Ora, He Tangata Ora: Te Aka Pūkāea, A Māori Modern Learning Environment

**Abstract:** For Newton Central School, located in Auckland's inner-city, the special character embedded in Te Aka Pūkāea, as a dual Māori language pathway speaks to sustaining and honouring te reo Māori as the language of tangata whenua, the First Peoples of Aotearoa. This pūrākau case-study style project draws together interviews with whānau, trustees, kaiako, senior management and students that speak to Te Aka Pūkāea as a Māori Modern Learning Environment (MMLE). Notably, te reo Māori and tikanga Māori sit at the forefront of the space that is Te Aka Pūkāea.

At the conclusion of this two-year Kaupapa Māori research project, this presentation shares key findings of the study that highlight the criticality of protecting Māori/indigenous spaces within this school setting, outlining some of the key challenges in sustaining and protecting these spaces. Though one of the key research questions is about the use of space in MMLE settings, korero presented is not just about space itself but about what has brought people to the space, what the space provides and what it allows for. There are multiple ways in which the concept of space is discussed where finding, determining, navigating and holding space are all aspects of how Te Aka Pūkāea is described in this study.

Presented by: Sonya Gaches (Te Kura Ākau Taitoka | University of Otago College of Education)

**SIG:** Early Childhood Education

**Title:** Kaiako intentionality in care and education with infants and toddlers

**Abstract:** Early childhood kaiako are fighting for pay-parity and for recognition of their work as professional educators alongside their primary and secondary colleagues. Meanwhile prior research has indicated kaiako of infants and toddlers need specialised knowledge and awareness of specialised practices to ensure quality environments for the learning and care of under three-year-olds (Cooper 2018; Carroll-Lind & Angus 2011). While specific pedagogical practices for infants and toddlers have been identified in an Aotearoa me Te Waipounamu context (Aspden et al 2021), little is documented about the daily interactions, teaching, and work done by kaiako working with infants and toddlers in early childhood settings (Gould in Peters et al, 2020). This presentation addresses this gap in research by providing insights from two kaiako as they describe their thinking and decision making in regards to their own daily pedagogical practices. Utilising a Cultural Historical Activity Theoretical (CHAT) analysis (Barab et al 2004; Engeström 1999) of narratives drawn from Video Stimulated Recall Interviews (VSRI) (Cherrington 2018; Davis & Dunn 2019; Everri et al 2020) this research explores the highly relational nature and multi-nodal impacts in kaiako intentionality in the care and education of very young tamariki.

Presented by: Simon Taylor (University of Waikato)

**SIG:** Science/ Putaiao Education Research

**Title:** Diorama and young people's exploration of sustainable communities.

**Abstract:** This paper reports on a study using diorama constructions made by 13–14-year-olds who have been studying the topic of climate science. A diorama is a model representing a scene with three-dimensional structures, usually in miniature. The building and interaction of diorama is not the norm for students to represent their thinking of sustainable communities, however there is growing interest in representational work and multimodal reasoning which provide a springboard for scientific play, dialogue, and agency. Using a micro-ethnographic approach informed by socio-semiotic perspectives with the research of Lemke (2004), this study aimed to explore how diorama construction and the associated interaction can contribute to student reasoning and learning. Data were generated using audio recorders and multiple cameras, tracking groups of students negotiating their visual representations. The analysis proceeded through active and iterative viewing of audio and video recordings, followed by identification of themes to establish possible relationships between construction and reasoning. Through this process, the study (a) identifies multiple, necessary conditions and varied opportunities for students to enact and enable reasoning, and (b) extend current understanding of how the affordances of this visual mode interact with these conditions to contribute to student learning of climate science.

Presented by: Dr Lata Rana (Unitec- Te Pukenga), Yvonne Culbreath (Unitec- Te Pukenga)

**SIG:** Early Childhood Education

**Title:** Title: 'Perceived truths from a narrative framework' उनके शब्द उनकी कहानी 'Unake shabd unakee Kahanee''Their words their story'

**Abstract:** The presentation focuses on a research study on teachers' narratives of teaching and learning experiences within early childhood education setting. The research explores different experiences of teachers as we believe that culture and experiences of teachers and learners affect the enactment of pedagogy and enhance learner outcome. This research paper will present the findings of the study. There is a lot of research in sociology about Auckland being a super-diverse gateway city. Professor Spoonley's research highlights Auckland's fast growing and increasingly diverse migrant population. A large section, 40% of Auckland's population are overseas born communities and Asian communities comprise a quarter of city's population (Spoonley, 2015). Our research therefore, is very relevant in the current climate of diversity of Auckland and also hopes to build more sustainable communities. The study applied a narrative framework to uncover educators' perceived truths based on their experiences. The data captures the narratives of early childhood teachers in the form of stories and values of teaching and learning. The thematic analysis of the narratives help us to understand lived experiences, leading to creating knowledge about diverse pedagogies. Findings suggest the principles of the treaty of Waitangi and other indigenous cultural values from the Pacific nations, India and other cultures were significant for culturally responsive pedagogy. We present a culturally responsive model that will enhance teacher capability regarding culturally responsive pedagogies that recognises diverse cultures and ways of being in early childhood to improve educational outcomes for all.



Presented by: Jessica Tupou (Te Herenga Waka, Victoria University of Wellington)

**SIG:** Inclusive Education & Community

**Title:** Exploring the Experiences of Early Childhood Educators Working with Tamariki Takiwātanga Māori

**Abstract:** Tamariki takiwātanga Māori (autistic Māori children) are likely to face unique barriers to accessing effective early childhood education and are at increased risk of having their cultural needs overlooked. The experience of tamariki takiwātanga Māori who attend early childhood education is largely shaped by the knowledge, attitudes and practices of the educators who support them. However, little is known about the perspectives and experiences of these educators. We conducted in depth, semi-structured interviews with 12 educators with recent experience supporting tamariki takiwātanga Māori in inclusive early childhood settings. Participating educators worked in a range of settings including kōhanga reo, kindergartens and childcare centres. Data were analysed using reflexive thematic analysis resulting in three themes and seven subthemes. Overall, participants' understandings of autism aligned with a neurodiversity perspective and similarities between Te Ao Māori understandings of autism and the neurodiversity perspective were highlighted. Participants wanted more training and resources drawn from a Māori worldview and available in te reo Māori. These findings have important implications for practice and future research and point to the value of drawing on mātauranga Māori to support tamariki takiwātanga in early childhood settings.

Presented by: Anthony Fisher (Te Rito Maioha ), Clark McPhillips (Te Rito Maioha ),  
Noreen Melvin (Te Rito Maioha ), Dr Tracey Carlyon (Te Rito Maioha )

**SIG:** Adult & Tertiary Education

**Title:** Voices of taurira from a field based, online ,bicultural primary teacher education programme in Aotearoa/New Zealand.

**Abstract:** This presentation discusses data from research which focussed on the development and implementation of a field based, online, bicultural Initial Teacher Education Primary programme in Aotearoa New Zealand. The bicultural Kaupapa of the programme gives taurira the opportunity to study and undertake professional teaching experience in their communities, providing a sustainable model for growing kaiako with an understanding of their local context. Data were gathered over three years from surveys and focus groups of taurira from the first cohort. The research was focussed on giving these taurira a voice in relation to the elements of the programme design and implementation that contributed to their success as graduating kaiako. Findings highlight the importance of the field-based placements to support the connection between theory and teaching practice, the conditions that have contributed to embedding bicultural competence in taurira teaching, and the way online study has provided an opportunity to undertake study within a variety of contexts. Whilst these elements of the programme design and implementation are celebrated, findings highlight some areas of improvement could be made to support taurira fully realise their ability to meet the Standards for the Teaching Profession/ Nga Paerewa (with support) and be prepared as beginning kaiako.

Presented by: Jason M. Stephens (University of Auckland), Lee A. Adam (University of Otago), Neil Ulrich (Massey University)

**SIG:** Quantitative Studies in Education

**Title:** Academic misconduct among undergraduates across Aotearoa: Prevalence and predictors of the problem

**Abstract:** As elsewhere in the world, academic misconduct is a serious problem in Aotearoa. Yet, compared to other countries such as Australia, Canada, and the United States, we know relatively little about the extent of the problem here or the factors associated with it. With this in mind, the Research on Academic Integrity in New Zealand (RAINZ) Project launched the first-ever nationwide survey of students' perceptions, attitudes, and behaviours related to academic integrity. Rooted in social cognitive theories of human functioning, the survey used in this study assessed numerous personal, environmental, and behavioural factors that previous research has shown to be associated (if not reciprocally determined). Participants included 4,517 undergraduates from seven institutions who completed an anonymous online questionnaire. Most students (approximately two-thirds) reported engaging in at least one form of academic misconduct in the previous 12 months (e.g., 15.1% reported using artificial intelligence to complete academic work that they submitted as their own). As hypothesised, students' perceptions (of the institutional climate and peer norms) and moral attitudes (related to cheating) were significantly associated with their engagement in academic misconduct. Details of these results as well as their implications for policy and practice will be discussed.

Presented by: John O'Neill (Massey University)

**SIG:** Educational Policy

**Title:** The degradation of teachers' work, the loss of teachable moments and the demise of democracy

**Abstract:** In June 2023 Radio New Zealand used materials released under the Official Information Act to report on a confidential 'lighthouse project' discussed between Microsoft and the Ministry of Education to deliver personalised learning to neurodiverse students. According to the reporter's dramatic opening sentence, Microsoft "pushed the Education Ministry to adopt an Artificial Intelligence (AI) programme for continuous live reporting on children and teachers in the classroom". The advent of AI signals only the latest degradation of teachers' work since its transition from licensed to regulated autonomy from the mid-twentieth century. The German political philosopher Axel Honneth has recently argued that a political theory of labour is needed to reflect shifts over the last half century away from progressive societal efforts to humanise work. On his view, such a theory would aim towards: (i) satisfying needs for economic independence; (ii) providing workers with a say in their workplace; (iii) encouraging teamwork as a norm; (iv) ensuring that work is engaging and encourages workers to take initiative; and (v) creating a social environment that esteems and recognises work irrespective of its intellectual challenge. Honneth suggests that democratic workplaces are a prerequisite for modelling and enabling democratic participation in society. This paper traces the ongoing polity process of dehumanising teachers' labour in Aotearoa New Zealand, the accompanying loss of teachable moments that channel children's innate curiosity about their natural, social and cultural worlds, and the demise of democratic forms of public education.

Presented by: Chris Jenkin (Auckland University of Technology ), Diti Hill-Denee (University of Auckland)

**SIG:** Early Childhood Education

**Title:** Looking Back, Moving Forward: Playcentre Parents' Contribution to ECE Teacher Education

**Abstract:** Playcentre is an organisation where parents - mainly mothers - are both the educators and the managers and administrators. They are responsible for the education, curriculum planning, selecting and maintaining of the premise and equipment, as well as organising the administration and financial aspects of running an early childhood service. Parents undertake courses and workshops to be effective educators. As early childhood teacher education became professionalised through the 1980s and 1990s with the need for qualified lecturers, Playcentre parents moved into this space in tertiary institutions. Twelve semi-structured interviews were conducted with Playcentre parents (all mothers) who “from the 1960s-1990s, took their young children to Playcentre and who subsequently changed their career aspirations and became early childhood teacher educators” (Jenkin et al., 2022 p. 5). Our data revealed that the Playcentre values, practices and journeys mentioned by our participants best equip teachers and teacher educators for working respectfully and collaboratively with families and children into the next decades. As well as content knowledge, valued skills such as leadership, collaboration and working in a group supported their ability to engage effectively with students and colleagues in tertiary early childhood teacher education programmes. References Jenkin, C., Stover, S., Hill-Denee, D. and Reid, R. (2022). Beyond partnerships with parents in early childhood education: A legacy of adult experiential learning in Playcentres. *NZ International Research in Early Childhood Education Journal*, 24, pp. 4 – 15. <https://oece.nz/members/research/2022-nzirece-journal/adult-experiential-learning-playcentres/> Playcentre Aotearoa (n.d.). Playcentre Aotearoa’s philosophy statement. <https://www.playcentre.org.nz/wp-content/uploads/2020/03/Playcentre-Philosophy-Statement.pdf#:~:text=Playcentres%20will%20operate%20in%20a,to%20achieve%20goals%20and%20Objectives.>

Presented by: Sue Cherrington (Te Herenga Waka Victoria University of Wellington),  
Claire McLachlan (Federation University), Tara McLaughlin (Massey University), Karyn  
Aspden (Massey University)

**SIG:** Early Childhood Education

**Title:** Using video in ECE to support sustained shared thinking to deepen young children's learning

**Abstract:** International and local research has identified that sustained shared thinking (SST) is a critical component of high-quality ECE to support child learning. However, the research also identifies that episodes of SST make up a small proportion of interactions throughout the day, and many interactions between teachers and children are often fleeting and superficial. Drawing on a recent Teaching and Learning Research Initiative (TLRI) project that explored the use of SST to support young children's learning in two New Zealand ECE services, the presentation examines the characteristics of sustained shared thinking and how video can be used to de-privatise practice, examine children's learning, and better understand the interactional back and forth that can promote these interactions.

Presented by: Lesley Rameka (University of Waikato), Mere Berryman (University of Waikato), Diana Cruse (University of Waikato)

**SIG:** Māori Caucus

**Title:** Whenua ki te whenua: Indigenous naming of the land and its people by reconnecting the past to the present and the future.

**Abstract:** Whenua ki te whenua refers to a Māori precolonial practice following childbirth of returning the whenua (placenta) from birth to the whenua (land) through burial (Berryman, Rameka & Togo, 2022). The resurgence of this tikanga (cultural practice), making direct connections, whenua ki te whenua, is becoming increasingly common with this generation of Māori babies. So too is the process of honouring the whakapapa or genealogical connections of the child to the land in naming. Both practices strive for greater cultural wellbeing. This paper reports on the second stage of a three-year Marsden-funded research project, undertaken in Aotearoa New Zealand. It presents the voices of kaumatua (elders) and matua (parents) from a marae community speaking about the revitalisation of practices related to naming their tamariki (children). These narratives unfold against a backdrop of imposed naming by the coloniser. This research was undertaken using kaupapa Māori methodology. Kaupapa Māori critiques and contests existing power structures as a means to centralising Māori cultural perspectives and progressing Māori knowledge. Group focussed interviews as conversation with whanau members generated narratives of experience. These narratives provide insights into the motivations, influences and understandings concerned with naming practices from traditional pre-European to contemporary times.

Presented by: Valerie Sotardi (University of Canterbury)

**SIG:** Quantitative Studies in Education

**Title:** Non-Suicidal Self-Injury and Adjustment to University: The Mediating Role of Personality and Self-Compassion.

**Abstract:** Background and Objective. Non-Suicidal Self-Injury (NSSI), a major public health concern, is a rapidly evolving field of psychological research. Rates of NSSI in university students have been found to be twice that of other emerging adults, highlighting the importance of understanding factors which may contribute to an increased risk of NSSI in students. This study's aim was to examine the association between NSSI and adjustment to university and investigate whether personality or self-compassion influenced this relationship. Method. This cross-sectional study consisted of 146 first-year university students who completed an online questionnaire about NSSI, adjustment to university, personality, and self-compassion. Results. Eight-two (56.2%) participants reported NSSI. Compared to students with no NSSI history, those reporting NSSI had lower adjustment to university, conscientiousness, extroversion, agreeableness and self-warmth and higher negative emotionality and self-coldness. Negative emotionality, conscientiousness, self-compassion, and self-coldness individually mediated the relationship between NSSI and all domains of adjustment, while extroversion, agreeableness, and self-warmth mediated some of these associations. Implications. Knowledge and awareness of NSSI and university adjustment are valuable for both students and universities. It could help establish support services to aid students navigate the transition to university and inform targeted interventions for responding to NSSI and supporting at-risk students. Keywords: NSSI, University Adjustment



Presented by: Danielle Hodson (Massey University: Institute of Education )

**SIG:** Māori Caucus

**Title:** Brown Skin, White Mask: Dismantling the patriarchal white mask of colonisation piece by piece.

**Abstract:** Defining who you are, who your whānau are and where you whakapapa to is of great importance to those who identify as Māori. However, the impact of colonialism and colonisation in Aotearoa has ensured that the identity and culture of Māori has been stripped, reframed, and redefined in negative ways.

Therefore, an enduring legacy of colonialism are the psychological dimensions whereby Māori are bereft of a sense of belonging, and in a state of profound alienation and cultural erasure (Fanon).

This research endeavours to explore the ways in which colonialism and colonisation, through the re-enactment of entrenched westernised practices, and neoliberal ideologies have had a corrosive impact on indigenous knowledge, Māori identity and the psyche of Māori woman working in universities and kura throughout Aotearoa-New Zealand.

Kaupapa Māori theory will be used as an approach to capture the stories of colonised wāhine Māori working in universities and kura, and how westernised practices and neoliberal ideologies have impacted on their working spaces and andragogical/pedagogical practices.

This is an approach which collectively aims to understand and respond to the identity struggles of wāhine Māori through proactivity and re-defining our own narrative, validating the importance of our reo, tikanga and mātauranga Māori; thus freeing ourselves from the grip of dominant, hegemonic power.

Presented by: Dr Mohamed Alansari (NZCER), Tom Haig (Ministry of Education), Agate Ponder-Sutton (Ministry of Education), Ada Sun (Ministry of Education)

**SIG:** Educational Leadership

**Title:** The state of principalship in Aotearoa: a conversation between research and policy

**Abstract:** Positioned as a conversation between research and policy, the purpose of this presentation is to share insights into the state of principalship in Aotearoa and discuss enablers for positive working experiences and ultimately, effective educational leadership, for principals. Previous research by NZCER highlighted that principals enjoy their work, but this is challenged by workload issues and changing expectations. Recent findings by ERO showed many new principals do not feel well prepared for aspects of their role. Recent policy changes in the school leadership system include introduction of eligibility criteria for principal appointments. This is an exploratory investigation, utilising quantitative data from surveys and administrative systems, to address the question: what does system-wide data tell us about the state of principalship in Aotearoa? The first, third and fourth authors analysed Ministry of Education payroll data to give insights into demographic shifts in principalship over time. The second author analysed data from NZCER's National Survey of Schools to present longitudinal trends in how principals view their work and the top challenges they face. The presentation will focus on common findings and key messages from our analysis, and provides insights into the drivers and impact of policy changes on the school leadership system.

Presented by: Stephen McConnachie (University of Canterbury)

**SIG:** Science/ Putaiao Education Research(Other)

**Title:** Seeing the Bigger Picture: Using Activity Theory to Understand the Educational Context of Aotearoa's COVID-19 Lockdowns

**Abstract:** Activity Theory is a framework which involves identifying and analysing the components of a complex system. In this session, the presenter will describe how Activity Theory enables education researchers to investigate the impact of an intervention within the context of a wider teaching programme. A recent multiple case study conducted by the authors explored how Home Learning TV (HLTV) was used during COVID-19 school closures in Aotearoa New Zealand and how HLTV contributed to continuity of learning for students with limited online access. Six teachers were interviewed, with Activity Theory providing a framework to surface the complexities of each teacher's context for comparison across cases. Although the study focused on one specific intervention, the use of Activity Theory ensured that the analysis of HLTV's impact was grounded in the wider context of each teacher's programme. Using this framework allowed the authors to map the similarities, differences, and themes across the cases. The presenter will describe how Activity Theory was applied and how other education researchers might use it effectively.

Presented by: Sang Hyun Kim (The University of Auckland)

**SIG:** Quantitative Studies in Education

**Title:** Supporting Self-Efficacy Beliefs through Undergraduate Tutorials

**Abstract:** Tutorials are a fundamental component in many undergraduate courses. It provides students with opportunities for problem-solving in a social environment. This, in many ways, mirrors the way that mathematicians work in research settings, through collaboration and exploration. However, learning mathematics entails more than simply practising relevant skills, procedures, and sitting exams. There is an affective dimension of learning that is worth considering. This entails psychological constructs such as motivation and self-efficacy beliefs. I report on a study which investigated the effects of face-to-face undergraduate tutorials on performance and self-efficacy in a second-year service mathematics course at the University of Auckland. Using a quasi-experimental study design, students were grouped by their engagement with the tutorial component in the course: those that completed the majority of the weekly tutorial tasks by attending in-person sessions, and those that opted to submit their work online. Guided by social cognitive theory, our findings suggest that face-to-face tutorials support students' learning affectively in a way that cannot be matched through remote delivery methods. Potential implications, limitations, and future directions will be discussed.

Presented by: Stephen McConnachie (University of Canterbury)

**SIG:** Learning Environments (Other)

**Title:** Home Learning TV and Continuity of Learning During New Zealand's COVID-19 Lockdowns

**Abstract:** As part of Aotearoa New Zealand's education response during COVID-19 school closures, an educational television intervention was launched for the 100,000 students who had limited online access. In this session, the presenter will describe a multiple case study which explored how Home Learning TV (HLTV) was used and how it contributed to continuity of learning. Semi-structured interviews were conducted with six teachers, using Activity Theory as a framework to surface the complexities of each context for comparison across cases. The findings indicated that: HLTV was used more in resource-constrained contexts (schools in lower socio-economic areas); HLTV was relied upon heavily by students with no online access (HLTV's target demographic); and it was used little, if at all, in schools with high levels of online access. Teachers reported that for students who relied on HLTV, it was "a good middle ground" between having access to the school's online programme and having no access at all. Implications for school leaders and policymakers relate to the importance of integrating HLTV into broader teacher-guided programmes, harnessing the increased teacher collaboration seen during the pandemic to increase students' exposure to HLTV and other interventions, and considering how "lockdown fatigue" impacts students' engagement during school closures.

Presented by: Sang Hyun Kim (The University of Auckland)

**SIG:** Quantitative Studies in Education

**Title:** A Roadmap to Sense-making: Developing an Instrument to Explore Mathematical Sense-making Modes

**Abstract:** Problem-solving makes frequent appearances in mathematics classrooms, across all levels of education. It is well noted that students make use of diverse strategies and heuristics. However, much of the existing literature has been limited to small sample sizes and has managed to describe phenomena during problem-solving rather than measure it quantitatively. This research utilises the Generative Learning Framework (Fiorella, 2023), a framework centred around the use of generative learning activities, characterising them into three distinct modes: explanation, visualisation, and enactment modes. Using this as a theoretical foundation, I will outline the process that was undertaken to design an instrument intended to measure students perceived use of various activities during problem-solving. The preliminary confirmatory factor analysis suggests that the data from a pilot study supports the assumptions of the generative learning framework. I discuss ways in which this work can be further expanded upon to help us understand the relationships between the use of various modes of activities in one's problem-solving endeavours. (References: Fiorella, L. (2023). Making sense of generative learning. *Educational Psychology Review*, 35(2), 50.)

Presented by: Agate Ponder-Sutton (Ministry of Education), Ada Sun (Ministry of Education)

**SIG:** Quantitative Studies in Education

**Title:** Title of presentation: Model validation and syntheses of analyses on education workforce leadership

**Abstract:** The sector tells us it is hard for schools to hire new principals. Our supposition is that the distribution is such that is even harder to find people that are already on the leadership track in generally harder to staff schools. We are returning to update earlier data analysis that encompassed data from 2004 to 2018 and 2020 and we now want to look at more recent data. This paper will discuss the methodology used to assess whether previous findings are still valid and to identify new trends within the data. To date, this analysis is still underway. Initial findings show that if you start as a principal, you have a high likelihood of being in the same school or a better-paying school in 5 years. But looking from the perspective of some schools, it has been harder to recruit recently, particularly during the “great resignation” years of COVID. During Covid Impacted years (2019, 2020), the turnover rate was low, but there was a surge post border opening. These two statements appear contradictory. One hypothesis to explain what is happening is that we have enough principals in the system, but the distribution does not meet the needs of all schools.

Presented by: Anran Zhao (Ministry of Education)

**SIG:** Quantitative Studies in Education

**Title:** The Equity Index and its application in educational research

**Abstract:** In 2023, the Equity Index replaced the decile system for equity funding allocations. This model takes into account the socio-economic characteristics of students from the past three years and assesses how these SES factors might impact their academic achievement. The index is updated annually to ensure its responsiveness to potential changes within schools. The objectives of this study are four-fold: a) To outline the construction and characteristics of the index; b) To assess the distribution of schools across the index and compare the efficacy of the Equity Index and the school decile system in identifying schools facing significant socio-economic challenges; c) To comprehend the potential drivers behind the annual changes in schools' equity index scores; and d) To explore the possible applications of the equity index in research. Specifically, this study examines how the equity index can be utilized to understand attendance and achievement patterns across schools



Presented by: Marian McDonald (Te Wananga o Aotearoa)

**SIG:** Adult & Tertiary Education

**Title:** Academic Women's Experiences of Challenge and Resistance in Tertiary Education in Aotearoa/ New Zealand

**Abstract:** This presentation shares some findings from my research into the work lives of 13 academic women in tertiary education in Aotearoa/ New Zealand. These women came from three academic institutions and took part in semi-structured interviews and/or, focus groups. Their lives were directly impacted by the neoliberal, settler colonial environments they worked in, and their experiences need to be viewed in consideration of these influences. A qualitative feminist analysis was undertaken. Themes of note were marginalization within academia, women's internalisation of academic demands and expectations, cultural and gendered tokenism, their attempts at resistance and the promotion of their well-being. From these women's experiences, I created a visual metaphor that includes the strategies these academic women used to navigate their workplaces. The strategies promoted women's well-being, resistance, and sustainability within academia across three academic institutions placed in different geographical locations. This presentation will use visual drawings and metaphors to illustrate the korero, most of which I drew as part of a research journal and this study was part of my PhD.

Presented by: Aue Te Ava (Massey University)

**SIG:** Pasifika Caucus

**Title:** Traditional sports and games a sustainable focus for Pasifika wellbeing

**Abstract:** Traditional sports and games are an important part of Pacific peoples' wellbeing. Participation in traditional sports is socially interactive, reaffirms cultural values and can be spiritually uplifting. This study investigates how involvement in traditional sports and games can enhance the wellbeing of Pacific peoples in Aotearoa New Zealand. The research considers questions such as respect for self-determined sporting activities and opportunities for equal participation. The study employs qualitative methods for data collection and analysis to ensure a culturally responsive inquiry that captures participants' voices and the themes that emerge from their narratives. This research could contribute to policy development around the inclusion of traditional sports and games in education and is aligned with the Conference focus on educational research to build sustainable communities with its focus on community wellbeing.

Presented by: Sarah Shiella Skillen Roger Wallace (Victoria University of Wellington)

**SIG:** Learning Environments

**Title:** Living Schools: a regenerative learning experience

**Abstract:** New developments in architecture have a sustainability lexicon based on function which have created new styles such as green buildings, biophilia, wellbeing and regenerative. While these ideas are expanding rapidly internationally and have found uptake in living, work and public spaces, their expansion in the education sector has yet to be marked. This is interesting since there is already a known strong relationship between the physical environment, natural environment and student learning. Recent research advocates for a deeper understanding of how the link between the natural environment in learning environments can be strengthened to enhance a student's learning experience. The architecture of schools has the potential to stimulate curiosity in students about their surrounding environment. It is contended that school design with a regenerative focus creates a healthy space for learning as well as promoting long-term environmental stewardship among young learners. This presentation provides a review of international literature of regenerative design as well as a call for input from both architecture and education fields to work closer in finding and advocating the valuable benefits for students. To this end, an initial analysis of data gathered from a survey of primary school teachers in Wellington, New Zealand is presented. It discusses the role of architectural design in promoting regenerative learning environment and architecture as an educational tool. The findings of this research provide insights to potential design interventions, through the lens of architecture as a learning tool, and stimulate discussions on the need for a policy framework promoting regenerative design in student learning.

Presented by: Joseph Houghton (University of Canterbury)

**SIG:** Pasifika Caucus

**Title:** Negotiating Tivaevae and Talanoa - Lessons from Pacific Voice in Education Research

**Abstract:** The diverse nature of Pacific communities in Aotearoa New Zealand means that educators and researchers regularly negotiate multiple identities, voices and cultures in their work and research. In a field where we are becoming increasingly conscious of cultural and ethnic hybridity, it is important to reflect on the dynamic that can arise when different Pacific cultures and traditions intersect. My doctoral research utilised the Tivaevae and Talanoa methodologies to explore Pacific voice within a Canterbury secondary school context, connecting with student, parent, and teacher participants. I conclude that there are specific synergies between the methods which supported my research and are relevant to future research in the field of Pacific education. This presentation will explore these synergies and will also examine findings from the research, particularly as they pertain to supporting the sustainability of Pacific communities in New Zealand schools.

Presented by: Yvonne Culbreath (Unitec- Te Pukenga), Lata Rana (Unitec- Te Pukenga)

**SIG:** Pasifika Caucus

**Title:** Teu le Va nurturing relationships -understanding indigenous spaces

**Abstract:** Title: Teu le Va nurturing relationships -understanding indigenous spaces The paper focuses on teachers' narratives of teaching and learning experiences within early childhood education setting with specific reference to Pacific indigenous communities. The presentation highlights the significance of understanding indigenous spaces through nurturing relationships. Culturally inclusive pedagogy focuses on respect for cultural differences and inclusion of diversity. Relevant pedagogy recognises the experiences and cultural identities in teaching and learning. Our research study aimed to investigate culturally responsive pedagogies that recognize diverse cultures and ways of being in early childhood to improve educational outcomes for all. The study used a naturalistic paradigm that includes aspects of narrative methodology and ethnography. Findings suggest relationships and making connections are important to be responsive to tamariki's learning and development. For the purpose of this presentation, we share the findings of the study to understand Pacific indigenous spaces. This research is an endeavour to understand the Pacific diaspora in Aotearoa New Zealand with specific reference to education. People of Pacific diaspora in Aotearoa New Zealand have a strong connection with people living in the Pacific Islands- and therefore understanding indigenous Pacific way of life is important to support practitioners to enhance their service to Pacific communities.

Presented by: Louise Starkey (Te Herenga Waka, Victoria University of Wellington), Anne Yates (Te Herenga Waka, Victoria University of Wellington), Ben Egerton (Te Herenga Waka, Victoria University of Wellington)

**SIG:** Learning Environments (Other)

**Title:** Student teachers' use of ChatGPT

**Abstract:** Student teachers need to gain professional digital capabilities to be successful practitioners of the future. Digital technologies and the Internet are changing the context of teaching with increasing access to devices, the Internet, online learning environments and communication tools (Selwyn, Nemorin, Bulfin, & Johnson, 2016). ChatGPT is a new addition of accessible Internet based tools that has the potential to alter the work of teachers and how students learn to be teachers. To examine this phenomenon, we are applying a socio-material framework to examine student teacher use of ChatGPT. An initial survey was administered to a diverse group of student teachers to understand their perceptions, attitudes, and use of generative AI technologies such as ChatGPT. Following this, a smaller cohort of participants were invited to engage in in-depth discussions about their use and potential of AI in teaching and learning, which will provide valuable insights into the specific ways they are, or would like to, incorporate generative AI into their teaching practice and studies. The presentation will discuss the findings and implications for initial teacher education, including the professional digital capabilities required by those entering the teaching profession in the context of accessible generative AI.

Presented by: Miranda Makin

**SIG:** Educational Leadership

**Title:** Developing Leadership Capabilities on the Job

**Abstract:** Commonly, in secondary schools, leading instructional improvement is a collaborative endeavour involving senior and middle leaders. Together, these leaders influence each other's ideas about how to lead effectively. My research makes connections between senior leaders' approaches to leading and the influence this has on the capabilities middle leaders subsequently develop. The research uses Problem-Based Methodology to develop cases in two schools describing senior leaders' approaches. After introducing an intervention to develop capabilities for rigorous inquiry, these leaders revised their approaches. They began focussing on the quality of interactions between leaders and teachers that supported professional learning. This shift represented a deep-level of collaboration that was professionally riskier and required leaders to collaborate in ways that surfaced and engaged with each other's beliefs about how to lead and how to teach. Although both leaders deliberately developed new interpersonal capabilities with middle leaders during meetings, these capabilities were not necessarily used by middle leaders with teachers. Applying these new skills in practice depended on how the senior leader's approach engaged middle leaders' beliefs. The findings revealed certain approaches were more likely to create an internal demand for change, ultimately influencing the capabilities a middle leader developed on the job.

Presented by: Claire Sinnema (Waipapa Taumata Rau- The University of Auckland),  
Joelle Rodway (Ontario Tech University), Jude MacArthur (Waipapa Taumata Rau- The  
University of Auckland)

**SIG:** Educational Leadership

**Title:** Leadership for improved relational space amongst teacher aides and teachers: A social network perspective on inclusive education

**Abstract:** Inclusive education is vital for the rights of all children to education to be met and teacher aides are key players in these efforts. But aspirations of inclusive education policies, like others, often fail to be realised. We draw on social capital theory and social network analysis to investigate the role of teacher aides in educational networks and the extent to which they, and teachers, can access, borrow, and leverage each other's resources. Analysis of social network survey data (n= 701) from educators in two kahui ako involved whole-network statistics, sociograms, and centrality measures. We found that patterns of relational activity between teacher aides and other educators are low; connections are infrequent. While teacher aides are accessible to others from a network perspective, people do not access them. They are rarely considered valued sources of knowledge and expertise or identified as collaborators. In most schools, teacher aides, like disabled students, are on the periphery of the network. It is clear that ambitious and well-intentioned inclusive education policies are not working as intended. Educational leadership has a key role improving the relational space amongst teachers and teacher aides, and creating classroom, school, and system conditions that support and sustain inclusive education.



Presented by: Andrea Delaune (Te Whare Wananga o Waitaha | University of Canterbury)

**SIG:** Early Childhood Education

**Title:** Worthy of love? Examining teachers practices of love with infants in early childhood settings.

**Abstract:** Love is a central need recognised within Te Whāriki where it states that infants are learning that they are 'worthy of love' through sensitive and responsive pedagogical practices (Ministry of Education, 2017, p. 13). But how do teachers show 'worthiness of love' in their teaching practices? This study examined teachers' explanations of these practices. Infant teachers self-selected 5 video snippets to stimulate a guided recollection and exposition of teaching practices that demonstrate 'worthiness of love'. Despite multiple tensions between discourses of love and professionalism (Dalli, 2010), there is growing recognition of the critical need to examine love in early childhood pedagogies (Page, 2017). Moral concepts, such as love, are generated from the lived experiences of those involved in the practices (Murdoch, 1998); broadening of conceptual understandings of love in teaching requires the voices of teachers who live these practices everyday (Delaune, 2020). Through the methodology of grounded theory (Glaser & Strauss, 2017), teacher's explanations revealed insights into practices of love, supporting a wider working hypothesis of the benefits of a pedagogy of love in infant early learning settings for infant wellbeing. This developing hypothesis holds implications for pedagogy, initial teacher education, professional development, and policy guidance.

Presented by: Garry Galvez (Te Kura Toi Tangata, School of Education, The University of Waikato), Maurice M. W. Cheng (Te Kura Toi Tangata, School of Education, The University of Waikato),

**SIG:** Science/ Putaiao Education Research

**Title:** Supporting student learning through drawing: Which is better, teacher-feedback or peer-feedback?

**Abstract:** There are two major forms of feedback in classroom teaching, namely, teacher-feedback and/or peer-feedback. In big classes, teacher-feedback is commonly provided at the Active level of cognitive engagement whilst peer-feedback was at the Interactive level. The ICAP (Interactive, Constructive, Active and Passive) hypothesis (Chi & Wylie, 2014) describes Interactive learning contributes to better learning outcomes than Active learning. This study compared the features of the two feedback forms in supporting student learning in chemistry. A total of 101 Filipino Year 11 students (average age is 17) conducted practical work on chemical reactions, generated freehand drawings, and received either teacher-feedback or peer-feedback as part of a 3-week intervention. Student learning outcomes (i.e., recall and transfer) and the features of the two feedback forms (i.e., number of feedback episodes, foci, and moves) were compared. Findings suggest that teacher-feedback albeit at a lower cognitive engagement level exhibited two features that made it a better form of support for student learning than peer-feedback: (1) adequate conceptual knowledge of feedback provider, and (2) feedback substantiated with explanations. This study may inform teachers about when and how their feedback and student-peers' feedback may support student learning outcomes.

Presented by: Christine Braid (Massey University), Veronica Hill (Porirua College)

**SIG:** Educational Ideas

**Title:** Working together to change literacy outcomes in a secondary school

**Abstract:** Veronica Hill is a Geography teacher at Porirua College. The literacy capability of students was of concern and Veronica decided to complete a Master's of Literacy to find out what she could do to change the data. Based on the information from the studies, Veronica has implemented interventions and classroom teaching suggestions to attempt to improve outcomes in literacy. Veronica will outline Year 9 literacy data that shows the issues for students in reading and writing. Foundations of spelling and handwriting are obvious gaps for learners as well as sentence structure issues. Reading data is also of concern. She will describe the implementation of interventions and her attempts to support classroom teachers to change outcomes. Veronica is developing a support team in the College and is endeavouring to connect with all stakeholders to make a difference for learners. A number of initiatives are being trialled all based on evidence-based practices. In a recent Kahui-wide PLD opportunity, Veronica invited Christine Braid of the Massey University literacy team to present workshops alongside a focus on cultural capacity for teachers. Christine and Veronica will present the links between a secondary school and a university to make a difference to students.

Presented by: Dr Monica Cameron (Te Rito Maioha- Early Childhood New Zealand), Dr Karyn Aspden (Massey University), Dr Penny Smith (Te Rito Maioha- Early Childhood New Zealand)

**SIG:** Early Childhood Education

**Title:** Snapshots of Teacher Implementation of Te Whāriki in 2017 and 2023

**Abstract:** Te Whariki, the early childhood curriculum framework has guided early childhood services in Aotearoa New Zealand for 30 years. It is highly regarded within the profession and internationally, yet challenges with teacher engagement and implementation persist. In the approach to the 2017 refresh of the curriculum, we saw the opportunity to gather a snapshot of teachers' implementation of Te Whariki, just prior to and five years post-refresh. Using semi-structured interviews, documentation analysis and photo records, this multi-phase, small-scale project explored possible changes in teachers' implementation of Te Whariki over this key timeframe of change. This presentation reports findings from the pre-refresh data, alongside the preliminary findings from the follow-up 2023 data collection. Key messages explore how the refresh has revitalised engagement with the curriculum framework and reframed the role of kaiako and intentional teaching, while also acknowledging persisting issues in relation to accessing ongoing professional learning and development, and support for the enactment of localised curriculum. The findings illuminate teachers' understandings and enactment of curriculum, along with an exploration of potential shifts over time.

Presented by: Tanya Saxena (University of Auckland), Tanya Evans (University of Auckland), Stephanie Budgett (University of Auckland)

**SIG:** Quantitative Studies in Education

**Title:** Applying multilevel modelling to analyse factors affecting mathematics achievement in New Zealand schools: Evidence from TIMSS data

**Abstract:** Mathematics education in New Zealand schools looks severely compromised, as evidenced by below benchmark scores in large-scale international assessments such as TIMSS. This ongoing decline is hypothesised to be linked to New Zealand education systems' contextual features, including a generic and competency-based curriculum, schools' concern regarding insufficient qualified academic staff and teachers' autonomy over the selection of curricular areas at the classroom level, among others. Driven by the above argument, this study investigates the relationships between school-level, classroom-level, and teacher effects predicting TIMSS mathematics scores as an outcome variable. The study methodology is based on applied multilevel modelling statistical technique using the R software to develop mixed models, quantifying the association of predictor and outcome variables within the TIMSS dataset. In this presentation, we will report on the research to identify random and fixed factors related to curriculum, school academic practices and instructional practices within classrooms. These models then attempt to provide some information about the factors contributing to the decline in mathematics achievement, accounting for the country's educational context. Key words: mathematics achievement, New Zealand, curriculum, teacher autonomy, multilevel model

Presented by: Janet Lee (NZCER)

**SIG:** Inclusive Education & Community

**Title:** Transitioning to a post-secondary world. Equipping our learners for decision-making and exploring future options.

**Abstract:** Traditionally, University Entrance has existed as a key milestone in educational achievement, as an outcome to aspire to, a measure of learner success and an indicator of school achievement. Approximately 30% of learners progress to university directly from school, which raises some important questions about the rest. Are we recognising the successful school-to-work and school-to-tertiary transitions of the 70% who do not go to university? Are we doing enough to prepare learners and equip them with the agency they need to explore options and consider their futures?

During recent research into vocational education pathways, yet to be published, we came across schools who are unlocking their timetables and working with external agencies and businesses to open up future pathways for their students. This presentation will explore alternative approaches, specifically the challenges and decisions taken by two schools who have grasped these opportunities. Each has taken a different journey to widen learning opportunities for their students, demonstrating that the traditional 'well-lit pathway' via U.E. is not the only means of measuring achievement, or indeed of accessing university studies in the future. Key words: agency, sustainability, opportunities.

Presented by: Megan Taylor (University of Canterbury)

**SIG:** Learning Environments

**Title:** Structuring secondary teacher collaboration in shared, open plan, flexible learning spaces

**Abstract:** This paper examines secondary teachers' perspectives and experiences of collaborative teaching in large, open plan, flexible learning spaces. Such spaces require multiple teachers to work in a space at the same time, necessitating some level of co-operation and/or collaboration among the teachers. The collaborative teaching model invited by these new spaces and promoted by the Ministry of Education (MoE, 2015) is often critiqued as being more suited to primary schools, with the specific concerns of the secondary sector somewhat overlooked in both policy and research. The findings that are presented are emerging from a phenomenological multi-site case study that involves pairs of collaborating teachers as research participants. Giddens' (1984) theory of structuration is brought to the discussion to explore the relationship between structure and agency within the complexly structured learning environments of secondary education settings. Findings suggest that in the secondary sector, where teachers are typically subject specialists, working with different age groups of students across the school day, the requirements for collaboration have particular implications. These implications include a need to address the relational burden borne by teachers working in multiple teams and to align differing perspectives on 'flexibility' to enhance pedagogical possibilities. If secondary teachers are to harness the potential of collaboration, working with other teachers in sustainable ways, schools have many important decisions to make in terms of how to structure and organise for collaboration.

Presented by: Amanda Lester (University of Canterbury)

**SIG:** Wellbeing

**Title:** Flourishing Teachers: The need to approach well-being with a positive lens

**Abstract:** Teacher well-being is a focus of educational research as the profession grapples with increased dissatisfaction, lack of recognition, burnout, and attrition rates. The negative aspects of teacher well-being, or teacher ill-being as it is sometimes captured, are prominent in the literature, with interest spanning various education sectors and stages of the teaching career. Beyond the effects on teachers, fostering teacher well-being can also benefit student learning, achievement and well-being. Although there is ample literature exploring the consequences of teacher ill-being using deficit models, more recently, there has been a notable shift to the use of a positive lens to explore teacher well-being. There is an opportunity to attend to the well-being of teachers through a focus on thriving rather than surviving. My research aims to leverage a positive lens to explore the conditions that contribute to 'flourishing' in the teaching profession in Aotearoa New Zealand. As well-being and flourishing are embodied experiences, my research is using constructivist grounded theory as the mechanism to get as close to participants' experiences as possible. I intend to share the insights and initial findings from interviews with teachers on flourishing in the profession.



Presented by: Mere Skerrett (Te Herenga Waka, Victoria University of Wellington)

**SIG:** Wellbeing

**Title:** Young People Challenging the Fundamentals of Colonialism

**Abstract:** Indigenous languages help young children connect with and traverse diverse cultural groups, norms, and practices. Children's Tūrangawaewae or sense of belonging, hauora or wellbeing, kaitiakitanga or respectful caring for rivers, native forests, and birds to name a few, and significantly children's self-determination or rangatiratanga, a guiding principle underpinning our founding documents. This presentation provides kaupapa Māori perspectives from a recent project where a group of colleagues came together to write a wellbeing guide to accompany a climate education programme for schools in Aotearoa. In the context of Aotearoa/NZ te reo Māori provides strong foundations for building relationships across the many diverse cultures that make up modern-day life. This presentation draws on young peoples' discussions of the complexities of matauranga Māori (Māori knowledge) juxtaposing it with Western knowledge systems and raising the issues associated with the trauma of colonialism, racism, and linguicism. Their perspectives challenge the fundamentals of colonial education systems which persist in maintaining western dominance with the same psychological, philosophical, ideological, and material frameworks imported into NZ in the 1800s.

Presented by: Liuning Yang (University of Auckland), Jo Smith (University of Auckland), Ziyi Zhuang (University of Auckland), Tao Xiong (Guangdong University of Foreign Studies, Guangzhou, China), and Tirong Yang (Peking University, Beijing, China)

**SIG:** Educational Policy

**Title:** Chinese Teachers' Challenges of Participating in School-Based Policy Processes: The Potential for New Zealand Practices to be Imported to Chinese Schools

**Abstract:** In recent years, an increasing number of New Zealand School Boards use SchoolDocs, an online school policy platform with an evaluation/feedback function. Several Chinese schools have also established their office automation (OA) systems to help teachers and administrators conduct administrative work and implement school policy. However, little research exists evaluating these practices. This research asks whether digital school policy platforms like SchoolDocs could help teachers in China engage in the policy process.

We interviewed 19 primary and secondary school teachers in three Chinese cities to investigate their obstacles when implementing school policies. Even though teachers strongly desire to participate in school governance, they reported having little chance because they lack feedback channels on school policies and professional development opportunities for the capacity-building of school management and governance. Also, they reported burnout when implementing school policies. Study findings suggest that Chinese teachers could benefit from a digitalised school policy platform to provide feedback for policy adjustments. The next stage of this research is to interview teachers in New Zealand to find out if the use of SchoolDocs enables their participation in school-based policymaking. Findings will then be used to create online policy platforms for Chinese school contexts.

Presented by: Paia Taani (Te Tumu, University of Otago)

**SIG:** Learning Environments

**Title:** Whakaritea te pārekereke:

Key factors for teacher preparedness to teach reo Māori speaking children in English-medium schools.

**Abstract:** Kohikohia ngā kākano, whakaritea te pārekereke, kia puāwai ngā hua. A pārekereke is a seedbed which must be prepared well for the seeds to thrive so we can enjoy the kai they provide. In the context of education, the learning environment is the pārekereke and ngā hua, the learners (Ministry of Education, 2009). Pārekereke must be prepared by knowledgeable people to produce an abundance of kai. Likewise, learning environments must be prepared by culturally and linguistically competent teachers who have the knowledge to teach te reo Māori speaking tamariki. This presentation draws on the findings of my master's degree research which investigated teacher preparedness to teach te reo Māori speaking children in mainstream primary schools. My research was driven by our whānau experiences of our te reo Māori speaking tamariki in English-medium schools where we found that often, their learning environments were not reflective of our language and culture. This led to the purpose of my research which was to determine how well Initial Teacher Education (ITE) providers prepared students to teach te reo Māori speaking tamariki. My research was grounded in mātauranga Māori and positioned within indigenous, interpretive paradigms. Kaupapa Māori theory informed the methodologies and associated methods. Tikanga Māori principles guided my research through an integrated model I named, Te Tuamaka (Taani, 2019). This model informed the methods of hui and semi-structured interviews with participants. Four key themes emerged from the findings which I promote in this presentation as key factors for teacher preparedness to teach reo Māori speaking children. These are: Kia rite (be prepared), Kia hono (be connected), Kia tātatiako (be culturally competent and responsive) and Kia whakaururu (be integrative) (Taani, 2019). I will discuss these factors and their implications for tamariki, their whānau, teachers and initial teacher education (ITE) providers.

Presented by: Arden David-Perrot (Victoria University Wellington)

**SIG:** Pasifika Caucus

**Title:** Thriving Against the Odds: Unraveling the Secrets of Pasifika Positive Deviant

**Abstract:** Join me on a transformative journey as we explore the untold stories of Pasifika Positive Deviants and their game-changing impact on education. Despite persistent challenges in Pasifika students' academic performance, the proportion achieving university entrance has remained stagnant between 20-30% for over two decades. In this groundbreaking research, we unlock the secrets behind Pasifika Positive Deviants, shedding light on how their remarkable behaviours, practices, and mindsets drive better learning outcomes. Through the Positive Deviance framework, we reveal specific behaviours, habits, and attitudes fueling the academic achievements of these exceptional individuals. The aim is to inspire positive change within the Pasifika community and beyond, harnessing the collective wisdom of community-driven and insider solutions. At the heart of our findings lie concrete results, laying the groundwork for transformative educational interventions. Our tailored strategy ignites hope and fosters improvement, drawing from the authentic wisdom of Positive Deviants and their families. As we chart a new course towards excellence, our research provides practical insights for policies, practices, and interventions uplifting Pasifika students towards academic success and holistic development. Join us in the education revolution, unleashing the boundless potential of Pasifika Positive Deviants, transcending norms, and shaping a brighter future for future generations.

Presented by: Michael Absolum (Evaluation Associates), Adrienne Carlisle (New Zealand Assessment Institute), Mary Chamberlain (Independent)

**SIG:** Assessment

**Title:** Reviving the flames of excellence: using assessment properly

**Abstract:** We are at a time of crisis for New Zealand education. As proponents of using assessment well, we think there is huge potential to turn around the woes of our education system. We have developed a learning framework that we believe will deliver effective learning and system improvement. This relies on assessment as a key component. We will present the framework along with our analyses of the extent to which the key elements in the framework, particularly the assessment aspects, are present across our compulsory education system. We propose actions that will ensure that our education system becomes a system that delivers real value for all learners. This paper draws on evidence collected through both observation and systematic research, and synthesises it simply, in a way that is accessible to all educators.

Presented by: Martyn Reynolds (Te Herenga Waka | Victoria University of Wellington)

**SIG:** Pasifika Caucus

**Title:** Time for Change: Examining 'sufficient opportunities to learn' as a factor in enhancing Pacific education.

**Abstract:** It is important that the aspirations of Pacific parents, students, and communities drive efforts to reshape Pacific education in Aotearoa. Although materials such as the Pacific Education Action Plan and Tapasa have been developed in consultation with Pacific peoples, strategies for local consultation with diverse Pacific communities are less well developed. This discussion focusses on Learning From Each Other, a Teacher Learning Research Initiative Funded (TLRI) endeavour that examined the dynamics of producing positive educational change driven by local community voice. The presentation pays particular attention to time as a factor in the kinds of change produced, applying the New Zealand Curriculum statement of 'sufficient opportunities to learn' to teacher learning when informed by Pacific parent voice. Findings suggest that 'hearts and minds' change requires extended engagement, and that sustainable relational change that leads to new patterns of behaviour involves teacher confidence coupled with sufficient opportunity. These findings have implications for the way local consultation and professional learning and development in Pacific education are pursued.

Presented by: Raella Kahuroa (University of Waikato), Linda Mitchell (University of Waikato), Catherine Rolleston (Inspire Kindergartens, Maunganui Kindergarten)

**SIG:** Early Childhood Education

**Title:** Deepening understandings of place through community connections

**Abstract:** Place-based education provides the conceptual frame for this presentation. We draw from a 2-year TLRI-funded study where young children, teachers, whanau, community members and local iwi took part in local projects of walking, reading and storying the land. This project enabled participants to experience and learn about their local area (its stories, geology, biodiversity and cultural meanings), and envision democratic ecological futures. This presentation focuses on one research setting, Maunganui Kindergarten, and its regular walks to their local maunga, Mauao. We highlight how, through this place-based education, participants developed increased sensibility, knowledge and connectedness with people and the environment. We argue that place-based education can promote valued learning, and dispositions of being ready, willing and able to participate in Aotearoa, and as “citizens of the world”.

Presented by: Terah Clifford (Ministry of Education), Robyn Caygill (Ministry of Education)

**SIG:** Educational Policy

**Title:** Building policy with evidence: the Loss of Learning Initiative for Years 7 to 13

**Abstract:** We know from multiple sources that many students and their teachers did well sustaining learning despite the challenges faced during the COVID years. However, evidence from these sources also shows that some students were negatively impacted by losses of opportunities to learn during these years. There was particular concern for those who were in the cohorts doing assessments for qualifications or about to enter those years of schooling. While schools were doing the best they could, it was evident that some extra support would be appreciated. The Loss of Learning Initiative was the Ministry of Education's response to this need. This presentation looks at the sequence of actions that led to this initiative and the initiative itself. We also hope to give some initial indications of the value of the initiative. The presentation will include the research done and evidence gathered prior to developing policy options to support learners, the policy options developed as a result of the research, and the policy trade-offs made in developing the final options. The process was difficult, including in gathering and interpreting the evidence, and we will detail some of these challenges in our presentation.



Presented by: Tony Heyward (Whitireia Te Pukenga )

**SIG:** Adult & Tertiary Education

**Title:** Moral Injury: Ethical considerations

**Abstract:** Moral injury is defined as the impacts (e.g., psychological distress, anxiety, and self-condemnation etc) that may occur when an action transgresses a person's moral beliefs. Many international studies have explored the impacts of moral injury amongst health workers; however, there is an absence of literature focusing on mental health nurses. A qualitative research project that aimed to investigate how moral injury may/may not impact on a sample of early career mental health nurses was recently designed. The participants would include a sample of volunteer beginning nurses gathered from akonga enrolled in a post-graduate course, which focuses on mental health, additions, and intellectual disability (MHAID). Akonga in this course are new to MHAID and must care for people in varying degrees of distress. They also need to develop specialised knowledge in challenging situations and clinical environments, which they may feel unprepared for. Another aim of the study was to use research findings to inform course curriculum and teaching practice to ideally, foster resiliency amongst future akonga. Nevertheless, after ethics approval was granted by the institutional ethics committee, misgivings on the ethics of how to proceed arose. This presentation will outline the research progress, with a focus on navigating these ethical concerns.

Presented by: Tui McCaull (Te Whare wananga o Awanuiarangi)

**SIG:** Māori Caucus

**Title:** Te Awa Mārohirohi - Wāhine Māori in Educational Leadership

**Abstract:** The impact of colonisation has had devastating effects on the mana and position of wāhine Māori in Aotearoa's society. Yet, it has been wāhine Māori who have been at the forefront of the battles for the revitalisation and restoration of many aspects of tino rangatiratanga for Māori. Wāhine Māori continue to be further marginalised and under-represented in the space of educational leadership in English-medium secondary schools. Using a qualitative Kaupapa Māori and Pūrākau methodology, Te Awa Mārohirohi framework was developed to analyse the specific challenges and supports that comprise the unique educational leadership journeys of four wāhine Māori. The findings suggest that wāhine Māori have faced constant racism and sexism from the dominant Western Eurocentric systems, processes and people. These wāhine Māori have used a range of strategic skills to navigate their leadership journeys to provide learning spaces and opportunities that will continue to grow Māori students, whānau, hapū and iwi.

Presented by: Victoria Beckwith (University of Waikato)

**SIG:** Education for Sustainability

**Title:** What does a global citizen notice?: Exploring children's photographic images of global citizenship

**Abstract:** What would a global citizen notice if they were handed a disposable camera? This presentation explores the emergent findings from such a photography challenge, part of a phenomenological study into 12-year-old children's lived experiences of being global citizens in Aotearoa New Zealand. The photographs capture an essence of how these children understood their own global citizenship and relationship to the global community, at a singular moment in time. Photo-elicitation used the photographs, and a reflective photo diary logbook, to stimulate further discussion during a semi-structured interview with each of the children. The children's photography and initial ideas set the foundations for further titration, exploring the meaning of global citizenship. Global citizenship is nestled within UNESCO's Sustainable Development Goal 4: Quality Education; with knowledge and skill acquisition targets to be met by 2030. As educators, we can explore social responsibility, action, and what it means to be part of a global community with our learners, but this is through an adult lens. These new findings, offering a glimpse into children's current points of view, could provide indicators for future sustainability, as the children grow into adults.

Presented by: Dr Christine Braid (Massey University), Kerri Satherley (Russell Street School), Trent McDonnell (Russell Street school)

**SIG:** Educational Ideas

**Title:** Working together to build literacy improvement in Years 3-8

**Abstract:** The session outlines a Ministry of Education funded intervention trial which aimed to improve literacy outcomes for Y 3-8 students with low literacy achievement. The trial took place over terms 3 and 4 of 2022 in 10 schools across the lower North Island, with 20 teachers, 80 students, and three facilitators. The session involves three of the key participants in the Tatai Angitu, Massey University intervention trial. The three key participants are: • The designer of the intervention and facilitator trainer, Dr Christine Braid • An in-school facilitator, Mrs Kerri Satherley • An in-school teacher, Mr Trent McDonnell Christine will outline the evidence-based design and the process of delivery and reporting. The design involved teacher knowledge sessions and the associated materials required for implementation. Delivery involved training facilitators to support teachers in the implementation. Kerri will discuss the facilitator role in three schools and the challenges and supports she encountered. Trent will discuss how he implemented the intervention with a small group of students and the results from his class. He will also outline how he has adapted the intervention to use parts of the intervention with his whole class. Christine will conclude the session by outlining the process of evaluating the trial alongside an evaluation team and she will present the results from the trial across the two school terms.

Presented by: Maryann Miyashiro (University of Waikato )

**SIG:** Adult & Tertiary Education

**Title:** International academics in Japanese university contexts: Understanding their lived experiences of belonging through art

**Abstract:** Sense of belonging is regarded as a fundamental human motivation and is well researched in educational contexts. However, past research in tertiary settings has primarily focused on students' sense of belonging rather than considering the belonging experiences of adults such as academic faculty members. Motivated by my past work experience as an international staff member in a Japanese university, this study examines how four international academics define belonging at their higher education institutions in Japan through a interpretivist constructionist lens. Drawing elicitation and semi-structured interviews were used to investigate their experiences of belonging, the factors they perceive impact belonging, and the strategies they develop to navigate belonging. This presentation will briefly overview the design of the study and share emergent findings from early stages of data analysis. Ultimately, this study seeks to extend current research by bringing attention to belonging as an indispensable aspect of life for adult educators in tertiary education working abroad.

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Presented by: Josie Tait (Waipapa Taumata Rau / University of Auckland)

**SIG:** Quantitative Studies in Education

**Title:** Highlighting Student's Learning Experiences: Key Findings from the 'Growing Up in New Zealand' Teacher Survey

**Abstract:** Understanding how schools influence the educational experiences of students is important for ensuring learning environments are supporting young people and creating effective learning pathways. Prior research has established that a range of factors within the school environment influence students' experiences, including the class climate, relationships with teachers, and experiences of bullying. However, minimal exploration of these factors has been conducted within the Aotearoa New Zealand context to date.

Growing Up in New Zealand, New Zealand's largest contemporary longitudinal study, surveyed the teachers of over 1200 young people aged 12, supplementing the data gathered directly from the young people themselves and their caregivers. Findings from this survey were encouraging in that teachers reported their class environments were generally positive places and suitable for most students to learn effectively. Teachers also reported strong student-teacher relationships, characterised by high emotional connection and low relationship challenges. However, we also found that teachers under-reported students' experiences of bullying behaviours compared with their students. They also indicated a lack confidence in using te reo Māori in the classroom, and a limited use of resources containing diverse identities.

The findings from this survey have important implications for teachers, schools, policy, teacher education and future researchers.

Presented by: Lucila Carvalho (Massey University), James Lamb (University of Edinburgh)

**SIG:** Learning Environments

**Title:** Towards convivial, equitable and sustainable spaces for learning

**Abstract:** Drawing on a postdigital stance, where it is understood that digital resources and practices are woven into the fabric of our educational and everyday surroundings, our research explores the complex and changing nature of learning spaces. This includes revealing nuances and noticing that people's experiences and interactions with multiple material and digital elements are often tangled up. Our focus is on relations between emergent learning activity and spaces for learning, acknowledging people's copresence across multiple spaces, for example, as a student navigates a library website, while commuting in a bus to a university. Postdigital thinking also helps us to ask questions around access, equality, privacy, surveillance and power in connection to spaces for teaching and learning. This presentation draws on a book project that is exploring a range of learning spaces beyond the traditional classroom and campus, with a focus on convivial, equitable and sustainable places. We will share ideas from our upcoming book, which discusses learning spaces and practices that draw on the convergence of the nature, the humans and the digital – spaces that somehow contribute to transformative action (likely) to effect change.



Presented by: Amelia Threadgould (University of Canterbury), Dr Sara Tolbert (University of Canterbury), Dr Diane Mollenkopf

**SIG:** Adult & Tertiary Education

**Title:** The evolution of pre-service teachers' food-growing identities

**Abstract:** Gardening or other forms of cultivating food are often presented as solutions to food insecurity, brought about by rising grocery prices and disruptions to food supply chains; however, not everyone has the knowledge to grow their own food. Furthermore, in Aotearoa, the transmission of gardening knowledge among iwi and hapu has been disrupted through colonisation and an imposition of Eurocentric curricular initiatives that de-emphasized learning with and from the land in English-medium schools. Introducing school gardens to teach pupils about growing food is becoming increasingly popular and an ideal avenue for bringing multiple knowledge systems in contextually authentic settings. Yet, school gardening studies have shown that some teachers are reluctant to incorporate school gardens into their teaching practice due to a lack of gardening knowledge and pedagogical knowledge for using gardens effectively. Social identity theory posits that personally identifying as part of a group, results in behaviour changes to align with that group. In short, if I see myself as a gardener, I am more likely to behave as a gardener. This mixed-method study takes a social identity approach to understanding how preservice teachers' food growing identity evolves through participation in sustainable gardening activities at the UC Community Garden.

Presented by: Jo Le Fleming Dean (Te Rito Maioha)

**SIG:** Early Childhood Education

**Title:** Using art installations as a framework for children's meaning making

**Abstract:** The primary purpose of this PhD study was to explore young children's (2-5 years old) meaning making through creating, making and responding to site-based art installations across two New Zealand early childhood settings. The concept of art installations in an early childhood context has been described in this study as open-ended objects or artefacts that could be aesthetically created, constructed or installed and arranged on site using everyday objects, textiles and natural resources from the environment. Initially, art installations were considered as a tool to gather data and a way to investigate children's meaning making. However, as the study unfolded art installations were found to be a framework as a method to engage children in artistic processes over an extended period of time. In this presentation, I will focus on some of the findings drawn from the two art installations to demonstrate children's meaning making.

Presented by: Dawn Lawrence (Poutama Pounamu; University of Waikato)

**SIG:** NZ Centre for Action Research Network

**Title:** “You’ve got a right bird’s nest there”: Facilitating cultural capability professional development.

**Abstract:** With the 2020 Education and Training Act, came a prioritisation of cultural capability professional learning and development (PLD) (Ministry of Education, n.d.). Whilst research exists around programmes in this area, little considers the work of the facilitators. It is an entangled space of colonial legacies; cross cultural relationships; contested terminology; a constraining PLD system; and a belief that refreshed policies can create change. The pedagogical practices and reflexivity required to embrace this entanglement as a PLD facilitator is the focus of my doctoral study. Centring my research within the relational, dialogic space created through culturally responsive methodologies (Berryman et al., 2013), I am exploring the potential of performance autoethnography (Denzin, 2018) and applied theatre (Abraham, 2020; Nicholson, 2014) to unsettle my current praxis as a white cultural capability PLD facilitator. I am curious about the pedagogical possibilities within these ways of working to create contexts for PLD that understands the necessity to address Te Tiriti o Waitangi if we are to sustain the collective wellness of the natural environment and social communities. This paper will share some of the messiness and glimpses of clarity from within the ontological, epistemological and pedagogical entanglement at this point in my research.

Presented by: Jared Carpendale (Massey University)

**SIG:** Science/ Putaiao Education Research

**Title:** Barriers and Supports: Exploring Mechanisms to Enhance Physics Education in Junior Science

**Abstract:** Without suitable content knowledge in physics, teachers in junior science classes often turn to transmissive teaching approaches guided by assessments when teaching physics concepts, and experience anxiety and low self-efficacy, resulting in negative learning experiences for students. Unfortunately, with fewer physics teachers (PTs) entering the profession in New Zealand, this situation is worsening as qualified PTs are often tasked with senior classes. Using pedagogical content knowledge (PCK) as a framework, this presentation explores some of the barriers and supports to enhancing physics education in junior science classes. This international collaborative study collected data using a qualitative survey in New Zealand and Victoria, Australia, with PTs and non-physics teachers (NPT) (N=119), and semi-structured interviews (N=17). Both groups identified the negative perception of physics and quality of teaching in junior science classes as key barriers, and identified the need to make learning relevant and engaging. PTs saw their role as supporting NPTs to develop content knowledge, PCK, and curriculum resources – which was also the support that NPTs identified as beneficial. Findings indicate important professional learning and development mechanisms to support junior science teachers when teaching physics concepts to encourage a meaningful learning experience for students.

Presented by: Christian de Sá Quimelli (University of Waikato- Faculty of Education)

**SIG:** Science/ Putaiao Education Research

**Title:** Music and Science: improving student engagement through Art and Electronics

**Abstract:** Student engagement in Brazilian classrooms is a matter of concern in the post-pandemic setting in a country that spent almost two years in lockdown and had one of the highest fatality rates from Covid-19 in the world. My research proposed the use of the exotic instrument, the Theremin, to increase the engagement of these students in Science and Art. The Theremin was the first electronic instrument created that is played without physical contact. Its execution is achieved by waving the player's hands in the air near its antennas, creating a direct link with image, gesture, and sound. This instrument's sonority became known as the eerie and spooky sounds from the sci-fi and horror movies from the '40s-'50s. Using this instrument, twelve encounters were held with four classes of 20 students between 13-15 years old. During the first round of workshops, the students interacted with the instrument through activities such as free exploration, storytelling, and dialogue between Theremins, and composed their own music using alternative music notation. The second stage consisted of an electronics workshop, where students built an optical theremin based on peer-to-peer teaching and learning. Data collection was carried out before, during, and after the workshops. This consisted of interviews with the Arts and Science teachers, and focus groups with students. I also kept a reflective journal throughout the data collection period. I use grounded theory to guide my encoding and processing of data to identify and conceptualise different ways that this interdisciplinary programme of science and art enhanced student engagement and integrated Music and Physics through STEAM (STEM + Arts). This research is currently in the data analysis stage.

Presented by: Dr Jae Major (University of Canterbury), Dr Linda Bonne (Victoria University of Wellington), Dr Baptiste Roucau

**SIG:** Wellbeing

**Title:** Wellbeing in Year 8: Perceptions and experiences of students, parents, teachers and principals

**Abstract:** Although in Western societies the promotion of children's and young people's wellbeing was traditionally seen as a family responsibility, in recent decades it has shifted to also become a social priority (Holfve-Sabel, 2014) and therefore a priority in education settings, too. Wellbeing is of particular concern during adolescence when young people are navigating a range of changes and transitions. Understanding current wellbeing-related issues, particularly from the perspectives of young people themselves, assists educators to make decisions to address these and support rangatahi. The research reported in this presentation was part of a larger project undertaken for and with the New Zealand Association for Intermediate Middle Schooling (NZAIMS). A nationwide survey was conducted in 2022 with Year 8 students, their parents, teachers and school principals. Wellbeing data are reported here, with a focus on the 850 students who completed the questionnaire. Participants reported largely positive perceptions and experiences in relation to how well schools and teachers looked after their wellbeing. However, several groups of students reported less positive experiences, suggesting areas where schools and teachers could direct further support. We report key findings from the study, and discuss implications for the wellbeing of students in intermediate and middle schooling.

Presented by: Elizabeth Eley (University of Waikato), Mary Stubbings (University of Waikato)

**SIG:** Educational Ideas

**Title:** Whanautanga: Re-imagining classroom interactions within a pedagogy of love

**Abstract:** Research shows that classroom interactions and relationships are key determinants in how students develop a sense of belonging within school and within the wider education system (Berryman & Eley, 2019). They affect how children come to view themselves as learners (Wearmouth et al., 2011) and are the “most immediate determinant of student success or failure in school” (Cummins, 2003, p. 51). The beliefs that teachers’ hold about themselves, their students and their role impacts on how classroom relationships are mediated. The evidence is drawn from a 6 week case study conducted in a secondary classroom and is presented by the participating researcher and the teacher. Within the presentation we discuss the teacher’s awareness of the need to move from transactional teaching, to teaching based on whanaungatanga , through to a deliberate commitment to whanautanga – deliberate acts of care and high expectations that underpinned a pedagogy of love (see Freire, 1998). We will argue that it is in classrooms and system settings where whanautanga thrives that we see ‘ka ora te tangata’.

Presented by: Jo Fletcher (Faculty of Education, University of Canterbury), John Everatt (Faculty of Education, University of Canterbury), Ting Ma (Faculty of Education, University of Canterbury)

**SIG:** Learning Environments

**Title:** Perceptions of initial teacher education students on innovations in schooling designs compared to those of primary teachers

**Abstract:** Innovations in school structures can lead to improved environmental impact (e.g., less energy use). Despite research on such innovations, the perceptions of initial teacher education students who will be the future-workers in such environments should inform future education and school development plans. This presentation discusses the perceptions from over 100 initial teacher education students undertaking primary teaching qualifications in New Zealand. An online questionnaire asked for responses about innovative learning environments and initial teacher education preparation, and provided the opportunity to give qualitative comments. Analysis of the student responses indicated a range of experiences on professional practices: about half (48%) had completed at least one of their professional placements in an innovative learning environment. Students thought that more course-based preparation about innovative learning environments would be helpful: over 50% felt that their preparation was minimal. However, many students perceived that the best way to learn about innovative learning environments was through professional practice placement experience, and only around 15% of the students reported no exposure to these types of spaces. These perceptions of the opportunities and challenges related to such learning environments should ensure that innovative and sustainable teaching spaces are appropriate for those who will be teaching in them.



Presented by: Derek Shafer (University of Waikato), Claudia Rozas-Gomez (University of Auckland)

**SIG:** Educational Policy

**Title:** Te Mātaiaho English as Curricular Justice?

**Abstract:** Te Mātaiaho produces a version of curricular justice which aims to give effect to Te Tiriti and address long-standing educational inequities in Aotearoa New Zealand. We examine Te Mātaiaho's vision for subject English and its construction of students' identities as fundamental to a curriculum that advances both bicultural nationhood and just outcomes for all. We draw on Raewyn Connell's (2010) model of curricular justice, and Nancy Fraser's (2017) notion of progressive neoliberalism to explore the opportunities and implications for subject English within Te Mātaiaho's vision. How might these frameworks for justice help to critique the development of educational policy and support the implementation of Te Mātaiaho's vision for bicultural nationhood and just outcomes for all students?

Presented by: Emily Nelson (Eastern Institute of Technology | Te Pukenga), Kirsty Jones (Eastern Institute of Technology | Te Pukenga)

**SIG:** Adult & Tertiary Education

**Title:** Te Uara o te Hononga Pono - The Value of Authentic Partnerships for Initial Teacher Education

**Abstract:** Authentic partnerships are a mandated requirement for New Zealand initial teacher education (ITE) programmes but what counts as authentic, and how these partnerships play out, is under-researched. This paper synthesises two research studies that focused on the value and effect of authentic partnership between Hawke's Bay Schools and the Eastern Institute of Technology/Te Pukenga, within the Bachelor of Teaching Primary degree. It explores perspectives of principals, school-based mentor teachers, teachers and graduates, and provides key considerations for sustaining partnership in teacher education as an educational community. The findings will therefore be of value to ITE providers and their school partners. Within an Appreciative Inquiry design, data was gathered through qualitative surveys and semi-structured group and individual interviews. 25 current principals and school-based mentor teachers participated along with 8 teachers who are EIT graduates. Employing Third Space Theory as a conceptual frame, we examined the experience of authentic partnerships as a hybrid space for engaging together in teacher preparation, from both school-based partners' and graduates' perspectives. Our findings illustrate the key benefits, challenges and commitments that evolved through genuinely authentic partnerships, made possible by the development of a distributed ITE community, committed to protecting, enacting and renewing the partnership together.

Presented by: Jay Haydon-Howard (The University of Waikato), Dr Margaret Egan (The University of Waikato), Professor Mere Berryman (The University of Waikato)

**SIG:** Wellbeing

**Title:** Brown tolerance versus the opportunity for Māori led equity: Lessons from Rongohia te Hau

**Abstract:** The racialised, historical legacy of colonisation has resulted in intergenerational disparities for disproportionate numbers of Indigenous students across many parts of the globe. In Aotearoa New Zealand, a number of national school reform and policy initiatives have been undertaken to better improve the schooling system for our Indigenous, Māori learners. This paper discusses evidence from Kia Eke Panuku, a school reform initiative, and Rongohia te Hau, a tool that allows for the authentic experiences of learners and families to be triangulated with the theorising of leaders and teachers. The voices of Māori learners and families provide examples of pedagogy at the classroom level that was mediocre at best. Māori learners believed they either had to tolerate this situation or remove themselves from learning. White privilege overpowered brown tolerance and the potential for Indigenous led equity and shared humanity was silenced and overpowered by white power, privilege and positionality. This research shows that the careful triangulation of student, teacher and family perceptions could enact equity and Te Tiriti o Waitangi reforms. Learners suggest that this will only happen if the hearts and minds of educators are open to the challenge.

Presented by: Sara Tolbert (University of Canterbury), Kaitlin Riegel (University of Canterbury)

**SIG:** Inclusive Education & Community

**Title:** Transitioning to de-streamed classrooms: Teacher perspectives on the barriers and facilitators in their de-streaming journey

**Abstract:** In 2023, Kōkirihiā – a plan for de-streaming New Zealand schools by 2030 – was launched with the support of the Ministry of Education, Mātauranga Iwi Leaders, and Tokona Te Raki. De-streaming refers to ceasing the practice of grouping students based on ‘ability,’ in favour of mixed-ability classrooms. This move was motivated by mounting evidence of inequitable outcomes resulting from streaming, particularly for Māori. Prior research has focused on comparing streamed versus de-streamed classrooms, but few studies have explored how schools effectively transition from streamed to de-streamed. Grounded in social reconstructionism, we present the results of a thematic analysis on semi-structured interviews with nine kaiako from four high schools who have recently transitioned to a de-streamed approach. Findings reveal classroom cultures and resources that facilitate the de-streaming process, such as creating safe learning environments and supporting ākonga in taking ownership of their learning. Kaiako also discuss significant barriers they face, some of which may be addressed through informing ākonga, whānau, and school leaders on the de-streaming process and teacher needs. Other barriers, such as teaching specific mathematical topics to a mixed-ability classroom, should be addressed by future research. The practical implications of this research are of utmost importance to New Zealand schools starting their de-streaming journey.

Presented by: Carrie Swanson (Te Wananga Aronui o Tamaki Makau Rau - Auckland University of Technology), Karyn Saunders ( Te Herenga Waka – Victoria University of Wellington, Wellington )

**SIG:** Science/ Putaiao Education Research

**Title:** Using online collegial networks in an ITE setting to develop ECR pedagogical practice and academic pathways in science education.

**Abstract:** Lone academics in the field of science education often find themselves working in isolation when designing initial teacher education (ITE) courses in Aotearoa New Zealand's independent universities. The configurations of the resulting courses, which all meet Teaching Council requirements and contribute to equivalent degree programmes, vary considerably. The isolated approach we employ is counter-intuitive to the constructivist approaches we advocate as educators; the benefits of discussion and hands-on learning are missing from the design process. If we are repeatedly reinventing the proverbial wheel, how can we respond to this situation brought about in the context of a small country? To mitigate our geographic and pandemic isolation, a group of early career science education academics in ITE formed an online community of practice with notions of a tukana-teina relationship in 2022 under the mentorship of a senior academic. While there are challenges in attendance due to work constraints, being part of an online community has provided a virtual space to grow professionally and construct meaning about the theories, practices and policies of science education and our place within it. In this presentation we discuss the affordances of belonging to this community of practice and how it has positively affirmed our own practice and development as geographically isolated yet collaborative academics.

Presented by: Generosa Leach (Te Kura o te Matauranga, Institute of Education,  
Massey University)

**SIG:** Mathematics and Statistics / Pangarau Education

**Title:** Creating equitable access for mathematics learning through the cultural framing of communication and participation patterns

**Abstract:** Access and opportunity to learn mathematics are possible when students reason together on mathematical activity. For all students to collaborate effectively, teachers are required to develop and maintain specific communication and participation patterns (Bartell et al., 2017; Gutiérrez, 2012). For these participatory norms to be equitable, consideration should be given to the lived experiences and cultural backgrounds that all students, including those, who are increasingly marginalised in education, bring to school. The focus of this paper is to illustrate how diverse learners, specifically Pasifika students, can be supported to participate in collective mathematical discussion. The question we investigated was: How can equitable access for learning mathematics be provided for Pasifika students in diverse mathematics classrooms? This paper highlights how opportunities to learn were created through the cultural framing of communication and participation patterns. Data were drawn from one class of 8–9-year-old students. Results indicate that when deliberate and specific consideration of the cultural values of diverse students are attended to, all students can be provided with equitable access and opportunities to learn.

Presented by: Jenny Poskitt (Massey University)

**SIG:** Assessment

**Title:** Rethinking assessment principles and practices for sustainable learning communities

**Abstract:** National and international student achievement data reveal persistent inequities. These inequities are evident through analysis of patterns across student characteristics such as gender, ethnic identity, migrant status, family socio-economic status, ability levels, and geographical location. Jurisdictions vary in the nature and degree of educational inequity, which implies that there are potentially malleable contextual influences. However, a range of educational interventions have been implemented across nations and, despite these efforts, there are ongoing inequities. While acknowledging wider societal complexities, especially political and economic drivers, this paper proposes rethinking assessment conceptualization of fundamental principles of assessment. Reframed and renewed assessment principles have potential to revolutionize educational assessment thinking and practice – and therein, shift the dial on equitable opportunities and outcomes for all learners, particularly those traditionally under-served

Presented by: Hilary Kingston (University of Canterbury)

**SIG:** Adult & Tertiary Education

**Title:** Pre-service teachers teaching for equity: “A lofty mountain to climb”

**Abstract:** Teaching for equity is a crucial part of pre-service teacher (PST) education. Several education policies, regulations and strategies call for more equitable outcomes (i.e., closing the identified achievement gaps) for marginalised students in New Zealand. PSTs are required to implement these policies into their emerging classroom practice with the goal of promoting more equitable learner outcomes. This raises the question: How can PSTs be prepared for this task within Initial Teacher Education (ITE) programmes? This presentation is based on doctoral research investigating 5 secondary social science PST's beliefs and understandings about equity. Using a qualitative case study design, the first data source was a focus group interview that included the creation of a shared visual image. A second focus group interview was conducted after completion of participants' first practicum, and an individual interview at the conclusion of their year of study. Informed by the Facets of Practice and a social justice framework (SJPACK), the transcript and visual image from the first focus group were analysed revealing a collective exploration of PST positioning on equity in education. This presentation outlines the findings from this interview, providing an insight into the opportunities and challenges PSTs foresee before embarking on their first school practicum.



Presented by: Kirsten Locke (Waipapa Taumata Rau/University of Auckland), Frances Kelly (Waipapa Taumata Rau/University of Auckland), Molly Mullen (Waipapa Taumata Rau/University of Auckland)

**SIG:** Educational Ideas

**Title:** Children without schools: An emergency education scheme reverberates through bodies, space, and time

**Abstract:** When the military took over schools in Palmerston North and Fielding in 1942, it provoked an educational experiment that had lasting effects on Aotearoa's education system (Collinge, 1978; Macdonald, 2016), even prompting an admiring report from the Australian Minister of Home Security (1943). According to Clarence Beeby (1942), the "emergency gave us the chance to do more than just carry on with the bare school subjects". As the short film *Children without schools* (NFU, 1942) shows, children took to the streets of Palmerston North and Fielding in an Emergency Education Scheme (EES), making the town their classroom, replacing a teacher-lead educational experience with self-governance, and undertaking activities that foregrounded engagements with the community and with local sites. The contemporary salience of this event became apparent during the 2020-2022 Covid-19 pandemic, which likewise required alternative educational practices in response to emergency conditions. When Frances posted *Children without schools* to an online discussion forum in class in 2020, students relished the opportunity to reflect on a local historical example of emergency education as they grappled with their own experiences of education in crisis mode, for which many had no precedent. Three years later, life shows little sign of returning to 'normal' (whatever that is), with extreme weather events again closing campuses and schools in Tamaki Makauri in 2023. In 2022, initial archival scoping revealed dimensions of the scheme overlooked to date – particularly the material-sensory elements that underscore its ecological, intertwined nature. Our awareness of the potential of this dimension, in particular the sonic properties of the EES, has been partly brought home through our own experiences during the pandemic: from the shifting nature of sound during the quiet of lockdowns to the introduction of new sounds to the aural vernacular, such as emergency alerts signalling an outbreak (Spennemann and Parker, 2020). This presentation presents our archive work on the 1942 educational scheme and engages with its pedagogical and sonic possibilities to understand the present.

Presented by: Katie Virtue (University of Waikato)

**SIG:** Pasifika Caucus

**Title:** Mixed Māori-Pacific Cultural Identities: The Impact of Education

**Abstract:** This presentation will start with my experiences as a primary school teacher and how my role in leading Māori achievement in our school led to my masters journey. This involved collecting inter-generational Māori experiences in Aotearoa's education system. Next, I will share how this led to my current PhD journey. For this, I am studying the experiences of people who, like me, are of both Māori and Pacific heritage and the way that the Education system shapes (or not) these mixed cultural identities. I will also discuss the various aspects that led to the inclusion of Pacific education in my PhD that was not present in my masters journey. For my PhD methodology, I will be using Culturally Responsive Methodology by way of Mullane et al.'s (2022) metaphor of a double-hulled waka, Tangata Hourua (strength in combining). I will talk about the way that this methodology allows me to navigate the nuances and specificities within the various cultural spaces that I will enter alongside the participants in this study. Mullane, T., Harwood, M., & Warbrick, I. (2022). Tangata Hourua: a framework drawing from Kaupapa Māori and Pacific research methodologies. *AlterNative : an International Journal of Indigenous Peoples*, 18(3), 383–390.  
<https://doi.org/10.1177/11771801221116727>

Presented by: Petera Hudson (Te Pūtahi-a-Toi, Massey University)

**SIG:** Māori Caucus

**Title:** Wānanga Mariko\* : Exploring Māori Technological Interventions and the Foundations of Kaupapa Māori Theorising (\*Virtual teaching and learning space)

**Abstract:** In an environment where the body of literature on the use of digital technologies by Māori, with Māori, and for Māori is scant, this article is an attempt to convey the theoretical foundations of wananga mariko. This paper attempts to capture the academic roots of a selection of Māori technological interventions. The first section of this paper describes the evolution of Māori use of technologies in social and educational environments. Academic researchers working in Māori technological interventions provide the contexts for six factors - Whakamana, Ngā Wero, Māoritanga, Whanaungatanga, Huringa and Tūranga - which have the potential of creating online teaching and learning environments that promote Māori students learning aspirations. By drawing comparisons with the growth of evaluation globally, the second part of this paper demonstrates the place of Kaupapa Māori theorising in evaluation generally.

Presented by: Katrina McChesney, Mere Berryman, and Anthea Visage (all from University of Waikato)

**SIG:** Inclusive Education & Community

**Title:** Trauma-informed and culturally responsive methodologies: Facilitating safe, mana-enhancing approaches to research

**Abstract:** “Ka ora te tangata” (from this year’s conference theme) is an aspiration that calls on researchers to uphold the mana and hauora/wellbeing of all involved in the research process. A range of inclusive research approaches have emerged over recent decades reflecting careful attention to ethics, power dynamics, and participatory and mana-enhancing practices. Two such approaches are trauma-informed and culturally responsive methodologies. This conceptual presentation aims to demonstrate the compatibility and complementarity of trauma-informed and culturally responsive research approaches. We look at each approach’s underpinning values, guiding principles, and concrete practices, and we explore how the two approaches intersect to support inclusive research practice. We demonstrate that that culturally responsive methodologies have always been intended to capture the wholeness of people’s identities (rather than just equating ‘culture’ with ‘ethnicity’), and we show how both culturally responsive and trauma-informed approaches facilitate safe, mana-enhancing opportunities for people to have authentic voice on topics that affect their lives. This presentation is timely given Aotearoa New Zealand’s ongoing interest in bicultural partnerships and decolonising research as well as the wider international interest in trauma (sharpened by the COVID pandemic’s intrusion and lasting impacts on many people’s lives). It will be of interest to researchers at all levels.

Presented by: Brian Tweed

**SIG:** Educational Ideas

**Title:** Intercultural deafness, decolonisation and the neoliberal university

**Abstract:** In the NZ education context, The Treaty of Waitangi has created a situation in which inclusion of Māori language and Māori cultural practices has more or less been mandated in all educational institutions. In undergraduate courses, this has resulted in distinct, and usually small, 'Māori sections' in many courses. I will discuss briefly an on-going study which uses the Legitimation Code Theory concept of Autonomy in undergraduate courses. The study has examined Autonomy in these distinct sections and found that quite different autonomy pathways are in operation. For example, in terms of Autonomy, a triangular discourse mode involving a 'tour' from target knowledge to lived contexts to recontextualised contexts (and back to the target) dominates in 'mainstream' sections. Māori sections in contrast have a more complex 'double triangle' mode of discourse which includes and connects all knowledge domains to external issues/kaupapa. The questions raised by these findings have important consequences not only for course design and indigenous student achievement in essentially mainstream undergraduate programs, but also for existing policies and practices throughout the neo-liberal university in relation to assessment, employment, and qualifications/credentialling. Differing modes of discourse within the university generally create problems of what I am calling intercultural deafness – indigenous autonomy codes present information and arguments in modes which mainstream ears cannot hear and mainstream patterns seem incomplete and reductive to the indigenous ear.

Presented by: Claire Foronda (Te Pukenga Whitireia)

**SIG:** Adult & Tertiary Education

**Title:** Breaking new ground: The experience of first in whanau akonga in their transition to tertiary study.

**Abstract:** Some akonga are more successful in transitioning from secondary to tertiary education than others. Being the first in whanau (FIW) to enrol in tertiary education is one aspect that impacts on akonga success since tertiary educated whanau members can provide mentoring and support. The study aimed to explore factors that impacted on the successful transition of first in whanau (FIW) akonga and use findings to inform the development of strategies to help FIW akonga succeed. A qualitative research approach with a constructivist theoretical lens was employed in the project. Semi-structured interviews were conducted with a purposive sample of four FIW akonga enrolled in their first year of degree study at one Aotearoa Polytechnic (now Business Division of Te Pukenga). An interpretative phenomenological approach was employed in the thematic analysis. Several key themes were identified; however, given time constraints, this presentation will focus on one, that is, the importance of academic support. Kaiako accessibility was emphasized, as was timely and constructive feedback. Kaiako support also served to create a sense of belonging. Strategies are needed to help FIW akonga succeed in tertiary education and the presentation will conclude with a discussion of such strategies.

Presented by: Kirsty Williamson (University of Auckland), Claire Sinnema (University of Auckland)

**SIG:** Adult & Tertiary Education

**Title:** Improving practice in higher education: A double-loop learning intervention to improve academics' teaching

**Abstract:** Successfully and efficiently developing university students' communication skills is an important feature of sustainable educational systems. However, academics, specialists in their disciplines, often feel ill-equipped to teach such capabilities. To tackle this issue, we designed and implemented an intervention to support discipline academics who were expected to develop the writing capabilities of postgraduate business students. The significance of our research is that it dealt with the complexity of the problem through a methodological approach designed specifically for the improvement of practice: Problem-Based Methodology. We constructed theories of action to understand the intricacies of academics' approaches to integrating writing in their courses and the factors that explain these approaches. Our subsequent intervention featured a collaborative, whole-programme approach involving double-loop learning. The intervention was successful in improving academics' practice in ways that also improved students' written communication. In addition, the improvements were feasible within busy academic roles. We will discuss how practice improvement will be sustained and provide insights about the transferability of our approach to other contexts.

Presented by: Pania Te Maro (Te Kura o te Matauranga, Institute of Education, Massey University)

**SIG:** Mathematics and Statistics / Pangarau Education

**Title:** Parity for mātauranga Māori - mathematics and te aotūroa

**Abstract:** Ka ora te whenua, ka ora te wai, ka ora te tangata. Simply translated this whakatauki talks about sustainability of land, water, and people. However, in mātauranga Māori terms this whakataukī has added importance, especially during this revolutionary period of education in Aotearoa where a bold statement has been made calling for parity for mātauranga Māori, which means recognising the legitimacy of Māori knowledge and equitably including it in acts of learning and teaching as separate to, but complimentary of mātauranga mathematics and vice versa.. Bold statements have ways of languishing as nouns, naming something, without necessarily doing anything, apart from scaring some people, making some hopeful and adding to the cynicism of others. This presentation considers parity for mātauranga Māori through a deeper understanding of our conference whakataukī in an embodied, enacted way, using mathematics and statistics education as a context. It is envisioned that if opportunity is provided for kaiako to “do” some examples of equitably including mātauranga Māori in mathematics lessons, it becomes easier to see, hear and enact in their own learning and teaching. Another hypothesis to be tested (new research) is that when kaiako are clear with their ākongā about the differences between mātauranga mathematics and mātauranga Māori, the tikanga of the mathematics is also clarified.



Presented by: Brian Tweed

**SIG:** Educational Ideas

**Title:** Imagining education sociologically

**Abstract:** This presentation will explore what it means to think sociologically about education and why it is vital to do so. It will explain two concepts, the 'sociological sidestep' and the 'sociological so what' and discuss student engagement with them in a new undergraduate course in the BA which ran for the first time in Semester 1. The main conclusion drawn is that sociological imaginings of education are necessary if we are to move past the current limits of thinking in education which confine us to unsustainable, economically driven forms of education.

Presented by: Roseanna Bourke (Massey University), John O'Neill (Massey University ),  
Judith Loveridge (Victoria University )

**SIG:** Learning Environments

**Title:** Listening to children in educational research

**Abstract:** This paper explores selected research approaches when working with children in different learning environments. This paper focuses on the importance of enabling children's voice to influence change in their own lives and learning environments. When children's views are listened to, and acted on using research approaches that are child-centric and rights-based, children reveal themselves to be naturally innovative, creative and thoughtful partners in research, irrespective of the learning environment context. Whether advising researchers or as participants working alongside researchers to unpack the phenomenon in question, children demonstrated to us that their thinking has acuity and is qualitatively different to that of adults and thus can become a catalyst for change in their learning relations with adults and other children. We use the example of a programme of research involving children's out-of-school learning within home and community learning environments, where children came to understand, document and redefine their out-of-school learning, and where the researchers worked with teachers to incorporate the children's conceptions of their everyday learning within the classroom. The research project used sequential methodological approaches (phenomenography, ethnography, and Cultural Historical Activity Theory). We show examples of these approaches, including children's participation and responses, and reflect on how children surprised researchers, teachers, and their families, with their ability to redefine the importance of learning and learning to learn in their own places and on their own terms.

Presented by: Vani Narayanan (Massey University )

**SIG:** Inclusive Education & Community

**Title:** Appreciating the child: The value of an ethnographic methodology to foreground children's voices

**Abstract:** Children have the right to have their voices heard and engage in areas that affect their lives. This includes involving them in active partnership in the research process. To enable research with children rather than research on children, a range of methodological approaches can be used that ensure these voices are heard. This paper presents an ethnographic research project, working alongside children. A critical analysis of the approach demonstrates that ethnography allows for the recognition and promotion of children as competent rights holders, thus enabling them to share and lead their stories. This paper focuses on three aspects of this process: i) Following the child's interests ii) Engaging in reflexive partnership, and iii) Meaningful researcher engagement through time. I draw on examples from my ethnographic study exploring the social experiences of autistic children to demonstrate these aspects. Through this, the importance of knowing the child is emphasised as facilitating authentic engagement within their world, allowing their stories to emerge organically – stories that are meaningful to the children themselves.

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Presented by: Joni Angeli-Gordon (Te Wananga o Aotearoa)

**SIG:** Māori Caucus

**Title:** Mauritau - Wellbeing through spirituality in Kura Kaupapa Māori

**Abstract:** Mauri is the spiritual aspect of the person that connects the spiritual body to the physical body. Mauritau is a state where there is a secure connection between the physical and the spiritual. If a person is Mauritau he or she is free from psychological stress and pressure and is open and receptive to the world around them. There is a connection between the terms Mauritau and mindfulness but also some crucial differences. There is only a small pool of literature on the concept of Mauritau, however, the term is used broadly at Te Kura Kaupapa Māori o Hoani Waititi Marae. Te Aho Matua is the philosophical document for Kura Kaupapa Māori. According to Te Aho Matua, the mauri of a person is imbued at conception. The purpose of Kura Kaupapa Māori was to revitalise language and culture but there have been innumerable successes beyond these goals. This paper draws on my PhD research and asserts that Mauritau is an expression of the flourishing of Te Aho Matua at Te Kura Kaupapa Māori o Hoani Waititi Marae.

Presented by: Susan Geertshuis (University of Auckland), Kirsty Williamson (University of Auckland), Herbert Sima (University of Auckland)

**SIG:** Adult & Tertiary Education

**Title:** The Work-Life-Study Balance of University Staff who Enrol in Part-time PhDs

**Abstract:** This project explores the experiences of university employees enrolled in part-time PhDs. Many universities, in order to enhance teaching quality and research profile, encourage staff without doctorates to pursue part-time PhDs while maintaining their full-time employment (Smith et al., 2020). However, this group of PhD students remains under-researched and poorly understood. Through narrative interviews (Anderson & Kirkpatrick, 2016) with ten part-time PhD students who were also full-time university employees, we examined their lived experiences, applying an integrated approach to work-life balance (Rothbard et al., 2021) as our theoretical framework. The overall impression was one of intense and unrelenting overload and sometimes-overwhelming challenges of balancing work, family life and PhD studies. We will share the participants' perspectives on their journeys, exploring spillover, temporal and congruence interpretations of work-life-study enrichment and depletion. We will invite our audience to consider our participants' well-being (SDG 3), their equitable access to education (SDG 4) and the need to provide decent work conditions (SDG 8). We will explore supervisory and employment practices for supporting these doctoral students upon whom our tertiary system relies.

Presented by: Tahera Afrin (Unitec Te Pukenga), Tess Mason (Glow Kids), Kym Perez (Oaklynn School), Dr. Sanam Bagherian (Altogether Autism)

**SIG:** Inclusive Education & Community

**Title:** Peeping into the sensory world by kaiako working with Autism

**Abstract:** eurodiverse learners may come to the educational setting with a range of sensory attributes that are unfamiliar to the kaiako. sensory sensitivities are often part and parcel of the autistic experience. To understand an Autistic tamaiti, it is important for a kaiako to notice, recognise and respond to their sensory needs. While expert (therapists) intervention is critical, it is useful for kaiako to have an overall understanding of issues that the child may be facing. Authors here (a group of kaiako with varied lived experiences and a community professional), want to increase their own understanding of the sensory world in order to better understand experiences of tamariki they work with. The purpose of the study is not only to obtain knowledge, but also to share with teaching community in relation to play and learning ideas for children with Autism. Using a socio-cultural approach towards kaiako-tamaiti interaction, the authors conducted a literature review on EBESCO database applying three key words, Autism, Sensory and Play. 164 articles were retrieved within the period of 2010 to 2023. These articles were analysed to find themes that may be relevant to the day to day practices of kaiako. Four themes have been identified from the ongoing literature review. These are i) Neuromotor achievements and sensory difficulties, ii) Tools, technology and strategies to teach, iii) People, behaviours and feelings and iv) Obscure learner identity of tamariki. These themes are further analysed within the context of early childhood education and school years. The study will enable kaiako to practice inclusive pedagogy with children who are on the Autism Spectrum Disorder (ASD) while appreciating an individual identity of the learner be prioritised.

Presented by: Ngaroma Williams (University of Canterbury), Rikke Betts (University of Canterbury)

**SIG:** Early Childhood Education

**Title:** Ki te hoe: Planning is the key to te reo Māori teaching and learning

**Abstract:** English-medium ECE services, primary schools and secondary schools are now expected to provide reo Māori teaching and learning through the 2019 directions of NZ Teaching Council. Levels 3-4 of Te Aho Arataki marau (MoE, 2009) is the recommended te reo Māori teaching and learning guideline to which ITE programmes are now reapproved under. However, these services and schools have limited capacity to do so, and the majority of tamariki leave ECE services, primary and secondary schools without moving beyond curriculum level 1 in te reo Māori. Guided by kaupapa Māori principles, Author 1's study involved 162 Year 2 student teachers challenges in learning te reo me nga tikanga Māori. Through surveys and focus group sessions the data identified that te reo me nga tikanga Māori was not well understood in relation to language learning and how te reo Māori can be sustained by Kaiako. In June 2023 Author 1 launched 27 te reo Māori brochures aligned to a range of curriculum areas/activities. This presentation demonstrates how te reo Māori can be easily planned for and sustained to support Kaiako competence and confidence in te reo Māori.



Presented by: Raewyn Eden (Te Kunenga ki Pūrehuroa | Massey University), Philippa Butler (Te Kunenga ki Pūrehuroa | Massey University), Amanda Denston (Te Kunenga ki Pūrehuroa | Massey University), Danielle Hodson (Te Kunenga ki Pūrehuroa | Massey University)

**SIG:** Educational Policy

**Title:** Insights from feedback on the Refreshed New Zealand Curriculum | Te Mataiaho: Emerging tensions

**Abstract:** The Ministry of Education's development of the refreshed New Zealand Curriculum | Te Mataiaho is an iterative process involving steps of design, testing and design refinement in response to feedback. Feedback on the second draft was sought from schools and interested stakeholders through an online survey, focus group sessions with 'voice specific' interest groups, and written submissions. We will report on findings from 663 survey responses and seventeen submissions, including 15 groups engaged by the Ministry of Education and two independent submissions. Despite overwhelming support, the refreshed curriculum elicited several tensions that will need to be navigated to ensure the equitable implementation of Te Mataiaho. This presentation will discuss a key tension that emerged between Te Mataiaho as a holistic and strengths-based curriculum and Te Mataiaho as a curriculum that should not leave learning to chance.

Presented by: Presenters: Mari Ropata Te Hei, Nadell Karatea-Kokiri, Raheera Filiata, .  
Discussant: Te Rina Warren (Massey University)

**SIG:** Māori Caucus

**Title:** SYMPOSIUM: Kaupapa Māori philosophy and education research for sustainable communities

**Abstract:** This symposium discusses the environment and Kaupapa Māori education. In order for Māori education to flourish, key aspects of Māori philosophies must be acknowledged, and authentic systems of environmental sustainability must be implemented. The place of the environment is critical to human wellbeing, as identified in Māori philosophical approaches to education and to living. The three participants share critical aspects of Māori approaches for the environment as central to human flourishing and encourage critical engagement with these approaches to realise Māori educational potential.

Presented by: Presenters: Shannon Geshick, Discussant/Chair Misty Blue, Presenter An Garagiola, Presenter Audrianna Goodwin, Presenter. Discussant: Shannon Geshick (Minnesota Indian Affairs Council)

**SIG:** Inclusive Education & Community

**Title:** SYMPOSIUM: Tribal-University Relations: Reckoning with the Land Grab University

**Abstract:** This panel considers the work of the Towards Recognition and University-Tribal Healing (TRUTH) Project. Formed in 2020 in response to resolutions passed by the Minnesota Indian Affairs Council (MIAC) insisting the University of Minnesota investigate ways to be in better relation with the eleven federally recognized Tribes in the state, TRUTH looks at the impacts UMN has had on Indigenous Peoples in MniSota.

Overall, the TRUTH project has begun to expose how wealth has been transferred and accumulated through the institution since 1851. As a Tribally-led research movement, we unearthed how UMN raised more wealth than most U.S. land grab universities, making a 25,000% return on investment. Per state and federal legislation, these funds must be held in perpetuity, and have been bonded out to municipalities to grow the colonizer State of Minnesota. Profit persists through land sales, mineral rights holdings, special endowments, and the appropriation and commodification of Indigenous knowledges. This perpetual accumulation of wealth has come from a sustained disinvestment in, and deprivation of, Indigenous communities. It has left a legacy of land misuse and a persistent toll on the well-being of Indigenous Peoples across Turtle Island. TRUTH seeks policy shifts that center Indigenous justice healing.

Presented by: Presenters: Leonie Pihama, Linda Smith, Graham Smith, Jenny Lee-Morgan, Matthew Roskruge, Margie Hohepa, Herearoha Skipper. Discussant: Jenny Lee-Morgan (Purangakura)

**SIG:** Māori Caucus

**Title:** SYMPOSIUM: Kaupapa Māori and System Change in Aotearoa

**Abstract:** This symposium draws on Kaupapa Māori: Creating an Indigenous Model for System Change in Aotearoa, a research project supported by the MBIE Endeavour Fund. Since Kaupapa Māori initiatives emerged in the early 1980s Kaupapa Māori has been advocated as an innovative, locally based solution to a range of cultural, social, political and economic challenges facing Aotearoa. Today Kaupapa Māori approaches are not only called for but increasingly expected in Crown/Industry/Agency and Māori engagements. However there is still relatively limited understanding of how Kaupapa Māori might be embedded in ways to ensure systems change affirms Māori wellbeing aspirations and creates sustainable and enduring transformation. The project is undertaking an in-depth analysis of the contribution of Kaupapa Māori across multiple sites in public and private sectors to bring about such change. This symposium: provides an overview of the research rationale and methodology as a co-project, co-designed with Māori providers and researchers and umbrellaed by a Kaupapa Māori organisation; examines 'Tests of Veracity' as a critical component of our methodology and analysis; presents some statistics related to Kaupapa Māori and achievement; and discusses our initial analysis of themes arising from our first set of interviews with participants working within Kaupapa Māori education. Key words - Kaupapa Māori, Systems change, transformative solutions

Presented by: Presenters: Mere Berryman, Elizabeth Eley, Elaine Khoo, Carma Maisey, David Copeland. Discussant: Mere Berryman (Te Kura Toi Tangata – Division of Education, University of Waikato, )

**SIG:** Education for Sustainability

**Title:** SYMPOSIUM: Respectful Relationships for Collaborative and Sustainable Educational Communities

**Abstract:** Teacher professional learning and development (PLD) must align with existing evidence of effectiveness if it is to enhance teachers' praxis and subsequently, students' learning. Blended learning can afford a more flexible and effective form of professional learning, leveraging on the strengths of both online and face-to-face contexts for PLD. In recent years, partly fuelled by the COVID-19 pandemic, blended teacher PLD programmes are gaining prominence. While teacher PLD has been well-researched, gaps remain in understanding the role of blended teacher PLD with a focus on promoting teacher cultural capability in effecting equity for Māori learners in Aotearoa New Zealand. This particular blended learning PLD provides opportunities to critically examine oneself within the very fabric of society in Aotearoa. This metaphoric fabric includes an inequitable education system which was shaped by and designed to support an oppressive colonial agenda that has assimilated and underserved its indigenous Māori population over successive generations. Holding a mirror up to ourselves, to critically examine our own beliefs, values and practices in these regards, is required but very rarely achieved. The programme's carefully considered underpinnings of Critical and Kaupapa Māori theories provide resources to raise consciousness so that educators are able to recognise, understand and respectfully deconstruct prejudice, bias and racism when it is present.

Presented by: Presenters: Carolyn English, Sabina Cleary, Catherine Frost. Discussant: Carolyn English (Ministry of Education)

**SIG:** Wellbeing

**Title:** SYMPOSIUM: Te Mataiaho: Sustaining wellbeing through the curriculum refresh of Arts, Science and Technology.

**Abstract:** This symposium provides an overview of the refreshed Te Mataiaho curriculum and its deliberate commitment to wellbeing and sustainable futures as realised through the learning areas of Science, Technology and The Arts. Te Mataiaho places value upon both wellbeing and excellence as connected and important outcomes of schooling therefore learning is structured using a progression model. Te Mataiaho reinforces the values of inclusion, through a focus on positive, inclusive relationships, a sense of belonging for all, and the promotion of diversity as ordinary and expected. Te Mataiaho is informed by an ongoing and developing understanding about the importance of our dual heritage, our culturally diverse communities, and a shared, sustainable, and prosperous future for Aotearoa New Zealand. This presentation focuses upon how each learning area enacts a commitment to wellbeing (cultural, physical, emotional, social, and psychological), achievement and sustainable communities through the integration of Te Mataiaho key principles, values, and key competencies.

Presented by: Presenters: Pania Te Maro, John Tuponiua, Brian Tweed, . Discussant:  
Fiona Ell (Auckland University)

**SIG:** Mathematics and Statistics / Pangarau Education

**Title:** SYMPOSIUM: Mathematics education, escaping the colonised and colonising myths

**Abstract:** We bring together an Indigenous mathematics educator, a mathematician turned mathematics educator who originated in Britain, and a mathematician turned mathematics educator who originated in Tonga and trained in the US to open up discussion about the myths of mathematics education

Presented by: Presenters: Jean M Uasike Allen (Waipapa Taumata Rau- The University of Auckland), Taupa'u Melini Fasavalu, (Waimahia Intermediate), Fetau iosefo (Waipapa Taumata Rau- The University of Auckland), Toleafoa Yvonne Ualesi (Auckland University of Techolog

**SIG:** Pasifika Caucus

**Title:** SYMPOSIUM: Shifting the system: Battling uncertainties and activating agentic school leadership practices

**Abstract:** Nationally, schooling architectures within New Zealand are challenging spaces for Māori and Pacific akonga (students) and their whanau. The 2020-2030 action plan for Pacific education (Ministry of Education, 2020) and Tapasa (Ministry of Education, 2018) urges the education system and schools to shift and change their practices to enable Pacific akonga to succeed as Pacific. A growing number of Pasifika/Pacific school leaders have implemented leadership change in their own schools to disrupt systemic and colonial architectures that enable and constrain cultural practices that resonate with Pacific knowledges and approaches. This presentation highlights how we created space for and with Pacific practitioners to share their knowledge and experiences via a special issue focused on Shifting the System. We have extraordinary school leaders, working in our schools, who demonstrate a commitment to making a difference across the educational sector. Historically, academic publications have been spaces reserved for academics and researchers. Literature within our initial teacher education programmes often privileges the voices of published academics, while the voices of Pasifika/Pacific educators working on the ground in our schools and communities are relegated to the position of 'participant'. To challenge this, we centralise Pacific leadership voices through engaging in an Indigenous collective approach.



Presented by: Kirsty Williamson, Teri Ko and Narissa Lewis- all University of Auckland:

**SIG:** Roundtable

**Title:** Enhancing Teaching Capabilities in Higher Education: Exploring Effective Approaches and Sustainable Practices

**Abstract:** When research grants and contracts are seen as an institutional priority, the development of staff's teaching capabilities often plays a secondary role to research skills development (Nilson, 2023). However, there is increasing awareness that universities must provide effective professional learning to help academic staff become competent teachers as well as knowledge experts (Badri et al., 2016; Blazar & Kraft, 2016; Madharvaram & Laverie, 2010; Merkt, 2017.) We propose a roundtable discussion to explore effective and sustainable ways to develop the teaching capabilities of academic staff in tertiary institutions. Our University has recently transferred the portfolio for developing and coordinating centrally led Professional Learning for Teaching (PL4T) to Organisational Development (OD) in Human Resources. Our team would be happy to share our experiences of piloting a modular approach to PL4T and explore the role of OD in developing academics' teaching capabilities. We are keen to gain insights into how teaching development is provided in other institutions and by whom. The discussion will consider the differing roles of teachers and their experiences across the employee lifecycle and we will explore academics' preferences for professional learning and differing forms of organisation and delivery.

Presented by: Presenters: Sara Tolbert, Rosemary Hipkins, Pauline Waiti, Bronwen Cowie, Maurice M. W. Cheng, Nick Bryant and Chloe Stantiall, Natalie Thompson.  
Discussant: Sara Tolbert (University of Canterbury)

**SIG:** Science/ Putaiao Education Research

**Title:** SYMPOSIUM: The potential of a knowledge systems approach to curriculum design

**Abstract:** In 2022 we developed an “enduring competencies” approach to designing the refreshed learning areas of the New Zealand Curriculum, with an initial focus on the science learning area. One competency we proposed is titled “Drawing on different knowledge systems”. It is elaborated thus: “As they take their learning out into the world, young people will be able to understand and interpret events and experiences through at least two different knowledge lenses: they will understand their place and identity in the natural world through the lens of science, and through the lens of mātāuranga Māori, as well as other relevant cultural–historical knowledge systems. They will know how and when to draw on the contributions and strengths of science, mātāuranga Māori, and other cultural–historical ways of knowing nature, to live as ethically and responsibly as possible” (Hipkins, et. al, 2022, p.4). Educating our young people in ways that foster ongoing development of this type of competency has the potential to make a positive contribution to sustainable futures but it is easier said than done. In this symposium we introduce our ongoing efforts to give practical effect to the in-principle idea. Hipkins, R., Tolbert, S., Cowie, B. & Waiti, P. (2022). Enduring competencies for designing science learning pathways. New Zealand Council for Educational Research.

Presented by: Presenters: Emma Parangi, Roberta Skeoch, Maria Sydney. Discussant: Emma Parangi (Educational Leadership Project and University of Auckland)

**SIG:** Early Childhood Education

**Title:** SYMPOSIUM: Indigenous knowledge supports culturally sustaining leadership, teaching and learning.

**Abstract:** Indigenous knowledges have been drawn upon to enrich education across the globe (Smith, 2012). In Aotearoa New Zealand, bicultural curricula and educational leadership which integrate Māori knowledge are the national aspiration. The research shared in this symposium engage Kaupapa Māori (foundational) conceptual frameworks to explore specific examples of the integration of Māori knowledge into ECE. The common thread of the Māori ontological tools of Wananga (generative discussion) and Purakau (cosmogony through storytelling), illustrates the transformative and democratizing power of sharing story. Māori epistemology, as with many Indigenous cultures, has been created and shaped through these oral traditions (Hemara, 2000). The research communities involved provide insights into the potential outcomes for children, teachers and families, when Indigenous knowledge and methodologies are implemented from the foundations of pedagogy and practice. Teachers who know themselves deeply, and seek supported access to Māori knowledges, can provide culturally sustaining learning opportunities for all children.

Presented by: Presenters: Wendy Lee, Catalina Thompson, Lorraine Sands. Discussant: Lorraine Sands (Waikato University)

**SIG:** Assessment

**Title:** SYMPOSIUM: Learning Story narrative assessments that story children's lived experiences contribute to children's learning identities as lifelong learners.

**Abstract:** Learning Story narrative assessments (Carr, 2001) because of their sociocultural theoretical framework, have the capacity to understand how storying children's lived experiences makes a meaningful difference to communities' images of their children. The research studies discussed in this symposium are embedded in a narrative inquiry paradigm that sees reality as a socially mediated construction contained within stories that are told and retold across times, social contexts, and places. In this view, emotion, learning, culture, and identity are entwined. As learning communities re-access lived experience through learning stories that enable children to act as co-constructors of their learning experiences and then track progress in dynamic, dialogic ways, children strengthen dispositional learning and the working theories that emerge as children explore possibility thinking (Carr & Lee, 2019). As a result, communities design learning environments in response to a rich, complex view of children as agentic, curious, joyful, creative, and empathic social learners-in-action.

Presented by: Presenters: Therese Ford, Robin Fabish

**SIG:** Māori Caucus

**Title:** SYMPOSIUM: Ma Matariki Te Ao e Huri? Can Matariki Guide Social Transformation?

**Abstract:** How can we achieve transformational change if we only take superficial action? There is plenty of Government Policy that requires crown entities to give effect to Te Tiriti o Waitangi. The Education and Training Act 2020 tells us that one of the primary objectives for Boards of Trustees is to give effect to Te Tiriti o Waitangi. The Public Service Act 2020 explicitly recognises the role of the Public Service in its relationships with Māori under Te Tiriti o Waitangi. What does this look like in reality? For hapu and iwi, for Māori public servants, and for our tangata tiriti in the public service? This symposium will explore these issues using a framework based on the kahui whetu o Matariki (the Matariki star cluster). Lead by Dr Therese Ford (Ngai Takoto), Alex Barnes (Ngati Pakeha) and Robin Fabish (Ngati Mahanga, Ngati Maniapoto, Parihaka) the session will explore the transformational potential of Matariki as we strive to give effect to Te Tiriti o Waitangi.

Presented by: Presenters: Professor Huia Tomlins-Jahnke, Dr Hona Black, Te Rina Warren. Discussant: tbc (tbc)

**SIG:** Māori Caucus

**Title:** SYMPOSIUM: Kaupapa Māori education: the environment embedded in Māori philosophy

**Abstract:** This symposium discusses the environment and Kaupapa Māori education. In order for Māori education to flourish, key aspects of Māori philosophies must be acknowledged and authentic systems of environmental sustainability must be implemented. The place of the environment is critical to human wellbeing, as identified in Māori philosophical approaches to education and to living. The three participants share critical aspects of Māori approaches to the environment as central to human flourishing and encourage critical engagement with these approaches to realise Māori educational potential.

Presented by: Faye Wilson-Hill (Ara Institute of Canterbury | Te Pukenga)

**SIG:** Māori Caucus

**Title:** Maui te Pukenga Teaching and Maui learner

**Abstract:** This research project came out of a collaboration with Hemi Hoskins, Director of Māori Achievement, Heperi Harris, Kaiarahi Māori Achievement and Niki Hannan Teacher Educator at Ara Institute of Canterbury | Te Pukenga. The project explored the experiences of Kaiako at Ara with Māori culture and how this enhanced their ability to teach in culturally responsive ways through the development of whakapono (self-belief), maia (courage) and self-efficacy to enact partnership in Te Tiriti o Waitangi. Ten Kaiako participated in a collaborative narrative inquiry generating some fifty vignettes. The themes and resulting findings showed that the Pakeha educators engaged in a process similar to “The Hero’s Journey (Campbell, 1993)”. The Hero’s Journey as depicted in the Joseph Cambell narrative describes learning as a life journey with both challenges and celebrations that are ultimately shaped by our attitude and capacity to reposition our mindset regardless of the circumstances leading to changes in thinking and practice. The findings revealed participants had reframed the deficit narrative in education (Bishop, 2019; Bishop et al., 2003), acknowledged their own biases, and focused their learning and practices on creating an inclusive and unified we (Salmond, 2021) to improve outcomes for learners in the vocational tertiary sector. They articulated the deeply dispositional nature of being a Kaiako and through this learning how to be Tangata Tiriti to fulfil their responsibility as a citizen of Aotearoa.

Presented by: Dr Hera Black Te Rangi ( Whanau Awhina / Plunket)

**SIG:** Māori Caucus

**Title:** He aha te kōrero paki?

**Abstract:** Ko te putake o taku kaupapa rangahau he titiro atu ki nga tūmomo āhuatanga o te kōero paki. Katahi ka kukume mai

I nga whaingā akonga a, whaingā akonga hou, ma wai ma wā tatou mokopuna e haere tonu mai koa.

Ko nga kōrero whakatakoto koia tōnā tipua me te marakerake a, kanohi kitea e iri mai ana i nga tuanui o te whare e

Hiahiatia e manakotia taua rakaukōrero. Ko nga kete whakairi ka tae e te tangata te tiki atu a, ka whakairi, heipū

I nga matauranga, matauranga a iwi hei tuku ki tena a, ki tena oritra, ko te pūtangata takitaki noa te tangata ka noho

Tohunga I tenei mahi na, reira ko te aro kia whakaarita tenei taonga kia kua e mahue ki muri ka rite ki te Moa.

Ko te kōrero paki he whakakatipu kōrero ko te kōrero paki he whakarata i te tangata i nga hūi a te Māori, he tohutohu

He arohaehae ka whakamanu ake ehara, i te tuhinga, ko te manawa o te kaupapa he ngahau te kōrero paki.

Tu mai, Tu mai ka te kōrero paki



Presented by: Lynette Laing and Nadia Parker (Te Rau Ora ), Cheryl Stephens (Te Rau Ora), Aroha Puketapu and Graeme Kere Smith (Te Rau Ora ), Kirsty Maxwell-Crawford and Louise Ihimaera (Poutiri Charitable Trust)

**SIG:** Māori Caucus

**Title:** Kaupapa Māori Public Health Education: Lessons, Triumphs and Trials

**Abstract:** This paper delves into the conception, development and delivery of Matatini Ora - Diploma in Māori Public Health programme, offering a comprehensive exploration of Kaupapa Māori Public Health Education . Five unique perspectives address distinct aspects and aspirations of the programme's development, leadership, teaching, methodologies, learner support and progressive enhancements. Speakers 1 - share insights on navigating the teaching landscape highlighting successful strategies and lessons learned. They explore the mechanisms used for learner support, the successes and hurdles encountered in catering for diverse student needs. Speaker 2 - investigates leadership strategies within the programme outlining trials, tribulations and lessons learned. Speakers 3 - respond to the challenges of NZQA approval and accreditation requirements during the programme development phase. Speakers 4 - provide a future-focussed perspective, discussing the progress of advancing the Matatini Ora programme, the challenges faced and sharing valuable lessons for the future.

Presented by: NEELAM SINGH (USP)

**SIG:** Pasifika Caucus

**Title:** Indo-Fijian Parents' Perceptions of the Value and Benefit of Art Education and Creative Career Pathways

**Abstract:** This study examined parental perceptions of ten Indo-Fijians based in Fiji, on the value and benefits of Art Education. Its purpose was to determine the ways by which and extent to which Indo-Fijian parents supported creative activities and career pathways for their children. Data was collected through talanoa sessions from ten conveniently selected Indo-Fijian parents whose children currently attend primary and secondary school in Fiji. The discussion included their views on Art Education, value and benefits of Art Education and their perceptions on arts as a career option. Findings suggest that most Indo-Fijian parents viewed art experience as valuable and say they contribute significantly to support their child in art activities. Parents understood the value and benefit that art holds for children and their education. However, when it came for art to be taken up as a career option, the perception of parents changed. The findings indicate that despite the support and positive perception of the value and benefit of art, Indo-Fijian parents to a large extent, do not support artistic career pathways for their children. Parents want a career that has stability and security of income and art isn't seen as such.

Presented by: Dr Kaitlyn Martin (University of Canterbury)

**SIG:** Quantitative Studies in Education

**Title:** Cluster analysis with mixed qualitative and quantitative interest in science data using R  
**Keywords:** quantitative research, methodology, science education

**Abstract:** This presentation will outline a research methodology to analyse qualitative and quantitative data together through cluster analysis. Primarily utilising the daisy() package within R, not only will we explore the usefulness of this methodology to open-access data sources, but we will also highlight the way that visuals become a part of the analysis to make sense of data outputs. Examples will be provided from projects in progress around student interest in science, as well as with freely available data sets. While the method itself is not entirely novel, utilising these freely available analysis tools within educational data and the visualisations that go along with them will appeal to students, researchers, and practitioners interested in moving into to the quantitative research space.

Presented by: Dr Kaitlyn Martin (University of Canterbury)

**SIG:** Science/ Putaiao Education Research

**Title:** Inspiring Explorers: Science and Education Outreach from the sub-Antarctic island of South Georgia  
**Keywords:** science education, outreach, educational games

**Abstract:** To celebrate the centenary year of Ernest Shackleton's final expedition, the Antarctic Heritage Trust has taken 22 young Inspiring Explorers from Aotearoa on a three-week expedition to the sub-Antarctic island of South Georgia. In this presentation, the team outreach projects developed by the cohort of Inspiring Explorers™ will be discussed. The educational impact of projects including the production of a documentary film, an illustrated children's books, climate research in conjunction with MetService, and an art gallery exhibition will be presented. As the Early Career Research representative on the expedition, chosen by the Royal Society Te Aparangi to lead the Education Team, I will highlight the development of our educational game project aimed at connecting primary and intermediate learners with the legacy of exploration and the densest population of wildlife on the planet.

Presented by: Jenny Ritchie (TeHerenga Waka Victoria University of Wellington)

**SIG:** Education for Sustainability

**Title:** Climate crisis considerations for education

**Abstract:** As the climate crisis continues its exponential escalation of impacts on lands, oceans, biodiversity and human wellbeing, globally students have demonstrated their impatience with the inexplicable tardiness of adult decision-makers in generating the pro-active response needed. With the onset of the global covid-19 pandemic, governments such as ours took urgent decisions, and societies transformed our practices overnight in order to protect human wellbeing. Yet in the glaring face of the climate crisis there is a failure of leadership to instigate the drastic, urgent steps required. This presentation considers our ethico-onto-epistemological obligations as educational scholars and researchers to serve as critics and conscience in this regard.

Presented by: Richard Edwards

**SIG:** Science/ Putaiao Education Research

**Title:** Primary teachers' perceptions of what their students are learning in STEM education: an initial investigation

**Abstract:** STEM education is promoted as a way of breathing life into the traditional Science, Technology Engineering, and Mathematics learning areas through an integrated approach set in authentic contexts. Research in STEM education has grown substantially in the last decade but has yet to really explore what students learn in STEM education and there is very little research in this area in New Zealand. This paper reports on a pilot study that explores what a sample of teachers in New Zealand primary schools think their students are learning in their STEM programmes. Six teachers teaching in STEM programmes in New Zealand primary schools were identified and invited to participate in an individual semi-structured interview exploring their views on what they hoped their students were learning, what they thought their students were actually learning, and how they identified what was being learnt. Interview data was coded and analysed thematically. This process is currently in progress. Findings should provide useful information to guide future support for STEM education in New Zealand. It will contribute to the developing literature on learning in STEM education internationally. It will also provide an important foundation for further research in this area.

Presented by: Presenters: Associate Professor Alison Arrow, Dr Amanda Denston, Dr Mike Sleeman, Dr Rachel Martin. Discussant: Dr Rachel Martin (College of Education, University of Otago)

**SIG:** Assessment

**Title:** SYMPOSIUM: Literacy instruction, interventions and assessments: changing perceptions to meet contemporary needs

**Abstract:** Over the last five years, in Aotearoa New Zealand, there has been a groundswell of change in approaches to teaching literacy. These changes require a new body of understanding about how akonga develop into readers and writers, and kaiako content knowledge of the metalanguage required for teaching. Previous research has examined kaiako knowledge, the use of interventions and assessment for typically developing akonga and those with dyslexia, as well as examining kaiako beliefs and practices in teaching early literacy. The research discussed in this symposium investigates the changes occurring across the schooling sector since the groundswell of change began, with updates to the previous research conducted. In the symposium, Arrow and Denston look at kaiako knowledge and beliefs in the current instructional context, then Denston and Arrow examine the changing implementation of a wider range of assessments and interventions. Finally, Sleeman and Denston describe whanau and kaiako perceptions and views on the processes for obtaining dyslexia diagnoses and being able to make use of reports that outline the diagnosis. Understanding these changes in kaiako knowledge and practices will be discussed in terms of what it means for the educational sector to further meet the contemporary literacy needs of all mokopuna.

Presented by: Presenters: Lynette Laing, Louise Ihimaera, Aroha Puketapu, Graeme Kere Smith, Cheryl Stephens . Discussant: Cheryl Stephens (Te Rau Matatau PTE @ Te Rau Ora )

**SIG:** Māori Caucus

**Title:** SYMPOSIUM: Towards a Kaupapa Māori Model of Delivery for Public Health Education : A Matatini Ora Case Study

**Abstract:** This presentation the Whakapap (origins), Horopaki (context), Whakawhanake (transformation) and Whakarato (delivery) of the Matatini Ora - Diploma in Māori Public Health programme. It begins with the programmes' Whakapapa, referencing its links to Ta Mason Durie and Māori Public Health. The Horopaki section discusses the contextual factors influencing the delivery, such as the target audience, funding, compliance. The Whakawhanake phase details the transformative journey and enhancements due to NZQA accreditation modifications and the programme launch. The Whakarato phase analyses the current state of the programme's delivery and its impact on akonga (students). This paper describes a sustainable model for Kaupapa Māori Public Health Education delivery, providing valuable insights for the community and benefits for whanau, hapu and iwi. . referencing its link to Ta Mason Durie and Māori public health. The Horopaki section discusses the contextual factors influencing delivery it explores



AARE

Presented by: Presenters: Kevin Lowe (University of NSW) presenting author, Greg Vass (Griffith University), Keiko Botswick (University of NSW) presenting author, Andrew Martin (University of NSW), Rose C. Amazan (University of NSW) presenting author, Julian (Universi

**SIG:** AARE Symposium

**Title:** SYMPOSIUM AARE: The Culturally Nourishing Schooling Project: Affecting change in First Nations Education in Australia - the moral enterprise of teaching and learning.

**Abstract:** The CNS project is a multi-site whole-school approach that aims to change schooling, policies and pedagogic practices to improve Aboriginal and Torres Strait Islander students' success in Australia. This joint research between eight urban, regional, rural and remote schools and their communities, local New South Wales Aboriginal Education Consultative Group (NSW AECGs) and jurisdictional collaborative partnership and the New South Wales Department of Education (NSW DoE) aspirational goal is to generate a systemic shift in schools' engagement with Indigenous families and teachers' epistemic beliefs about students' and communities' knowledges. At the core of the CNS project are five targeted strategies: (1) Learning from Country, (2) Curriculum Workshops, (3) Professional Learning Conversations, (4) Culturally Nourishing Pedagogies, and (5) Cultural Mentoring. In the proposed symposium, we present and discuss the conceptual framing of CNS as well as findings from the first year of the project. First, Lowe et al. present an overview of the CNS project, the theoretical and conceptual underpinnings, and the benefits envisioned for schools. Then, Bostwick et al. present data from a national sample of teachers focusing on how teachers think about their First Nations students' motivation and engagement. Lastly, Amazan et al., discuss how a whole-of-school reform such as the CNS project points the way forward for reworking and developing the notion of collective critical consciousness. The three papers together map out a journey as well as provide a blueprint of the nature of change itself and the depth of reflection and passion required to reorientate practices.