

He Pātaka Tuku Kōrero

Volume 43, Issue 1 March 2023

CONFERENCE 2023

MONDAY 20– 22 NOVEMBER

We are pleased to announce a return to in person Conference after 2 years of online conferences.

This year our annual conference will be hosted by Massey University: Te Kunenga ki Pūrehuroa at the Palmerston North campus.

Professor John O’Neill is convening this conference alongside his colleagues from Institute of Education: Te Kura o Te Mātauranga and Te Pūtahi-a-Toi: The School of Māori knowledge.

18 November – Pasifika Caucus fono

19 November - Māori caucus pre-conference hui & Early Childhood pre-conference hui

20 -22 November – NZARE conference proper

More information on the theme, call for papers, accommodation and events will be available soon.

We are excited to present a range of highly respected keynote speakers who will provoke our thinking and practice. Join us for three days of research presentations, discussions and collaborative reflection.



MASSEY UNIVERSITY
INSTITUTE OF EDUCATION
TE KURA O TE MĀTAURANGA

NZARE



TE HUNGA RANGAHAU MĀTAURANGA O AOTEAROA
NEW ZEALAND ASSOCIATION FOR RESEARCH IN EDUCATION

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SIG NEWS

WELLBEING SIG

Last year, the Wellbeing SIG was established with the following aims:

- ◆ Facilitate and support scholarship, research, policy and practice of wellbeing in educational settings
- ◆ Strengthen educational research in Aotearoa New Zealand in wellbeing drawing on te ao Māori, Pasifika, and Western worldviews
- ◆ Build relationships, partnerships and networks of those interested in wellbeing in education
- ◆ Foster a community of emerging and established scholars and practitioners that span diverse disciplines, educational sectors, to advocate nationally and internationally for wellbeing in education
- ◆ Advocate for a research-informed wellbeing focus in educational reform

We are hoping to have a stream of Wellbeing papers presented at this years Conference/

If you are interested in joining the Wellbeing SIG contact nzare.eo@gmail.com

EXPRESSIONS OF INTEREST FOR A

NEW QUANTITATIVE STUDIES IN EDUCATION SIG

Current members have expressed a desire and started laying the groundwork for a new SIG on Quantitative Studies in Education with a focus on studies conducted using quantitative and mixed-methods research. This SIG will be a place to create a community for those interested in a range of disciplines within education who conduct quantitative and mixed-methods research. This might include, but certainly not limited to educational psychology, language and literacy, STEM education, and other sub-disciplines that draw on causal and correlational methodologies.

We are now taking expressions of interest from members who would like to join this SIG.

If you have an interest in quantitative studies within education or would like to join this SIG group contact robyn.caygill@education.govt.nz for more information.

SIG NEWS Contd.

POLICY SIG EVENT

FRIDAY 19 MAY 2023, 9.30 TO 4PM

THE BEEBY/FRASER IDEAL: IS IT TIME TO ABANDON IT?

**ARONUI ROOM, ROYAL SOCIETY, 11 TURNBULL STREET,
THORNDON, WELLINGTON**

Should state education be free at the point of use? Should it be a common state education for all children and young people? And should it be provided solely by the state? In the decades following the Great Depression and the Second World War, as our modern welfare state emerged the answer to all these questions seemed to be an unambiguous 'Yes'.

Over the last thirty five years, views have changed. We have a workfare not a welfare state. Government now provides a partial subsidy towards the cost of early learning, schooling and post compulsory education while the proportion of user pays charges increases year by year. The politics of race, culture and faith demand highly differentiated approaches to curriculum, pedagogy and assessment. Devolved governance, decision rights, and fundraising imperatives have led to a constant questioning of the authority of the state.

In this seminar, we revisit the famous Fraser-Beeby statement and ask whether it can still serve as an aspirational and inspirational call to action. If not, with what shall we replace it?

See next page for the draft programme.

REGISTER HERE to attend this in-person event. Note that no online option will be available unless current Covid-19 settings change. Registration fees are \$60 for NZARE members; \$30 for student members; \$40 for other students; and \$80 for non-members.

Please register promptly to ensure a place, as the venue accommodates a limited number of people.

Cancellations will be accepted with a full refund up to end of business on Friday 12 May 2023. Cancellations after 12 May will be refunded less \$20 processing. No refund will be made for cancellations on the day of the event. You may send an alternative in your place at no cost.

NZARE Education Policy SIG event

Friday 19 May 2023, 9.30 to 4pm

The Beeby/Fraser ideal: Is it time to abandon it?

Aronui Room, Royal Society, 11 Turnbull Street, Thorndon, Wellington

Draft Programme at 18 February 2023

9.30 a.m.	Welcomes, introductions
9.45 a.m.	Session 1: Professor John O’Neill: <i>The Beeby/Fraser ideal</i> – John will set up the provocation for the seminar.
10.15 a.m.	Session 2: Mere Berryman: <i>Mana Orite v. a common education for all</i> Bronwyn Wood: <i>The neoliberal politics of choice, student-led learning and educational inequalities in New Zealand</i> Discussion in groups
11.15 a.m.	Morning tea
11.45 a.m.	Session 3: Mark Potter: special education – title TBC Fuapepe Rimoni – title TBC Discussion in groups Report back
12.45 p.m.	Lunch
1.30 p.m.	Session 4: Judie Alison, retired PPTA policy adviser: <i>Role of unions in shaping policy towards Beeby/Fraser ideal</i> Ellen Dixon, NZUSA: <i>If Beeby Were a Student Today: Beyond Reified Pedagogical Slogans and Towards Meaningful Educational Citizenship.</i> Discussion in groups Report back
2.30 p.m.	Afternoon tea
2.45 p.m. (4 p.m. close)	Session 5: Reflections on the day: Implications for ongoing research, for the role of the SIG, and for us all leading into an election – what do we need to be asking parties/candidates, and looking for in policies?
4 p.m	Close

CELEBRATING OUR 2023 AWARD WINNERS

HERBISON PRESENTATION 2023



Professor John O'Neill

Te Kunenga ki Pūrehuroa Massey University

Past NZARE council member & NZJES Editorial Board member

The Herbison Lecture was delivered by Prof John O'Neill titled: Recognition of children's learning in educational research, policy and practice. The lecture was very well received by those in attendance. The New Zealand Journal for Educational Studies through our publisher Springer has an open access link to the article <https://link.springer.com/article/10.1007/s40841-023-00276-5>, and it is available on the NZARE website to view.



MCKENZIE AWARD WINNER 2023

Associate Professor Jenny Ritchie

Te Herenga Waka Victoria University of Wellington

Past NZARE President & council member & NZJES Editorial Board member



TOHU PAE TAWHITI AWARD WINNER 2023

Associate Professor Mere Skerrett

Te Herenga Waka Victoria University of Wellington

Past NZARE President & council member & NZJES Editorial Board member



SUTTON-SMITH AWARD WINNER 2023

Dr Jean M. Uaskie Allen

University of Auckland Waipapa Taumata Rau



RANGINUI WALKER AWARD WINNER 2023

Te Kahautu Maxwell

Waikato University: Te Whare Wānanga o Waikato



RAE MUNRO AWARD WINNER 2023

Lorraine Sands

University of Waikato: Te Whare Wānanga o Waikato



LYN FOOTE AWARD WINNER 2023

Raella Kahuroa

University of Waikato: Te Whare Wānanga o Waikato

AWARDS 2023

NZARE recognises excellence in educational research through its awards and grants programmes. You can nominate a fellow member or one of your students for these awards. Criteria for each award can be found [here](#)

Nominations close 1 August 2023

REMEMBERING DR JOCELYN (JOCE) JESSON

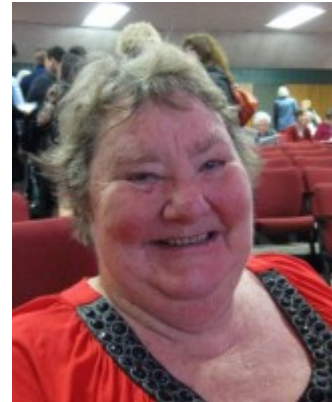
It is with great sadness that we learnt of the passing of one of our life members, Dr Jocelyn (Joce) Jesson. Joce passed away peacefully at Rawhiti Estate, Auckland on Monday 30th January 2023, aged 75 years.

She joined NZARE around 1982, only 5 years after its establishment and has been a long-standing stalwart of the organisation.

She was a regular presenter at NZARE's annual conferences and has published many articles and book reviews in our journal. Joce was a pivotal player in the journal co-editing it for a number of years and acting in the role of book reviews editor.

In 2015 Joce presented the Herbison lecture: Emancipation through education, the dreams of organised teachers: Remembering our history. The presentation was very well received and a copy of the lecture can be found on our website.

Thank you Joce for your contributions to our organisation and for fostering excellence in educational research in Aotearoa New Zealand.



INTERNATIONAL CONFERENCE OPPORTUNITY

Religion in Modern Education: Conflict, Policy, and Practice

13-15 APRIL 2023, AUSTRALIAN NATIONAL UNIVERSITY, CANBERRA, AUSTRALIA

In democratic systems of modern society, education can be understood as a key site for the production of the citizens of the future. The training system is divided in the two types of public and private schools. The non-government organisations are often distinguished within the categories of secular and sacred groups. Meanwhile, education, which can take many forms, is also a key component of the reproduction of religious and spiritual systems.

We would like to invite scholars to consider the immediate and enduring impacts that the value, consideration, accessibility, and format of religious education may have on religious practices, on public spheres of activity, and on the relationship between religion and society.

Through individual presentations and panels, we encourage participants to reflect upon the role of religion in education. This may include the role of religiosity and religious teaching and practices in schools, seminaries, universities and other places of education, in present-day and historical contexts, and in any region of the world.

Special Issue: Call for papers



New Zealand Journal of Education Studies (NZJES) Te Hautaka
Mātai Mātauranga o Aotearoa

Improving classroom practice: Lessons from psychological
research in education

Theme: In recent years, the discipline of educational psychology has shifted from studying isolated beliefs and practices, including how these manifest in educational settings, to understanding human learning in situ, and the role of psychological beliefs in shaping complex social systems (i.e., mind-in-context). Many educational psychologists have shifted the focus of their work towards examining a range of psychological constructs, beliefs, and practices in the same context, through novel methodologies, to address educational ‘puzzles of practice’. Establishing strong links between research and practice in the classroom highlighting networks of factors (beliefs, attitudes, and perceptions associated with positive learning experiences and outcomes) has become the new norm in psychological research in education.

Aotearoa New Zealand has followed these shifts in how psychological research in education is (re-)positioned to reflect the growing diversity and complexity of challenges in classrooms, and to shed light on possible solutions to long-standing challenges to teaching and learning. Educational psychologists are re-considering the focus of their research to recognise the complexity of research framing when exploring problems in practice, as well as the complexity of the social systems within which the research is undertaken. This special issue is designed to highlight new directions in educational psychology research, and how these inform classroom practice in Aotearoa New Zealand.

Special issue information

You are invited to contribute to NZJES’ special issue: Improving classroom practice: Lessons from psychological research in education. The articles in this special issue focus on recent explorations of how psychological research in Aotearoa New Zealand has been used to improve teaching and learning, which will be of interest to the NZJES readership.

Key areas of focus include: teacher and student beliefs, engagement and motivation, learning and assessment, social psychology of classrooms and peer learning, culturally and linguistically responsive research and practice, learning with technologies, indigenous models of education and psychology, student wellbeing.

Accepted papers will have a clear relevance to classroom practice (teaching and learning, from primary through to tertiary) as the context for investigation, with clear methodologies and insights designed to speak to current educational challenges in Aotearoa New Zealand.

We welcome submissions of empirical and non-empirical research articles (up to 6,000 words including references), in line with the journal submission guidelines for authors, using APA 7 formatting.

This special issue will be guest edited by Dr Mohamed Alansari (NZCER), Dr Penelope Watson (UoA), and Professor Christine Rubie-Davies (UoA). More information about the journal can be found on the journal homepage.

Timeline

- Submission of proposals comprising a working title, 300-word abstract, 5-6 keywords, author names, affiliations and email addresses, and up to 5 key references (optional) is due by 5pm Friday 17 March to p.watson@auckland.ac.nz
- Authors will be notified of the outcome of their proposal by Friday 31 March
- Full articles are due by 5pm Friday 29 September
- Peer review will take place from October to November 2023
- Once accepted, articles will be published online from November 2023. Please submit your abstract by **5pm Friday 17 March** to p.watson@auckland.ac.nz.
- For queries feel free to contact any of the guest editors

Mohamed Alansari Mohamed.alansari@nzcer.org.nz

Penelope Watson p.watson@auckland.ac.nz

Christine Rubie-Davies c.rubie@auckland.ac.nz

ARE YOU A CURRENT MEMBER?



HOW TO LOG IN AS A CURRENT MEMBER

If you are already a member, your details have been preloaded into the website. To log in

1. Click on the Member log-in on the top left hand corner of the main page.
2. Enter your email in the Email field and click on 'I've lost my password'
3. You will be sent a reset password link to your email.
4. Update your profile with current information

NOTE: If you are a current member do not create a new account. We have pre-set up your profile.

HOW TO BECOME A MEMBER

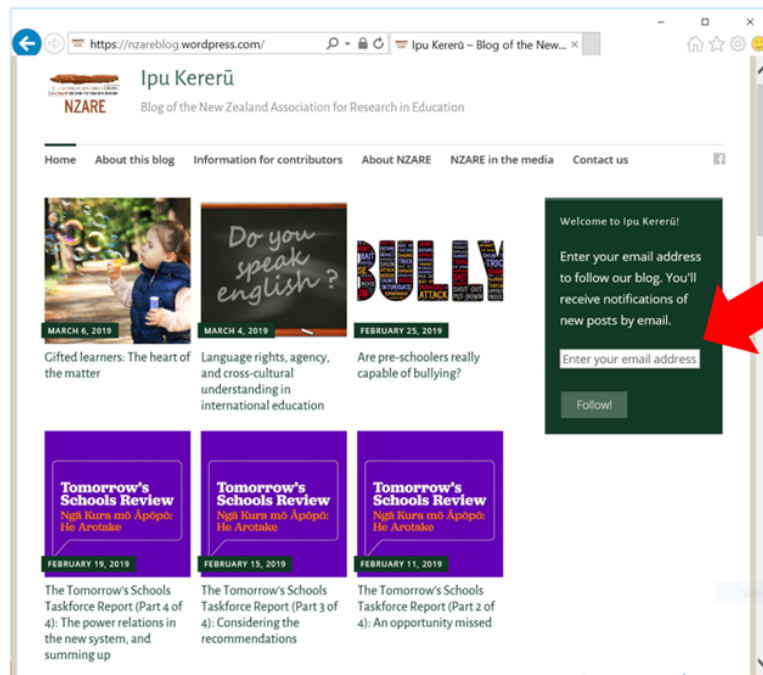
If you are not a current member you can also sign up for membership at the member log in. You will need to create an account before you can apply for membership.

1. Click on the Member log-in on the top left hand corner of the main page.
2. Click on the create account button under the heading Don't have an account?
3. Fill out the required information and submit.
4. You will be sent an email with a link to complete your registration.

A screenshot of the NZARE login page. The page features the NZARE logo at the top. Below the logo, there are input fields for 'Email' and 'Password'. There is a checkbox for 'Keep me signed in'. Below the input fields, there are links for 'Log in' and 'I've lost my password'. At the bottom, there are links for 'Back to home page' and 'Contact us'. A red circle highlights the text 'Don't have an account?' and a 'Create one' button below it.

Ipu Kererū NZARE BLOG

Our blog, *Ipu Kererū*, continues to go from strength to strength. Many thanks to all those NZARE members who contribute posts and keep this a lively, topical space. When you visit our blog, don't forget to enter your email address in the green box – then you'll get all our new posts directly to your email inbox.



Would you like to contribute a post to Ipu Kererū?

Blog posts are 800-1000 word articles written in a clear, easy-to-read style to suit a broad audience. You can summarise recent research, share your views on a topic of interest, or turn a recent talk, conference presentation or conversation into a post that can be shared with a wider audience. Email blog@nzare.org.nz and we'll help you get started. We'd love to hear from you!

New LinkedIn page

NZARE now has a LinkedIn page which posts news and links to our blog, Our page is slowly gaining more followers. If you use LinkedIn, head to [our LinkedIn page](#), share with a friend, and help us double our followers. If you're not currently on LinkedIn, it is mostly people posting about their work and is a good place to gain world-wide connections in your field of interest. Come join us and spread the word!