

CONFERENCE ABSTRACTS

higher education students involved in community engagement work to be both more aware of their own and others' agency and positionality, thus empowering their potential for political action.

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Staff experience of ethnicity and inequity in regional tertiary institutions in Aotearoa New Zealand

The tertiary education sector is responding to on-going pressure to deliver better outcomes for traditionally marginalised groups in society, which provides an entry point for the further incursion of neoliberalism into the sector. Institutions and their staff are hence caught in a seemingly constant state of change and reorganisation at all levels. In a second-tier tertiary institution (TEI) in a high-Māori population region, equity policy (still) largely equates with Māori policy. At some point in the policy cycle the words move off the page and into the offices of particular staff employed by the institution. What can be said about the experiences of staff in such a TEI: staff members who are tasked with enacting the equity policies of their institution within their daily professional practice and longer term management portfolios? This research uses personal narratives to produce autoethnographic data from the perspective of the middle management academic staff member, on whom devolves personal responsibility for being the 'face of equity' and the 'brown face at the table' of running such a TEI. The purpose of the inclusion of personal narratives is to dig into the interface between policy setting and policy implementation. What are the micro-practices of discourse by which policy merges with personal agency? The data from personal experiences can be synthesised with critical policy analysis and critical literature review, under the unifying methodological umbrella of CDA (critical discourse analysis), to inform philosophical studies on the underlying theoretical issues of identity, equity and indigeneity.

Matthew Bannister

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Engaging with creativity in education through Bergson

As teaching creative practice becomes part of education, it is timely to offer a critique of the kind of intellectual frameworks typically used to explain and evaluate creativity, for example the kind of research questions typically asked of a student commencing a creative project at postgraduate level. These questions are typically analytical, say, around the conventions of a genre and how they can be used to produce new work, but they fail in my view to acknowledge creativity as a process, analytical questions being more suitable to assess a finished work, not one that hasn't even started yet, or is in process. The conventional academic wisdom is that the "new" is a revoicing or recombining of the familiar, but in this formulation, the "new" remains essentially untheorised. I use concepts around creativity as novelty from Henri Bergson, such as duration and movement, to offer a critique of systems theories of creativity (Toynbee, McIntyre and Csikszentmihalyi) that seek to reduce the creative process to a series of "choices" between different pre-existing creative possibilities. In its place I propose a focus on novelty, duration and movement as aspects of creative process.

Rosie Barron & Daniela Forster

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Becoming a teacher: navigating ethical phenomena

Professional experience in initial teacher education programs is a problem that raises enduring questions about the purposes of initial teacher education, given the multiple relations between agents situated in various contexts and within discourses with different expectations about the good teacher. Pre-service teachers are in an interesting ethical situation - a space between schools and university - assessed according to local norms, interpreted via national standards and who bring their personal values and university learning to events that unfold at school. They are making choices about engaging in action or inaction, and about silence and speech; and about accepting or holding at arm's length supervisors' and mentors' narrative constructions about the school, the students and colleagues. Teacher education can create opportunities for pre-service teachers to participate in dialogue about navigating these potentially disjointed normative landscapes during professional experience using online tools. In this paper we work in the space of ethical phenomenology to explore professional experience in initial teacher education, sharing insights from pre-service teachers facing significant incidents; especially those in which their subjective position is called into question. We focus on responses and replies between pre-service teachers in online exchanges to consider the ways in which participants framed and described significant events, the actions of other agents and their own perceptions of ethical obligation, how they recognised each other's meanings, acknowledged, deepened, and critically challenged each other's narratives.

Tina Besely

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Archiving PESA

Now that PESA is approaching its 40th anniversary in a few years time, we have begun an archive project, headed by a small sub-committee based at University of Waikato. This session will update details of progress to date and potential directions in future.



Philosophy of Education Society of Australasia

44th Annual PESA Conference

Education as Philosophies of Engagement
Ko te kōrero

Sat 22 Nov - Tues 25 November 2014

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Hamilton, New Zealand**

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