The Politics of Learning

Nōku anō te Takapau Wharanui

NZARE CONFERENCE & ANNUAL MEETING 2016

Victoria University of Wellington

20–23 November 2016

Time	Room	Stream	Title	Authors
	AM106	ECE	Designing and constructing art installations with children	Jo Dean
	AM106		Hidden worlds of song: spontaneous singing in the everyday home lives of three and four-year old children	Bronya Dean
	AM106		Negotiating traditional values in the current context through reinventing traditional games: A case study of Indonesia	Ririn Yuniasih
				M East, C Tolosa, A Scott
	LBL118	Policy	Responding to political aspirations: Preparing young learners to relate effectively to diversity	
	LBL118		Considering the Politics of Teacher Learning within Formalised Teacher Inquiry	Jeanette Clarkin-Phillips
	LBL118		Empowered rather than vulnerable: Adopting a strengths-based approach to providing families with new possibilities through education.	
6.30	Mem Foyer		Book Launch (ticket event)	
TUESDAY 22 NOVEMBER				
8.00	Mem Foyer		Registration	
9.00	Mem		Karakia and Panui: Award: Rae Munro	
	Mem		Keynote 3: Kabini Sanga: **Split-worlds, Side-Questions and Weaving: Storying the politics of Pacific Learning**	
10.00	Mem Foyer		Morning tea	
10.30 - 12.00 SESSION 3				
10.30	Mem	Symposium Science	Reviewing, revisioning, and reenacting: a STEAM education fit for the 21st Century?	Richard Davies, L Colucci-Gray, J Trowsdale
				Ann Milne, K Milne-Ihimaera, K Maxwell
	CO216	Symposium Maori	The Politics of Learning 'as Maori': Te Ao o Atareta (Atareta's World)	Joanna Lim
	CO217	Ed Ideas	Exploring Ways to Foster Teachers' Mana in Teacher Inquiry	Mary Libby
	CO217		Inquiring into Inquiry	Mere Berryman, Ted Glynn
	CO217		Developing relational and responsive connections between schools and home communities to enhance students' literacy achievement	Katrina Bird et al
	AM101	Symposium Policy	Influencing policy and advocating agency in a neo-liberal environment	
	AM102	NZCARN	Integrating Catholic Social Teaching across the curriculum in Catholic schools in Queensland: an action research approach	Jim Gleeson
	AM102		The Politics of ethics: The voice of a Pākehā woman working within within a Kaupapa Maori research space	Diana Amundsen
	AM102		Reshape approaches to Indigenous education by engaging the voices of Indigenous children and teachers	Ylva Jannok Nutti
	AM 103	Symposium	What is the place of teachers? Policy enactments in Aotearoa NZ	Timu Niwa, F T Carusi, J O'Neill
	AM104	Maori & Indigenous	Preparation to live as Maori and to participate in the wider world: Stories from graduates from the first kura kaupapa Maori.	Kimai Tocker
	AM104		Rangatahi kei mua: Navigating towards tomorrow	James Graham
	AMLT105	Policy/ideas	Methodological approaches to researching and evaluating the mentoring relationship between early career teachers and their mentors	Jo MacDonald, J Whatman, R Hipkins
	AMLT105		What's in a picture book?	Lisa Helmling

Time	Room	Stream	Title	Authors
	AM106	ECE	The Power of Portfolios: Adults and Children engaging with ePortfolios in an early childhood education setting	Tracey Hooker
	AM106		Teachers' Reflections on Learning Stories: What Makes a Quality Learning Story?	Tara McLaughlin et al
	AM106		Assessing Four Year Old Children's Learning - What is happening in NZ?	Monica Cameron
	LBL118	Policy	Seven years of Ka Hikitia: Māori students' perceptions on the system's 'step up'	Mere Berryman, E Eley
	LBL118		The politics and pedagogies of active citizenship education	Bronwyn Woods et al
	LBL118		Forming Communities of Learning: opportunities, challenges, expectations and initial experiences	Cathy Wylie
12.00	Mem Foyer		Lunch and Special Interest Group AGMs – refer page XX	
1.00	Mem		Award: Sutton Smith	
			Keynote: Gert Biesta: **Interrupting the Politics of Learning – Reclaiming the Beautiful Risk of Education**	
2.30-4.00	**SESSION 4**			
	Offsite: Min Education	Symposium Science	The Implications of science education research for policy	Cathy Buntting et al
	CO216	inclusive	It's Here in Our Backyard: Exploring Te Whariki as a Model for Positive Youth Development Practice	Fiona Beals et al
	CO216		Practitioner Perspectives on the Value of Flexible Learning Education through the lens of Biesta.	Kimberley Wilson
	CO216		Hanging in the margins: Representing Maori youth in the Youth Guarantee Policy	Leanne Romana
	CO217	Maori & Indigenous	Matauranga Maori and curriculum knowledge: a clash of codes?	Brian Tweed
	CO217		Exploring Indigenous Community-Based Science Education Programmes	Hiria McRae
	CO217		Social and emotional imperatives and Indigenous ideologies: Proposing a repositioning of the politics of learning via a biaxial blend.	James Graham et al
	AM101	ECE	Notions of early childhood professionalism ten years apart	Carmen Dalli, S Cherrington, M Johnston
	AM101		Accepting, rejecting and negotiating teachers' professional identities in early childhood policies and practice in Aotearoa NZ	Olivera Kamenarac
	AM102	Leadership	The (re)emergence of collaboration: Collaborative inquiry, school culture and the (micro)politics of learning, what does this mean for school leadership?	Howard Youngs
	AM102		The 10C Model of Organisational Communication: Exploring the interactions of school leaders	John De Nobile
	AM102		Facing the Challenges in a Changing Tertiary Environment: The Voices of Senior and Middle Leaders	Jo Howse
	AM103	Adult	Relational Trust: A mediational Tool in the Teacher Education ICT Appropriation Model (TEAM).	Rosina Merry
	AM103		Transitioning into initial teacher education programme at the University of Waikato: Are students prepared and realistic about what lies ahead?	Anthony Fisher, S Archard, S Archard, E Reinsfield
	AM103		Educating the 'Deliberate Professional': Drawing strength from the margins	Franziska Trede, Celina McEwen
	AM104	Maori & Indigenous	Te Aka (The vine): An indigenous phenomenological and reflexive way of research	Miriama Postlethwaite
	AM104		Aboriginal Ways of Knowing and Learning, 21st Century Learners, and STEM Success	Michelle M. Hogue
	AM104		Sharing Reflections about Sámi Teacher Education	Pigga Keskitalo, H Guttorm

SESSION 3:   ROOM: AMLT105 START: 10.30 am
STREAM: Education Policy

PRESENTER(S): Jo MacDonald, Jenny Whatman and
Rose Hipkins, NZ Council for Educational Research

Researching and evaluating the mentor role and the mentoring relationship between early career teachers and their mentors.

The New Zealand Council for Educational Research (NZCER) is undertaking a 4-year evaluation of the Teach First NZ pilot programme, an alternative field-based approach to becoming a teacher in low-decile secondary schools in Auckland and Northland. The evaluation follows three cohorts of Teach First NZ participants through their two years on the programme. Each participant is supported by a school-based mentor.

NZCER also recently undertook an evaluation of the Manaiakalani Digital Teacher Academy (MDTA), following their first cohort of beginning teachers. MDTA is an apprenticeship model that partners newly qualified beginning teachers with a mentor, in schools in the Manaiakalani cluster in Auckland's Tamaki Basin. For their entire first year of teaching, each beginning teacher and their mentor share a class (or classes at secondary level). In their second year of teaching, each beginning teacher takes full responsibility for their own class, but maintains a relationship with their mentor.

Educative mentoring is deemed to occur 'when an experienced colleague provides dedicated time to a BT [provisionally certificated teacher] to guide, support, give feedback and facilitate evidence-informed reflective learning conversations' (Guidelines, p. 10). In both these pilot initiatives, the role of the mentor teacher in supporting early career teachers is central to individuals' experiences and success. The mentoring relationship has therefore been an important focus for us as researchers evaluating these initiatives.

In this presentation we will discuss the methodological and analytical approaches we have taken to understand the role of the mentor, and the relationship between the mentor and the mentee. These include developing a theory of change, intervention logic and evaluative criteria to focus attention on core aspects of mentoring at the start of the evaluative research; data collection methods that value multiple, in-depth perspectives on the mentoring relationship; and analysis that acknowledges both commonalities and diversity in experience, and the importance of context. The focus of the presentation will be on these strategies. We will also reflect on ethical considerations when focusing on the mentoring relationship, including power dynamics, confidentiality, and anonymity. In keeping with the conference theme, this final focus draws attention to mentoring as a site for the politics of learning to be a teacher. Although we will use published findings to illustrate points in our presentation, the purpose of the presentation is to discuss methodological approaches to researching and evaluating mentoring, not to present findings from the MDTA or Teach First NZ evaluations.

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PRESENTER(S): Lisa Helmling, Unitec

What is in a picture book?

How has the internet influenced children's picture books? This may seem like an unlikely question for teachers, but picture books are developing in complexity through embracing elements from online platforms. Picture books described as displaying postmodern elements specifically exemplify elements often found online, requiring readers to acknowledge, explore and read in a similar fashion. They require repeated complex reading where readers interpret both text and images, with multiple plots and/or layers of meanings integrated throughout (Anstey & Bull, 2000).

Using Dresang's (2008) Radical Change Theory I will demonstrate how the internet has influenced layout, content and images of a few pages from three different picture books: *The True Story of the 3 Little Pigs! By A. Wolf* (Scieszka, 1989), *Flotsam* (Wiesner, 2006) and *Voices in the park* (Browne, 1998). This analysis will demonstrate evidence of interactivity, connectivity and access and discuss possible readings that explore beyond the obvious. Many of these elements are often over-looked when reading with and alongside young children. Through using Radical Change Theory for this analysis, I ask teachers to question and reflect on their influence when reading with and alongside children.   I aim to outline my analysis with question to teachers: should we evaluate how we read with and alongside children? Do we, as teachers embrace these changes? How do we offer children opportunities to explore postmodern picture books in their own ways? How do teachers facilitate children to look beyond?

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SESSION 3:   ROOM: AM106 START: 10.30 am
STREAM: Early Childhood Education

PRESENTER(S): Tracey Hooker, Wintec (Waikato Institute of Technology)

The power of portfolios: Adults and children engaging with ePortfolios in an early childhood education setting.

While common across the primary, secondary and tertiary sectors of education, ePortfolios are relatively new in the early childhood education sector, nationally and internationally. They are, however, becoming more widespread in Aotearoa New Zealand as a platform to present children's formative assessment documentation. There is very little documented evidence of the use of ePortfolios in early childhood education (ECE) and as such little is known about how they could impact on parent and whānau engagement with their children's learning, teachers formative assessment practices, how they contribute to children's learning journeys and indeed how children could use ePortfolios. This PhD study located in Aotearoa New Zealand investigated the use of ePortfolios in an early childhood education setting and how teachers, parents, whānau and children engaged with

them in comparison to their engagement with paper-based portfolios.

The ECE setting involved in this research was using paper-based portfolios as artefacts to document children's development and learning over time, and had been doing so for several years prior to the research being undertaken. The setting had a history of robust documentation but struggled to find ways that enabled parents and whānau to contribute to this documentation in a written form. After a period of investigation into the use of paper-based portfolios, and their effectiveness in encouraging parents and whānau to contribute, ePortfolios were introduced. Accordingly this research presents a comparative study of paper-based portfolios and ePortfolios.

After the introduction of ePortfolios significant changes were evident in the ways that parents, whānau and teachers engaged with the learning documentation contained in the ePortfolios. Changes were also evident in the teachers' formative assessment practices and in the ECE setting's community of practice, which at the onset of the research was just developing.

Consequently the research identified the importance of portfolios, in whatever format, as artefacts which encourage children, their families and teachers to revisit their learning – allowing for support and extension of the learning. This presentation will include these findings and will discuss implications for practice and policy in terms of ePortfolio use in early childhood education settings.

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SESSION 3:   ROOM: AM106 START: 10.30 am
STREAM: Early Childhood Education

PRESENTER(S): Tara McLaughlin, Monica Cameron, Karyn Aspden and Jo Dean, Massey University

Teachers' reflections on learning stories: What makes a quality learning story

Assessment is intricately linked to understanding and supporting children's learning. Assessment approaches in early childhood education (ECE) can take many forms, yet the narrative assessment method referred to as learning stories is the dominant form of assessment in New Zealand ECE settings. Despite the emphasis on learning stories within ECE, there has been surprisingly little specific guidance to teachers to help ensure a quality process (i.e.. the development of the story) and quality product (i.e., the written learning story) since the emergence of learning stories in the field over 15 years ago (c.f., Carr et al., 2000; Carr, 2001). Present guidance for teachers occurs in the form of reports, books, and Kei Tua o te Pae (Ministry of Education, 2004) and provides exemplars and identifies overarching principles to illustrate key features. The guidance is intentionally non-prescriptive to allow for individualisation and identification of quality features in local settings.

Given the flexibility and freedom that teachers experience in developing learning stories, it might follow that this would be an area primed for extensive research to learn

what guides teachers, what choices they make, and how they construct and enact this form assessment. However, a systematic literature review revealed minimal published research in this domain (McLaughlin, Cameron, Dean, & Aspden, 2015). Our study, therefore, sought to determine teachers' perspectives of learning stories with a specific focus on what constitutes a quality-learning story. To this end, our presentation aims to explore the context for ECE assessment, highlight the important role of teachers' understandings of assessment approaches, and to share preliminary findings that illustrate teachers' perspectives of quality learning stories.

Our presentation reports data from individual interviews with eleven teachers from a community-based early childhood centre. To learn about teachers' perspectives, we asked teachers bring and talk about exemplars of their own learning stories including both those they considered high-quality and those they identified as needing improvement. Data were analysed through an iterative process of thematic analysis to identify commonly reported features of quality stories, areas for improvements, as well as unique perspectives. Although findings are limited to the context in which this study occurred, reporting insights into teachers' thinking contributes to developing a broader understanding of what teachers' value in an assessment approach, what guides their practices and how they define quality features. This presentation is relevant to educators, researchers, and policy-makers interested in assessment or early childhood education.

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SESSION 3:   ROOM: AM106 START: 10.30 am
STREAM: Early Childhood Education

PRESENTER(S): Monica Cameron, Massey University

Assessing four year old children's learning - What is happening in New Zealand?

Regardless of age, the assessment of children's learning is a complex undertaking and is integrally linked with the teaching and learning process. Effective assessment has been identified as a core element of high quality teaching practice in early childhood education (ECE) (Education Review Office, 2007; Farquhar, 2003). Yet, little is known about how New Zealand ECE teachers assess four year old children's learning. Moreover, teachers' assessment practices have also been identified as an area of discontinuity between the ECE and compulsory school sector. Differing assessment practices between the two sectors can hamper the sharing of assessment information, despite a current focus on the need to support children as they transition from ECE to school (ERO, 2015).

My doctoral research therefore explores teachers' understandings, beliefs, and practices in relation to assessing four year old children's learning. The theoretical framework underpinning the study is based on the notion that people actively construct understanding as they engage with the world and the people within it (Crotty, 1998). Within a mixed methods explanatory research design, a national survey and key informant