Congratulations to the following people who were awarded Small Scale Research Grants for Round 1

**ARTLAN**
Rebecca Jesson – to present at the EARLI Conference in Amsterdam from 25-29 August 2009

**CHSSWK**
Allen Bartley – to present at the *Ninth International Conference on Diversity in Organisations, Communities and Nations* in Riga, Latvia, from 16-19 June 2009
Shirley-Ann Chinnery – to present at the *Linking Global Foster Care* International Conference in Dublin from 12-17 July 2009

**CRSTIE**
Iris Duhn – to present at the European Early Childhood Education Research Conference in Strasbourg, France from 26-29 August 2009
Maureen Legge – presented at the International Outdoor Education Research Conference at La Trobe University in Beechworth, Victoria from 15-18 April 2009
Margaret McLean – to present at the 9th Second City Conference on Disability Studies in Education at the University of Syracuse, Syracuse, New York from 1-3 May, 2009
Kevin Moran – to present at the IX National Conference on Injury Prevention and Safety Promotion at Monash University, Melbourne from 26-28 July 2009
Elizabeth Rata – grant towards publishing a book *Politics of Culture in New Zealand*
Rod Wills – presented at AERA in San Diego, California from 13-17 April 2009

**SMT**
Fiona Ell – to present at the European Association for Research on Learning and Instruction in Amsterdam from 25-29 August 2009
Bev France – to attend an invited workshop in Oxford on 26-27th June and present at the ASERA conference in Melbourne
Caroline Yoon – presented at the EARLI Advanced Study Colloquium in Brugge, Belgium from 25-29 March 2009

**TE PUNA WANANGA**
TLD
Junjun Chen – presented a paper at the CAERDA Conference in San Diego, California from 12-13 April 2009
Sue Farruggia – presented at the Society for Research in Child Development Conference in Denver, Colorado from 2-4 April 2009
Sue Farruggia/Matt Sanders – to host an academic visitor from Germany in August 2009
Jennifer Harnett – to present at the EARLI Conference in Amsterdam from 25-29 August 2009
Lois Harris – to present at the EARLI Conference in Amsterdam from 25-29 August 2009
Louise Keown – presented at the Society for Research in Child Development Conference in Denver, Colorado from 1-4 April 2009

The next (and final) round of SSRG funding applications are due on July 24

NEWS FROM THE RESEARCH UNIT

Staff in the Research Unit
We are pleased to have Sharon Boyd with us as a temporary administrator while the position is advertised. Sharon is getting to grips with our acronyms and providing welcome support for Judy, Claire and Helen.

Formative PBRF evaluation
The date for the submission of research-only CVs has been extended to Monday, May 18. Please submit your CV electronically to foed-research@auckland.ac.nz and provide a hard copy to your School research committee chair person.

If you need support to input your data into RIMS please contact Dale Leyland, extn 48703 d.leyland@auckland.ac.nz.

If you need support to extract data from RIMS to the publications section of the research CV, please contact Lawrence May, extn 48519 l.may@auckland.ac.nz.

Please note that you will still need to personally enter other items, such as your qualifications, the research statement, and research and publications in progress that you aim to come to fruition by the end of 2011.

If you have a standard academic CV and cannot input into and extract from RIMS by May 18, we are happy for you to transfer your research into the template; the publications do not have to be in RIMS formatting, a consistent style, preferably APA, is also acceptable. You can later transfer your material into RIMS.

Tuesday 12 May
PBRF Mini Workshop on “How to Establish Quality (and how to select “good” journals)

Tuesday 26 May
PBRF Mini Workshop on “Writing NROs”

Newsletter
Please continue to send items, including new publications, for the monthly newsletter to foed-research@auckland.ac.nz
# NEW PUBLICATIONS

## Journal Articles


## Book Chapters


## Conference Presentations/Proceedings


Webster, M. J. 'The management of change in social services in Aotearoa New Zealand: An examination of the influence of post 1987 'new public managerialism' on organizational culture', *Doctoral Symposium, Faculty of Education, Epsom, 19 March, 2009*


2009 FACULTY RESEARCH SEMINARS

5th May (J3) 4.15 pm

Dr Iris Duhn, Dr Sandy Farquhar and Dr Adrienne Sansom
Schools of Critical Studies in Education, Teaching, Learning and Development, and Arts, Languages and Literacies

Strangers to Ourselves: The Role of Philosophy in Early Childhood Education

Abstract: From a philosophical perspective, early childhood education has been shaped by the Enlightenment and its political mandate. In this seminar, we explore the place of philosophy and politics in contemporary early childhood discourse. We argue that it is timely to engage critically with the philosophical and political roots of early childhood education to consider some complexities in contemporary early childhood education. In a methodological move of becoming ‘strangers to ourselves’ we put forward three contributions: governing childhood; linguistic hospitality; and somatic alterity in order to critically reflect on the possibilities and limitations of contemporary early childhood education discourse, with the aim of contributing to a ‘history of the present’.

19th May (J3) 4.00 pm

School of Counselling, Human Services and Social Work Visiting Professor

Professor Irwin Epstein
City University of New York

Multi-disciplinary Data-mining in the Age of Evidence-based Practice

Prof Irwin Epstein is a prominent social work researcher and professor at the City University of New York. Prof Epstein has served as a caseworker, social work researcher, educator, evaluator, administrator and research consultant. He has co-authored several books and numerous articles on practice-based research in social work and has extensive expertise in mentoring clinical data-mining (CDM), particularly in hospital settings.

Although Irwin is based in the USA, he has a long standing relationship with colleagues in Australia. He has presented workshops on CDM in Australia, resulting in the development of research projects on a diverse range of topics which he continues to offer his support. This will be Prof Epstein’s first visit to New Zealand. His visit is supported by a Distinguished Visitors Award from the University of Auckland.

Prof Epstein will also present a practitioner workshop on clinical data mining at the University of Auckland’s Tamaki campus on 12 May 2009.

If you are keen to attend the workshop, please contact Margaret Barnett for an invitation: ma.barnett@auckland.ac.nz or (09) 623 8899 ext 48565
Two recent studies explored pausing and open questioning within a book reading context as an intervention for 3 to 5 year old children with language delays and difficulties. In the first study mothers were trained to use two key strategies: firstly, pausing to allow child language initiations and, secondly, asking an open question to build a conversation based on the child’s initiation. These strategies were implemented within a book-reading context, with generalisation to a wider range of contexts being encouraged. The book reading context functions, in effect, as a “practice” time, both for the mother to learn the technique in a semi-structured setting and for the child to experience a conversation on their own chosen topic in an enjoyable, typically emotionally warm context. In addition books are a wonderful source of conversational topics with the advantage of picture stimuli, potentially a range of new and varied vocabulary, and a storyline to enhance conversation building. Significant improvements in expressive, receptive and general language skills, coupled with large effect sizes, were achieved over a four-month period, initially in the intervention group, and latterly in the waiting list control group. A re-analysis confirmed that the benefits were partly dependent on an initial child vocabulary of approximately 100 words. The mothers’ capacity to learn and successfully use a set of simple new strategies confirms the importance of direct parent involvement in child language learning. Further, the mothers and preschool workers found the strategies easy to implement, and mothers and children enjoyed the program.

In the second study, which is ongoing at present, there are 38 children in the sample, in three groups: experimental, waiting list control and normally developing children as a comparison group. Children all attend preschools and schools in areas of Sydney designated as disadvantaged. Changing the pattern of adult-child language interactions led to significant gains in child language in the experimental group of young children with language difficulties, compared with the control and comparison groups. When adults were trained to speak less, children were able to speak more. In parallel with the first study, significant improvements in expressive, receptive and general language skills, coupled with large effect sizes were achieved in these children in less than four months.

In summary, the capacity of mothers to learn and successfully use a set of simple new strategies confirms the importance of direct parent involvement in child learning. In addition, mothers and children enjoyed the program and mothers found it easy to implement. Changing book reading from an adult controlled activity to a child centred one, with child choice ensuring their attention and motivation, achieved a rapid positive shift in child language skills, vital skill enhancement for children with serious language delays and difficulties (estimated to be at least 10% of children under six). When trained to pause, listen and interact as a facilitator, mothers allow opportunities for child initiations and child-led conversations. Generalisation of the technique and opportunities for more conversations were created when the mothers used pausing and open questioning as often as possible in their everyday conversations with their child, as well as engaging regularly in the book reading program.

Offers of further across-School seminars for the first Tuesday of the month to Helen Hedges please – we still have spaces …
Starpath seminars N451

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Presenter</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues, 19 May</td>
<td>12.30 – 1.30pm</td>
<td>Seini Jensen   (Starpath)</td>
<td>Pacific Students Subject Choice and Educational Identities</td>
</tr>
</tbody>
</table>

School of Critical Studies in Education seminars N355 or N356 4 – 6 ish; with wine and nibbles

4:00pm Friday 15th May
N355

Dr Bruce Ross

“Can Critical Thinking be Taught? Responses of BPE students to Self-Assessment”

In this informal seminar I hope to promote lively discussion by briefly outlining:
1. The commonly neglected assumptions about the effectiveness of examinations and essays as measures of 'critical thinking'.
2. How first and fourth year physical education students grade themselves in courses that I have taught for many years.
3. My attempts to evaluate the effectiveness of student self-assessment to promote critical thinking from a Freirean perspective.

4.00 pm Friday 29th May
N355

Margot Bowes

“Enhancing Performance in Scholarship Physical Education through Productive Pedagogies”

Abstract: My research was conducted in 2007 and is an investigation of pedagogy in senior school physical education. The study was contextualised in teaching, learning and assessment of New Zealand Scholarship Physical Education. The research involved a case study of physical educators who used action research, to trial Productive Pedagogies (Hayes, Mills, Christie & Lingard, 2006) to develop student’s ability to critically evaluate in Scholarship Physical Education as a way to improve student performance in Scholarship Physical Education.

Productive Pedagogies is part of a framework of classroom practice that focuses on using four dimensions (intellectual quality, connectedness, supportive classroom environment and working with and valuing difference) to improve educational outcomes for students (Hayes et al, 2006). Productive Pedagogies is part of a greater framework that includes the inter-related concepts of Productive Assessment and Productive Performance. Together these concepts reflect the broader contemporary educational context that values higher order thinking, critical inquiry and improving student performance.
4.00 pm Friday 5 June
N356

Professor Kerry Howe

“Difficult territory - the politics of writing New Zealand and Pacific history”

This illustrated lecture will survey one historian's 40 year journey through changing and contested intellectual and political landscapes.

Kerry Howe is Distinguished Professor, History Programme, School of Social and Cultural Studies at Massey University. Professor Howe has literally and figuratively inhabited Pacific places all his life and has been a longstanding contributor to understanding the region’s fascinating past. Among his ten books are Where the Waves Fall (1984); (co-editor) Tides of History (1994); Nature, Culture, and History: The ‘Knowing’ of Oceania (2000); The Quest for Origins. Who first discovered and settled New Zealand and the Pacific Islands (2003); and (editor) Vaka Moana: Voyages of the Ancestors, The Discovery and Settlement of the Pacific (2006) which won the History Prize in the Montana New Zealand Book Awards.

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**RESEARCH FUNDS AVAILABLE**

**Faculty Small Scale Research Grant SSRG**

**Round 2 – Friday 24th July**
Details available at: (note as Guidelines and application forms are updated as a result of feedback, it is wise to check these again closer to the closing date)
http://www.education.auckland.ac.nz/uo/about/research/foedresearch/researchguide.cfm

**Faculty Research Development Fund (FRDF)**

**Round 2 – Friday 14th August**
Again, please check details available at: (hard copies of all documentation are available from School Research Committee Chairs)
http://www.education.auckland.ac.nz/uo/about/research/foedresearch/researchfund.cfm

**Cross-Faculty Research Initiatives**

1. **Cross-Faculty Seeding Funds**

Four awards of up to $25,000 each for one year.
Investigators must be from at least two faculties, but applications from more than two faculties will receive higher priority for funding. Funding is for concept development or to support the initial phase of a project e.g., bringing together disciplines to develop a new approach to a research question, or developing a project to the point that external funding can be sought. Applications must describe the anticipated next step in the research that would be achieved with this funding.

2. **Major Cross-Faculty Research Awards**

One award of up to $100,000 over two years.
Investigators must be from at least three faculties. Funding is for research addressing a substantial issue for which a multidisciplinary approach is essential. It is anticipated that projects will address transformational research and focus on novel approaches to addressing current and future problems. Projects must have high strategic relevance and high potential for external funding. Applications must
outline the strategic relevance of the project, the expected research outcomes, and include a plan for how additional external funding has been or will be obtained.

Closing date 31 July, 2009.

As we are unable to add material to the website at present, if you want a CFRA application form please contact Helen Hedges

Ongoing

Royal Society of New Zealand: ISAT Conference Funding— Applications will be treated on an ad hoc basis and will be subject to assessment and evaluation and dependent on the availability of funding. Refer: http://www.rsnz.org/funding/int_conf/

More Funding Opportunities available on Key Dates Calendar. http://www.auckland.ac.nz/uaa/for/staff/key_dates/event-types/research.cfm

RESEARCH OPPORTUNITIES / COLLABORATIONS

Auckland UniServices -Research and consultancy contracts

Our mission is to create mutual benefits for the University of Auckland and our global partners by forging new opportunities based around our advanced University Research, Technology or Educational capabilities.

Auckland UniServices Limited manages all The University of Auckland's commercial research and consultancy contracts and builds business ventures based on University research. Academic staff are expected to work through UniServices on all commercial contracts or commercially funded research projects.

UniServices has a team of business managers and contract managers in each Faculty responsible for customer management, business generation and managing the contracts gained. Your first point of contact in the Faculty of Education is Jeffery Nikoa (j.nikoia@auckland.ac.nz)

Some of the Features and Benefits of doing Research with UniServices

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<thead>
<tr>
<th>Feature</th>
<th>Benefit to Academic Researcher</th>
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</thead>
<tbody>
<tr>
<td>1. Proposal and budget preparation</td>
<td>Professional application targeted to client or funding organisation to help ‘market your capabilities’</td>
</tr>
<tr>
<td>2. Project management</td>
<td>Contracts developed, coordination of projects, assist with preparation of interim reports and milestones</td>
</tr>
<tr>
<td>3. Professional Indemnity</td>
<td>Protection provided to Academic and research staff working on project – minimises risk if project does not meet expectations</td>
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<tr>
<td>4. Insurance</td>
<td>Contracts, risk management and protection e.g. travel.</td>
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</tbody>
</table>
5. IP Protection

| Ensure that new IP created is not lost/transferred inappropriately |

6. Debtor and account management

| Cash flow managed, researchers and sub contractors paid plus all expenses paid as incurred |

*It is also worth noting that research contracts funded by business or government also often result in publication of academic or other papers.*

**Teacher Induction into the Manurewa Community**

A initiative by the Project Leader: Youth Engagement Counties Manukau, Ministry of Education, brought together interested parties to scope and plan a community induction programme for new teachers into South Auckland. From the initial meeting there has been interest expressed by some schools in Manurewa.

The importance of student-teacher relationships in engaging students is well highlighted in research and the literature. This project proffers the assumption that the teachers understanding of the community in which the school is located will facilitate better student-teacher relationships. Given the high number of PRTs, overseas-trained teachers, and teachers resident outside the area, Manurewa lends itself well to the project. This project will utilise two key levers to initiate a process towards achieving this:

1. The teacher induction process, and
2. The community.

Obtaining the buy-in of the wider community and its leadership is critical to the success of this project, and two very simple actions have been developed to achieve this. A letter of ‘welcome and thank you’ from the community leadership (e.g Mayor) to all new teachers conveys to the teachers the sense of community, and the importance of their role in the village. The second is an event of ‘welcome’ for the teachers involving people from across the community such as the civic leaders, mana whenua, youth, parents, teachers etc present to tell them something about their community. This forms a solid foundation on which to develop a locally specific induction programme that could be tailored for targeted groups such as PRTs and Overseas teachers.

An evaluation of this project short and long term is sought. As there is no funding for this project, someone may wish to pick this up as part of their research load.

Please contact: Gayle Britten for more information or to discuss the research possibilities 09 623 8880 ext. 48502 or g.britten@auckland.ac.nz.

**VISITING RESEARCH FELLOWSHIPS**

**New Round of International Fellowships Opened**

The European Commission has launched the 2009 call for proposals for Marie Curie Incoming and Outgoing International Fellowships.

**Incoming Fellowships** allow non-European researchers to travel to Europe for a 1-2 year research post, with salary and research costs paid by the EC.

**Outgoing Fellowships** allow a European researcher to travel to a third country (NZ is a third country).
to carry out a 1-2 year research project, and then return for a mandatory year to Europe to transfer knowledge. **Salary and research costs paid by the EC.**

University of Auckland currently has one Marie Curie Fellow (IOF, Outgoing Fellow) at the University of Auckland and another coming next year.

These fellowships cover the whole research spectrum: Chemistry, Social and Human Sciences, Economic Sciences, Information science and Engineering, Environment and Geosciences, Life Sciences, Mathematics, Physics. **For more info click on the links below:**

Marie Curie Incoming Fellowships IIF - (Incoming to Europe)

Marie Curie Outgoing Fellowships IOF - (Outgoing from Europe)

The deadline set for this round of Marie Curie Fellowship calls is the **18th of August 2009.**

If you are interested in attending a workshop on these fellowships, please email Emma Kelly, International Fund Specialist, Research Office e.kelly@auckland.ac.nz. One workshop was recently held and others will be offered only if there is a high degree of interest.

To receive information and updates on Marie Curie Fellowships and other European Commission funding please go to [http://www.frenz.org.nz](http://www.frenz.org.nz) and sign up for newsletters and the RSS feed. Director of FRENZ Carole Glynn is an expert on European Commission funding and is based in Rotorua. If there is enough interest from University of Auckland she will present workshops in Auckland for us on Marie Curie.

**DOCTORAL NOTICE**

**Doctoral Research Conference: Saturday 4 April 2009**

The Doctoral Research Conference at which faculty doctoral candidates and faculty staff presented ‘recently completed’ or ‘work in progress’ papers was very well attended with very favourable feedback received in feedback questionnaires sent to attendees and presenters after the Conference. Seventy eight people registered for the Conference at which twenty one doctoral candidates presented. Seven of these candidates also sent in full papers for blind peer review.

Postgraduate Studies thanks Assoc Prof Judy Parr for her keynote address *Perspectives on research and keeping research in perspective*. Feedback comments about Judy’s presentation were very positive with many indicating that the content of her keynote stimulated their thinking about the nature and focus of their own study.

**ETHICS CLOSING DATES - 2009**

Please note that the Ethics and Biological Safety Administration has recently updated the website. The link is: [http://www.auckland.ac.nz/uoahome/about/research/re-ethics](http://www.auckland.ac.nz/uoahome/about/research/re-ethics).

Please download the most updated form from the website every time you need to apply for ethics approval as the website and application forms will be updated periodically.
Please also note that any application forms other than the 2009 version will no longer be accepted and will be returned.

<table>
<thead>
<tr>
<th>All Ethics Applications from the Faculty of Education must reach the Faculty Research Unit Office no later than the closing dates below</th>
<th>Resubmit Date</th>
<th>For Ethics Committee Meeting Rounds</th>
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<tbody>
<tr>
<td>Monday, 11 May 2009</td>
<td>Thursday 21 May</td>
<td>June</td>
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<tr>
<td>Monday, 8 June 2009</td>
<td>Thursday 18 June</td>
<td>July</td>
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<td>Monday, 13 July 2009</td>
<td>Thursday 23 July</td>
<td>August</td>
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<td>Monday, 10 August 2009</td>
<td>Thursday 20 August</td>
<td>September</td>
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<td>Monday, 14 September 2009</td>
<td>Thursday 24 September</td>
<td>October</td>
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<tr>
<td>Tuesday, 12 October 2009</td>
<td>Thursday 22 October</td>
<td>November</td>
</tr>
<tr>
<td>Monday, 2 November 2009</td>
<td>Thursday 12 November</td>
<td>December</td>
</tr>
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Any applications received after the closing date will automatically be included in the following month. Applications to be in both electronic and hard copy to the Faculty Research Unit (foed-research@auckland.ac.nz, Room N 502)

WORKSHOPS

ETHICS APPLICATIONS

Advance notice of a workshop on the ethics application process for Human Participants Ethics Committee. This will be useful for staff (both as applicants and School/Faculty advisors), post-graduate students and their supervisors:

*Wednesday, July 22, 1-2.30 pm R202 or Wednesday November 4, 1-2.30 pm R202*

For registration, please contact Rimmi Kothari (Email: r.kothari@auckland.ac.nz or Tel: 3737599 extn: 87830).

UPCOMING CONFERENCES/ PRESENTATIONS

CONASTA 58 – Science Education – a Bridge to the Future

4 – 7 July 2009 – Launceston, Tasmania

Please see below, the registration brochure for CONASTA58, the annual conference of the Australian Science Teachers Association. The 2009 conference is being hosted by the Science Teachers Association of Tasmania (STAT) from 4 to 7 July in Launceston, Tasmania, Australia. The theme of the conference is Science Education – A Bridge to the Future and it will cater to the interests of teachers from all levels of education and include a full program each day for primary (K-6), secondary (7-10), secondary college (11-12) and tertiary. CONASTA 58 is Australia’s most significant professional learning experience for science education.
For further information please see the conference website: www.cdesign.com.au/conasta58. Registration is now available online. The full program, including workshops, seminars and field trips will be available in March 2009 and will be posted on the website.

**Second Educational Psychology Forum: Theory, Practice, Challenge**
Hosted by the School of Educational Psychology and Pedagogy of the Faculty of Education

16-17 November 2009 – Victoria University, Wellington

The theme of the conference is the relationship between relevant theory and practice, and the challenges for future research and practice. Dr Patricia Alexander from the University of Maryland will be the opening keynote speaker.

Victoria University will be sending out a call for proposals shortly to draw a response from researchers and practitioners throughout the country. They will also have a poster session particularly to allow postgraduate students to share their work.

For further information or to submit proposals for papers or posters please see the conference website: http://www.victoria.ac.nz/education/FORUM/index.aspx