News from the Faculty Research Office

Congratulations

Dr Jay Marlowe has been awarded a Faculty Research Development Fund grant of $39,258 for his project “Looking Forward: Refugee settlement and responding to natural disasters.”

Associate Professor Kumar Laxman has been awarded 60,400 MYR from the University of Malaya as co-researcher for a project entitled “A framework for implementing mobile interactive lecture information system (MILIS) in higher learning institutions (2012-2013).”

Faculty Research Development Fund

We will be holding a second round of the FRDF in 2012. The closing date for this round will be 31st August 2012.

The Faculty Research Development Fund (FRDF) aims to promote the development of the research careers of staff via awards of up to $75,000 per annum for up to two years. For Round 2, funding is targeted specifically at those who are newly appointed to the Faculty of Education (within the last two years), and/or who have completed their doctorates within the last two years. For Round 2, projects are limited to a maximum of $25,000 per project for one year.

Applicants are advised to seek peer feedback at school level in the first instance, and to then discuss their applications with Nic Mason before submission.

Applications should be made online using the University's Research Funding module. The online application process replaces the manual coversheet sign off process and will provide you with better visibility of your application and its status and progress. Please see our Faculty webpage for details: http://www.education.auckland.ac.nz/uoa/home/about/research/education-research/frdf

Summer Scholars 2012-2013

This year’s round of Summer Scholarships is about to begin, with calls for proposals which will be due in to the Faculty Research Office by Wednesday 22nd August.

The Summer Scholars, who will be available to work on selected projects during December 2012 to February 2013, provide an excellent and mutually beneficial resource for scholars and academic staff, and have always been highly appreciated.
Faculty Monograph Series

Following the successful publication, at the end of 2011, of the first volume in our Faculty Monograph Series, *Changing Trajectories of Teaching and Learning*, we launched a call for Expressions of Interest in subsequent volumes of what we hope may be an annual series. It is anticipated that subsequent volumes will be published in partnership between the Faculty of Education and Pearson New Zealand. After receipt of EoIs, we are pleased to announce the next three proposed volumes in the series (details correct as at 30th July 2012):

Volume 2: *Making a Difference in Education and Society* (a focus on the work of our most recent senior academic appointments in the Faculty). Editors: Martin East and Stephen May.

Volume 3: *The Body, Knowing and Education* (a focus on how the body is (mis)understood, represented and situated within education). Editors: Peter O'Connor and Katie Fitzpatrick


This will keep us busy over the next few years. Expressions of Interest in subsequent volumes are always welcome.

5th Educational Psychology Forum

The 5th Educational Psychology Forum is being hosted by the Faculty of Education, The University of Auckland, 19th-21st November 2012.

The deadline for submissions is 1st August 2012. Full details for the submission of papers, posters or roundtable discussions are available on our website: [http://www.eenz.com/5epf](http://www.eenz.com/5epf)

We have two outstanding keynote speakers. **Professor Reinhard Pekrun** is an international leader in the field of emotions in the classroom and how they affect student achievement outcomes. His research interests pertain to achievement emotion and motivation, educational assessment, and the implementation of effective classroom instruction and learning environments in schools. He has over 200 books, chapters and journal articles many in top tier journals. He is a Fellow of the International Academy of Education and of the American Educational Research Association.

**Professor Viviane Robinson** is Director of the Centre for Educational Leadership. She specialises in school improvement, leadership and the relationship between research and the improvement of practice. Viviane has a large publication record with five books and a large number of chapters and journal articles. She has received several awards including from the Australian Council for Educational Leaders and the New Zealand Secondary Principals’ Association. She is a Fellow of the American Educational Research Association.

Come and join us at what promises to be a stimulating and engaging event. There will also be the opportunity to meet old and new friends at a ‘drinks and nibbles’ social function on the 19th and on the following evening, the Forum dinner will be held at the Wynyard Quarter near the Viaduct Harbour. Both these events are included in the cost of registration.

We encourage you to take advantage of the early bird Registration fee of NZD$300 (student registration of NZD$250), and we look forward to seeing you on November 19th.

For inquiries, regarding the 5th Educational Psychology Forum, please contact one of the organisers.

Kind regards

Janna Wardman, Forum Convenor  j.wardman@auckland.ac.nz
Christine Rubie-Davies  c.rubie@auckland.ac.nz
Timothy Teo  t.teo@auckland.ac.nz
Penelope Watson  p.watson@auckland.ac.nz

Journal Article Assistance

Sue Osborne has been contracted again this year to provide editing services for the faculty. If you have an article in its final draft that you would like Sue to take a look at, please request editorial assistance through Sharon foed-research@auckland.ac.nz stating the date you will need it back by.

New Publications

Journal Articles


Conference Presentations


Ethics Closing Dates 2012

PLEASE NOTE: ETHICS APPLICATIONS FOR THIS FACULTY MUST BE SUBMITTED VIA THE NEW HUMAN ETHICS APPLICATION MODULE. (Due to a system issue, applications for Masters students only are currently being accepted offline until further notice, please contact Sharon ext 48525 or foed-research@auckland.ac.nz for details)

All staff should now be able to access InfoEd using their UPI and password. If you have trouble getting into the system please contact Sharon ext 48525.

Both staff and doctoral students can access the InfoEd module on and off-campus. To access the module off-campus, please contact IT support so that the appropriate software can be downloaded (staff can also access the software from here: https://www.staff.auckland.ac.nz/ua/home/staff-intranet/central-services/computing-and-technology/network-and-internet-access/vpn).

Faculty specific guidelines and the up-to-date Infoed user guide can be found here, University guidelines and the 2012 application form (for offline applications) can be found here. The Ethics and Biological Safety Administration website can be found at http://www.auckland.ac.nz/ua/home/about/research/re-ethics.

<table>
<thead>
<tr>
<th>Round</th>
<th>All Ethics Applications from the Faculty of Education must be electronically submitted via the InfoEd system no later than the submission dates below</th>
<th>Resubmit Date</th>
<th>For Ethics Committee Meeting Date</th>
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<tr>
<td>16</td>
<td>Thursday 16 August</td>
<td>Monday 27 August</td>
<td>Wednesday, 19 September</td>
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<tr>
<td>17</td>
<td>Thursday 30 August</td>
<td>Monday 10 September</td>
<td>Wednesday, 3 October</td>
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<td>18</td>
<td>Thursday 13 September</td>
<td>Monday 24 September</td>
<td>Wednesday, 17 October</td>
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<td>19</td>
<td>Thursday 27 September</td>
<td>Monday 8 October</td>
<td>Wednesday, 31 October</td>
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Workshops

Early Career Researchers U21 Workshop
The status-quo and the future of Ecological Civilization

A U21 workshop for Early Career Researcher Development will be hosted by Shanghai Jiao Tong University, Tuesday 4-Thursday 6 December 2012. The theme of the workshop is: “The status-quo and the future of Ecological Civilization”. The University is able to put forward two nominees, and is keen to support staff to attend.

Interested early career researchers should apply to the International Central Network Fund (ICNF) for funds to support their travel and accommodation – the ICNF Committee will also double as a selection committee for the nominees should more than two people apply. The ICNF is currently calling for applications. Applications close 5pm, Monday 16 April 2012.

Please note: For the purposes of this process an Early Career Researcher (ERC) is defined as a researcher who has been awarded their PhD within the last eight years. HoDs have the discretion to nominate ECRs who fall outside this definition, due to an atypical career path, including those who have:
I. started the research-intensive component of their career later;
II. had career breaks;
III. spent time in industry.

For further information on the U21 workshop please contact: Robyn Hill, robyn.hill@auckland.ac.nz
For further information on the ICNF process please contact: Matthew O’Meagher, m.omeagher@auckland.ac.nz

Centre for Academic Development (CAD) Training for Academics & Researchers

The Centre for Academic Development (CAD) runs a busy IT Training programme and Academic Practice programme for staff.

Workshops: The IT Training programme offers a variety of software training workshops covering academic/research related topics such as bibliographies (Endnote), quantitative and qualitative data analysis (SPSS, NVivo), long document & thesis formatting, and designing online courseware (CourseBuilder), as well as many common software applications. Partial cost recovery and prerequisites may apply for some IT Training workshops so please read the full workshop description.

The Academic Practice Group offers workshops, courses and consultations in the areas of teaching, supervising, and research development. To browse workshops or enrol visit www.cad.auckland.ac.nz/workshops. Academics will want to check out the workshops on the Academic Practice page as well as the IT Training page.

Sign up for the popular new fortnightly email notifications known as CAD Alerts at www.cad.auckland.ac.nz/subscribe. Again, if you’re an academic make sure you select the teaching related staff workshops and the staff IT Training workshops so you don’t miss out on relevant events.

Workshops can be customised to suit your group’s needs, to submit a request go to www.cad.auckland.ac.nz/ittrainingrequests for IT Training or www.cad.auckland.ac.nz/index.php?p=apg_request for Academic Practice.

Online IT Training Pilot: The University is running an online IT training pilot throughout 2012 which allows staff/PGs free access to training websites: CustomGuide with interactive training on Microsoft Office products, and Lynda.com offering video tutorials in over 200 software applications including a variety of Mac applications. Visit www.cad.auckland.ac.nz/onlinetraining to register.

Contacts: IT Training Coordinator, ext. 87951, to it.training@auckland.ac.nz; Academic Programmes Administrator, ext. 88356, t.sillifant@auckland.ac.nz
School of Curriculum and Pedagogy Seminar

Tuesday 7 August, 12 - 12.50pm, N413,

Professor John Morgan

What do we mean by ‘curriculum’ in the School of Curriculum and Pedagogy?

The formation of the School of Curriculum and Pedagogy has prompted reflection and discussion about what these terms – ‘curriculum’ and ‘pedagogy’ – mean in a rapidly changing social and educational landscape. This seminar will focus on ‘curriculum’, which is, it has been argued, the single significant concept that Education has contributed to the social sciences. The fundamental question of curriculum studies remains, ‘what should be taught to students in schools’. However, in the face of economic, social and cultural change, the Arnoldian notion that the curriculum should transmit ‘the best that has been thought and said’ has been eroded. Increasingly the notion that there exists ‘core knowledge’ is challenged by the idea that knowledge is socially constructed and therefore multiple; that the curriculum is not confined to schools but is provided by corporations and media conglomerates, and the idea that schools need to ‘catch the knowledge wave’. In some places, it has been suggested that teachers have ‘lost control of the curriculum’.

This seminar, which is open to all, will explore the following questions: who defines the curriculum? What role do teachers play in the construction and transmission of the curriculum? How might the curriculum be organised? What is the relationship between culture and the curriculum? What knowledge of curriculum history and policy do teachers require? What are the implications for teacher education?

CRSTIE Seminar

Monday 13 August, 12.30 pm, N357,

David Raffe and Linda Croxford, University of Edinburgh

Widening participation in higher education: recent trends in England and Scotland

This presentation will review the changing social and ethnic composition of higher education in England and Scotland. It will ask whether participation has ‘widened’ to include more students from working-class and ethnic-minority backgrounds. It examines how these students are distributed across institutions within each country, and asks if there is any evidence of change in the institutional stratification of UK higher education. The presentation draws on the research project on Changing Transitions to a Differentiated Higher Education System, supported by the Nuffield-Foundation, which is analysing data collected by the UK’s unified admissions service (UCAS) for selected years from 1996 to 2010. The presentation will set the research in the context of three current policy and research debates in UK higher education, respectively about political devolution within the UK, about widening participation, and about institutional differentiation and diversity.

David Raffe is Professor of Sociology of Education at Edinburgh University, where he has worked since 1975, and is currently Director of its Centre for Educational Sociology. His research covers all stages of education and training from secondary onwards, with particular interests in education-work transitions, educational inequalities and education and training policy, including several recent studies of qualifications frameworks and other curriculum and qualifications reforms. He has participated in several international networks and he has worked with international organisations including the European Commission, the OECD and the ILO. He helped to pioneer an emerging field of ‘home-international’ comparisons of the home countries of the UK. He has participated in several Scottish and UK policy committees and working groups, and he currently serves on the Access and Inclusion Committee of the Scottish Funding Council and the Qualifications Committee of the Scottish Qualifications Authority.

Inaugural Lecture: Professor Elizabeth McKinley

Wednesday 22 August, 6.00pm for refreshments, 7.00pm for the lecture.

Venue

Refreshments: Faculty of Education, A201, Level 2, A Block
Lecture: Faculty of Education, J1 Lecture Theatre

Confirmation of attendance

Please confirm with Maureen Tizard by Friday 17 August at m.tizard@auckland.ac.nz

The most persistent and enduring problem of our educational times is that of equity - a feature of education that has received ongoing attention in New Zealand. It has been noted repeatedly in international reports that New Zealand’s compulsory education system has high overall quality but low equity. Māori in particular are impacted by low equity in education. The educational research community has argued that lack of equity in education shows itself not only in differences in achievement rates and the level of school qualifications, but also in school coursework; university entry, retention and pass rates; and in life-long earning power between students from wealthy and poor families, and between various ethnic groups. Equity, excellence, and the importance of identity are principles that have guided my research in
Māori education. In this inaugural presentation I will debate whether the New Zealand education system is currently capable of meeting the complex challenges of transforming the educational outcomes for Māori.

**Associate Professor Timothy Teo**

**Understanding the role and value of quantitative research in education**

**Friday 24th August, 3.00 pm, J3 Lecture Theatre**

The Faculty Research Office invites you to a presentation by Associate Professor Timothy Teo, Director, Quantitative Data Analysis and Research Unit

*Are you interested in doing quantitative / mixed methods research, or wanting to incorporate a quantitative dimension into your qualitative work, but baffled by statistics? This seminar is designed to introduce you to the fundamentals of statistical analysis, aimed at staff unfamiliar with or relatively new to 'number-crunching' (we hope to run a similar session for postgraduate students in due course)*

The aim of this seminar is to provide an introduction to the different types of quantitative research methods. I will begin by defining theory testing, causal inference, and basic statistics. This is followed by an exploration of a range of research designs and methodological techniques that are available for empirical research. Topics to be covered in research methods will include sampling, survey design, and experimental designs.

Drinks and nibbles will be served following the presentation.


Contact Sharon Boyd with any questions ext 48525, [foed-research@auckland.ac.nz](mailto:foed-research@auckland.ac.nz).

**UACEL Seminars**

**Tuesday 21st August 8.30am - 3.30pm**

**The Succession Challenge: Issues in Leadership Succession**

Dean Fink is an international educational development consultant. He is a former superintendent and principal with the Halton Board of Education in Ontario Canada. In his career he has taught at all levels of education from primary grades to graduate school. He has been a senior leader at both elementary and secondary levels. In the past 17 years Dean has made presentations or conducted workshop in 31 different countries including the United Kingdom, the United States (26 states), New Zealand, Israel, Russia, China, Romania, Ukraine, Ireland, Sweden, Denmark, Turkey, Mongolia, Spain, Singapore, and the Baltic States and every Australian state. Dean has presented keynote addresses to many national and international conferences.

He has published numerous book chapters and articles on topics related to organizational effectiveness, leadership and change in such journals as Phi Delta Kappan, Educational Administration Quarterly, Educational Leadership, the International Journal of Educational Change and School Effectiveness and School Improvement. Dean is the author or co-author of Changing Our Schools (McGraw-Hill, 1996) with Louise Stoll of the University of London in England, Good Schools/Real Schools; Why school reform doesn't last (Teachers College Press, 2000), and It's About Learning and It's About Time (Taylor Francis, 2003) with Louise Stoll and Lorna Earl of the University of Toronto, Sustainable Leadership with Andy Hargreaves of Boston College for Jossey Bass (2006), and Leadership for Mortals: Developing and sustaining leaders of learning for Corwin (2006). His new book is The Succession Challenge: Building and sustaining leadership capacity through Succession Management (Corwin, 2010). His books have been translated into 12 different languages.

**Seminar Overview**

Any talk of a crisis in educational leadership is over blown. The disaster in Japan was a crisis, the flooding in Queensland was a crisis, and hurricane Katrina in New Orleans was a crisis, but the state of educational leadership in most western countries may be a serious problem but it is hardly a crisis. In fact, leadership within the present international policy context has become a growth industry. Leadership potential is everywhere; it is always distributed. But it often lacks focus and commitment, and younger generations are saying 'thanks but no thanks' to formal leadership roles as presently defined. Building leadership capacity is more than a question of increasing the numbers of potential leaders and helping them to grow, or just adding or reshuffling leadership tasks and assignments. Leadership that lasts has to tackle the demands that government policies and district leaders place on schools, conflicts between generational attitudes, values and life styles, and issues of place and culture in diverse educational settings. Building leadership capacity is not someone else's problem; it is a vital consideration for all educational leaders, academics, and teachers who intend to sustain efforts to bring about positive changes for schools and students. This presentation helps participants to:

- understand the philosophical, political, demographic, and generational roots of the succession dilemma,
- learn how educational systems around the world are trying to address succession issues,
- contemplate policy and procedural implications of various succession practices, for example should school leaders move schools every five to seven years like they do in Ontario,
• encourage participants to address succession issues where they work.

**Price:** Non members: $552 per person incl. GST, Gold membership holders: $506 per person incl. GST

Visit the UACEL website to find out more and reserve your place

Faculty of Education staff members receive 50% discount on UACEL Gold membership which includes discount for our seminars as well as many other benefits - Find out more... Alternatively, get UACEL silver membership today and receive up-to-date information about our activities and events. Silver membership is free!

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**Thursday 1st November 8.30am - 3.30pm**

*Building Relational Trust: Leadership Relationships that Impact on Student Outcomes*

Viviane Robinson is a Distinguished Professor in the Faculty of Education at The University of Auckland and Academic Director of its Centre for Educational Leadership. She specialises in school improvement, leadership and the relationship between research and the improvement of practice.

She is the author of five books and numerous chapters and journal articles. Her latest book entitled Student-Centred Leadership was published by Jossey Bass in August, 2011. In this book she presents a compelling account of how school leaders can make a bigger difference to student outcomes and the knowledge and skills they need to do so.

Viviane has consulted on leadership development and research to government agencies and organisations in England, Singapore, Chile, Canada, Australia and New Zealand. She has received awards from national and international professional organisations including the Australian Council for Educational Leaders and the New Zealand Secondary Principals Association. In April 2011 she was made a Fellow of the American Educational Research Association for sustained excellence in educational research.

**Seminar Overview**

Improving the social and academic learning of students requires the coordinated and focused effort of students, teachers, parents and school leaders. In schools where there are high levels of trust between these various groups, the hard work of improvement is more widely shared, more enjoyable and more sustained. Even more important, students make more progress in high trust than in low trust schools. An important question for school leaders, therefore, is “How do I build the level of trust in the areas of school life for which I am responsible?”

This seminar is about how to use ‘open-to-learning’ conversations to build trusting relationships. It explains how to build trust through conversations that are deeply respectful of people and simultaneously tough on the problems that they need to address. It will offer participants both the understandings and the skills they need to build trust in their schools. It will include presentations of key ideas, video examples, small group practice and high quality feedback. Through being at this seminar you will be able to:

• Accurately explain the key values and skills associated with open-to-learning conversations.

• Understand the role of such conversations in leading teacher change and building trust in your school community.

• Through guided practice and feedback, develop your skills in holding ‘open-to-learning’ conversations to support your leadership of the improvement of teaching and learning.

• Plan and rehearse an ‘open to learning’ conversation to address an issue for which you are responsible.

• Building Relational Trust is for school leaders at all levels of leadership and in all types of schools and educational organisations.

**Price:** Non members: $552 per person incl. GST, Gold membership holders: $506 per person incl. GST

Visit the website to find out more and reserve your place

The University of Auckland at Manukau Institute of Technology - 2012 Faculty of Education Lecture Series

**Tuesday 21 August 2012**

**Distinguished Professor Viviane Robinson**

*Student-Centred Leadership: How leaders influence the learning and achievement of their students*

Distinguished Professor Robinson specialises in educational leadership, school improvement and the relationship between research and the improvement of practice. She is Academic Director of The University of Auckland’s Centre for Educational Leadership and a Visiting Professor at the Institute of Education, University of London.

Distinguished Professor Robinson is the author of five books and numerous chapters and journal articles. Her latest book entitled “Student-
“Centred Leadership” was published by Jossey Bass/Wiley in August, 2011. In this book she presents a compelling account of how school leaders can make a bigger difference to student outcomes and the knowledge and skills they need to do so. Viviane has received awards from national and international professional research organisations, including the Australian Council for Educational Leaders, the New Zealand Secondary Principals Association and the US-based University Council on Educational Administration. In 2011 she was made a Fellow of the American Educational Research Association for sustained excellence in educational research.

6 November 2012
Professor Alison Jones

**He Korero: Words Between Us: First Māori-Pakeha Conversations on Paper**

Alison Jones is a Professor of Māori Education in the Faculty of Education, The University of Auckland. As a Pakeha, she is interested in Māori-Pakeha educational relationships. Her current research, with Kuni Jenkins (Ngati Porou), takes a Māori-centred approach to the earliest Māori strategic engagements with schooling, with writing, and with trying to teach the first Pakeha in New Zealand. Her latest book (with Kuni Jenkins) is *He Korero: Words Between Us: First Māori-Pakeha Conversations on Paper* (Huia, 2011).

**Venue:**
Manukau Institute of Technology - North Campus, Gate 11, Otara Road, NR Building, Room NR106, Otara, Manukau. Free Parking available in the Gate 11 Parking Building. Enquiries: Contact Bev Hosking 09 968 8765 ext 7361 This is a free lecture series, all welcome.

RSVP by Friday 22 June to Maureen, m.tizard@auckland.ac.nz, +64 9 623 8899 ext 48689

### Upcoming Funding Opportunities

<table>
<thead>
<tr>
<th>Fund / Award</th>
<th>Descriptor</th>
<th>Due date</th>
<th>Amount</th>
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<tr>
<td><strong>John Templeton Foundation</strong></td>
<td>The Foundation supports a broad range of programs, publications, and studies focused on the universal truths of character development, from childhood through young adulthood and beyond. The qualities of character emphasized by Sir John in the Foundation’s charter include awe, creativity, curiosity, diligence, entrepreneurialism, forgiveness, future-mindedness, generosity, gratitude, honesty, humility, joy, love, purpose, reliability, and thrift. ALSO open to other possibilities for extending our activities in the area of character development, especially projects that deal with the crucial relationship between culture (as expressed in beliefs, values, and worldview) and behaviour</td>
<td>open 1 Aug - 15 October</td>
<td>US$25000+</td>
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<tr>
<td><strong>Engineering Information Foundation</strong></td>
<td>Engineering Information Foundation invites applicants for its research grant program. The program supports developmental projects, instructional projects, and training programs in engineering education and research that fit its fields of interest. These currently include the availability and use of published information, women in engineering, and information access in developing countries</td>
<td>31-Aug</td>
<td>US$25000</td>
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<tr>
<td><strong>New Zealand Association for Research in Education</strong></td>
<td>These grants are for members to organise a symposium on a completed research project carried out in New Zealand to be held at an American Educational Research Association, Canadian Society for the Study of Education or British Educational Research Association conference. All submissions must be presented at the association’s conference in the year prior to the international conference and all symposium presenters must be present. Applicants must be members of the association.</td>
<td>31-Aug</td>
<td>$3,000</td>
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<td><strong>Harkness Fellowships in Health Care Policy and Practice</strong></td>
<td>For promising New Zealand health policy researchers and practitioners to conduct a policy-orientated research project and work with leading health policy experts in the US</td>
<td>10-Sep</td>
<td>US$107,000</td>
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<tr>
<td>Award Type</td>
<td>Description</td>
<td>Deadline</td>
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<tr>
<td>NZARE awards</td>
<td>NZARE recognises excellence in educational research through its awards and grants structure.</td>
<td>1-Sep</td>
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<tr>
<td>Society for Research into Higher Education i</td>
<td>For the exploration of any new or emerging area of higher education research leading to the development of a plan for further research.</td>
<td>1-Sep</td>
<td>£5000</td>
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<tr>
<td>Society for Research into Higher Education i</td>
<td>For research focused on any aspect of higher education submitted under three overarching themes: higher education policy, higher education and society and higher education practice. These awards are only open to individual members of the society.</td>
<td>1-Sep</td>
<td>£10000</td>
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<tr>
<td>HRC</td>
<td>HRC registration of Programmes, Programme Extensions, Feasibility Study, Emerging Researcher First Grant.</td>
<td>12-Sep</td>
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<tr>
<td>Harkness Fellowships in Health Care Policy and Practice</td>
<td>for promising New Zealand health policy researchers and practitioners to conduct a policy-orientated research project and work with leading health policy experts in the US.</td>
<td>10-Sep</td>
<td>US$107,000</td>
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<tr>
<td>Chinese Poll Tax Heritage Fund</td>
<td>promoting the preservation of Chinese New Zealand history and awareness of the contributions of early Chinese settlers; providing tangible support for Chinese New Zealand history, language and culture, particularly that of the early settler Chinese community.</td>
<td>30-Sep</td>
<td>$10,000+</td>
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<td>Korea Foundation</td>
<td>This fellowship support program is designed to encourage Korean Studies research by doctorate-level students and prominent scholars through the sponsorship of their visit to Korea so that they can conduct onsite field research, gather pertinent data, access resource materials, and develop personal relations with Korean specialists.</td>
<td>30-Sep</td>
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<tr>
<td>Society for Research into Higher Education i</td>
<td>for the exploration of any new or emerging area of higher education research leading to the development of a plan for further research.</td>
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<td>1-Sep</td>
<td>£10000</td>
</tr>
<tr>
<td>Second Decade Trust Fund (indigenous advancement)</td>
<td>The Fund will give priority to projects focusing on the main areas of the Second Decade: culture, education, health, human Rights, the environment and social and economic development.</td>
<td>30-Sep</td>
<td>US$10000</td>
</tr>
<tr>
<td>International Olympic Committee Olympic Studies Centre</td>
<td>intended for young researchers engaged in scholarly research on the Olympic Movement, its history and ideals, and the impact of the Olympic Games on the various aspects of contemporary society and culture, with a humanities or social sciences perspective on the Olympic phenomena.</td>
<td>28-Sep</td>
<td>NZ$20000</td>
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Speech Communication Association NZ

assist members with travel overseas to further their education in the teaching of voice, speech communication or drama. Applicants must have been members for at least 12 months. Long term and short term study opportunities are all considered. The trust can cover all (or part) costs including airfares, study fees and accommodation. 30-Sep

Teacher Education Forum of Aotearoa New Zealand awards

these awards recognise outstanding contributions and excellence by individuals. They encourage members to aspire to excellence and to develop a deep understanding of teacher education in order to teach and design high quality programmes that produce independent, critically reflective, effective beginning teachers and foster innovation in support of the TEFANZ goals. 28-Sep

Please feel free to contact Nic Mason, Research Opportunities Manager for the Faculty (ext 48231) or nm.mason@auckland.ac.nz, and she will gladly meet with you and discuss how she can help you in developing persuasive, precise funding applications and proposals.

Faculty of Education Equity Supplementary Grant

Closing dates for the ESG 2012 funding rounds

Round 2 deadline: 6 August
Round 3 deadline: 5 October

Guidelines and application forms are available here

Research/Publishing Opportunities

Call for Papers: Journal of Intercultural Communication Research

Child raising across cultures: practices, values and scripts

Special Issue Editor: Dr Jock Wong, National University of Singapore

Details are in the pdf file: http://www.taylorfrancis.com/journals/cfp/rjccfp.pdf

New Zealand Journal of Educational Studies: Special Issue 2013

Proposals are invited for a special issue of the New Zealand Journal of Educational Studies. It is envisaged that the special issue will appear in the second half of 2013.

The special issue will address a specific theme and include contributions from some of the leading New Zealand researchers in the proposed area of study. Most special issues will also feature some work from new and emerging researchers who are beginning to make a name for themselves in the chosen area.

General policies regarding special issues:

Each special issue will have a Guest Editor or Editors, who will seek advice from the journal’s Editor(s) as appropriate in preparing the issue. Previous experience in editing collections of academic work would be an advantage. Special issues will have a clear sense of purpose and, when published, will serve as important reference points for subsequent scholarship in the area, particularly within New Zealand. Proposals for special issues will be considered by the Editorial Board of the New Zealand Journal of Educational Studies, whose decision shall be final.

Criteria to be considered in assessing proposals include the following:

- The educational significance of the theme.
- The clarity, rigour and cohesiveness of the proposal.
- The academic record and editing experience of the proposed Guest Editor(s).
- The ability to attract strong contributions from across New Zealand and, where appropriate, internationally.
- The ability to deliver the finished issue, allowing time for reviewing and revisions, within the specified deadline.

Proposals for the 2013 Special Issue should be submitted to the Editors of the New Zealand Journal of Educational Studies.
by 15 August 2012, and should include the following:

- A description of the proposed theme and its significance.
- The proposed Guest Editor(s).
- A list of possible contributors.
- A statement confirming that it will be possible to find at least two anonymous reviewers for each paper.

**Upcoming Conferences/Presentations**

**The Creative University: Education and the Creative Economy, Knowledge Formation, Global Creation and the Imagination**

15-16 August 2012, University of Waikato, Ibis Hamilton Tainui Hotel

Education and research have been transformed in the development of knowledge economies, which positions education at the centre of the economy/creativity nexus. But are education systems, institutions, assumptions and habits positioned and able so as to seize the opportunities and meet the challenges?

This conference investigates all the aspects of education in (and as) the creative economy. The conference objective is to extend the dialogue about the relationship between contemporary higher education and the changing face of contemporary economies.

For any further queries, please visit: [http://tcreativeu.blogspot.co.nz/p/first-call-for-papers.html](http://tcreativeu.blogspot.co.nz/p/first-call-for-papers.html), or contact Courtney White, courtnew@waikato.ac.nz.

**Asian Conference on Education (ACE) 2012**

24-28 October 2012, Osaka, Japan

The deadline for abstracts for the Asian Conference on Education (ACE) 2012 has been extended to September 1, 2012.

ACE 2012 will be held in the great and exciting trading city Osaka, Japan, from October 24-28, at the Ramada Osaka Hotel, and is hosted by the International Academic Forum.

For more information about the 2012 event, including how to submit an abstract, please click here.

This year, the event will feature keynote speaker, Katsuko Shirai, Chairman of the Foundation for the Open University and 15th President of Waseda University. To read more about Professor Shirai, and about other featured speakers, please click here.

Join us on Facebook and stay up-to-date on all of IAFOR’s latest news and events

**ICERI 2012**

19th - 21st November 2012, Madrid, Spain

The International Conference of Education, Research and Innovation, will be held in Madrid (SPAIN) on the 19th, 20th and 21st of November 2012.

It will be an international forum to present and share your experiences in the fields of Education, Research, Innovation and New learning technologies. The attendance of more than 700 delegates from more than 70 countries is expected, being an annual meeting point for lecturers, researchers, academics, educational scientists and technologists from all cultures and continents.

Email iceri2012@iated.org for further details

**Deadlines**

Acceptance notification: 3rd September 2012
Final Paper submission: 4th October 2012

For more information go to [www.iceri12.org](http://www.iceri12.org)

**Call for Proposals: ICSEI 2013**

3-6 January, 2013, Santiago, Chile

The 26th annual conference of the International Congress for School Effectiveness and Improvement will take place in Santiago, Chile, January 3-6, 2013. Proposals will be accepted from Saturday, June 15th, until midnight (Chilean time) Monday, August 6th 2012. Proposals must be addressed to the conference website.
The Academic Program Committee for ICSEI 2013 invites proposals from education researchers, policy makers and practitioners that address the overall conference theme Educational Systems for School Effectiveness and Improvement: Exploring the Alternatives, and sub-themes as described below. The sub-themes with sample topics include:

1) Systems of educational governance for school effectiveness and improvement (national, state, regional, district; subsidized and non-subsidized private; governance at the school level)
   - The role of the State in school effectiveness and improvement
   - The role of school system administrators/districts in school improvement
   - New school management models and their contribution to school effectiveness
   - Educational decentralization processes
   - Large-scale educational reforms and their impact on school effectiveness

2) Support and accountability Systems for school effectiveness and improvement (public systems of support, external providers, networks, etc.)
   - Experience and effectiveness of external support strategies for school improvement
   - Accountability systems for school effectiveness and improvement
   - Supervision and inspection systems and their contribution to the effectiveness of educational systems/units
   - School Networks: experiences and evidence of their effectiveness

3) The school as a system: keys for improvement
   - Leadership organization and distribution within schools
   - School-based accountability practices and use of data for school effectiveness
   - Teachers professional learning and community
   - School-based innovative practices for school improvement
   - Teacher supervision

4) The classroom: expression of systemic changes and main learning scenario for students and teachers
   - The classroom as an organizational system for effective instruction
   - Curriculum, learning, and instructional effectiveness strategies
   - Accountability inside the classroom
   - Equity in the classroom: effective and inclusive teaching (gender, race, poverty)
   - Technology and educational effectiveness in the classroom
   - Student involvement in educational decision-making processes

Further details can be found here

ISATT 2013 Conference
16th Biennial Conference on Teachers and Teaching
July 1-5, 2013, ISATT, Ghent University, Colofon, Belgium

Proposals for the ISATT 2013 conference can now be submitted on the website http://www.isatt2013.ugent.be > Submit.

Please find the official Call for Submissions at http://www.isatt.org/call_for_proposals_ISATT_2013.pdf; feel free to disseminate the call among your colleagues, local or international networks.