

Research News

Faculty of Education | The University of Auckland

June 2011 | Research News from the Faculty of Education

News from the Research Unit

Congratulations

Ben Dyson who received the Exemplary Paper Award for 2011 from the Research on Learning and Instruction in Physical Education Special Interest Group at the American Educational Research Association annual meeting in New Orleans in April.

Dyson, B., Linehan-Rhodes, N., & Hastie, P. (2010). The ecology of cooperative learning in an elementary school physical education classes. *Journal of Teaching in Physical Education*, 29, 113-130.

Worldwide Universities Network (WUN)

In late 2010 the University joined the Worldwide Universities Network (WUN), an international network of research-led universities focused on developing new, multilateral, transcontinental research collaborations.

Under the WUN framework University of Auckland researchers can look to engage in over sixty existing globally-focussed projects that span a broad range of disciplines, or present new Auckland-led proposals. Projects which receive WUN recognition attract seed funding in the range of NZ\$40,000-\$60,000 per project and are encouraged to achieve sustainability through joint applications to international funding bodies.

To find out more about WUN and the opportunities that it offers visit the [WUN page](#) on the staff intranet. Information on a number of new internal support processes can also be found at this location.

Please also consider taking the opportunity to submit proposals for new UoA-led WUN projects for 2011. Proposal guidelines and forms can also be found on the [staff intranet](#). The closing date for proposal submissions is **5pm Monday 4th July**. The University is seeking proposals that have the potential to deliver high impact outcomes with global reach, and has a particular interest in proposals that will engage with The University of Alberta and The University of Washington; two of our North American WUN partners.

For further information please contact Robyn Hill, International Research Developer and WUN Coordinator. Robyn can be reached at: robyn.hill@auckland.ac.nz or extension 83812

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Call for Papers: Australian and New Zealand History of Education Society Conference	

Postgraduate Provocations

PGSA has hosted three very successful **Postgraduate Provocations** evenings so far this year. Informal presentations have encouraged interesting discussions as postgraduate students shared their experiences with staff members. Cassy Dittman, Iris Duhn, Eleanor Hawe and Gillian Ward engaged postgraduate students with great discussion and shared their stories and experiences.

The next Postgraduate Provocations is on **Thursday 30th June from 6-8 pm**, in Room 201a in A block. Coffee, tea and light snacks will again be provided by sponsor Faculty of Education Postgraduate Studies, while Kate Winn will talk about the nuts and bolts of networking in academia. For catering purposes, please register your attendance with education@pgsa.co.nz by no later than Monday 26th June 2011.

Journal Article Assistance

We have received a lot of great feedback from those who have made use of Sue Osborne's editing services.

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

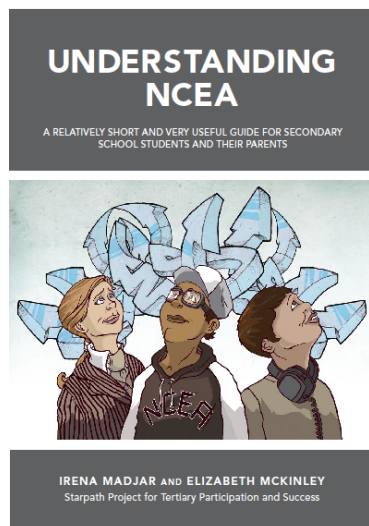
- Cox, B. & Pringle, R. (2011). Gaining a foothold in football: A genealogical analysis of the emergence of the female footballer in New Zealand. *International Review for the Sociology of Sport*. Published online 11 April 2011, DOI: 10.1177/1012690211403203
- Garbett, D. (2011). Constructivism deconstructed in science teacher education. *Australian Journal of Teacher Education*, 36(6), Article 3. Available at: <http://ro.ecu.edu.au/ajte/vol36/iss6/3>.
- Garbett, D. (2011) Horse Riding 101 The role of experience in reframing teacher education practices. *Studying Teacher Education*, 7(1), 65-75.
- Keegan, P. J., Keegan, T. T. A. G., & Laws, M. (2011). Online Māori Resources and Māori Initiatives for Teaching and Learning: Current Activities, Successes And Future Directions. *Mai Review*, 1, 1-13.
- King, J., Maclagan, M., Harlow, R., Keegan, P. J., & Watson, C. (2011). The MAONZE corpus: Transcribing and analysing Māori Speech. *New Zealand Studies in Applied Linguistics*, 16(2), 1-16
- Millward, P., Stephenson, S., Rio, N. and Anderson, H. (2011). Voices from Manukau: Recruitment and success of traditionally under represented undergraduate groups in New Zealand. *Asia Pacific Education Review*, 12(2), 279-287.
- Moran, K. (2011). Rock-based fisher safety promotion: Five years on. *International Journal of Aquatic Research and Education*, 5(2), 164-173.
- Moran, K. & Stanley, T. (2011). Toddler parent training, understanding, and perceptions of CPR. *Resuscitation*, 82(5), 572-576.
- O'Brien, M. (2011). Social justice: Alive and well (partly) in social work practice. *International Social Work*, 54(2), 174-190.
- O'Brien, M. (2011). Equality and fairness: Linking social work practice and social justice. *Journal of Social Work*, 11(2), 143-158.
- O'Brien, M., & Salonen, T. (2011). Child poverty and child rights meet active citizenship: A New Zealand and Sweden case study. *Childhood*, 18(2), 211-226.
- Staniforth, B., Fouche, C., O'Brien, M. (2011) Still doing what we do: Defining social work in the 21st century. *Journal of Social Work*, 11(2), 191-208.

Report

- Dalli, C., White, J., Rockel, J., Duhn, I., with Buchanan, E., Davidson, S., Ganly, S., Kus, L. & Wang, B. (2011). *Quality early childhood education for under-two-year-olds: What should it look like? Report to the Ministry of Education*. Wellington, NZ: Ministry of Education.

Books

Madjar, I. and McKinley, E. (2011) *Understanding NCEA: A relatively short and very useful guide for secondary school students and their parents*. Wellington, NZCER Press.



“Understanding NCEA” is part of the Starpath-produced tool kit, that schools, students, and parents can use to make informed choices and shape educational pathways that will lead to tertiary education. It is also an example of translational research; communicating research findings to those most affected by them – students and parents – in a format that is accessible and usable. As well as providing information about NCEA, the book includes a series of “stories” drawn from our research, illustrating how students interested in arts, sciences, business or even apprenticeships, can navigate NCEA, keep their options open, or deal with the consequences of poor planning or inappropriate subject choices.

Written by Irena Madjar and Liz McKinley and published by NZCER Press, the book was launched at Manurewa High School on 25 May.

Book Chapters

Rubie-Davies, C. M. (2011). Growing more comfortable in my own skin: Reflections on a kapa haka group experience. In P. Whitinui (Ed.), *Kia Tangi Te Titi: Permission to speak*, (pp. 177-189). Wellington, New Zealand: NZCER Press.

van Hees, J. (2011). From policy to practice: Empowering minority language speakers in New Zealand. In C. Helot & A. de Mejia (Eds.). *Empowering teachers across cultures*, (pp. 159-178). Frankfurt: Peter Lang.

Conference Presentations

Dyson, M., Plunkett, M. & Dyson, B. (2011, April). *Making a difference by embracing cooperative learning practices in an alternate setting: An exciting combination to incite the social imagination*. Paper presented at the American Education Research Association. Holistic Education Special Interest Group, New Orleans, USA.

Dyson, B. (2011, April). *Health and Physical Education: Comparing the New Zealand and the United States*. Paper presented at the American Education Research Association. Research in Physical Education Special Interest Group, New Orleans, USA.

Casey, A., Hastie, P., & Dyson, B. (2011, April). *Student Designed Games: What we Know to Date and an Agenda for Future Research*. Paper accepted for the American Education Research Association. Research in Physical Education Special Interest Group, New Orleans, USA.

Keegan, Peter. (2011, February). *A Simple Tool for Comprehensive Access to Digital (Māori) Dictionary Material*. 2nd International Conference on Language Documentation and Conversation (ICLDC) Conference, Honolulu, Hawaii.

Keegan, P.J., King, J, Watson, C., Maclagan, M., and Harlow, R. (2011, February). *The role of indigenous women in sound change: the Māori language in New Zealand*. New Ways of Analyzing Language Variation and Change: Asia-Pacific Region, University of Delhi, India.

King, J. M. and Keegan, P. J. (2011, May). *(D)evolving institutions in Māori language revitalisation*. 18th Stabilizing Indigenous Languages Symposium. Albuquerque, NM, United States.

Moran, K. (2011, May). *Rock fisher safety in Auckland, New Zealand*. Oral paper presented at the World Drowning Prevention Conference, Da Nang, Vietnam.

Moran, K. (2011, May). *The “Can You Swim?” Project: An international feasibility study of real and perceived swimming competency in the context of drowning prevention*. Oral paper presented at the World Drowning Prevention Conference, Da Nang, Vietnam.

Moran, K. & Webber, J. (2011, May). *Lifeguard knowledge and understanding of CPR*. Oral paper presented at the World Drowning Prevention Conference, Da Nang, Vietnam.

Quan, L., Bennett, E., & Moran, K. (2011, May). *Open water safety messages: Keeping the messages simple*. Keynote presentation at the World Drowning Prevention Conference, Da Nang, Vietnam.

Bennett, E., Moran, K., & Quan, L. *Open water safety messages: Spreading the word*. Oral paper presented at the World Drowning Prevention Conference, Da Nang, Vietnam, 10-13th May, 2011.

News from the Research Office

Research Funding News

Please note that a calendar of funding opportunities is available via the [Research Office intranet](#). If you are seeking funding then additionally you can search two comprehensive funding databases to which the University subscribes. [More...](#)

News and additions since last month are shown below. Please contact the named Research Office contact for further advice and assistance.

FUNDING NEWS

BUPA Multi Country grants

A total grant of up to £600,000 will be awarded to fund one multi-country initiative (in at least two of: United Kingdom, Spain, Australia, New Zealand, the US or India) of 1 to 3 years duration, under the theme: 'enabling sustained behaviour changes in physical activity and/or nutrition amongst children, families or in the workplace or educational establishments'. Research Office contact: David Saunders, International Fund Specialist. Research Office closing date 6 June 2011. [More...](#)

Google Faculty Research Awards Program

The purpose of this program is broadly to support research to improve information access. Projects should be up to a year and between USD 10-15,000. Stated areas of interest include health and education. Research Office contact: [David Saunders](#), International Fund Specialist. Research Office deadlines 18 January and 18 July each year. [More...](#)

Royal Society of New Zealand Rutherford Foundation post-doctoral fellowships

Applications for the two fellowships that are available for recent PhD graduates (within two years of conferment) close at the end of June. Applications to be received at Research Office by 23 June 2011. Research Office contact: [Chris Tews](#), Fund Specialist. [More...](#)

Scopus Young Researcher of the Year Awards

Offered by Elsevier Australia and New Zealand and the Australasian Research Management Society (ARMS) to recognise early career rising talent and research excellence in the following research award categories:

Humanities and Social Sciences

Physical Sciences

Engineering and Technology

Life Sciences and Biological Sciences

Medicine and Medical Sciences

Closing date to Research Office 23 June 2011. Research Office contact [Mandy Brown](#), Fund Specialist. [More...](#)

OTHER RESEARCH OFFICE NEWS

International Research Team Development Awards Annual Forum:

'Working with Overseas Partners and Accessing International Funding Opportunities'

All staff are invited to attend the above forum, hosted by the recipients of the International Research Team Development Awards (IRTDA's). The forum will be held from 2:15pm to 5:00pm on Thursday, 30th June 2011, Room 439, Engineering Building, 20 Symonds Street. For catering purposes please RSVP: researchoffice@auckland.ac.nz before 17th June.

'Research Essentials'

As part of the Research Communications for Researchers programme, staff members at The University of Auckland are invited to *Research Essentials* series. The series will run weekly from 12 May until 31 August 2011 with a break between semesters. All sessions are in Case Room 2 (260-057) Level 0, Owen G Glenn Building and sessions in June are shown below:

Date	Session
2 June 1– 2 pm	The Treaty of Waitangi: Why I must care, what I must know and how it affects my research
16 June 1– 2 pm	Research integrity and ethics
23 June 1– 2 pm	Working with end-users of research: importance of applied and translational research

Further information is available on the [staff Intranet](#). For any queries, please contact [Mariana Suarez](#) (ext. 81764). Please

note that there is no need to register for these sessions.

If you have any queries please get in touch with the Research Office at researchoffice@auckland.ac.nz

Please note it is the University's policy that all applications for public good funding are submitted through the Research Office, so please remember to build this into your planning.

Ethics Closing Dates 2011

The fortnightly meetings for the University of Auckland Human Participants Ethics Committee which have been trialled since January will continue. This means that UAHPEC submission deadlines for the remainder of 2011 will continue to occur every two weeks. Please note the submission dates below.

As applications come in and out of the Research Unit on a constant basis, due dates and submission rules will be strictly adhered to.

Faculty specific guidelines can be found [here](#)

University guidelines and application forms can be found [here](#)

All Ethics Applications from the Faculty of Education must reach the Faculty Research Unit Office (N502) no later than the submission dates below	Resubmit Date Amended copy must be resubmitted by:	For Ethics Committee Meeting Date
Thursday 2 June 2011, 3pm	Wednesday 15 June, 3pm	Wednesday 6 July
Thursday 16 June, 3pm	Wednesday 29 June, 3pm	Wednesday 20 July
Thursday 30 June, 3pm	Wednesday 13 July, 3pm	Wednesday 3 August
Thursday 14 July, 3pm	Wednesday 27 July, 3pm	Wednesday 17 August
Thursday 28 July, 3pm	Wednesday 10 August, 3pm	Wednesday 31 August
Thursday 11 August, 3pm	Wednesday 24 August, 3pm	Wednesday 14 September
Thursday 25 August, 3pm	Wednesday 7 September, 3pm	Wednesday 28 September
Thursday 8 September, 3pm	Wednesday 21 September, 3pm	Wednesday 12 October
Thursday 22 September, 3pm	Wednesday 5 October, 3pm	Wednesday 26 October
Thursday 6 October, 3pm	Wednesday 19 October, 3pm	Wednesday 9 November
Thursday 20 October, 3pm	Wednesday 2 November, 3pm	Wednesday 23 November
Thursday 3 November, 3pm	Wednesday 16 November, 3pm	Wednesday 7 December

Forward applications to: The Research Administrator, N502,
Faculty of Education Research Unit
Gate 4, 60 Epsom Avenue, Auckland
foed-research@auckland.ac.nz

Please note: Both a hard copy AND an electronic copy are required including all attachments as a single Microsoft Word file
Head of School sign off is NOT required for this faculty – an assigned ethics advisor undertakes this role
Please DO NOT staple applications or attachments
If N502 is unattended, please leave your application in the Research Unit drop box opposite N501A.

The Ethics and Biological Safety Administration website can be found at <http://www.auckland.ac.nz/uoa/home/about/research/re-ethics>

Please make sure to download the most current form from the website every time you need to apply for ethics approval. The website and application forms are updated periodically. Any application forms other than the current version will not be accepted and will be returned.

NZSSN Winter Programme

The New Zealand Social Statistics Network (NZSSN, www.nzssn.org.nz) is offering 4 five-day courses and 2 two-day courses in Social Science Research Methods, 11th–15th July 2011. The courses will take place at The University of Auckland's Business School, 12 Grafton Road, Auckland City.

The NZSSN Winter programme is designed to serve a wide variety of needs for training and professional development within the academic, public and private sectors. Courses cater not only to researchers in the social and political sciences, but also those in areas such as the behavioural sciences, medical and health sciences, epidemiology, policy research, education, economics, law, management, marketing, public relations and human resource management.

WINTER PROGRAMME – 11th–15th July 2011, Auckland

INTRODUCTION TO STATISTICS: 11th–15th July

Christine Miller, *Department of Statistics, The University of Auckland*

An introductory course in statistical techniques with an emphasis on those applicable to the social sciences – focusing on concepts rather than mathematics.

DATA ANALYSIS USING SPSS: 11th–15th July

Associate Professor Brian Phillips, *Swinburne University of Technology*

This course provides the beginner in quantitative data analysis with the basic requirements for analysis in an SPSS computing environment, focusing on the analysis of survey, administrative and census data.

USING MIXED METHODS IN RESEARCH AND PROGRAM EVALUATION: 11th–15th July

Dr Delwyn Goodrick, *Program Evaluation Consultant*

Dr Gordon Emmerson, *Victoria University of Technology, Australia*

An introductory course intended for current and emerging researchers who want to know more about using both qualitative and quantitative methods in their research activities.

APPLIED COMPUTER-ASSISTED QUALITATIVE DATA ANALYSIS USING NVIVO: 11th–15th July

Dr Leonie Daws, *Kihi Consultancies*

A course designed for those familiar with qualitative research approaches and interested in using NVivo to assist with qualitative data analysis. The focus is on learning the NVivo data analysis toolkit through hands-on experience.

INTRODUCTORY BAYESIAN STATISTICS – 2 day course: 11th–12th July

Dr Wayne Stewart, *Department of Statistics, The University of Auckland*

This course is essentially an introduction to the Bayesian paradigm – covering The Bayes' box (Discrete) using R, and WinBUGS for continuous parameters, although previous experience is not essential.

Q METHODOLOGY – 2 day course: 14th–15th July

Dr Amanda Wolf, *School of Government, Victoria University of Wellington*

Over the two days we will complete a Q study from soup to nuts, with workshop participants serving as both researchers and data providers. Attention will be given to both the basic steps involved in a Q-methodology study and the foundational theory.

For more information and/or to enrol, please visit www.nzssn.org.nz or email courses@nzssn.org.nz

Centre for Academic Development (CAD) Courses for Academics and Researchers

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

The IT Literacy programme offers a variety of computer training workshops covering academic/research related topics such as bibliographies (Endnote), quantitative and qualitative data analysis (SPSS, NVivo) and long document formatting, as well as common software applications. The Academic Practice Group offers workshops, courses and consultations in the areas of teaching, supervising, and research development.

Partial cost recovery and prerequisites may apply for some IT Literacy workshops so please read the full workshop description. To browse workshops or enrol visit www.cad.auckland.ac.nz/workshops. If you're an academic you'll want to check out the workshops on the Academic Practice page as well as the IT Literacy 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 Literacy workshops so you don't miss out on the relevant events.

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

IT Literacy Coordinator, ext. 87951, caditliteracy@auckland.ac.nz
Academic Programmes Administrator, ext. 88356, t.sillifant@auckland.ac.nz

Research Seminars

UACEL Seminars

Auckland Wednesday 22 June 4pm to 6pm at The University of Auckland Business School, Owen G Glenn Building

Professor Sir Peter Gluckman

First Class Schools: How the Benefits of Science can Increase the Effectiveness of Schools

Professor Sir Peter Gluckman was the founding Director of the Liggins Institute at The University of Auckland and is one of New Zealand's best known scientists. His research has won him numerous awards and international recognition, including Fellowship of the Commonwealth's most prestigious scientific organisation-The Royal Society (London). He is the only New Zealander elected to the Institute of Medicine of the National Academies of Science (USA) and the Academy of Medical Sciences of Great Britain.

In 2009 he became a Knight of the New Zealand Order of Merit, replacing the 2008 Distinguished Companion of the NZ Order of Merit, for his services to medicine and having previously been made a Companion of the Order in 1997. In 2001 he received New Zealand's top science award, the Rutherford Medal. In July 2009 he was appointed as the first Chief Science Advisor to the Prime Minister of New Zealand. Professor Sir Gluckman is an international advocate for science, promoting the translation of discoveries in biomedical research into improvements in long term health outcomes. He is the author of over 500 scientific papers and reviews and editor of eight books, including three influential textbooks in his subject area.

Seminar Overview

First Class Schools: How the Benefits of Science can Increase the Effectiveness of Schools with Professor Sir Peter Gluckman as 2011 Distinguished Guest Speaker follows the outstanding success and popularity of the 2010 event with Professor Ben Levin (Toronto, Canada). Sir Peter's passion about spreading a better understanding of science throughout the community and his hope for better health from birth through adolescence to parenthood and to understanding the neurological difficulties of old age will resonate with educational leaders.

In his address he will outline how we can maximize the benefits of science, especially from health sciences, to realize the enormous potential we have as a nation and a schooling system to be innovative and first class. The address will be followed by discussion.

First Class Schools is a special early evening event for educational leaders at all levels of leadership and in all types of schools and educational organisations. It includes informal networking over drinks and light refreshments before and following the Distinguished Guest Speaker address. [Click here](#) to book for this event.

Auckland Friday 24 June 8:30am to 4pm at the Novotel Auckland Ellerslie

Professor Viviane Robinson, Dr Kate Thornton & Deborah Wansborough

Early Childhood Educational Leadership: Making a Difference in Diverse Contexts

Professor Viviane Robinson is a 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 work has been published in several leading international journals and she is lead author of the recent and widely acclaimed Best Evidence Synthesis: School Leadership and Student Outcomes. She has been honoured by the Australian Council for Educational Leaders (ACEL, 2007), Secondary Principals Association of New Zealand (SPANZ, 2008), and the University Council on Educational Administration (USA, 2009). She is known internationally and nationally for her outstanding research, teaching and conference presentations related to educational leadership.

Dr Kate Thornton is a lecturer in the School of Education Policy and Implementation at Victoria University of Wellington's Faculty of Education. Her research interests include educational leadership and leadership development. She trained as a secondary teacher and her interest in early childhood education resulted from involvement in Playcentre with her children.

She has worked in professional development and teaching in the tertiary sector for over ten years and has published several articles on leadership in the New Zealand ECE sector. Kate has been involved in the NZ Teachers Council ECE Leadership writing group and is currently National President of the New Zealand Educational Administration and Leadership Society (NZEALS).

Deborah Wansborough is ECE policy adviser at the New Zealand Teachers Council. She has been involved in early childhood education for over 25 years and prior to her Council position had roles in teacher professional development and teacher education. A postgraduate project on ECE leadership drew her to the policy role at the Council and one of her first tasks was the publication of a leadership discussion paper. Deborah is currently establishing a framework for ECE leadership development that will encompass the diversity of the sector. She was the 2009 recipient of the Margaret May Blackwell Travel Fellowship to investigate leadership development programmes in selected services in the UK, USA and Australia.

Seminar Overview

In this seminar the three presenters recognise that leadership is currently experiencing a prominent focus in ECE and that it is seen as an enabler of effective teaching and improved learning outcomes. This means that ECE leaders need to know how research informed educational leadership practices, knowledge and skills can significantly contribute to high quality and high equity in the ECE sector.

Viviane Robinson will focus on the importance of leaders building trusting relationships through conversations that are deeply respectful of people and simultaneously tough on the problems that they need to address. Included will be the key values and skills required for these conversations, the role of such conversations in leading teacher change and building trust in your community, and an opportunity to practise a conversation based on an issue for which you are responsible.

Kate Thornton will consider the role of leadership in promoting and supporting professional learning communities. Although professional learning communities are a common concept in the compulsory education sector and the subject of considerable research and publication, there has not been an equivalent focus in the ECE sector. The shared and supportive leadership inherent in professional learning communities involves all teachers, not just those in professional leadership positions, and encourages leaderful practice and the inclusion of diverse perspectives. Participants will be encouraged to reflect on their role in promoting and supporting effective professional learning communities within their contexts.

Deborah Wansborough will focus on how the NZ Teachers Council is promoting the importance of leadership professional development for quality ECE teaching. A discussion paper highlighted the issues around ECE leadership and identified the components of successful development programmes, which led to a draft leadership framework and development strategy. It is vital the sector now considers this strategy to ensure ECE leaders in diverse services have access to professional learning opportunities to enhance their leadership practices. An opportunity to discuss the framework and strategy and consider future actions will be included.

Seminar Price

UACEL members \$330 (incl. 10% discount and GST)

Non UACEL members \$370 (incl. GST)

[Click here](#) to book for this event.

Research Opportunities

The International Journal of Play: Call for Papers

Routledge will be launching the first edition of this journal in April 2012. The International Journal of Play is an interdisciplinary publication focusing on all facets of play. It aims to provide an international forum for mono- and multi-disciplinary papers and scholarly debate on all aspects of play theory, policy and practice from across the globe and across the lifespan, and in all kinds of cultural settings, institutions and communities.

We welcome:

- Reports on research projects
- Review work across an area of research
- Papers concerned with theory-practice links
- Policy critiques and expositions
- Reviews and analysis of contemporary and historical publications
- Essays, memoirs, and other forms of reflective writing
- Writing that builds on the experience and voices of children and young people
- Theoretical position papers.

For further information, and to submit a contribution, please contact an editor:

Professor Pat Broadhead: p.broadhead@leedsmet.ac.uk, Leeds Metropolitan University, United Kingdom

Dr June Factor: j.factor@unimelb.edu.au University of Melbourne, Australia

Associate Professor Michael Patte: mpatte@bloomu.edu Bloomsburg University of Pennsylvania, USA

The deadline for submissions for the first issue of the journal is 9th October 2011, with a revision date no later than 9th January 2012. All submissions must be made electronically to the editors for this first call. A typical submission will not exceed 7,000 words.

All papers submitted to The International Journal of Play undergo rigorous peer review based on editor screening and where appropriate anonymised refereeing by at least two referees.

www.tandf.co.uk/journals/rijp

Call for Papers: Teachers and Curriculum Journal

After two years in abeyance, a 2011 volume of Teachers and Curriculum Journal is now being planned and authors are invited to submit articles for review.

The Teachers in Curriculum Journal is an annual publication of the Faculty of Education, The University of Waikato, Hamilton, New Zealand and includes articles about curriculum issues, research in the area of curriculum and informed curriculum practice. Reviews of curriculum related books may also be included.

This peer reviewed journal welcomes papers on any of these from tertiary staff and students, teachers and other educators who have a special interest in curriculum matters.

Submitting Papers:

Manuscripts should not normally exceed 7,000 words, including references and appendices. An abstract of not more than 100 words must be provided.

Please provide an electronic copy in Word format, using 11 pt Times New Roman with one and a half line spacing for the main text. Referencing should follow the Publication Manual of the American Psychological Association (APA), 6th Edition, with references in a reference list at the end of the manuscript, rather than footnotes. Manuscripts not submitted in accordance with the above guidelines will be returned to authors for amendment. Please do not include running headers or footers, or your name, within the document so as to enable blind peer review.

When submitting a manuscript to Teachers and Curriculum, please complete and include the cover page attached to this email, giving details of your name, institution, contact details, date of submission and title of the Manuscript.

Manuscripts can be emailed to Carolyn Jones, Research Manager, Wilf Malcolm Institute of Educational Research, Faculty of Education, University of Waikato.

Email: cjjones@waikato.ac.nz

Timeline: Papers can be submitted at any time, however for consideration for inclusion in the 2011 volume completed papers must be received by the 30 June.

Call for Submissions: Career Educator Quarterly

On 1 July 2011 East York College Faculty of Education launches Vol 1 of its new open access interdisciplinary education Journal titled "Career Educator Quarterly". The journal is targeted towards research students and teachers with little peer-review academic publishing experience although anyone is welcome to contribute. The journal shall be permanently archived [here](#)

The first 10 or so editions shall be presented in a relaxed newsletter format and shall include the following sections:

1. Editors' introduction
2. Peer-reviewed journal articles
4. Book Reviews
3. Open space – minimal peer review (opinions and other non scholarly pieces)
5. Public announcements (open to all persons).

The editors plan to develop the journal to a standard comparable to peer review academic journals published by Sage within about three years. In the mean-time the "newsletter" offers early career academics the opportunity to build their peer-review publications without the pain of going through numerous edits often experienced with A ranked journals.

Contact Jyonah Jericho, Editorial Team; submissions to ceg@eastyork.ac.nz, www.eastyork.ac.nz

Call for Submissions: Pacific-Asian Education Journal

Pacific-Asian Education is an international refereed journal that engages with theoretical and empirical issues in sociology of education, curriculum studies, and teaching and learning of interest to the Pacific-Asian region.

Submissions are welcome from a range of approaches including: research studies, theoretical discussions, and historical surveys concerning education throughout the Pacific-Asian region. In addition, reports of curriculum and education initiatives relevant to Pacific and Asian education are welcome.

The journal is available online [here](#)

Submission information is available [here](#)

Please submit your manuscript to the editors at: paejournal@auckland.ac.nz

Call for Submissions: Perspectives on Undergraduate Research and Mentoring

A new journal, *Perspectives on Undergraduate Research and Mentoring* (PURM) www.elon.edu/purm. PURM is a unique online, peer-reviewed, multidisciplinary journal focused on scholarship *about* undergraduate research and the mentoring of such research. Rather than publish the primary products of undergraduate research, PURM provides a space for mentors, students, program directors, and administrators to discuss the processes and challenges of undergraduate research and mentoring. Given this focus, we welcome articles co-authored by faculty-student groups and will be instituting a review system that encourages paired review by mentor-student teams.

The inaugural issue is to be published in October 2011. The theme for this issue is "Supporting Quality Undergraduate Research: Challenges and Rewards." If you are interested in submitting an article or serving as a reviewer with a student researcher, please contact us at purm@elon.edu.

Rebecca Pope-Ruark, PhD/Asst. Professor of English, Managing Editor, Perspectives on Undergraduate Research and Mentoring, Elon University, www.elon.edu/purm, rruark@elon.edu

Call for Submissions: Scholarlink Resource Journals

Journal of Emerging Trends in Engineering and Applied Sciences (JETEAS) <http://jeteas.scholarlinkresearch.org>

Journal of Emerging Trends in Economics and Management Sciences (JETEMS) <http://jetems.scholarlinkresearch.org>

Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS) <http://jeteraps.scholarlinkresearch.org>

Our objective is to inform authors of the decision on their manuscript(s) within two weeks of submission. Following acceptance, a paper will normally be published in the next issue. Instruction for authors and other details are available on our website; <http://www.scholarlinkresearch.org>

JETEAS, JETEMS and JETERAPS are fully committed to the Open Access Initiative and will provide free access to all articles as soon as they are published thereby enhancing indexing, retrieval power, increases visibility of the published articles.

Submission of manuscript is made online through the Online Submission Centre or as an attachment to editor@scholarlinkresearch.org

Manuscript Review Process

All manuscripts are reviewed by an editor and members of the Editorial Board or qualified outside reviewers. Decisions will be made as rapidly as possible; Authors are normally informed of the publication decision within 3 weeks. All published articles in this peer-reviewed journal will be reviewed by members of the editorial board and review board, and it is the goal of Scholarlink Resource Centre Journal, to publish manuscripts within 8 weeks after submission.

When a manuscript is received, it is sent to Managing Editor for Initial Review. It is then assigned to an Editorial Board Member for review and assignment to at least 2 reviewers with general or specific expertise in the subject matter of the article.

Upcoming Conferences/Presentations

Australian Consortium for Social and Political Research Inc (ACSPRI) Winter Program

27 June-8 July, University of Queensland, St Lucia

The Australian Consortium for Social and Political Research Inc (ACSPRI) is a not-for-profit consortium of universities, government departments and public sector research organisations, which has offered intensive courses in research methods, predominantly for research staff and HDR students at its member institutions, for over twenty-five years.

The 2011 ACSPRI Winter Program will be hosted by the University of Queensland, St Lucia, from 27th June to 8th July and will include 15 separate five-day courses. These courses cover a range of qualitative and quantitative research and analysis techniques of various levels, and include training in a number of research-based software including SPSS, Amos, Mplus, Nvivo, Stata, RUMM2030 and social network analysis software.

Please note: The University of Auckland is an ACSPRI member, and substantial discounts apply to bookings made by our staff. A further discount is available for full-time post graduate students who complete and organise payment of their booking by the 4th May, 2011.

Individual course and overall program details can be found at <http://www.acspri.org.au/winterprogram2011>. Queries can be forwarded to <mailto:winter2011@acspri.org.au>.

Advance notice: An opportunity to present at or attend an international conference.

Following the devastating earthquakes in Christchurch a conference scheduled to be held at the University of Canterbury in August has been relocated to the Faculty of Education here at Auckland University.

Dates: August 12-14

Host organisation: the Pacific Circle Consortium -- a group of education agencies, faculties, institutions and organisations in an around the Pacific Rim with an interest in education issues, curriculum, research, policy and practices in the Pacific and Asia.

Keynotes: Professor Jennifer Greene, University of Illinois (Mixed methods research for social justice); Professor Brian Caldwell, Consultant, Australia (Future-focused schools); Professor Angus Hikairo Macfalane, University of Canterbury (Supporting Maori student achievement); Sam Johnson, Founder of the Canterbury Earthquake Student Volunteer Army (Skills young people need for the future).

Abstracts will be considered up to **30 June**. See www.eenz.co/pcc11/

3rd Paris International Conference on Education, Economy and Society

Paris (France), Hotel Concorde La Fayette, 20-23 July 2011

The Conference will be a forum, discussion and networking place for academics, researchers, professionals, administrators, educational leaders, policy makers, industry representatives and advanced students interested in Education. All areas of Education are invited. The Conference will be held at Hotel Concorde La Fayette, in central Paris.

For further information and registration: <http://www.education-conferences.org>

Contact: Paris-Conference@analytrics.org

Junior Researchers of EARLI Preconference (JURE)

29-30 August 2011, Exeter, United Kingdom

JURE 2011 pre-conference provides a wide range of opportunities for participants to engage in active exchanges of ideas. For further information see www.earli2011.org/jure

EARLI 2011

***Education for a Global Networked Society*, Exeter, United Kingdom
30 August - 3 September 2011**

For further details go to <http://www.earli2011.org>

Symposium on Assessment and Learner Outcomes

1-3 September 2011 at Rutherford House, Pipitea, Wellington, New Zealand.

This exciting international evidence-based conference on assessment is a collaborative effort co-sponsored by Victoria University, the University of Auckland, the New Zealand Ministry of Education, and the New Zealand Qualifications Authority. For detailed information about the symposium, please click [here](#)

The 4th Educational Psychological Forum

Increasing Evidence-Based Services for ALL Populations

22 & 23 November 2011, Massey University, Albany, Auckland, New Zealand

REGISTRATION NOW OPEN

Strands include response to trauma, systemic change/school-wide interventions, cultural considerations in service delivery including service delivery to Maori, Pasifika, rural schools and migrants/refugees, and professional issues.

Keynote speakers confirmed include Dr. Dan Reschly from Vanderbilt University (USA), Dr. Wally Penetito, Victoria University, and Dr. David Fergusson from the University of Otago Medical School.

The conference will be held on the Massey campus in Albany at the beautiful Sir Neil Waters building with a welcome function on the evening of the 22nd November.

CALL FOR PAPERS

If you are interested in submitting an abstract, you are able to do this on-line by clicking [here](#)

Visit the conference website to [register on-line](#)

Call for Papers: Australian and New Zealand History of Education Society Conference - *Experiencing Education*

6-9 December 2011, The University of Auckland, Faculty of Education, Epsom Campus

The 2011 Australian and New Zealand History of Education Society (ANZHES) conference theme invites proposals that consider the topic of experiencing education from a wide variety of perspectives. The conference is especially interested in the experiences of formal and informal sites of education and training in the past. This would encompass classroom and school experiences of all types and from various perspectives including that of teachers, students and other educational workers. It also includes education experienced in museums, libraries, and media. We also invite papers that explore particular historical methodologies and theoretical schema in the history of education to capture and effectively analyse lived experiences of education.

Submission of proposals:

We invite proposals for individual papers, a panel discussion or symposium, or 'Picture and 1.000 words' presentations. Abstracts should be no more than 250 words. In addition, please provide:

The title of the paper/presentation

Name/s and institution/affiliation of author/s

Postal and email addresses

Please email all proposals by **4th August 2011** to: ms.stephenson@auckland.ac.nz