Congratulations

Distinguished Professor Viviane Robinson and Dr. Deirdre Le Fevre have received the Outstanding Paper Award at the Literati Network Awards for Excellence 2012 for their article “Principals’ capability in challenging conversations: the case of parental complaints” which was published in the Journal of Educational Administration and can be viewed here.

Dr. Martin East has been awarded a University of Auckland Early Career Research Excellence Award for 2012. These awards, made annually, recognise the research excellence and leadership potential of those who have joined the University within the last five years and who completed a doctorate no more than eight years’ ago. The award was presented by the Vice Chancellor on 1st May at an event celebrating research excellence and innovation.

Congratulations to all our students and staff who graduated from The University of Auckland this week. Among those who are members of the academic staff of the Faculty, our newest doctors* are:

Dr. Sally Birdsall and Dr. Melinda Webber (Doctor of Philosophy in Education)

Dr. Liz Probert and Dr. Jannie van Hees (Doctor of Education)

Associate Professor Timothy Teo has been appointed as the editor-in-chief for The Asia Pacific Education Researcher (TAPER), an international refereed journal of original research in education. The aim of TAPER is to provide a platform where empirical research and theoretical studies in education can be published. From 2013, TAPER will be published by Springer.

Faculty of Education Monograph Series

Call for Expressions of Interest in future volumes

Following the successful publication of the ‘Trajectories’ volume (NZCER press), this is a call for expressions of interest for subsequent volumes that may be considered for publication in this series. The intention is to provide an annual / biennial publication that will capitalise on and highlight research from a Faculty-wide perspective.

We are now calling for EOI's for volumes that can contribute to this on-going series, following the same aims as the first volume: “to highlight areas of research strength found at The University of Auckland’s Faculty of Education” in a way that will “encompass the Faculty’s strong research presence.”

*If we have missed anyone, our apologies – please email Sharon for inclusion in the next Research Newsletter
Volumes in the series will be underpinned by a coherent and unifying theme, and will include chapters drawn from researchers from across all areas of the Faculty’s work. Your EOI (which should be seen as a ‘first stage’ or ‘concept plan’) should include the following information:

- Proposed working title
- Proposed editors of the volume
- Proposed underlying / unifying theme
- Proposed number of chapters
- A brief overview of the chapters that may be included in this volume (half a page to one page), including (as far as can be identified at the concept stage) the authors/researchers whose work will be highlighted, their school / research unit affiliation, and the essential contribution of their chapter to the volume.
- Timeframe for delivery of the final manuscript.

Gathering this information will enable the Faculty Research Office to maintain a coherent approach to planning the volumes that may appear in this series. Once initial proposals have been received, Stephen and Martin will work with individual proposers to scope the processes and time-frame for possible publication in the series.

Please send your initial EOIs to Martin East, Associate Dean (Research Development): m.east@auckland.ac.nz. EOIs can be received at any time, but receipt of EOIs by 30th June 2012 will help with planning for a coherent on-going series.

We look forward to receiving your EOIs.

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 feed-research@auckland.ac.nz stating the date you will need it back by.

New Publications

Journal Articles


Books

The world has become increasingly globalised and, with English at its vanguard, globalisation has provided many new opportunities as well as challenges for the English language teaching profession in recent years. Among these are the emergence of several new Englishes, particularly in the Asia-Pacific context, and the implications for learners and teachers as well as course material designers, curriculum developers, and policy makers in the region and beyond. The current status, roles, functions and manifestations of the English language in these diverse settings have thus assumed great academic significance and warranted much professional attention and interest. Therefore, Asian Englishes: Changing Perspectives in a Globalised World seeks to explore issues pertaining generally to the problems and possibilities concerning the teaching, learning and use of English in a globalised world. Edited by scholars in the field of global/world Englishes, this is a collection of articles that covers a wide range of research interests from linguistic features, cultural, ethical, political, and identity issues, to pedagogical implications and applications, all within a highly coherent overall framework. This volume documents a sampling of the dynamic nature of Englishes in a variety of Asian contexts and domains of language use. The aim is to re-invigorate thinking on the spread and use of English in Asia from a range of perspectives.

Conferences


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 feed-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/uo/home/staff-intranet/central-services/computing-and-technology/network-and-internet-access/vpn)

Faculty specific guidelines and the up-to-date user guide can be found here. University guidelines and the 2012 application template can be found here. Please note this template was designed to assist in the preparation of your application for online submission only.
All Ethics Applications from the Faculty of Education must be electronically submitted via the InfoEd system no later than the submission dates below:

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

**Workshops**

**Shift your thinking about participating and contributing**

**3-4 May 2012, St James Theatre, Wellington**

Cost: $440 (incl GST). Includes morning and afternoon tea and lunch on both days.

Join us for this two-day workshop, where we’ll explore what participating and contributing in learning means in the 21st century. Together we’ll wrestle with ideas such as the implications for sharing power and responsibility, how to support local and global participation and what participating in and contributing to the generation of new knowledge means.

This workshop is for teachers, advisors, school leaders, tutors and anyone interested in challenging their ideas and practice. We will be drawing on your knowledge, interests and talents as well as those of a diverse NZCER team to create an inspiring, knowledge-generating event together.

Registrations are open now until 27 April. Go to [www.shiftingthinking.org](http://www.shiftingthinking.org) for details or email the team at shiftingthinking@nzcer.org.nz

**Methodology Workshop: Autoethnography**

**Friday 18th May, 10am-3.30pm, Room N-413 (Epsom campus).**

An invitation to an upcoming Autoethnography Workshop, convened by Barbara Grant (CRSTE), featuring guest contributor Dr Tai Peseta from La Trobe University, who has undertaken autoethnographic research. The workshop is aimed at those who are using (or are considering using) autoethnography in their research (doctoral, masters and beyond).

The workshop programme will be highly interactive: a mix of a presentation from Tai on her doctoral research, some ‘reading-group’ style interaction, and small group work-in-progress presentations/discussions among participants, with a lunch break in the middle. We will send out 2-3 pre-readings by the beginning of May at the latest.
Please RSVP if you would like to attend – there is a limit of about 15.

Contact person: Barbara Grant, bm.grant@auckland.ac.nz

ACSPRI Winter Program 2012
25th June - 6th July at University of Technology Sydney

There are only two weeks left to take advantage of the Early Bird rates for the 2012 ACSPRI Winter Program, which will be held from 25th June to 6th July at University of Technology Sydney.

The Australian Consortium for Social and Political Research Inc (ACSPRI) is a not-for-profit organisation that has offered short courses in research methods, predominantly for staff and HDR students at its member institutions, for twenty-seven years. 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 (e.g. SPSS, AMOS, Mplus, Nvivo, Stata, R). As University of Auckland is an ACSPRI Member, substantial discounts apply to bookings from University staff and students, and a further discount is available for full-time post graduate students who complete and organise payment of their booking by the 8th May, 2012.

This is the largest Winter Program ACSPRI has held, with around twenty separate five-day courses on offer across the two weeks. It is being held in Sydney in time for the RC33 8th International Conference on Social Sciences Methodology hosted by University of Sydney from 9th - 13th July, which hundreds of researchers from around the world will be attending. See www.rc33.org for more details.

For the 2012 ACSPRI Winter Program, a full list of all courses on offer, the online booking facility and various other program details are available here. Queries, including assistance with bookings, can be sent here.

12th Asia-Pacific Training Workshop on Education for International Understanding.
24th August and 2nd September 2012, Seoul, South Korea

The New Zealand National Commission for UNESCO invites nominations from teacher trainers/curriculum developers/programme planners to attend the workshop, which will take place in Seoul, South Korea between the 24th of August and 2nd of September 2012. The workshop aims to:

- Enhance understanding on EIU of teacher educators in the Asia-Pacific
- Strengthen capacity of in-service training on EIU based on the local context
- To reaffirm the networks and collaboration among educators in the Asia-Pacific

APCEIU will cover all workshop-related costs including accommodation, meals, workshop materials and field trips during the workshop period. Successful candidates may apply to the NZ National Commission for UNESCO for assistance to cover airfares, but this is not guaranteed.

For application forms and background documents please contact maxine.ma@auckland.ac.nz. Completed application forms need to be sent to Maxine Ma by Wednesday the 16th of May. The successful nominee will then be referred to APCEIU for final selection.

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.
Centre for Academic Development (CAD) Training for Academics and 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 coursework (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, caditliteracy@auckland.ac.nz; Academic Programmes Administrator, ext. 88356, t.sillifant@auckland.ac.nz

UACE 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
Task-based language teaching (TBLT) is being encouraged as part of a major overhaul of the entire school languages curriculum in New Zealand. However, teachers often struggle with understanding what TBLT is, and how to make TBLT work in classrooms. Using the stories that emerged from a series of interviews with teachers (the curriculum implementers) and with advisors (the curriculum leaders), this book highlights the possibilities for TBLT innovation in schools.

The result is a book that, whilst rooted in a particular local context, provides a valuable sourcebook of teacher stories that have relevance for a wide range of people working in a diverse range of contexts. This book will be of genuine interest to all those who wish to understand more about TBLT innovation, and the opportunities and challenges it brings.

Seminars

The School of Counselling, Human Services and Social Work at The University of Auckland invites you to a seminar with

Deborah Espiner and Diane Guild

Thursday 03 May 2012 at 4-5.30 pm in J3 (light refreshments will be served)

Creating engagement with student planning

This presentation will outline the journey one school has undertaken towards further developing their ability to respond to the growing complexity of cultural and learning diversity. The results of a whole school professional development programme based on Circle of Courage (Brendtro, Brokenleg, & Van Bockern, 2002) Principles and Response Abilities Pathways (RAP) (Brendtro & du Toit, 2005) strategies will be presented. The Circle of Courage philosophy was then combined with graphic facilitation (Sibbett, 1977) to develop planning approaches for a group of students with varying degrees of needs from high to very high and complex. This approach was designed to ensure that the young person and their family and whanau were at the centre of the planning process, listened to, and that the resulting plan represented their aspirations and goals.

Please register by emailing Margaret Barnett at ma.barnett@auckland.ac.nz

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The School of Curriculum and Pedagogy presents

Associate Professor Tristan Wallhead

Tristan is an Associate Professor in Physical Education Teacher Education at the University of Wyoming, USA. He is currently a visiting scholar at the University of Auckland working with Ben Dyson in in the School of Curriculum and Pedagogy. His research interests include the influence of peer-assisted instructional models on student learning and motivation to participate in physical education. He uses a French-based didactic methodology to examine the teaching-learning process within these models.

Thursday 10 May 2012, 2-3 pm in N5 (light refreshments will be served)

A Didactic Lens to Examine the Dynamics of Peer-Assisted Learning in Physical Education
Peer-assisted learning (PAL) strategies, such as the reciprocal style of teaching, peer tutoring and co-operative learning have been shown to be effective in facilitating student engagement within tasks (Ward & Lee, 2005). Despite this growing body of evidence to support the use of PAL strategies there remains a paucity of knowledge of how these strategies operate to influence the dynamics of the teaching-learning process. Specifically, little is currently understood of the effectiveness of peers in developing content within these instructional models. A research methodology that may have the potential to provide a richer description of the dynamics of content development that occurs during PAL strategies is didactics (didactique) (Amade-Escot, 2000). The purpose of this seminar is to highlight the epistemological assumptions of the didactic method and the data collection and analysis techniques that inform didactic descriptions of teaching and learning.

The didactic protocol includes collecting data regarding teacher intentions, actions and interpretations of content, and the identification of problematic episodes in the teaching-learning process or Critical Didactic Incidents. A review of the author’s work using the didactic lens to analyse the efficacy of PAL strategies will be presented.

Please RSVP to H.jin@auckland.ac.nz

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The School of Curriculum and Pedagogy presents

Professor Elizabeth Wood

Professor Liz Wood from the University of Exeter is well-known internationally for her research and writing on perspectives of play and pedagogy, including a chapter in Anning, Cullen and Fleer’s edited collection that is used as a course reading. This research followed her earlier work on teachers’ beliefs. She will be an academic visitor at the Faculty of Education in late May-early June and is offering the following seminars to staff:

Tuesday 29 May, 4.30 pm, J2 lecture theatre

A critical look at play from the perspective of equity and diversity

The aim of this seminar is to provide a critical analysis of the theoretical informants that underpin contemporary versions of educational play in national curriculum policies for early childhood education. Focusing on Te Whāriki in New Zealand, and the Early Years Foundation Stage in England, this analysis will focus on three contested concepts: play as learning, play as curriculum and play as pedagogy. Because each of these concepts is enmeshed within the wider ‘play as education’ discourse that permeates contemporary policy frameworks, these different versions of play have implications for how we understand and promote equity and diversity in and through play. The policy discourses will be juxtaposed with the contemporary play scholarship in educational settings (Hedges, 2011; Wisneski and Reifel, 2012; Wood, 2012). I will argue that validations for play have been re-formulated in policy texts, in ways that align ‘educational’ play with neo-liberal discourses that are concerned with children’s outcomes and teachers’ performance. Like Cinderella’s glass slipper, finding a best fit between these two positions is proving to be problematic.

Tuesday 5 June, 12.30 pm, J2 lecture theatre

Methodological developments in ethical approaches to research with young people in culturally diverse communities

As the early childhood field has shifted towards rights-based perspectives, the influence on research practices has been significant. Children are seen as social actors and active participants in different communities, who have the right to make and be involved in decisions that affect them. This has led to greater concerns with ethical approaches to conducting research with children, in which children are not ‘donors of data’, but are active participants in the research processes. In this presentation, I will outline what these trends mean for researchers, in terms of theory, methodology and methods, drawing on my own experiences as a researcher, and the challenges that these developments pose. I will explore some of these developments in the context of post-structural and post-developmental perspectives, focusing on the implications for research with young people in culturally diverse communities. I will discuss the concepts of rights, risks and benefits, and the challenges and tensions we may encounter in the intersection between academic pressures and ethical practices.

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Advance Notice:

The Knowledge and Education Research Unit (KERU) is holding a series of events in July around the visit by Professor Michael Young, Institute of Education, University of London, and 2010 University of Auckland Hood Fellow.

If you are interested in attending please diarise the following dates:

Symposium: Wednesday, 11 July 2012, 10am – 5pm
Title: ‘Why is bringing knowledge back in so difficult?’

Forum: Thursday 12 July 2012
‘Critical pedagogy or sociology of education: What is the future for educational studies?’ 10.30 – 12.30

Full programme details will be available in Faculty Research Newsletter and on the KERU website http://www.education.auckland.ac.nz/keru from June.

All Faculty members are warmly invited. For further information please contact Elizabeth Rata ext 46315 or e.rata@auckland.ac.nz

Upcoming Funding Opportunities

Faculty Research Development Fund (FRDF)

The FRDF is a University-wide fund. It is one of the key ways that the Faculty of Education implements the University’s strategic goals with respect to research. Each year a sum of money is devolved to each Faculty to award. In most cases, this sum is related to the PBRF monies gained by a Faculty. All Faculties have one application round per year at a designated time (closing dates are advertised on the Faculty website). University guidelines, application forms and reporting requirements apply. Applicants should consult the University Research Office website for the most recent information regarding applications as this information is up-dated on an ongoing basis. Faculty Guidelines should be read in conjunction with the University Guidelines for FRDF.

The Faculty Research Development Fund (FRDF) closes on Wednesday 9 May. Please go here for faculty specific information and here for University guidelines and application forms. (NB applications are submitted online via InfoEd)

A drop in workshop to help applicants upload their applications will be held from 12.00 to 1.30 pm on Tuesday 8 May in N431. Please email foed-research@auckland.ac.nz if you will be attending and make sure to bring your completed application form and all attachments on a memory stick.

If you are unable to attend the scheduled Application Support Session, a submission user guide is available on the University FRDF page here. This will guide you through each step of the on-line application submission. Support will also be available via the Research Office helpdesk, researchoffice@auckland.ac.nz, (extn 87956).

The Rutherford Discovery Fellowships

The Rutherford Discovery Fellowships support excellent early- to mid-career researchers to gain the independence necessary to accelerate the development of their potential into researchers with a track record sufficient to compete with the best researchers in New Zealand and the world for mainstream research funds. promote multi-institutional and multi-disciplinary links across the science and innovation sector, closes Friday 4 May

Excellence in Equity Awards

As you may already be aware, the University is now accepting applications for the Excellence in Equity Awards 2012.

The biennial Excellence in Equity Awards encourage and reward outstanding efforts and achievements in supporting the University’s Equity Objectives in the Strategic Plan. They also promote best practice and innovation in equity in our research, teaching, scholarship and service.

This year, the application criteria have been broadened to help encourage applications from our many academic and professional staff who are engaged in equity-focused initiatives and activities. The new criteria also highlight the University’s Equity Cycle, an innovative approach to equity support and achievement before, during and after tertiary education.

The Excellence in Equity awards will be presented at a ceremony at 4pm on 27 September.

The deadline for applications is 5pm, 28 June.

For more information, including application form, guidelines and past winners, visit Excellence in Equity Awards 2012

The Marie Clay Literacy Trust Research Scholarship

The School of Curriculum and Pedagogy and the Woolf Fisher Research Centre of the Faculty of Education call for applications for the Marie Clay Literacy Trust Research Scholarship

The Scholarship:

The scholarship is to provide funding for a researcher to engage in research into literacy education in New Zealand, consistent with the Marie Clay Literacy Trust’s objectives to support research into aspects of literacy development and learning, the development of effective instruction and early intervention in literacy, and associated professional development.

Who may apply:
The researcher should be a doctoral student engaged in any stage of the research component of the doctoral degree, and must be provisionally registered. The supervision for the research must include a member of the Faculty of Education (The University of Auckland). Applicants may be part time or full time.

**Amount:**
The grant is $10,000 per annum, normally renewable for a second year following acceptance of an annual report. Funding for up to two awards may be made in any one year.

**Application and selection.**
Applications should be made to:

Professor Judy Parr  
Head of School  
Curriculum and Pedagogy  
Faculty of Education  
The University of Auckland  
Private Bag 92601, Auckland  
jm.parr@auckland.ac.nz

Applications should contain a brief statement of the research topic; the goals; the research plan and an indication of the stage at which the doctoral research is, including the arrangements for supervision. In addition, details of how the applicant intends to use the funding should be outlined. A short CV should also be supplied.

**Applications close: July 1, 2012**

Queries regarding this scholarship can be made to Professor Stuart McNaughton (phone 6238899, extension 87541) or email s.mcnaughton@auckland.ac.nz

**Administration:**
The scholarship is associated with the School of Curriculum and Pedagogy with funding provided through the Woolf Fisher Research Centre in the Faculty of Education and financial management by Auckland Uniservices Limited. Advertising and selection of a researcher and research topic will be managed by the School of Curriculum and Pedagogy under the direction of the Head of School. Supervision of graduate research must be undertaken by members of the Faculty of Education (The University of Auckland) academic staff. The Woolf Fisher Research Centre will supply technical and other support as appropriate.

**Reporting:**
Annual reporting on progress will be through the Woolf Fisher Research Centre to the Trustees of the Marie Clay Literacy Trust.

**Selection Committee**
Head of School (or nominee)  
Member of the Woolf Fisher Research Centre  
Member of the Marie Clay Literacy Trust

**Timelines - 2012**
1. May 2012 advertisement to be placed on the research page of the Faculty website and included in the research newsletter.  
2. July 1st applications close  
3. July 4th send out applications to members of panel.  
4. July 16th convene panel - make decision for 2012

**Faculty of Education Equity Supplementary Grant**
The Faculty of Education Equity Supplementary Grants (ESG) support activities in line with The University of Auckland’s Strategic Plan (2006-2012) and the faculty’s Annual Plan, particularly in relation to:

**Excellent People:**
15. Create a culture that encourages academic and professional staff to reach their full potential  
- Ensure that resources are available to enable staff from EO target groups to study, attend conferences and attain training as specified in performance reviews.

**Closing dates for the ESG 2012 funding rounds**
Round 2 deadline: **6 August**
Round 3 deadline: 5 October

Please send both a hard copy and an email copy of your application to Banké Moss (b.moss@auckland.ac.nz).

Guidelines and application forms are available here

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Please contact Nic Mason, Research Opportunities Manager for the Faculty (ext 48231), and she will gladly meet with you and discuss how she can help you in developing persuasive, precise funding applications and proposals.

**Research Opportunities**

**Poll: Dialogic Pedagogy Journal**

Eugene Matusov, Mark Smith, and Ana Marjanovic Shane from the University of Delaware are conducting a very short and simple “straw poll” survey (i.e., poll without any obligation or commitment for a participant) to find out if there is enough audience and workforce for a new academic peer-reviewed on-line international journal on Dialogic Pedagogy in English to start.

Their concept for this journal is described below.

“We view the concept of “Dialogic Pedagogy” in a broader sense as communal and discursive involving diverse, multiple, often contested and contradictory definitions and educational practices. You can find one way to conceptualize its current terrain on http://diaped.soe.udel.edu/dp-map/?page_id=18. We view a community around the concept “Dialogic Pedagogy” are all educational practitioners, researchers, students, policymakers, parents, educational designers, and so on who are interested in this concept in some honest way.

We envision that the on-line international journal will have diverse formats (e.g., dialogic peer reviews, articles with blogs, discussions of video-recorded dialogic lessons, drafts of papers in progress for feedback, round table dialogues on hot issues, wiki of key concepts, and so on) involving diverse international audience.”


The poll will be open until July 15th, 2012.

**Dyason Fellowships**

The Dyason Fellowships are intended to assist University staff to undertake (or host) a short-term international visit that fosters significant and lasting research collaborations with leading international researchers, their academic networks and consortia. Priority consideration will be given to proposals that have the potential to enhance relationships with the University’s international partner institutions.

Visits can be inbound or outbound, including (where appropriate) a combination of both; however, the standard award will not exceed AUD$5,000. In addition, regardless of the inbound/outbound nature of the short-term visit, applications for a Dyason Fellowship must be submitted by a Melbourne staff member.

Further detailed information is available online here, including a downloadable fact sheet.

**International Education Journal: Invitation for Submission to a Themed Issue on Poverty**

In the Autumn of 2013, the journal International Education, will publish a special issue that focuses on the theme of poverty, at an international level. We invited scholars from around the world to submit work they think addresses this theme to the journal editor for consideration. The deadline for initial submission is September 1, 2012. We are hoping this early announcement will give scholars plenty of time to prepare their work for submission. Submissions will go through the journal’s standard review process, and will be selected for this special themed issue by our reviewers. We look forward to turning the spotlight on this very important topic and giving scholars the chance to showcase their work in this special, themed issue.

**Guidelines for Contributors**

International Education is a refereed journal that focuses on multiple issues, policies and practices related to all levels of international education, from an interdisciplinary perspective. Although the journal covers a variety of issues in education, it pays close attention to: (1) studies on comparative education; (2) cross-national education and international students; (3) education issues in different countries. International Education publishes critical essays, research studies, and book reviews. Recommended lengths vary for critical essays, research studies (7500 words); book reviews (1000-2000 words). Authors should include an abstract with their submission. Manuscripts should conform to the most recent Publication Manual of the American Psychological Association. Articles accepted for publication but not in conformance will be returned to the author for revision. Manuscripts are sent out for anonymous review. To preserve the advantages of anonymous
reviewing, authors should avoid self-identification in the text as well as in the references of the manuscript. Each manuscript must be accompanied by a statement that it has not been published elsewhere and that it has not been submitted simultaneously for publication elsewhere. Authors are responsible for obtaining permission to reproduce copyrighted material from other sources and are required to sign an agreement for the transfer of copyright to the publisher. All accepted manuscripts become property of the publisher. Manuscripts should be submitted electronically to International Education via http://trace.tennessee.edu. The journal can be found under “Browse Research & Scholarship.” You will need to create an account which will give you the ability to unload your manuscript to the site. Most editorial decisions will be rendered within 4 months. Prospective authors are encouraged to contact the senior editor Dr. Barbara Thayer-Bacon (bthayer@utk.edu) with any questions.

Teacher Education Advancement Network

The Teacher Education Advancement Network (TEAN) is a UK based support service for teacher educators that produces a journal for teacher education: The Teacher Education Advancement Network Journal. This is an online peer reviewed journal, specifically aimed at teacher educators with the intention of advancing research and scholarly activity. Papers are welcomed from across the sector in the UK and the TEAN would very much like to engage more with colleagues from across the world. I know that colleagues from New Zealand have transferable experiences which would easily resonate across the miles and would like to offer an invitation to you to become part of the TEAN journal community. We welcome both experienced and inexperienced authors and are committed to supporting colleagues new to journal writing.

The review network of the TEAN journal is made up of a bank of experienced reviewers and also supports new reviewers. We welcome experienced reviewers who will become part of the process of supporting experienced reviewers – no extra work, just an agreement to share your reviewing skill.

We welcome inexperienced reviewers – a great benefit for you own writing by reviewing papers.

If you are interested, I suggest you take a look at the journal on the web page; go to www.tean.ac.uk click on the journal and you will find submission guidelines and access the first issues of the journal.

I look forward to welcoming you to the journal as author or reviewer,

Dr Alison Jackson, Director of TEAN, alison.jackson@cumbria.ac.uk

Call for Submissions: Assessment Matters Journal

Manuscripts are invited for Issue 5, 2013
Due by 1 November 2012.

Assessment Matters is an international journal that ‘pushes the thinking’ in assessment in education research, policy and practice. Articles may be reports of research and scholarship, commentaries and essays. The intended readership of the journal is researchers, practitioners and policy makers.

More information is available from http://www.nzcer.org.nz/nzcerpress/guidelines-submissions and from the General Editor, Associate Professor Mary Hill, School of Learning, Development and Professional Practice in the Faculty of Education. 09 623 8899, Extn 48630. mf.hill@auckland.ac.nz

Call for Submissions: Computers in New Zealand Schools

Computer in New Zealand Schools: Learning, Teaching and Technology aims at supporting the educational community by sharing and advancing knowledge and practice in the use of information and communication technology in learning and teaching. It also aims at developing a learning community to support professional development of teachers and educators.

For submission details please see the website here

Call for Submissions: Career Educator Quarterly

Career Educator Quarterly is targeted towards research students and teachers with little peer-review academic publishing experience although anyone is welcome to contribute. The journal is 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 ceq@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, rueark@elon.edu

Call for Submissions: Scholarlink Resource Journals


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

Innovative Research in a Changing and Challenging World Conference

16-18 May 2012, Phuket Thailand
http://www.auamii.com/conference.html

Traditionally research has been rigidly confined to a single academic discipline. This is important for maintaining its research vigour. However it can also create a discourse of research hegemony which can stiffen creativity and innovation. This conference promotes diversity and unity in research on an interdisciplinary basis. Phuket is chosen as our meeting place for sharing innovative research in a changing and challenging world.
Philosophy for Children New Zealand Mini-Conference
“Learning to Think through Philosophical Inquiry”
8 & 9 June 2012, Balmoral School, Balmoral, Auckland

P4CNZ presents a unique opportunity to find out how Philosophy for Children has transformed children’s thinking in a Brisbane School, and how children’s literature and popular films can be used to facilitate philosophical inquiry. This mini-conference will be of interest both to those who have not yet encountered Philosophy for Children and to beginning or experienced facilitators of P4C. Learn how to ensure that philosophical progress is made in communities of inquiry, and attend practical workshops that focus on reasoning and the teaching of thinking skills. Opportunities also to participate in philosophical communities of inquiry!

Keynote speakers include: Lynne Hinton – Queensland University of Technology, Professor Thomas Wartenberg - Mount Holyoke College, Dr Clinton Golding - University of Otago Higher Education Development Centre

Registration forms and further details are available here.

International Conference on Diversity in Organisations, Communities and Nations
11–13 June 2012, University of British Columbia, Vancouver, Canada

The Diversity Conference has a history of bringing together scholarly, government and practice-based participants with an interest in the issues of diversity and community. The conference examines the concept of diversity as a positive aspect of a global world and globalised society. Diversity is in many ways reflective of our present world order, but there are ways of taking this further without necessary engendering its alternatives: racism, conflict, discrimination and inequity. Diversity as a mode of social existence can be projected in ways that deepen the range of human experience. The conference will seek to explore the full range of what diversity means and explore modes of diversity in real-life situations of living together in community. The conference supports a move away from simple affirmations that ‘diversity is good’ to a much more nuanced account of the effects and uses of diversity on differently situated communities in the context of our current epoch of globalization.


2012 International Conference for the Society for Teaching and Learning in Higher Education
19–22 June 2012, Centre Mont-Royal, Montreal, Quebec, Canada

The theme of this conference is learning without boundaries. Questions to explore include:

Does learning have boundaries? What boundaries do we have or need? Are boundaries productive? Constructive? Liberating? Which boundaries need to be re-drawn, crossed, broken or maintained?

For further information please see the conference website www.mcgill.ca/stlhe2012sapes

Academic Identities Conference 2012: Thinking, Researching & Living Otherwise
25–27 June 2012, Epsom campus

This third conference on academic identities will showcase contributions that offer productive, creative and imaginative possibilities for, as well as critical encounters with, academic identities. The conference theme, Thinking, Researching and Living Otherwise, is an opportunity for researchers and scholars of academic practice and identity to imagine a space of being and practising ‘otherwise’, of speaking back to discourses that dominate the organisation of academic life, of remembering that our responsibilities to society lie in both duty and imagination: visit the website: www.aic.education.auckland.ac.nz/

Keynote Speakers:
Dr Melinda Webber, The University of Auckland, Aotearoa/New Zealand
Professor Sandra Acker, University of Toronto, Canada
Dr Eva Bendix Petersen, The University of Newcastle, Australia

Contact: Barbara Grant, bm.grant@auckland.ac.nz

27–29th June 2012, Aberystwyth University, Penglais Campus, Aberystwyth, Wales, UK

“A Child's World - Working Together for a Better Future” Conference has been devised to frame new concepts in
collaborative practice in childhood studies against social, legislative and organisational changes within an international strategic dimension.

In line with embedding Education for Sustainable Development and Global Citizenship (ESDGC), raising standards, promoting pupil participation and developing effective leadership and management, collaborative working is a vital tool in creating effective policy and shared practice.

The following key speakers have confirmed their participation:

- Leighton Andrews AM, Minister for Education & Skills, Welsh Government.
- Professor Jouni Välijärvi, National PISA Coordinator, Finnish Institute for Educational Research, University of Jyväskyla, Finland.
- Keith Towler, Children’s Commissioner for Wales.
- Ann Keane, Chief Inspector, Estyn.

Focused primarily at an educational research and professional audience, the findings will be relevant across a range of disciplines, including governmental policy formulation, social care and operational delivery of public services. The wide ranging scope of the conference will be highly applicable for national, regional and local government, education professionals and of direct interest to the general public.

It is intended that a series of papers of academic quality and scholarly importance will be published, providing the opportunity to identify and share best practice amongst subject professionals.

Organised and hosted by the School of Education and Lifelong Learning, Aberystwyth

For further information please e-mail achildsworldconference@aber.ac.uk

http://www.aber.ac.uk/en/sell/a-childs-world-conference/

Abstract Submission Details

- Summary: no more than 100 words
- Title: no more than 30 words
- Issue Addressed: no more than 100 words
- Methods and Approaches: no more than 100 words
- Results: no more than 100 words
- Conclusions: no more than 100 words

anzea Conference 2012: Evaluation in the Real World,

Relationships, roles, responsibilities and results.

8 - 11 July 2012, Waikato University, Hamilton, New Zealand

‘Kotahi te kowhao o te ngira e kuhuna ai te miro mā, te miro pango me te miro whero’. ‘There is but one eye of the needle through which the white thread, the black thread and the red thread traverse’

Tainui Whakatauki / Proverb

What does evaluation look like in the real world? How do perceptions of the world differ amongst evaluation practitioners and those we work with and for, and how do we acknowledge, understand and evaluate within these multiple realities? What are the practicalities, challenges and opportunities we face commissioning, designing, implementing and experiencing evaluation in this real world?

For further information see the website here

8th International Conference on Education (ICE 2012)

5-7 July, 2012, Research and Training Institute of East Aegean, Samos Island, Greece

This conference invites active researchers and practitioners and especially encourages young scientists interested in Education. Possible topics for submission include, but are not limited to:


**Distinguished Speaker:**

Prof. Geoff Hayward (invited), University of Leeds, Head of the School of Education, UK

**8th Biennial Conference of the Comparative Education Society of Asia (CESA)**

*Education at the Dawn of the New Decade: When the Quality and Sustainability Movements Converge*

**8-11 July 2012, Faculty of Education, Chulalongkorn University, Bangkok, Thailand**

**Call for papers**

The conference secretariat is now calling for submission of abstracts for the conference which will focus on quality education for sustainability under several thematic streams. For more information about the conference and abstract submission please visit [http://cesa2012.edu.chula.ac.th](http://cesa2012.edu.chula.ac.th).

**Important Dates/Deadlines**

Submission of full paper – 18 June 2012

Notification of acceptance – 18 May 2012

Registration – all registrations (online and by hard copy) must be received by close of business on 1 July 2012 in order to be processed. After this date registration will only be possible upon arrival at the conference; the higher fee will then apply.

**8th International Conference on Social Science Methodology**

**9-13 July, 2012, The University of Sydney, Sydney Australia**


RC33 (the International Sociological Association’s Research Committee on Logic and Methodology in Sociology) has organised the International Conference on Social Science Methodology every four years, since 1984. It is now the major international forum for current and fundamental issues in social science methodology and since 1984 has attracted scholars from all over the world and from a diverse range of academic fields and disciplines.

The focus of the conference is on innovations and current best practice in all aspects of social science research methodology. It provides an opportunity to reflect on contemporary methods, as applied in a range of settings and disciplinary contexts, to hear about emerging methods, tools, techniques and technologies, and to discover what resources are available to social science researchers and users of research.

The aim of the conference is to disseminate knowledge and promote methodological debate with the goal of contributing to the scientific development of social science research, particularly by building the evidence base to evaluate the efficacy, efficiency and rigour of the methods and techniques of social science research.

The conference website provides information about the conference, including key dates and deadlines, and submission guidelines. You can sign up for regular updates and news about the conference on the website.

**Second Marxism and Psychology Conference**

**9-12 August 2012, Morelia, Mexico,**


Key-speakers and special participants include: Guillermo Delahanty, Anup Dhar, Fernando González-Rey, Raquel Guzzo, Grahame Hayes, Lois Holzman, Gordana Jovanovic, Lynne Layton, Athanasios Marvakis, Raúl Páramo-Ortega, Hans Skott Myhre, Ian Parker, and Lawrence Wilde.

**7th University of Sydney TESOL Research Network Colloquium**

**The Faculty of Education and Social Work, The University of Sydney, Australia**

**Saturday September 1, 2012**

**CALL FOR PAPERS**
The University of Sydney TESOL Research Network Colloquium aims to provide a forum to discuss and share research in the area of TESOL as well as explore possible future research collaborations in this area. The Colloquium is a place for networking, for both established and new TESOL researchers.

The Colloquium includes presentation sessions on a wide range of TESOL and TESOL-related research, both in progress and completed. It also includes a networking session for people working in the area of TESOL research. The aim of this is to provide the opportunity for TESOL researchers to talk to each other about their research and to explore possible future research collaborations.

Keynote Speakers:

- Rod Ellis, University of Auckland: "Sorting Out Some Misconceptions about Task-based Language Teaching"
- Lindy Woodrow, University of Sydney: "Directions in English Language Learning Motivation Research"
- Huizhong Shen, University of Sydney: "Symbolic Interaction in PhD Designs by Bilingual Students: A Culturally Interactive Perspective"

Proposals are invited for:

- 25-minute paper presentations (20-minute presentations followed by 5-minutes for questions/discussion)
- 90-minute symposia (80-minutes for presentations followed by 10-minutes for questions/discussion)

Instructions for submissions:

- Individual papers: A title, a 250-word abstract plus a 50-word summary of the abstract (plus your name, institute, email and telephone).
- Symposia: A title, a 500-word abstract plus a 200-word summary of the abstract (plus your name, institute, email and telephone).

Submit this here

- Submission deadline: Friday July 13, 2012
- Notifications on the acceptance of papers and symposia: Monday July 30, 2012
- Free Pre-Colloquium Workshops (Friday August 31, 2012):
  - Workshop 1 (9.00 am - 12.00 pm): "Designing Materials for Teaching Listening" by Jack C. Richards, University of Sydney
  - Workshop 2 (1.00 pm - 4.00 pm): "Teaching Speaking: Theory into Practice" by Anne Burns, University of New South Wales

Book for the workshops (by Friday August 17, 2012) here

Contact Aek Phakiti (aek.phakiti@sydney.edu.au) for further inquiries about the Colloquium and Workshops

Australian Conference on Science and Mathematics Education (The 18th UniServe Science Conference)

26-28 September 2012, University of Sydney, Sydney, Australia
Teaching and learning standards - What does a standard mean to you?

Call for Papers

This is the first Call for Papers for the Australian Conference on Science and Mathematics Education (ACSME). The theme for this year’s conference, which will be held from Wednesday 26th to Friday 28th September is Teaching and learning standards – What does a standard mean to you? We invite submissions using our online submission portal from tertiary science and mathematics educators and students. Full details, guidelines, and links are available on the conference website at http://sydney.edu.au/iisme/conference/2012/index.shtml. Closing date for submissions is Friday 15 June 2012.

Submissions open from April 20 to June 15

1. Abstract only: A maximum of 200 words
2. Non-refereed paper: Full article submission 3-4 pages long
3. Refereed paper: Full article submission 5-6 pages long
4. Ideas Exchange (Roundtable / “Nuts and Bolts”): Provides an opportunity to road test your “Nuts and Bolts”, work in progress or yet to be tried ideas, with colleagues in the field

Contact Aek Phakiti (aek.phakiti@sydney.edu.au) for further inquiries about the Conference and Workshops
Keynote Speakers

Professor Alan Robson – Chair of the Federal government’s Higher Education Standards Panel
Professor Kerri-Lee Krause – Pro Vice-Chancellor (Education), University of Western Sydney
Professor Mick Healey – Higher Education Consultant and Researcher, University of Gloucestershire, UK

Online registrations are NOW OPEN and Early Bird registrations close on 17 August 2012. We look forward to your attendance and contribution to our conference.

6th World Congress of Mediterranean Society of Comparative Education
1-3 October 2012, Hammamet, Tunisia.

For details go to www.mesce2010.org (functional soon). In the meantime contact vassine.jelmam@yahoo.fr

TEFANZ 2012 Conference
Reclaiming and Reframing Teacher Education in Aotearoa/New Zealand
24 - 26 October 2012, Massey University College of Education, Palmerston North, New Zealand

Massey University College of Education is hosting the 2012 TEFANZ Conference during 24 - 26 October on the Hokowhitu Campus, Palmerston North.

The conference theme Reclaiming and Reframing Teacher Education in Aotearoa/New Zealand is aimed at focusing on the current challenges for initial teacher education and setting clear directions for the future.

In light of the contemporary discourses and political tensions around initial teacher education, particularly with the University sector, we believe this conference will be a highly significant event. The Conference Organising Committee has agreed that the 2012 TEFANZ Conference should be more of a tightly focused platform for discussing and addressing a small number of critical key concerns related to present and future initial teacher education delivery and provision. Experts from across the TEFANZ institutions will be invited to prepare a full paper presentation (to be repeated x 2) on one of the identified critical key themes.

Reclaiming:

• Who should develop initial teacher education policy and why?
• A critical evaluation of initial teacher education policy in Aotearoa/New Zealand since the 1970s
• What are the implications of demographic change for initial teacher education in Aotearoa/New Zealand?
• Is teacher education a profession?

Reframing:

• What are the characteristics of exemplary initial teacher education programmes in countries similar to Aotearoa/New Zealand?
• What will initial teacher education programmes for 2022 look like and why?
• What evidence-base do we need to build a stronger theory-practice nexus?
• How do we strengthen the links between initial teacher education, teacher registration and early career learning?

Some of our speakers include:

• Professor Lisa Smith - Professor of Education and Dean at the University of Otago College of Education.
• Professor Diane Mayer - Executive Dean of the Faculty of Arts, Education and Human Development at Victoria University in Australia.
• Dr Jane Gilbert - Chief Researcher at the New Zealand Council for Educational Research.

On-line registrations are now open. If you would like to register for this event, please go here

If you would like to forward this email to a colleague who may be interested in attending the TEFANZ 2012 Conference, please can you direct them to the following website whereby they can register on-line:

Early Bird Registration ends on 29 August 2012, so don’t delay - register today! Further information about the conference can be found by visiting www.tefanz.org.nz. If you have any questions, please contact Sarah Siebert, National Conference Manager on s.m.siebert@massey.ac.nz, ph 06 360 5117
20th Annual International Society for the Scholarship of Teaching and Learning Conference

24-27 October, 2012, Hamilton Convention Centre & Sheraton Hamilton Hotel, Hamilton, Ontario, Canada

Hosted by the Centre for Leadership in Learning, McMaster University

You are invited to join the 9th annual conference of the International Society for the Scholarship of Teaching and Learning in Hamilton, Ontario, Canada. At this event, international scholars and educators will come together to share recent work and to discuss how our collective efforts will transform the future of higher education. The conference will feature workshops facilitated by leading scholars in the field, distinguished international plenary speakers, panel presentations, individual paper and poster presentations, and ISSOTL’s signature Conference Commons for informal idea-sharing and networking. Please join us! The theme of the 2012 conference is Research on Teaching & Learning: Integrating Practices. This theme encompasses several potential topics or threads, including (but not limited to):

• Integrating SOTL into institutional cultures • Integrating student voices in the theory & practice of SOTL • Integrating SOTL research results and classroom teaching practices • Integrating diverse disciplinary approaches to teaching, learning & SOTL • Integrating theory & practice in SOTL • Integrating diverse, international perspectives on and practices of SOTL • Integrating leadership, academic development & SOTL • Integrating professional learning & Higher Education Submissions are now being accepted. We welcome proposals for papers, panels, posters and pre-conference workshops, particularly those related to the conference theme. Proposal guidelines and a link to the online submission form can be found at:

http://issotl2012.com/call-for-proposals/

Dates & Deadlines

• Notification of acceptance: May 15, 2012

• Participation confirmation due for all presentations: 15 June, 2012

2012 History of Education Society Annual Meeting

1-4 November, 2012, Seattle, Washington

Please contact Ralph Kidder at ralph.kidder@marymount.edu with any questions.

Advance Notice: 5th Educational Psychology Forum

19-21 November, 2012, University of Auckland, Epsom Campus

5th Educational Psychology Forum is to be hosted on the Epsom Campus at the University of Auckland, 19-21 November 2012. Keynote speakers Professor Reinhard Pekrun, (whose primary research area is emotion in the classroom) and Professor Viviane Robinson (whose research is on leadership in schools). More details to follow.

Dr Reinhard Pekrun holds a Chair of Educational Psychology at the University of Munich, Germany. His research areas include achievement emotion and motivation, students’ personality development, educational assessment, and the evaluation of educational programs. He is one of the originators of current research on emotion in education and the developer of the Control-Value Theory of Achievement Emotions. Pekrun has authored/co-authored 21 monographs and edited volumes and is senior editor of the Handbook of Emotions in Education (Francis & Taylor/Routledge, to be published 2013). He contributed more than 180 journal articles and chapters, including numerous articles in top journals such as Journal of Educational Psychology, Educational Psychologist, Contemporary Educational Psychology, Learning and Instruction, Developmental Psychology, Emotion, Social Affective and Cognitive Neuroscience, and Psychological Science. Pekrun is a Fellow of the International Academy of Education and of the American Educational Research Association. He served as President of the Stress and Anxiety Research Society, as co-editor of Anxiety, Stress and Coping and of the German Journal of Developmental and Educational Psychology, as Dean of the Faculty for Psychology and Education at the University of Regensburg, and as Vice-President for Research at the University of Munich. As a member of expert groups and consortia in student assessments such as the OECD-Programme for International Student Assessment (PISA), he is active in policy development and implementation in education.
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 this year she was made a Fellow of the American Educational Research Association for sustained excellence in educational research.