News from the Faculty Research Office

Congratulations

James Burford, a doctoral student in Critical Studies in Education, supervised by Louisa Allen and Barbara Grant was recently awarded a prize for an essay that he submitted for the Contemporary Ethnography Across the Disciplines (CEAD) conference in Waikato. James has been asked to present his essay alongside the two other doctoral essay prize winners at a showcase at the conference in November.

Fund Writing Retreat

Fund-writing Retreat Applications close Tuesday 16 October, 5pm. In <500 words, outline your research ideas; possible funders; approx $$ required; fund-writing experience (+ success). Please confirm your availability for 21-23 Nov. Send nm.mason@auckland.ac.nz. See below for full retreat information.

Nic Mason is coordinating a Fund-Writing Retreat, from 21-23 November at Long Bay Retreat Centre (Vaughan Park), North Shore, Auckland.

This opportunity is being created for any and all Faculty staff members who are looking to submit a research application to a funding body in 2013 e.g., internally through the university's Cross Faculty Research Initiative Fund, Faculty Research Development Fund etc, nationally with Marsden (including Fast-Start), Health Research Council (including Emerging Researchers), Teaching & Learning Research Initiatives, Science and Innovation Group; etc internationally EU FP7 Fund, Spencer Foundation etc or any other forthcoming tender or other funding opportunity you wish to pursue.

Specialists from across the university will be there to assist attendees in their actual fund writing (content, style, methodologies etc), as well as University Research office staff to advise on particular application processes which need to be understood. Additionally Nic will be providing one-to-one mentoring as well as facilitating peer review processes over the course of the 3-day retreat.

There are 14 places available.

At Vaughan Park, we will be amply fed and comfortably accommodated for 2 nights / 3 days. It is a wonderful place to focus on writing. The cost is $270 per person (cost-recovery). Where you do not hold the professional funds to meet this cost, discuss this investment with your Head of School. Please ask Nic for guidance if useful as this cost is NOT a barrier to your attendance.

Please contact Nic with any queries you may have, including possible funding sources for your research work on ext 48231 or email nm.mason@auckland.ac.nz. The criteria for acceptance are on the next page.
Fund Writing Retreat (continued)
The criteria for attendance are as follows:

- Have research idea(s)
- Have identified possible funder(s) + $$ amount required (ballpark figures ok). Larger research projects and grants ($50,000+) are preferred, so dream medium-big!
- Previous fund-writing experience, if any, + success (this is for my information to ascertain people's experience levels, there is no preference for levels of experience)
- Motivated + available for all 3 days
- If you are interested, please submit a <500-word outline to Nic by 5 pm on 16 October 2012, which addresses these criteria. Decisions will be notified on 23rd October.
- One key output from the 3-day retreat will be the completion of your funding application, ready for 2013. You will also have increased knowledge of significant people who can help and support you from across the university.

5th Educational Psychology Forum
We are pleased to announce confirmation of the 5th Educational Psychology Forum at The University of Auckland (Epsom campus). The forum is taking place on 20-21 November and the early registration fee is now $250, which includes the forum dinner. After October 1st, the registration fee will be $300.00. This year's focus is Contemporary Trends in Educational Psychology and we can confirm that the standard of submitted presentations has been excellent. Details of the full programme are available on the website.

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

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

New Publications

Journal Articles


Book Chapters


Newsletter


Conference and other Presentations


Proceedings


Ethics Closing Dates 2012

PLEASE NOTE: ALL ethics applications for this faculty must be submitted via the human ethics module in InfoEd.

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). Masters students can only access the module on campus.
Faculty specific guidelines and the up-to-date InfoEd user guide can be found [here](#), University ethics guidelines, ethics office contact information and the 2012 application form template can be found [here](#).

<table>
<thead>
<tr>
<th>Round</th>
<th>All Ethics Applications from the Faculty of Education must be electronically submitted via the InfoEd system no later than the submission dates below</th>
<th>Resubmit Date</th>
<th>For Ethics Committee Meeting Date</th>
</tr>
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<tbody>
<tr>
<td>21</td>
<td>Thursday 25 October</td>
<td>Monday 5 November</td>
<td>Wednesday, 28 November</td>
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<tr>
<td>22</td>
<td>Thursday 8 November</td>
<td>Monday 19 November</td>
<td>Wednesday, 12 December</td>
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**Workshops**

**Early Career Researchers U21 Workshop**

*The status-quo and the future of Ecological Civilization*

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

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

Please note: For the purposes of this process an Early Career Researcher (ERC) is defined as a researcher who has been awarded their PhD within the last eight years. HoDs have the discretion to nominate ECRs who fall outside this definition, due to an atypical career path, including those who have:

I. started the research-intensive component of their career later;
II. had career breaks;
III. spent time in industry.

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

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

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

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

The Academic Practice Group offers workshops, courses and consultations in the areas of teaching, supervising, and research development. To browse workshops or enrol visit [www.cad.auckland.ac.nz/workshops](http://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](http://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](http://www.cad.auckland.ac.nz/ittrainingrequests) for IT Training or [www.cad.auckland.ac.nz/index.php?p=apg_request](http://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](http://www.cad.auckland.ac.nz/onlinetraining) to register.

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

Tuesday 16 October, 12pm, N413, Epsom Campus

Sasha Matthewman

Educating children as if the planet matters

There is surely no more important issue facing educators today than the onset of human-induced environmental change. Whilst Education for Sustainability (EfS) is accorded high status as a future focus theme within the New Zealand Curriculum 2007, in practice it is often relegated to the margins of the mainstream curriculum (Eames et al 2008, Eames and Barker 2011). Given the dominance of subject disciplines in the school curriculum, it is crucial that teachers are supported in exploring how their discipline can contribute to awareness of ecological sustainability.

In this seminar presentation I will argue that the subject curriculum should be read ecocritically to ‘track environmental ideas and representations wherever they appear’ (Kerridge and Sammells 1998:5). This represents a way of thinking about school subjects as fundamental to educating children as if the planet matters and offers, depending on your perspective, a potential challenge (or support for) initiatives in ESD and EfS which take a holistic, cross-curricular view of teaching and learning about sustainability.

The presentation will focus on the potential of the school learning area of English to contribute to the understanding and communication of concepts, knowledge, values and actions of ecological sustainability and will invite perspectives from other learning areas on teaching school subjects as if the planet matters.

The School of Critical Studies in Education seminar

Wednesday 17 October, N636, 12.30pm-1.30pm, Epsom Campus

Gritt Nielsen, Aarhus University

Gritt B. Nielsen, PhD, Assistant Professor in Educational Anthropology at Department of Education, Aarhus University, Denmark. Her research interests include: anthropology of policy and globalization; internationalization and commercialization of higher education, human capital thinking, new forms of student participation. Her Ph.D. focused on recent reforms of Danish universities and the changing notions of students

Explorations into the Anthropology of Policy

With the point of departure in a study of Danish university reform and shifting conditions for student participation, this paper explores different anthropological approaches to the study of policy processes. It takes a critical stance towards two seemingly opposed, but nevertheless intimately connected approaches which are often deployed in anthropologies of policy. The first is the Foucauldian governmentality approach which – despite claims to the contrary- tends to view policy as a more or less straightforward execution of political programmes. The second one is the ethnographic insistence on ‘appropriation’, which in its critique of ‘implementation’ studies attempts to assign agency and creativity to the people towards whom a policy is directed. This entails sensitivity towards emic perspectives and recognition that actors can influence their own circumstances. While sympathising with this latter ambition, I argue that the notion of appropriation implicitly presents policy as a ‘thing’ for someone to re-act to and thereby tacitly presupposes a pre-given character of political programmes. As an alternative to these two approaches, the paper explores an approach it calls ‘figuration work’ and argues that anthropological analysis of competing figuration processes may work to open up spaces for alternative visions of both subjectivity and of policy-making.

Narrative and Metaphor SIN presentation

Thursday 18 October, H205, 4.30pm, Epsom Campus

Marek Tesar

The story of power: Archives and their Guardians

This presentation is a narrative problematisation of non-empirical research in education, and of the question of whether such research should be subjected to the scrutiny of a research ethics committee. It investigates how notions of truth and ethics are implicated in archival research. The aim of this investigation is to complicate researchers’ and Universities’ knowledge about archival research, and to challenge the perception that archives are neutral spaces without ethical implications. The presentation explores a metamorphosis of an archive into a fairy tale construct, overseen by staff who position themselves as powerful guardians of knowledge.

About Marek:

Marek Tesar is a doctoral candidate at Critical Studies in Education, Faculty of Education, at the University of Auckland. He is currently in the final stages of his thesis titled Governing childhoods through stories, which is concerned with construction of childhoods and production of childhood subjectivities.
Marek has just received a significant scholarship award from the Philosophy of Education Society of Australasia (PESA). He is "particularly interested in the way children absorb stories and narrative in order to position themselves in the world around them". His "thesis speaks to the importance of children’s literature as a discourse that is not neutral but in fact affects childhood subjectivities in ways we can’t predict.”

RSVP to e.fitzpatrick@auckland.ac.nz

Book Launch

The Schools of Curriculum and Pedagogy & Learning, Development and Professional Practice invite you to the book launch of

**Data Based Decision-Making in Education**

edited by Kim Schildkamp, Mei Lai (CURRPD) and Lorna Earl (LDPP)

The celebratory launch will take place on **Tuesday 30 October at 5:00 pm in A201.**

UACELE Seminars

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.

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

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

Venue:
Manukau Institute of Technology - North Campus, Gate 11, Otara Road, NR Building, Room NR106, Otara, Manukau. Free Parking available in the Gate 11 Parking Building. Enquiries: Contact Bev Hosking 09 968 8765 ext 7361.

This is a free lecture series, all welcome.

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

Faculty of Education 2011 EdD Cohort Confirmation Seminars

Staff and students of the Faculty of Education are invited to attend the Doctor of Education (EdD) Confirmation Seminars for the 2011 EdD cohort. These will be held on Friday 9 November 2012. The external examiner is Emeritus Professor Noeline Alcorn, William Malcolm Institute of Educational Research, Faculty of Education, University of Waikato, Hamilton. (Noeline will also be giving a presentation on the afternoon of Thursday 8 November and this will be advertised as soon as details are finalised.)

The Confirmation Seminars programme is outlined below. Please note that it is possible to attend just one or a selection of presentations. Each presentation lasts approximately 50 minutes, including questions. Your support of our EdD candidates will be appreciated and very welcome.

Venue: Kohia Education Centre, Gate 1, 78 Epsom Avenue – NZEI Room
(Parking available at Student/Visitor Carpark at Gate 2, 76 Epsom Avenue or on-street parking)

Friday 9 November 2012

9.00am Amanda Harper

Tertiary Biology Students Use and Understanding of Feedback

The purpose of this study is to investigate students’ use and understanding of feedback in a web-based learning environment as part of formative assessment in a tertiary biology course. The provision of feedback during formative assessment can enhance student learning and achievement. An important issue for students as they transition and adjust to higher education is the shift in the way they can receive feedback to support learning and make progress. Previous research has indicated the provision of feedback is not necessarily followed by learning gains. This research design is a mixed-methods approach utilising three separate studies which will be drawn together, to provide a deeper insight of formative assessment in a higher education setting. Using an on-line homework system, tertiary biology students’ use of feedback will be observed during the course of instruction. Surveys during this learning period will determine students’ understanding of feedback and assessment. Further, semi-structured interviews conducted after instruction and grading will provide insights into students’ rationale for how they engage with feedback to support their learning. The proposed study has implications for tertiary educators, researchers, and policy makers. The findings on how students use and understand feedback and what factors may mediate or moderate students’ uptake of feedback can potentially influence the conceptualisation of instructional reforms that aim at enhancing students’ learning in higher education.

11.00am Martina Kopf

The Influence of Technology on Verbal Interaction Skills of Foreign Language Learners in New Zealand Secondary Schools

The Learning Languages area in the New Zealand Curriculum considers communication as its main purpose and promotes natural interaction amongst learners. One way that teachers of languages in New Zealand can provide more opportunities for communication is through interaction in real time via computers. This research will study synchronous computer-mediated-communication between secondary students of German in Year 11 by identifying linguistic and interactional features during a video-conferencing intervention between four schools. Furthermore, since learners often lack experience and display anxiety in spontaneous verbal interactions, the study will explore elements that students associate with anxiety and strategies that make them cope with speaking apprehension. Data from the video-conferencing transcripts,
questionnaires and semi-structured interviews will be analysed using mixed-methods in order to gain insights into students’ interactional practices in an online environment. It is hoped that findings from this study may inform language teaching practice.

1.00pm Daniel Dyer

**Identifying the pedagogical challenges of using technology-enabled feedback in New Zealand Secondary School classrooms.**

Feedback is one of the most powerful influences on student achievement. Current literature however highlights a number of challenges to achieving effective feedback. Using digital technologies to enhance feedback quality, relevance and timeliness is a current trend but the integration of these technologies into existing practice is not without its challenges, particularly in school settings. Thus, the proposed study aims to identify the pedagogical challenges of using technology-enabled feedback in New Zealand Secondary School classrooms and how schools and teachers are attempting to address these. This presentation highlights the rationale for the study, its research questions and methodology.

### Upcoming Funding Opportunities

#### Ako Aotearoa National Project Fund 2012-2013

Ako Aotearoa have just announced the details of their [National Project Fund for 2012-2013](#). These funds will support change-focused projects that seek to enhance the outcomes for learners in tertiary education.

The NPF will operate on a co-funding basis with organisations contributing a minimum of 50% of the funding in dollars or in kind. Their 2012-2013 round will be supporting 3 longitudinal projects of $200,000-$300,000 per project across 2-3 years, that is, $100,000-$150,000 contributed by Ako Aotearoa matched by the organisation.

*One project would focus on outcomes for Māori learners, one on Pacific learners, and the third project will be open.*

For the 2012-2013 round there will be no specific project areas set, but priority will be given to projects that:

- explicitly contribute to organisational investment plans
- make progress towards the [Tertiary Education Strategy 2010-2015](#).

The timelines towards developing an Expression of Interest is generous: **closing 2 November 2012.** See the linked page for further information, with application forms, guidelines etc being published on the Ako Aotearoa website in 2 weeks.

Please feel free to contact Nic Mason on ext 48231, or email nm.mason@auckland.ac.nz if you wish to pursue any of these three longitudinal funding opportunities.

#### Fulbright Meg Everton Professional Enhancement Awards in Education

Fulbright New Zealand invites applications for the new Fulbright-Meg Everton Professional Enhancement Awards in Education. These awards are for New Zealand educators in early childhood, primary or secondary education to undertake a professional development activity in the US which will enhance their professional knowledge, practice and/or skills. A small number of awards valued at up to NZ$5,000 are granted each year, towards a 12 to 90 day visit to the US.

These awards were made possible by a generous bequest from Fulbright alumna Meg Everton, who passed away in June 2010, aged 90. A lecturer at Ardmore Teachers’ College in Papakura, Meg was a 1956 Fulbright New Zealand Exchange Teacher to State University of New York’s Teachers College in New Paltz, where she taught classes in early childhood education and child development.

The types of professional development activities relevant to this award include educational courses, conferences, school visits, meetings and presentations. The activities must include at least one major presentation/public talk, and enhance understanding between the education sectors in the US and in New Zealand.

A Fulbright exchange provides life-changing opportunities to gain international experience and advance your career, to explore America, to share your culture and to make friends and colleagues from around the world.

**Applications for these awards close at 5:00pm on Monday 1 October 2012.**

Note that these awards are not for education researchers or academics, who are instead encouraged to apply for Fulbright New Zealand Travel Awards, the Fulbright-Cognition Scholar Award in Education Research or another of our New Zealand scholar awards.

See [www.fulbright.org.nz/awards/nzscholar/fulbright-megeverton](http://www.fulbright.org.nz/awards/nzscholar/fulbright-megeverton) or contact Ron Mitchell at Fulbright New Zealand for further information – ron@fulbright.org.nz / (04) 494 1500 – and please promote this opportunity amongst your colleagues and networks.
ICNF Funding

Applications are now open for the latest round of ICNF funding.

The Fund’s purpose is to provide central funding to support University of Auckland staff access to the networking and collaboration opportunities presented by the three networks the University belongs to: the Association of Pacific Rim Universities (APRU), Universitas 21 (U21) and the Worldwide Universities Network (WUN). The three types of activities it supports are:

- Network-sponsored workshops and conferences (please note these must be APRU, U21 or WUN-badged events);
- Research collaboration opportunity investigations (please note: priority will be given to WUN applications); and
- Visiting Fellowships.

It would be great to see applications from Professional and Academic Staff in the appropriate categories.

For information on the Fund, please refer to the ICNF webpage: [http://www.auckland.ac.nz/uoa/home/about/international-strategy/international-central-networks-fund](http://www.auckland.ac.nz/uoa/home/about/international-strategy/international-central-networks-fund).

Please note that there have been some refinements to this latest round:

- It will only fund activities that will take place in 2013.
- HoDs or Directors will be asked to rank multiple applications from their department or service unit.

For any questions, please contact Dr Matthew O'Meagher, Deputy Director (International Relations), Direct Dial: + 64 9 923 6671, Tel: +64-9-373 7599 Ext 86671, Fax: +64-9-373 7567.

Other Funding Opportunities

<table>
<thead>
<tr>
<th>Fund / Award</th>
<th>Descriptor</th>
<th>Due date</th>
<th>Amount</th>
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<tbody>
<tr>
<td>International Central Networks Fund (ICNF)</td>
<td>support staff access to the networking and collaboration opportunities presented by the Association of Pacific Rim Universities (APRU), Universitas 21 (U21) and the Worldwide Universities Network (WUN)</td>
<td>23-Oct</td>
<td>$5000-8000</td>
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<tr>
<td>Slovak Academic Information Agency</td>
<td>university teachers from foreign universities who are invited by a public, private or state university in the Slovak Republic to a lecture / research / artistic stay in the Slovak Republic, for 1-12 months</td>
<td>31-Oct</td>
<td>€670-1000 / month</td>
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<tr>
<td>Fulbright New Zealand Travel Awards</td>
<td>for New Zealand academics, artists or professionals to present their work to American audiences</td>
<td>1-Nov</td>
<td>$5,000</td>
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<tr>
<td>Fulbright- Ngā Pae o te Māramatanga Travel Awards in Indigenous Development</td>
<td>for New Zealand academics, artists or professionals to present their work to American audiences.</td>
<td>1-Nov</td>
<td>$5,000</td>
</tr>
<tr>
<td>Working Together More Fund</td>
<td>New collaborative ventures or arrangements that increase the effectiveness of participating organisations to make a positive difference for people and the communities they serve; Collaborative ventures that create sector or across-sector relationships and which strengthen the communities they serve; Organisations wishing to consider working with other groups, and which would like some assistance to begin or develop the process</td>
<td>9-Nov</td>
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<tr>
<td>ako aotearoa</td>
<td>Expressions of Interest close</td>
<td>2-Nov</td>
<td>$150,000</td>
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<tr>
<td>Nuffield Foundation</td>
<td>The foundation is particularly interested in applications in the following areas: - links between education and child development, either in the case of adolescent mental health or younger children; - consideration of policies relevant to child welfare in a broader institutional context: parents’ paid working patterns; childcare and early years provision; - family law, including cohabitation, child contact and child support; and - child protection and placement (adoption and fostering), but only when it raises significant issues. Need to partner with UK agency.</td>
<td>TBA nov</td>
<td>UK$10000 - $250000</td>
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<tr>
<td>American association of university women</td>
<td>For full-time study or research in the United States to women who are not United States citizens or permanent residents. Both graduate and postgraduate study at accredited institutions are supported. Several fellowships are available for study outside of the U.S. Recipients are selected for academic achievement and demonstrated commitment to women and girls. The overwhelming majority return to their home countries to become leaders in government, academia, community activism, the arts, and science</td>
<td>1-Dec</td>
<td>US$30000</td>
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<tr>
<td>Spencer Foundation Philosophy in Educational policy and practice</td>
<td>We encourage applicants to understand educational policy and practice in broad terms, including issues that directly relate to K-12 schools and higher education institutions, but also concerning policies that influence children’s growth and development in the family and in other areas of social life including children’s upbringings, educational issues in family life and in the workplace, the educational effects of welfare policy. We also encourage diverse kinds of philosophical research ranging from the highly abstract to the highly applied.</td>
<td>open date</td>
<td>US$40,000</td>
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<tr>
<td>The Arnold Bentley New Initiatives Fund</td>
<td>to support new, interdisciplinary initiatives concerned with the advancement or promotion of research in the psychology of music or music education. Examples may include support towards a project, conference, seminar, workshop, exhibition or publication that is particularly innovative or pioneering</td>
<td>open date</td>
<td>UK£3000</td>
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</table>

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

## Research/Publishing Opportunities

### Interviewers Wanted

**Primary Care Triple P Evaluation 2012/13**

Primary Care Triple P Parenting Programme is a prevention/early intervention parent management training programme for parents with concerns about their children’s behaviour. The Ministry of Social Development is conducting an evaluation of Primary Care Triple P on behalf of the Ministry of Health. We are looking for researchers to conduct interviews with parents participating in the parenting programme in the Counties Manukau DHB region.

**Two Interviewers required**

We are seeking two post-graduate students of psychology, social work, nursing, or education to join our research team on a part-time basis. Because the study participants may be vulnerable families, our Interviewers must be female, over 35 years of age and able to relate to parents and children. They will need to be flexible, respond quickly to a parent referral and able to cope with fluctuating workloads.

The evaluation plans to have 200 parents in the sample. Parents will be interviewed three times, usually in their own home: pre-course, two months after the course start and a 6-month follow-up. Each interview will take about 45 minutes.

Interviews are expected to start in November 2012, and continue until about September 2013. The number of interviews per month is likely to fluctuate, especially over December and January.

Training will be provided.

**For more information, please contact:**

Dr Ian Lambie  
[i.lambie@auckland.ac.nz](mailto:i.lambie@auckland.ac.nz)  
Fiona Sturrock: Free Phone 0508 346 368;  
[fiona.sturrock@msd.govt.nz](mailto:fiona.sturrock@msd.govt.nz)
Online Journal of Education Research (OJER)

Online Journal of Education Research (OJER) is currently accepting manuscripts for publication. OJER publishes high-quality solicited and unsolicited articles, in English in all areas of the subject pertaining to education and educational administration, psychology and counseling, policy studies, technical education, vocational studies, English and literature, physical education.

All papers published by OJER are peer-reviewed after which they undergo revision by the author. OJER is a rapid response journal with an issue published every month.

The following types of papers are considered for publication:

- Original articles in basic and applied research
- Critical reviews, surveys, opinions, commentaries and essays.

Our objective is to inform authors of the decision on their manuscript(s) within a month of submission. Following acceptance, a paper will normally be published in the next issue.

One key request of researchers across the world is open access to research publications. Online Journal of Education Research is fully committed to providing free access to all articles as soon as they are published (published articles are freely downloaded for use by any researcher across the world). Our large readership base makes it possible for publish articles to be beneficial to the millions of researchers across the world. We ask you to support this initiative by publishing your papers in this journal.

Authors guide and other details are available on our website www.onlinersearchjournals.org/IJER. Prospective authors should send their manuscript(s) to any of the following email submit.jaer@onlinersearchjournals.org or ijer.onlinersearch@yahoo.com

Please visit www.onlinersearchjournals.org/IJER for current issue

Call for Papers: Journal of Intercultural Communication Research
Child raising across cultures: practices, values and scripts

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

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

Upcoming Conferences/Presentations

NZCARN Symposium: Engaging practitioners in action research

Tuesday 23 October, Massey University, Palmerston North

You are invited to attend an NZCARN symposium that will be held at Massey University.

Time: 9.40am-3.30pm

Venue: Massey University, Palmerston North: Ruahine Block 3.04 Hokowhitu site.
Parking is available at $2 per day at the site.

Programme

9.40 – 10.15 Coffee
10.15 Welcome
10.30-11.00 Mavis Haigh (University of Auckland) Making authentic and trustworthy practice-based judgements of graduating student teachers.
11.00-11.30 Sally Peters (University of Waikato) Learning journeys from early childhood into school. Developing practitioner researchers.
11.30 - 12.00 Jodie Hunter (Massey University) Learning the work of ambitious mathematics teaching.

Lunch
12.45 - 1.15 Mary Hill (University of Auckland) Learning to become “assessment capable teachers”.
1.15- 1.45 Letitia Fickel (University of Canterbury) Preparing teachers to work with indigenous people in Alaska.
1.45- 2.30 Susan Groundwater Smith (University of Sydney) Rapporteur and commentator.
2.30 - 3.30 Where to now for NZCARN? Election of new national co-ordinators.
RSVP: There is no cost to attend but registration for catering purposes is needed by 15 October to Elaine Khoo on 838 4466 ext. 6260 or by email to ekho@waikato.ac.nz

Sponsored by the Wilf Malcolm Institute of Educational Research, Faculty of Education

For further information please contact Elaine Khoo using the contact details above.

Assessment, Curriculum & Pedagogy: Pursuing Equity and Social Justice

DATE / Time: Friday 2 November, 2012; 10am-3.30pm followed by book launch.

Venue: TC.2.68 Faculty of Education, Cost: $34.50

RSVP: For catering purposes registration is required by 17 October. To register please contact Sarah McAnallen to obtain a registration form: sarahmca@waikato.ac.nz or tel. (07) 838 4466 ext. 6110.

This one-day symposium will profile research that focuses on the linkages between assessment, curriculum and pedagogy, and that foregrounds issues of equity and social justice. Presentations from national and international researchers will seek to counter reductionist views of assessment and explore assessment as a social, cultural and political activity. Discussions will pursue the possibilities and challenges that current policy contexts present for developments in assessment in various learning areas and sectors of education.

The symposium will close with the launch of Peter Hay and Dawn Penney’s co-authored book published by Routledge: Assessment in Physical Education: A Socio-Cultural Perspective.

See www.waikato.ac.nz/wmier for details

Contemporary Approaches to Research in Mathematics, Science, Health and Environmental Education

29-30 November 2012, Deakin University, Melbourne City Centre

Sponsored by the Centre for Research in Educational Futures and Innovation in conjunction with the STEME Research Group

The Symposium will focus on practical and theoretical aspects of research methodology. It follows the highly successful symposia held annually from 1993 to 2005 and again in 2010 and 2011, in which methodological techniques and issues – such as socio-cultural perspectives, activity theory, capturing rich data, video ethnographic methods, data sets and statistical analysis, and research across and within cultures – have been discussed in a lively, informal setting. It is expected that academic researchers and higher degree research students will gain from the symposium.

Please encourage your higher degree students to come even if you cannot attend.

Further symposium information can be found here

ICERI 2012

19th - 21st November 2012, Madrid, Spain

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

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

Email iceri2012@iated.org for further details

Deadlines

Final Paper submission: 4th October 2012. For more information go to www.iceri12.org

Graduate One-Day Global Studies Conference

Saturday 24th November, 2012; 8.30am-7.30pm

VENUE TC.2.27 (A&B Meeting Room), Faculty of Education, University of Waikato. Meet in FOE staffroom at 8.30am to begin by 9am (see map: http://www.waikato.ac.nz/contacts/map/).
COST  $20 per person to cover catering costs (to be paid on the day).

CONTACT Please send a title and abstract to Courtney White (courtnew@waikato.ac.nz) by 1 November, 2012.

The University of Waikato is proud to present the inaugural one-day Graduate Conference to be held on Saturday 24 November, 2012. This will be a chance for post-graduate students (present and potential) to present their work and any other interested parties to attend.

Global Studies in Education explores and researches the educational dimensions in distinctive forms of global processes, interconnectivity, and intercultural education and dialogue on the model of open science, open education and open knowledge production. The centre will be involved with research, publications, conferences and postgraduate study. More information is available here: https://education.waikato.ac.nz/global-studies-

Students from all areas of study, and from a range of Universities around New Zealand, are invited to give 15-minute presentations on an aspect of their scholarship and engage in post-graduate dialogues.

Apart from being a fantastic opportunity to create new networks and support groups of like-minded people, the aims of this event are:

- To develop the graduate research culture and national network;
- To foster critical scholarship in social theory and global studies; and
- To introduce new and exciting postgraduate opportunities not previously available to those who may be interested.

Following the presentations, Professor Michael Peters will lead a 1.5-hour workshop “Writing for Publication” with contributions from Professor Tina Besley and Dr Jayne White.

The conference will be followed by a social event of wine and tapas to be held from 5.30 to 7.30pm.

Following the conference, there may be opportunities for graduates to have their work published in Policy Futures In Education *. Please share this information with those who may be interested.

Funded by the Postgraduate Studies Office, CGSE and the Faculty of Education.

* Policy Futures in Education is a peer-reviewed international journal that is futures-oriented and committed to promoting debate in education among university academics, practicing policy analysts in government and local government, national and international policy advisors, politicians, members of policy think-tanks and world policy agencies such as the World Bank, OECD and the European Union. The journal has a strong experimental focus and emphasizes innovative thinking in education policy and theory from a range of diverse viewpoints.

The 40th Annual Conference of the Australian and New Zealand Comparative and International Education Society (ANZCIES)

28-30 November 2012, University of Canterbury, Christchurch, New Zealand

Conference Theme: Reforming Education: Dreams and Realities

Speakers: Professor Antonia Darder – University of Illinois at Urbana Champaign, Professor Fazal Rizvi – University of Melbourne, Australia, Associate Professor Eve Coxon, University of Auckland

All inquiries to Conference Organiser David.Small@canterbury.ac.nz

Education has long been looked to as a means of addressing a wide range challenges that are confronting human societies and their individual inhabitants. As political, economic and socio-cultural circumstances change, so too do the ongoing discussions and debates about what sort of society is desirable and possible. Impetus for the reform of education emerges from these contests of ideas.

Education reforms embody perspectives on the nature of societies as they currently exist. They also promote visions of societies as they could be, and present models for realizing those visions.

As education reform continues apace, it is important to consider the issues raised by reform such as: the impact of reforms at a global, national, community, institutional and individual level; the theories of education that are informing reforms; the models of society that are being advanced.

ANZCIES invites the submission of abstracts of scholarly papers to be presented at its conference. We welcome all research and scholarship of high quality on educational change and comparative and international education. Abstracts will be peer reviewed and authors will be advised whether they are accepted within five working days.

For further information and registration go to the website www.anzcies.org
The theme of the inaugural FABENZ conference to be held in Auckland is, Create and collaborate.

The following keynote speakers will give presentations at the conference:

Professor Terri Seddon, Professor of Education at Monash University
Dr Joce Jesson, Senior Research Fellow at The University of Auckland, School of Critical Studies
Stuart Middleton, Auckland College of Education
Professor Angus Macfarlane, Professor of Māori Research at the University of Canterbury

Find more information on the conference website. Information about the conference programme, speakers, accommodation and other arrangements is also available on the conference website. The 2012 FABENZ conference is sponsored by Ako Aotearoa.

**2012 Conference on Information Technology in Education**


**Important Dates**

- Acceptance notification: **Oct.30, 2012**
- Conference: **Dec.27-29, 2012**

**Registration Fee**

- Only $250 for registration and attendance fee, while Only $450 for registration and publication fee **before Oct.1st, 2012**
- Contact Us
  - Telephone: +86 - 189 7103 4113
  - Skype: conference_hainan
  - E-mail: cite@engii.org
  - Facebook: CITE 2012
  - LinkedIn: Louis figo

**Call for Proposals: ICSEI 2013**

**3-6 January, 2013, Santiago, Chile**

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

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

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

3) **The school as a system: keys for improvement**
   - Leadership organization and distribution within schools
   - School-based accountability practices and use of data for school effectiveness
   - Teachers professional learning and community
   - School-based innovative practices for school improvement
   - Teacher supervision
4) The classroom: expression of systemic changes and main learning scenario for students and teachers

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

Further details can be found [here](#).

**QPEC International Education Conference**

**1-3 February, 2013, Palmerston North**

**Choice, Diversity and Accountability in Education**

QPEC is organising an international conference to address current and emerging issues within education New Zealand and in an international context.

The keynote speaker at the conference will be Professor Diane Ravitch, former US Assistant Secretary for Education, who worked on President George Bush’s “No child left behind” policy but who later rejected the scheme’s punitive uses of accountability to fire teachers and close schools and replace public schools with charter schools. She is author of the best-selling *The Death and Life of the Great American School System: How Testing and Choice Undermine Education* (2010) and is a strong advocate for high quality public education.

QPEC is calling for people interesting in presenting papers at the conference to register interest with the QPEC conference co-ordinator Liz Gordon at lizgordon@paradise.net.nz

We are seeking a range of contributions from academics, scholars, teachers, parents, advocates and others with an interest in the topics of the conference. Contributions may include formal papers, group sessions, seminars, poster sessions or other options – we are keen to support an array of presentations.

The aim will be to give a broad reach to the conference themes and a balance between the different sectors of education. Please have expression of interest in by 26 October 2012.

Expressions of interest should include a title, a description of the paper/session (100 words maximum), names of authors and institutional affiliation(s), if any.

Please contact Liz Gordon to submit or if you have any questions. Her phone number is 03 980 5422 or 0274545008.

**Third Asian Conference on Technology in the Classroom (ACTC 2013)**

**25-28 April 2013, Osaka, Japan,**

Abstracts are now being accepted for the Third Asian Conference on Technology in the Classroom. ACTC 2013 will again be held in the great and exciting city of Osaka, Japan, April 25-28, and will be co-chaired by Professor Barbara Lockee (Virginia Tech) and Professor Steve Cornwell (Osaka Women’s University).

For details on next year’s conference: [ACTC 2013](#).

Next year’s conference will feature the theme: “The Impact of Innovation: Technology and You”. The organizers encourage submissions that approach this theme from a variety of perspectives. For more details on the conference, including how to submit an abstract, please click [here](#).

This year’s event gathered over 180 delegates from more than 25 countries in the amazing city of Osaka. If you would like to view proceedings for previous ACTC events, please visit the [online archive](#).

**ISATT 2013 Conference**

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

Proposals for the ISATT 2013 conference can now be submitted on the [website > Submit](#). Please find the official Call for Submissions [here](#); feel free to disseminate the call among your colleagues, local or international networks.