

Te Whakaterere au Pāpori

Research Unit

Navigating social currents

Afternoon seminar programme

Time	Room 356	Room 357
1.00pm	A: Cecilia Zhang: Encounters with understandings of citizen identity: Chinese students studying abroad.	B: Judy Selvaraj: Inclusive education in New Zealand: ongoing uncertainties.
1.30pm	C: Lynette Kingsbury: Creating an Anzac legend in the New Zealand School Journal, 1915-1930.	D: Sarah Yates 'A river of emotions': Building a sense of community through a collaborative artwork.
2.00pm	E: Chris Hu Children's experiences of school closure in the aftermath of the Canterbury earthquakes.	F: Donella Cobb Navigating the changing tide: Sailing the 'Commonwealth of Learning' through the cross current of globalisation.
2.30pm	G: Carol Mutch Disasters and social capital: Why poorest communities are hardest hit.	H: Marek Tesar Childhood studies and urban Auckland.
3.00pm	I: Alexis Siteine Navigating curriculum change in the Republic of Nauru.	J. Jay Marlowe Refugee background community responses to the Canterbury earthquakes.
3.30pm	Panel discussion: Navigating social currents - why our work as critical scholars matters Carol Mutch, Marek Tesar, Alexis Siteine, Jay Marlowe	
4.00pm	Launch of the special issue of <i>Disaster Prevention and Management: Human stories of the Canterbury earthquakes</i>	

A. Cecilia Zhang: Encounters with understandings of citizen identity: Chinese students studying abroad.

Abstract: After arriving in New Zealand, Cecilia found that how she viewed her Chinese citizenship when a student in China and was challenged when she moved abroad. This led her to ask the following question: How does the study abroad experience shape Chinese student's perceptions of their citizenship identity (national, social and personal as a citizen)? This is her doctoral proposal presentation in which she will outline the relevant research literature, conceptual frameworks and methodological approaches that will underpin her study.

Bio: Cecilia (Xiudi) Zhang is an international student from China undertaking her doctoral study at the University of Auckland. Her masters was in higher education but her personal experience has led her to focus now on citizenship education.

B. Judy Selvaraj: Inclusive education in New Zealand: ongoing uncertainties.

Abstract: New Zealand's sweeping educational changes of the late twentieth century incorporated a new model of inclusive education where all students, with or without special educational needs, were given equal educational access to their local school. Yet, attempts at ensuring this commitment have not been as straight forward. The resilience of traditional forms of exclusion and organisational constraints highlights the difficulties that educators have in recognising how the principles of inclusive education might be incorporated into practice. Problems in realising inclusive education in New Zealand are mostly related to uncertainty about what the term means. This presentation traces the discursive shifts in the development of institutionalised special education in New Zealand and the contexts within which they became dominant.

Bio: Judy's involvement in education spans 40 years. As a practising Education Psychologist, she held positions as a university tutor, as a Special Needs Adviser and Psychologist with the Ministry of Education and as head of department and secondary school teacher. She is currently undertaking a doctorate.

C. Lynette Kingsbury: Creating the Anzac legend in the New Zealand School Journal, 1915-1930.

Abstract: The centenary of the first Anzac landing takes place in April, 2015. In recent times, the significance and experiences of the Gallipoli campaign are often elevated beyond those of World War 1 as a whole. To many contemporary New Zealanders, Anzac forms a vital part of national identity. The historical approach in this presentation considers the first fifteen years of *School Journal* articles related to the topic, and of Anzac's place in the civic purposes of the *Journal*. Account is taken of early reporting of Anzac and its commemoration in relation to British and Australian romanticizing of the war myth.

Bio: Lynette Kingsbury has been working on preserving early School Journals and researching the Anzac legend as a CRSTIE summer scholar.

D. Sarah Yates: ‘River of emotions’: Building a sense of community through a collaborative artwork.

Abstract: One of the UNESCO/University of Auckland-funded projects in which schools told their earthquake stories is the Kaiapoi North School’s commemorative mosaic: “River of emotions”. The project was managed by Sarah Yates. She took children’s drawings of Kaiapoi before, during and after the earthquakes, and manipulated these electronically to form templates which other children could cut tiles to fit, and other children could put into position and yet other children could glue into place. The aim was to have every child in the school contribute in some way. The size of the project meant that it could not be done by children alone, so Sarah had to manage a raft of community contractors and volunteers. This is the story of how the school and community came together to complete the project.

Bio: Sarah Yates is a research assistant within CRSTIE working on the Canterbury earthquake and ANZAC projects. She is also an artist in her own right and uses art to raise awareness of environmental issues.

E. Chris Hu: Children’s experiences of school closure in the aftermath of the Canterbury earthquakes.

Abstract: Many thousands of people were negatively affected by the Canterbury earthquakes. These left the devastated city with various negative long term impacts. Such impacts included school closures, where students had to be moved to a new environment with a lot of unknown challenges ahead of them. In the disaster literature, children’s experiences of school closure in the aftermath of disasters is referred to as a secondary stressor. Such experiences can negatively affect children’s psychological and social wellbeing. However, research also shows that most children are resilient and can adapt to new environment efficiently with the support of important adults such as teachers or parents and institutions such as schools. My research is to conduct a follow-up study of 13 children whose school was closed as part of the plan for education renewal in Christchurch post-earthquake, in order to provide an insight into ways in which children responded to this traumatic situation and developed skills of resilience, as well as how adults and institutions helped them develop these resilient factors.

Bio: Chris Hu is a masters student at The University of Auckland specializing in Education who is currently under the supervision of Associate Professor Carol Mutch. Chris is mainly interested in the social and psychological aspects of education.

F. Donella Cobb: Navigating the changing tide: Sailing the Commonwealth of Learning through the cross current of globalisation.

Abstract: The international quest to enhance the quality of teaching in low-income countries has experienced a rapidly changing tide in the nature and delivery of teacher education. The Commonwealth of Learning is an example of one International Governmental Organisation (IGO) that has set sail to navigate

this changing cross-current through the utilisation of Online Distance Learning (ODL) and the coordination of global public and private partnerships. This presentation explores some of the tools and global partnerships utilised by the Commonwealth of Learning to enhance the quality of teaching in low-income countries of the Commonwealth. This case study suggests that the 'rip' of globalisation may be steering the nature and delivery of teacher education on a perilous path through uncharted waters.

***Bio:** Donella Cobb is a doctoral candidate at the University of Auckland and a lecturer in Professional Studies in Education at The University of Waikato in Hamilton. Donella began her career as a primary school teacher and has taught in schools and been involved in teacher education in several low-income countries throughout the world.*

G. Carol Mutch: Disasters and social capital: Why poorest communities are hardest hit.

Abstract: Disasters such as Hurricane Katrina and the Haiti earthquake show clearly that the poorest communities are less able to cope, access aid, recover and rebuild. Despite New Zealand's egalitarian ethos, this was echoed in the Canterbury earthquakes. Over two years, Carol Mutch worked with five school communities as they completed commemorative earthquake projects. The schools represented high, mid and low decile communities. Over 100 stories were gathered from children, teachers, principals, parents and family members. A striking difference between these communities was the resources they had at their disposal to help them cope. Three types of social capital (bonding, bridging and linking) are used as an explanatory framework to describe the differing experiences of these five communities.

***Bio:** Carol Mutch is Head of School and Associate Professor in the School of Critical Studies in Education. She is also Director of the Te Whakatere au Pāpori Research Unit.*

H. Marek Tesar: Childhood studies and urban Auckland.

Abstract: Urban Auckland childhoods are uncharted territory; this presentation responds to this concern by working with children to re-think their environment and to develop a children's map of urban Auckland. This interdisciplinary 'childhood studies' project utilizes children's experiences of urban Auckland, New Zealand's largest playground, to influence local governing practices in these changing urban spaces. It investigates diverse, multicultural perspectives of children who are born in Auckland, as well as those who have moved to the city from within and outside of New Zealand. How do these children see their city, and what does a children's map of Auckland look like?

***Bio:** Marek is a lecturer at the Faculty of Education in childhood studies and early childhood education.*

I. Alexis Siteine (presenter) and Tanya Samu: Navigating curriculum change in the Republic of Nauru

Curriculum development, implementation, and change are both complex and demanding in the best of circumstances. Teachers who are experienced and knowledgeable and who teach in well-resourced schools with well-established education systems can find such change challenging. This presentation discusses the difficulties of developing and implementing a national curriculum in the Republic of Nauru during a time of political change and social expansion. We consider the range problems faced by teachers from our perspective as 'outsiders'—the international education advisors— and reflect on the expectations and realities of a 21st century education for the teachers and children of Nauru.

Alexis Siteine is a Senior Lecturer in the School of Critical Studies in Education, Faculty of Education at The University of Auckland. Her current research focuses on theorising the relationship between identity, knowledge and curriculum from a social realist perspective. Recent projects include Social Sciences curriculum development in the Republic of Nauru.

J. Jay Marlow: Refugee background community responses to the Canterbury earthquakes

This presentation presents a project that has worked with refugee background communities with respect to their perspectives and responses to the Canterbury earthquakes. By conducting interviews and focus groups with a total of 112 participants, I will discuss the implications of belonging, information communication technologies and identity for disaster risk reduction.

***Bio:** Dr Jay Marlowe is a senior lecturer in the School of Counselling, Human Services and Social Work. He has experience working with refugee communities as a social worker and researcher and is currently leading a study on the impact of how digital technologies influence the experience of social cohesion and participation for resettled migrant communities in Auckland.*