



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Culturally Responsive Research and Pedagogy Symposium 2012

Faculty of Education
Te Kura Toi Tangata



Welcome

University of Waikato *13-15 November 2012*

It is our great pleasure to extend a warm welcome to the Culturally Responsive Research and Pedagogy Symposium at the University of Waikato, in the heart of the Waikato, beside the mighty Waikato river, under the shadow of Mount Pirongia.

The image of the painting by Donn Ratana which features on the cover of this booklet, is based around the whakatauki or proverb 'Nau te rourou, nāku te rourou, ka ora ai te tangata' which roughly translates as: With your basket and my basket, we will feed many people. The proverb suggests that if we pool our ideas, with equal respect for all parties, we will get a superior result and everyone will benefit. This symposium is an opportunity for researchers to share ideas about how to define and achieve ideals of cultural responsiveness in the educational setting.

The participants in this symposium come from throughout New Zealand and from wider afield, and they will be examining the theme of the conference from a variety of perspectives: from Māori immersion settings and settings where English is being learned as an additional language to culturally responsive approaches in the arts, science education, multimodal literacies and in Fourth World settings. We welcome all perspectives and all speakers, and we look forward to sharing from each of our baskets.

We extend a warm welcome to our keynote speakers, Nancy Hornberger, Luis Moll and Mere Berryman, who will give us the benefit of their considerable expertise in the field of culturally responsive research and pedagogy.

We hope you will join us for a traditional Kiwi barbecue to be held at the Faculty of Education cafeteria by Kowhai Court on the evening of Wednesday, November 13. Partners and friends are welcome. Finally, we would like to acknowledge the Faculty of Education which is sponsoring this symposium.

Terry Locke
Symposium Convener

The Organising Committee

Nicola Daly, Richard Hill, Gail Cawkwell, Beverley Bell and Karen Guo.

Front cover image: "Nau te rourou, nāku te rourou, ka ora ai te tangata" by Donn Ratana.



General Information Notes

Registration

Registration will be held in the Faculty of Education cafeteria area, on the ground floor of the TC building, near the Kowhai Court. This can be accessed from outside if you follow the descending path by the water feature to the right of the main Faculty of Education reception area.

Pōwhiri and Poroporoaki

Pōwhiri and poroporoaki. These ceremonies of welcome and farewell will take place at Te Kohinga Marama, the university marae, not far from the Wilf Malcolm Institute of Educational Research. Please gather at the entrance to Gate 4, on Hillcrest Road, at 8.30am, where you will be given instructions about procedures. Women are asked to wear a skirt if possible.

Meals and Additional Food

Morning and afternoon teas and lunch will be served in the Kowhai Court area. If you wish to purchase espresso coffee or additional food, this can be purchased at 'The Station', on Hillcrest Rd, almost directly opposite Gate 5, or from several locations down near the university lakes (follow the path leading downhill from the Faculty of Education buildings).

Shops/Banks/Pharmacy

Near the university lakes there are cash machines, and several banks (ASB, National Bank), a travel agent (STA Travel), a pharmacy and post office, and a small shop (for basic grocery items). The University Bookshop, Bennetts, is a good place to visit for cards, small gifts and an excellent range of New Zealand books. It is open from 9am-5pm and is just below the university main library.

Exercise

There is a lovely walk around the lakes if you feel the need to stretch your legs and a longer trail around the perimeter of the playing fields with exercise stations along the way if you wish to go further or take a jog. The university pool (outdoor 50m) is open from 12 noon until 6pm each day (near the marae), and the university gym is open to casual visitors (near the lakes). Both facilities charge a small fee.

Venues

Plenary speakers will be giving their presentations in TL2.26, beside the Faculty of Education library and behind the Wilf Malcolm Institute for Educational Research. Toilets are in the Faculty of Education library foyer. Sessions A (Wednesday 14) and D (Thursday 15) will be held in TC2.66, Sessions B (Wednesday 14) and E (Thursday 15) will be held in TC2.68, and Sessions C (Wednesday 14) and F (Thursday 15) will be held in TA2.06. Toilets are along the same corridor.

Internet Access

An announcement will be made about this at the symposium.

Transport

Several buses travel between the university campus and central Hamilton. The buses depart from just outside the pharmacy by the lakes. Hamilton taxis may be contacted at (07) 847 7477.

Programme

Time	Tuesday 13 November 2012	
4-7pm	Registration, Reception Drinks and nibbles	Kowhai Court and Cafeteria (Faculty of Education, Gate 5, Hillcrest Road)

Time	Wednesday 14 November 2012		
9.00-9.45am	Pōwhiri	Te Kohinga Marama (University Marae)	Gate 4, Hillcrest Road
9.45-10.15am	Morning tea		
10.15-10.30am	Keynote Address	Mere Berryman University of Waikato <i>Culturally responsive methodologies</i>	
Session Chairs	Beverley Bell & Bronwen Cowie	Richard Hill & Mere Berryman	Karen Gao & Roger Barnard
11:30am-12.15pm	A1 Science Education stream Faguele Suaalii Massey University <i>Using Samoan language to make sense of chemistry: Culturally responsive pedagogy?</i>	B1 Kiara Rahman & Sheelagh Daniels-Mayes University of South Australia <i>Addressing the needs of Australian Aboriginal learners in mainstream education: Why culturally responsive pedagogy matters.</i>	C1 Carlos Pérez-Frausto Chapman University <i>The experiences of immigrants from Latin America who speak indigenous languages: A sociocultural and postcolonial perspective on language, culture, and identity.</i>
12:15-1.15pm	Lunch		
1.15-2pm	A2 Beverley Bell University of Waikato <i>Culturally responsive teaching and initial teacher education.</i>	B2 Symposium (B2-4) Te Arani Barrett University of Waikato <i>The experiences of a Māori researcher: Managing dual accountabilities in indigenous research.</i>	A2 Symposium (C2-6) Roger Barnard University of Waikato <i>The importance of researching teachers' beliefs and practices.</i>
2-2.45pm	A3 Simaima Tavil-Melachon & Dorothy Veronica Smith La Trobe University <i>Access to science through culturally appropriate science curricula: Perspectives from PNG and Australia.</i>	B3 Symposium (B2-4) Paul Woller University of Waikato <i>A culturally responsive methodology of relations: Kaupapa Māori research and the non-Māori researcher.</i>	C3 Symposium (C2-6) Judy Ng University of Waikato <i>Malaysian lecturers' beliefs about effective feedback: Questionnaires.</i>

2.45-3.30pm	A4 Kimberley Wilson James Cook University <i>Re-engaging culturally diverse young people through science: Developing a framework of responsive teaching practice.</i>	B4 Symposium (B2-4) Therese Ford University of Waikato <i>My research journey: Contributing to a new education story for Māori.</i>	C4 Symposium (C2-6) Nguyen Gia Viet University of Waikato <i>Vietnamese teachers' decision-making: Collaborative lesson planning.</i>
3:30-4pm	Afternoon tea		
4-4.45pm	A5 Dorothy Smith La Trobe University <i>No, you're not: A critical examination of the potential for cultural essentialism in two Australian science curricula.</i>	B5 Anne Hynds Victoria University of Wellington <i>Teacher identities and their influence on teacher engagement in relationship-based, culturally responsive school reform work.</i>	C5 Symposium (C2-6) Jinrui Li University of Waikato <i>New Zealand university tutors' practices in assessing writing: Think-aloud.</i>
4.45-5.30pm	A6 Bronwen Cowie & Ted Glynn University of Waikato <i>The role of affordance networks in supporting teachers to become culturally responsive.</i>	B6 Nga Phan University of Waikato <i>Can I do it? A novice researcher's self-efficacy in developing her PhD proposal.</i>	C6 Symposium (C2-6) Jonathon Ryan University of Waikato <i>The importance of researching teachers' beliefs and practices.</i>
7:30pm	Conference dinner		

Time			
Thursday 15 November 2012			
9.00-10.15am	Keynote Address	Nancy Hornberger University of Pennsylvania <i>Translanguaging and transnational literacies in today's classrooms: A biliteracy lens.</i>	
10.15-10.45am	Morning tea		
Session Chair	Terry Locke	Gail Cawkwell	Nicola Daly
10.45-11.30am	D1 Brian Lewthwaite James Cook University <i>Culturally responsive teaching in Yukon First Nation settings.</i>	E1 Sue Cheesman University of Waikato <i>Distinctions and overlaps in integrated/ inclusive dance.</i>	F1 Fatima Pirbhai-Ilich University of Regina <i>Exploring critical multicultural literacy education: Engaging Aboriginal youth in Academic literacies.</i>

11.30-12.15pm	D2 Victoria Walker Morris Chapman University <i>Subjectivity and indigenous research: How does subjectivity effect collaboration with native tribal communities.</i>	E2 Ojeya Cruz Banks University of Otago <i>Where the oceans meet: Challenges of incorporating Māori perspectives in dance education.</i>	F2 Jane Furness University of Waikato & Kathryn Bluet-Atvars Ministry of Education <i>Literacy education for children and adults: How a relational-based approach achieved literacy gains and contributed to wellbeing for individuals, families and communities.</i>
12.15-1.15pm	Lunch		
1.15-2.30pm	Keynote Address Luis Moll University of Arizona <i>Funds of knowledge in changing community contexts: Understanding possibilities and risks.</i>		
2:30-3.15pm	D3 Fang Fang Deakin University <i>Investigating the interrelationship between academic English writing and sociocultural identities: From the perspective of international students from China.</i>	E3 Yaghoob Foroutan, Masoumeh Haghpanah & Frances Cox-Wright University of Waikato <i>Educational system and family structure: Cross-cultural analysis.</i>	F3 Donna Starks La Trobe University <i>Name-calling and other forms of bullying: Education and linguistics co-existing in separate unresponsive worlds.</i>
3:15-3.45pm	Afternoon tea		
3.45-4.30pm	D4 Tricia McCann La Trobe University <i>"Advocacy": A program for addressing diversity in schools.</i>	E4 Heather Phipps & Teresa Strong-Wilson McGill University <i>Reading Canadian literature: A culturally responsive pedagogy for social justice.</i>	F4 Wendy Goff Monash University <i>The cultural interface: Navigating the transition from home to school.</i>
4.30-5.15pm	D5 Michael Li University of Waikato <i>The pedagogical implication of the analysis of culture-specific cohesion for the teaching of CFL writing.</i>	E5 Nicola Daly University of Waikato <i>The NZ Pacific Picture-book Collection.</i>	F5 Karen Guo University of Waikato <i>Diversity versus sameness: The challenge of implementing multicultural practice in New Zealand educational settings.</i>
5.15pm	Poroporoaki		

Keynote Speaker 1

Mere Berryman

University of Waikato (New Zealand)

Culturally responsive methodologies

This presentation will first consider the work of a number of experienced and emerging scholars who are seeking to use their researcher power for the good of others, as co-determined by those with whom they seek to undertake research. These researchers have sought to work with their participants to find, discover, invent and evaluate methodology that benefits their participants and that aims for social justice.

This presentation will conclude with a conceptual framework for culturally responsive and socially responsible research methodologies. Informed by the theories and scholarship of critical and indigenous researchers, culturally responsive research methodologies offer an alternative position from which to research that is characterised by relationships, subjectivity, co-construction, and mutual good.

Culturally responsive methodologies require researchers to develop relationships that enable them to intimately come to respect and know the "Other" with whom they seek to study. This requires researchers to listen to participants, to establish respectful relationships of reciprocity and to promote discursive agency within the research context for participants. While such a stance challenges traditional research notions of distance and neutrality it also promotes real opportunities for new learning.

Mere Berryman is a Senior Research Fellow in the Faculty of Education at the University of Waikato, New Zealand. As the Professional Development Director of Te Kotahitanga, she works extensively with school leaders, classroom practitioners, Māori communities and other professionals to bring about education reform for Māori students. Her work influences pedagogy in English-medium and special education (particularly through iterative research and development for leaders and teachers to develop culturally responsive pedagogies). It also influences Māori-medium education (particularly in the areas of policy, literacy and assessment). She strives to apply these same understandings in my own academic research relationships (NZ and internationally), with educators and with Māori/Indigenous communities.

As a Tūhoe woman, she finds that researching collaboratively with non-Māori can be complex, multi-layered and culturally challenging, given that traditional research paradigms hold historical and contemporary pitfalls in terms of the locus of power. Her research approach emphasises strong cultural understandings and a determination to develop stronger collaborative relationships with others. In 2008, she received Te Amorangi, a national Māori academic excellence award. She is currently working on an edited book with Suzanne SooHoo and Ann Nevin with the provisional title, *Culturally Responsive Methodologies*.

Keynote Speaker 2

Nancy Hornberger

University of Pennsylvania (United States)

Translanguaging and transnational literacies in today's classrooms: A biliteracy lens

As classrooms worldwide become increasingly diverse multilingual and multicultural spaces, many questions and concerns arise around how best to educate all learners. In policy contexts that range from mandated instruction in 'English-only' as second or foreign language to multilingual language policies introducing local, Indigenous, or ethnic minority languages as media of instruction alongside dominant languages such as English, educators face multiple challenges in facilitating successful school experiences and greater academic achievement for multilingual learners whose communicative repertoires are diverse and include mixed or hybrid language use such as translanguaging or transnational literacy practices. Drawing on my continua of biliteracy framework (1989, 2000, 2003) as lens and on ethnographic data from U.S. and international educational contexts, this paper argues that the welcoming of translanguaging and transnational literacies in classrooms is not only necessary but desirable educational practice.

Nancy H. Hornberger is Professor of Education and Chair of Educational Linguistics at the University of Pennsylvania, USA, where she also convenes the annual *Ethnography in Education Research Forum*. Her research interests include sociolinguistics in education, ethnography in education, language policy, bilingualism and biliteracy, Indigenous language revitalization and heritage language education. She has taught, lectured, and advised on multilingual language policy and education throughout the world, as visiting professor, U.S. State Department English Language Specialist, United Nations consultant, and three-time Fulbright Senior Specialist – in Paraguay, New Zealand, and South Africa.

Author/editor of over two dozen books and more than 100 articles and chapters, her recent publications include the 10-volume *Encyclopedia of Language and Education* (Springer, 2008), *Can Schools Save Indigenous Languages? Policy and Practice on Four Continents* (Palgrave Macmillan, 2008), and *Sociolinguistics and Language Education* (with Sandra McKay, *Multilingual Matters*, 2010). She is co-editor of the *Multilingual Matters* book series on *Bilingual Education and Bilingualism* and editor-in-chief of the *Anthropology and Education Quarterly*.

Keynote Speaker 3

Luis Moll

University of Arizona (United States)

Funds of knowledge in changing community contexts: Understanding possibilities and risks

In this presentation I discuss ideas about how to take advantage of a wealth of knowledge and other resources that exist in local households and communities to shape a pedagogy that both connects to students' experiences and engages them academically. I will spotlight three projects. One is on what we call household funds of knowledge, and how we work with teachers in documenting and using this knowledge for classroom instruction. I will also discuss work on biliteracy development in children, emphasizing how, in becoming a routine cultural practice, it can expand available resources for thinking. I will then discuss a successful project on civic engagement and action research with adolescents, in which the students conduct studies within their own communities and report their findings to their families, teachers and peers. In all three I will emphasise the centrality, for both teachers and students, of engaging life outside classrooms as an important way of providing vitality and relevance to classroom instruction. However, these projects are not without risks and political consequences for the participants. I will, therefore, also discuss the changing political context in Arizona (US), where these projects were implemented, the punitive actions by the state to control schooling that does not support the status quo, and the ethical responsibilities of researchers in protecting not only the participants but also themselves.

***Luis C. Moll**, born in Puerto Rico, is a Professor, Department of Language, Reading and Culture, College of Education, University of Arizona. He joined the faculty of LRC in 1986. Prior to that, from 1979-1986, he worked at the Laboratory of Comparative Human Cognition and the Communications Department, both of the University of California, San Diego. His research addresses the connections among culture, psychology and education, especially in relation to the education of Latino children in the US. Among other studies, he has analysed the quality of classroom teaching, examined literacy instruction in English and Spanish, studied how literacy takes place in the broader social contexts of household and community life, and attempted to establish pedagogical relationships among these domains of study.*

*Luis Moll has been the Associate dean for academic affairs for the College of Education since January 2004. He has been involved in providing support to faculty for proposal generation in a variety of areas including informal science education, early childhood education, and transnational educational initiatives. Significant publications include: Moll, L. C. (Ed.). (1990). *Vygotsky and education*. Cambridge: Cambridge University Press; and González, N., & Moll, L. C., & Amanti, C. (Eds.). (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Mahwah, NJ: Erlbaum.*



Paper Presenters

Faguele Suaalii

Massey University (New Zealand)

Using Samoan language to make sense of chemistry: Culturally responsive pedagogy?

Low student achievement in science subjects has been a concern in Samoa for a number of years, with senior secondary science achievement being an area of particular focus. This presentation examines one aspect of doctoral research into teaching and learning in senior secondary chemistry classrooms in Samoa. The project, which explored barriers and supports influencing students' achievements in Year 12 chemistry, involved classroom observations, teacher and student interviews, work samples and document analysis. It was conducted in one rural and two urban secondary schools. Themes which emerged related to: resourcing and instructional styles, classroom participation, cultural expectations, and students' preferred ways of learning.

This paper focuses on one particular aspect which students saw as helping them to understand ideas in chemistry more easily: teacher use of the Samoan language to describe, explain and conduct question and answer sessions in the classroom. While English was the designated medium of instruction and the language used in assessment tasks, it is argued that when Samoan is used in the chemistry classroom students are able to more easily process and make sense of the information, to understand chemistry information written in English, and to participate more actively in oral discussion or written tasks. These processes highlight three important components in relation to learning which are steeped in our FaaSamoa (Samoan way) that include, vaai ma faalogo (observe and hear); mafaufau ma faaaogā (conceptualise and apply); tautala ma faailoa (speak and demonstrate).

Faguele Suaali was born in Samoa and attended the village primary school followed by the local district secondary school. He graduated from Samoa Teachers' College in 1994 with a Diploma of Education in mathematics and science (secondary level). After three years of teaching, he received a Government scholarship to study towards a Certificate in science at the National University of Samoa (NUS) to begin in 1998. At the end of his two years at NUS, he received an Aotearoa Scholarship to study towards Bachelor of Education degree at Massey University. He completed the requirements of the BEd degree in two and a half years and returned to Samoa to continue his teaching career. While teaching, he was given an NZAID scholarship, to do Masters degree in education, which he began in 2005 at Massey University. Once finished, he returned to Samoa in 2007 and continued working as a chemistry teacher in secondary school level. Near the end of 2008 he was awarded a Commonwealth Scholarship to do PhD at Massey University, Palmerston North to begin in 2009.

Faguele is currently supervised by Dr Ali. St. George and Dr Peter Rawlins of the School of Curriculum and Pedagogy at the College of Education at Massey University. His primary research specialisation is to identify ways to improve the teaching and learning of chemistry in Samoa. Email: F.Suaalii@massey.ac.nz. Personal site: www.massey.ac.nz/~fsuaalii

Sheelagh Daniels-Mayes & Kiara Rahman

*David Unaipon College of Indigenous Education and Research,
University of South Australia (Australia)*

Addressing the needs of Australian Aboriginal learners in mainstream education: Why culturally responsive pedagogy matters

The story is a familiar one. Australia's Aboriginal students are not achieving on par with their non-Aboriginal peers, particularly in areas of literacy, numeracy, and rates of retention and attendance (Purdie et al. 2011; Gray and Partington 2003). Of particular concern, is that many Aboriginal students are leaving school before completing year 12, limiting their post-schooling opportunities (Bain 2011; Rahman 2010). As we look for ways to improve the engagement of Aboriginal students with school, we ask a central question: are we providing our Aboriginal students with an education that meets their specific needs, or do students have to find their place within the existing Western model of education, which is largely based on a dominant cultural framework? This paper will outline the current issues concerning Australian Aboriginal education, drawing on aspects of the past. It will provide a synopsis on mainstream education, highlighting the ways in which Aboriginal learners are impacted by the dominant culture of schooling. This paper will also address the relevance of a culturally responsive education for improving Aboriginal student learning, and future research to be conducted in this area.

Kiara Rahman is a descendant of the Badimia peoples in Yamatji country, Western Australia. As a lecturer at the University of South Australia, her research work is focused on exploring the achievement potentials of Indigenous secondary students and factors that facilitate better student outcomes. Kiara's early teaching experiences with Indigenous secondary students in Adelaide, South Australia, inform her current practice in Indigenous education research. Email: Kiara.Rahman@unisa.edu.au

Sheelagh Daniels-Mayes is a descendant of the Gamilaroi people of northern New South Wales. Sheelagh's PhD research focuses on identifying key elements that facilitate successful educational outcomes for Australian Aboriginal secondary students. Academically, Sheelagh has a background in education, psychology, sociology and criminology and is committed to social justice. Email: Dansm004@mymail.unisa.edu.au

Carlos Pérez-Frausto

Chapman University (United States)

The experiences of immigrants from Latin America who speak indigenous languages: A sociocultural and postcolonial perspective on language, culture, and identity

This study of identity and language use among indigenous immigrants from Latin America who speak indigenous languages has significance for language maintenance and for policies that support this distinct group of immigrants. There are also important implications for the teaching of English and literacy for adult education and for K-12 teaching and multicultural education. According to the findings, the participant families want the public to know about the experiences, cultures, and values of immigrants from Latin America who speak an indigenous language. It is important for learners from all cultural backgrounds to be informed of the existence of immigrants from Latin America who speak indigenous languages to foster a pluralistic society. Another significant component of the study relates to human rights issues for immigrants from Latin America who speak indigenous languages. The participant families of the study wish to be granted human rights by preserving their respective indigenous languages, maintaining cultural traditions, and participating in political representation. The significance of upholding human rights for indigenous immigrants from Latin America is to be acknowledged as native to this land, noticed as contributing members of society, and accepted in all arenas of life.

Carlos Pérez-Frausto earned a PhD in Education from Chapman University, College of Educational Studies in Orange, California. Dr. Pérez-Frausto's dissertation was titled, "The Experiences of Immigrants from Mexico Who Speak Indigenous Languages: A Sociocultural and Postcolonial Perspective on Language, Culture, and Identity." Dr. Pérez-Frausto has been an adjunct faculty for several colleges and universities in Southern California for 11 years. His research interests are in the areas of language, culture, and identity. Email: rubric2010@yahoo.com

Beverley Bell & Liz Reinsfield

University of Waikato (New Zealand)

Culturally responsive teaching and initial teacher education

Within sociocultural theorising of teaching (Bell, 2011), teaching may be viewed as a cultural practice, in which the culture of the teacher and the students informs the pedagogy. In this paper, we look at learning to be a teacher who is responsive to the culture of the students. The paper reports on research done at the end of 2011 with secondary teacher education students at the University of Waikato on their perceptions of the pedagogies that helped them become culturally responsive teachers. The research question being addressed was: What pedagogies do some ITE (initial teacher education) secondary student teachers view as enabling them to become a culturally responsive teacher?

Forty-three secondary initial education students enrolled in a paper on teaching, learning and curriculum, in which culturally responsive teaching was a component, completed a survey. The initial data analysis indicates that the pedagogies, which most helped them become a CR teacher, were:

- >> Practicum in general
- >> The students in your/my practicum class
- >> Whole class discussions in tutorials on campus
- >> The staff at the practicum school

These findings will be discussed as will the implications.

Beverley Bell is an Associate Professor in education at the University of Waikato. She has a secondary science teaching background, and has researched in New Zealand and the UK for over 30 years in the areas of teaching, learning, assessment and teacher education. Her latest book was published last year: *Theorising Teaching in Secondary Classrooms: Understanding our practice from a sociocultural perspective*. London: Routledge. Email: beebell@waikato.ac.nz

Liz Reinsfield is a Teaching Fellow in the Faculty of Education at the University of Waikato. She has a secondary Technology teaching background, having taught in the UK and New Zealand for 16 years and has been involved in curriculum development in Technology in NZ. Her areas of interest include leadership issues in curriculum development, cultural inclusivity and adolescent issues. Email: reinsl@waikato.ac.nz

Te Arani Barrett

University of Waikato (New Zealand)

The experiences of a Māori researcher:

Managing dual accountabilities in indigenous research

In this presentation Te Arani describes how as an Indigenous Māori researcher, she developed a better understanding of culturally responsive research principles and practices by listening to a group of tribal leaders. These understandings have application in both cultural and institutional settings. Te Arani learned as a Māori researcher that developing understandings from tribal leaders requires maintaining cultural responsibilities and accountabilities in the engaging with, gathering, representing and reporting processes. At the same time Te Arani found that research must be undertaken in ways that meet the requirements of the western academy. These two parallel operating systems are continually being negotiated throughout the research process. By reflecting on her own relationships and experiences with selected tribal leaders, Te Arani has been able to further develop her own cultural knowledge and understandings while at the same time engage safely with others in research being undertaken from mainstream institutions.

Te Arani Barrett works for the University of Waikato in the role of Operations Manager for the Te Kotahitanga and He Kakano research and professional development projects. Her background is in senior management teaching at tertiary and secondary levels in both mainstream and Wānanga as well as experience in quality management systems. Her doctoral study compares highly effective leadership between Te Kotahitanga and Wānanga. Email: barrett@waikato.ac.nz

Roger Barnard

University of Waikato (New Zealand)

The importance of researching teachers' beliefs and practices

Educational innovations are often imposed top-down without taking into consideration the beliefs and practices of the target teachers. Unless this is done, there will be a gap between what policy-makers intend and what actually happens in classrooms. The past decade has seen a considerable growth of interest in, and empirical investigation of, what language teachers believe. However, most of the studies have been conducted in European or North American contexts and they have overwhelmingly relied survey and/or interview procedures.

Such self-report procedures have their value but in cross-cultural settings an exploratory and interpretive approach in teachers' natural working contexts of teachers is likely to produce more valid findings. This implies the necessity for multiple methods of data collection, a triangulated analysis of the data, and sensitivity to the cultural norms of the participants.

This colloquium will begin with a brief explanation of the wide range of terminology used in teacher cognition studies, and will be followed by a consideration why it is important to investigate what teachers believe, and the extent to which they put their beliefs into practice.

Roger Barnard has been a Senior Lecturer in applied linguistics at the University of Waikato since 1995. Before that, he worked in England, Europe and the Middle East in various senior educational positions. He has also accepted visiting professorships in Japan, Vietnam and Korea. His current research interests lie in classroom interaction, codeswitching and teacher cognition, and he publishes frequently in these, and other, areas. Email: rbarnard@waikato.ac.nz

Simaima Tavail-Melachon & Dorothy Veronica Smith

La Trobe University (Australia)

Access to science through culturally appropriate science curricula: Perspectives from PNG and Australia

This paper will be a dialogmatic conversation between the two presenters as they seek to represent the various relationships between science, society and diverse groups of learners. Both presenters are concerned with the extent to which accounts of science given in schools are culturally appropriate.

As a science student in PNG Simaima Tavail-Melachon had to take a position in Western Culture to learn and understand science. She argues that if indigenous knowledge is appropriately included into a science curriculum then students should be able to move into Western science from their indigenous culture and science itself becomes a cultural bridge.

Dorothy Smith sees modern research science as an institution with a broader cultural base than is generally acknowledged. She argues that it is essential for the wellbeing of our communities and for the disciplinary wellbeing of science that a broader account of science be given in Australian schools.

Simaima Tavail-Melachon is a science teacher from Papua New Guinea. She has completed Masters in Science and Technology Education at La Trobe University in 2011, and is now working in PNG. Email: stmelachon@gmail.com

Dorothy Smith is a science educator and science education researcher based at La Trobe University, Victoria, Australia. She has spent many years working for curriculum innovation in primary and secondary school and at university. Much of that work was done in her former name of Dorothy Kearney. Email: dorothy.smith@latrobe.edu.au

Paul Woller

University of Waikato (New Zealand)

A culturally responsive methodology of relations: Kaupapa Māori research and the non-Māori researcher

As tribal groups and communities increasingly look at forms of self-sufficiency and self determination in order to survive culturally, economically and socially in this ever changing world, the need for community and tribal specific research is being highlighted. It is no longer tenable to accept research that fails to take into account the unique values of these groups or research that does not recognize the diversity that exists within the Māori world. In these circumstances it is important to clarify who has the right and the credentials to conduct research that involves Indigenous groups and to ask, for example, if there is a place for non-Māori researchers within kaupapa Māori research. This presentation describes Paul's journey as a non-Māori researcher, married into a tribal group, who has used kaupapa Māori research methodologies while researching tribal history. In the undertaking of his PhD research, he critically reflects upon his inclusion and participation as a non-Māori researcher in research activities involving Māori participants within one tribal community. In so doing he also explored making connections and developing relationships through aspects of traditional Māori knowledge and the use of a Māori world-view as the basis for research methodology.

Paul Woller is Project Coordinator for He Kākano, a collaboration between University of Waikato and Te Whare Wānanga o Awanuiarangi. This programme provides school-based professional development with an explicit focus on improving culturally responsive leadership and teacher practices to ensure Māori learners enjoy educational success as Māori. Paul was previously a researcher with Poutama Pounamu a research group that supported Māori students and their whānau in a range of Māori and English language education settings and was a part of Special Education, Ministry of Education. Email: prwoller@waikato.ac.nz

Judy Ng

University of Waikato (New Zealand)

Malaysian lecturers' beliefs about effective feedback: Questionnaires

The value of teachers' feedback on students' writing has always been controversial, some researchers advocating feedback (e.g. Ferris 2009), while others (e.g. Truscott, 2007) deny its usefulness. There have been wide-ranging surveys of aspects of teacher beliefs in some Asian educational contexts, but there is a lack of in-depth studies about second language writing (Borg, 2006), and this is particularly true of tertiary education in Malaysia.

Most research methods textbooks are written from a Western viewpoint. When a researcher collects data in a non-Western society, very often the textbook suggestions do not work well in the field due to different cultural world views. In Judy's research project, she first sought to investigate lecturers' attitudes about the value of feedback on their students' written work by means of a survey, and subsequently the extent to which the lecturers' self-reported beliefs converged with their practices.

The setting of her study was a Malaysian university where she had previously worked as a lecturer. Despite her insider knowledge of the cultural context, she encountered unforeseen difficulties in getting potential participants to respond to the questionnaire (an extract from which will be provided), whether it was posted online, sent by email, or distributed by hand. The questionnaire was approved by the university's president, but she found that official sanction does not necessarily mean willing participation. The reasons for the unwillingness to participate in her research included threats to face and shortage of time. This initial difficulty changed the focus of her project, but this actually strengthened her project.

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Truscott, J. (2007). The effect of error correction on learners' ability to write accurately. *Journal of Second Language Writing* 16(4), 255-272.

Before taking up her present research project, Judy Ng Miang Koon was a lecturer in a private university in Malaysia, with a professional background in materials design, academic writing, sociolinguistics and Teaching English as a Second Language. Her academic interests focus on second language writing and teachers' beliefs and practices. Email: jmkn1@waikato.ac.nz

Kimberley Wilson

James Cook University (Australia)

Re-engaging culturally diverse young people through science: Developing a framework of responsive teaching practice

Edmund Rice Education Australia Flexible Learning Centres (EREFLCs) operate within a social inclusion framework to 'walk with' young people who have disengaged from the traditional schooling system, a large percentage of whom identify as Indigenous Australians. This paper reports on a collaborative endeavour to expand and develop the science education component of the EREFLC curriculum. A Participatory Action Research (PAR) model was employed to involve teachers across several flexible learning centre sites in Queensland, Australia, in trialling science orientated units of work grounded in a humanistic perspective emphasizing relevance to everyday life and to the lived experiences of young people. Practical implementation of the research project has seen young people engage in units of work thematically united through an emphasis on place, self and community. Data collected throughout the project has resulted in the development of a culturally responsive teaching practice framework to support maintenance of the science education program within the centres. While the framework developed has

been designed to be responsive to the unique nature of the EREAFLC context, it may have wider use in relation to re-engaging the increasing majority of young people who turn away from science, seeing it as impersonal and detached from their lives.

Kimberley Wilson holds a Bachelor of Education with postgraduate qualifications in Community Development. She is currently completing her doctoral studies at James Cook University, Townsville. Kimberley has worked in partnership with the Edmund Rice Education Australia Flexible Learning Centre Network for the past five years in the context of an Australian Research Council funded project titled 'Re-Engaging Disadvantaged Youth Through Science'. Email: kimberley.wilson@jcu.edu.au

Therese Ford

University of Waikato (New Zealand)

My research journey: Contributing to a new education story for Māori

In light of achievement disparities between Māori and non-Māori in education, the development of better partnerships between the homes of Māori students and schools is seen by the New Zealand Ministry of Education as one of the means of potentially improving this situation. Additionally, there is also an expectation from the Ministry of Education and Māori communities that Māori students achieve education success as Māori. This presentation discusses the New Zealand education context and describes Therese's journey as a Māori student, teacher and school leader, as a mother of two Māori children and as an aspiring kaupapa Māori researcher seeking to work in culturally responsive ways. Her own story as a Māori student informs and shapes what she wants and expects for her own children and for all Māori children and these aspirations have been the catalyst for her to engage in kaupapa Māori research. It is Therese's hope that through her research she will help to create a new education story for Māori, by making a contribution to the development of pedagogies that will enable Māori students to enjoy education success as Māori.

Therese Ford works within the Te Kotahitanga research and professional development project as a professional development specialist. In this role she is working to support leadership in Te Kotahitanga schools develop their capacity to collaborate with Māori whānau and communities. Her PhD research also investigates how both mainstream and kaupapa Māori schools develop partnerships with their Māori whānau and communities. Email: tford@waikato.ac.nz

Nguyen Gia Viet

University of Waikato (New Zealand)

Vietnamese teachers' decision-making: Collaborative lesson planning

This session focuses on a particular method of data collection in a wider research project, that is group lesson planning. Group lesson planning has been widely used in teacher professional development programmes (e.g., Clair, 1998), but none, it seems, for research purposes. However, lesson planning is potentially a valid research tool because it allows the researcher to move from stated beliefs to decision-making activity: from ideal-oriented to more reality-oriented cognitions (Borg, 2006). In asking the participant teachers to plan lessons in groups, Nguyen had to make culturally-sensitive decisions about issues such as: whether or not he should be present during the sessions; which language the teachers should use; how the sessions could best be organised; and how to evaluate the truth value of the data. These issues will be discussed in detail to illuminate the need for cultural consideration in collecting and analysing data from such a context as Vietnam.

Nguyen Gia Viet has been a language teacher and teacher trainer for more than 10 years before he undertook PhD studies at the University of Waikato. His research currently focuses on teacher cognition, second language pedagogy, and particularly task-based language teaching. Email: vn12@waikato.ac.nz

Dorothy Smith

La Trobe University (Australia)

No, you're not: A critical examination of the potential for cultural essentialism in two Australian science curricula

In this paper Dorothy argues that the market-driven approach that characterizes much of education in Australia today frames each learner as a neo-liberal individual separated from society; consequently, it leaves ideas of culture and community largely unexamined and unsupported. As a result, important curriculum and policy debates are short-circuited. Dorothy argues that a centrally mandated and assessed outcomes-based curriculum is an inappropriate form with which to support culturally responsive pedagogy and that the process of identifying particular groups as priorities risks a form of cultural essentialism that denies the diversity within these groups.

Dorothy contrasts the accounts of desirable approaches to teaching science, science itself and the proper scope of science education in the new, first national Australian science curriculum, to be implemented in 2012, with a 1990s state science curriculum from her home state of Victoria, Australia. She argues that the 1990s document is more likely to encourage and support a classroom teacher to teach science in culturally responsive ways.

Dorothy Smith is a science educator and science education researcher based at La Trobe University, Victoria, Australia. She works on the contemporary relationship between science and society, with a special interest in the challenges posed for this relationship by the loss of legitimacy for hierarchical structures; in the ways in which school science education frames this relationship; and in what such framing means for the education of future science professionals. She has many years of experience in curriculum innovation in primary and secondary school and at university. Much of that work was done in her former name of Dorothy Kearney. Email: dorothy.smith@latrobe.edu.au

Anne Hynds

Victoria University of Wellington (New Zealand)

Teacher identities and their influence on teacher engagement in relationship-based, culturally responsive school reform work

Relationship-based professional development initiatives such as Te Kotahitanga (Bishop, Berryman, Cavanagh, & Teddy, 2009) and Te Kauhua (Tuuta, Bradnam, Hynds, Higgins & Broughton, 2004) promote the development of unity between Māori and non-Māori stakeholders (teachers, students and community members) to order to create a shared vision of change in schools. In such contexts, teachers seek to critically examine their own and other's teaching practices and assumptions about student learning. This paper examines results from a qualitative study in two separate schools, whereby Māori and non-Māori teachers worked together to bring about improvement in practice and learning outcomes for Māori students. Findings highlighted the influence of multiple identity markers on teacher engagement within relationship-based school reform work. However, these remained unexamined within the work of culturally responsive school reform. Results are discussed, along with recommendations which highlight the need to further investigate the influence of such identities if teachers are to work together to make lessons more relevant and motivating for all.

Anne Hynds is a Pākehā researcher/Senior Lecturer in the School of Educational Psychology and Pedagogy, Faculty of Education at Victoria University of Wellington. Her research interests are focused on issues of diversity within education through the use of qualitative (collaborative inquiry and action research) methodologies. She is particularly interested in exploring the relationship between teacher understandings of culturally responsive and inclusive pedagogies and resistance to change in equity-minded school reforms. Email: Anne.Hynds@vuw.ac.nz

Jinrui Li

University of Waikato (New Zealand)

New Zealand university tutors' practices in assessing writing: Think-aloud

Applying think-aloud procedures is one way to capture participants' thinking while doing a task. Almost all previous studies using this technique have been conducted in experimental or quasi experimental conditions which do not take into account personal, social or cultural factors. By contrast, this presentation focuses on the cultural aspects of collecting think-aloud data in participants' working context by reporting a case study of tutors assessing disciplinary writing in a New Zealand university. It will analyse the cultural aspects of the four key components of think-aloud method: the researcher, the participants, the task, and the setting. Furthermore, it will discuss how these four components are cultural resources (Bourdieu, 1986) that contributed to the data collection process. It will also analysis potential cultural issues regarding these components, especially the issue of addressivity (Bakhtin, 1986, Li & Barnard, 2009). The corresponding solutions to these issues will be provided in relation to the outcome of the data collection process. It concludes that a detailed analysis of the four cultural aspects is necessary before collecting think aloud data.

Jinrui Li is a PhD candidate in applied linguistics at the University of Waikato. Her PhD project is University tutors' beliefs and practices about assessing undergraduates' writing-A New Zealand case study. The project explores contextual and emotional issues in tutor cognition of assessing writing by applying a synthesized socio-cultural approach and multiple methods of data collection. Before conducting this project in 2008, she was a lecturer, teaching College English and Translation in China. Her research interests include assessment and feedback, qualitative research methods, language education, interdisciplinarity, and educational psychology. Email: jl287@waikato.ac.nz

Bronwen Cowie & Ted Glynn

Wilf Malcolm Institute of Educational Research, University of Waikato (New Zealand)

The role of affordance networks in supporting teachers to become culturally responsive

In this paper Bronwen and Ted describe the 'affordance networks' that supported the development of three teachers of primary science within the Culturally Responsive Pedagogy and Assessment project. Barab and Roth (2006) developed the notion of an affordance network as a means for understanding how teacher learning is ecologically framed. According to Barab and Roth an affordance network encompasses the people, places, ideas, resources and commitments that are distributed across time and space and are viewed as necessary to achieve particular goals. In the paper Bronwen and Ted illustrate how teacher understanding of culturally responsive pedagogy, the funds of knowledge they had developed over time, the people with whom they had relationships, as well as books, the Internet and other materials provided an affordance network of resources and relationships that supported the enactment of a more culturally responsive science curriculum.

Bronwen Cowie is Associate Professor and Director of the Wilf Malcolm Institute of Educational Research, The University of Waikato. She has directed a number of long-term national research projects and has extensive experience of researching with teachers and students in both primary and secondary science classrooms. Her research interests include teacher use of ICT, curriculum implementation, and teacher professional learning. She has a particular interest in student experiences of formative assessment/assessment for learning and in how to engage Māori students with science.

Ted Glynn is a Research Professor at the Wilf Malcolm Institute of Educational Research, The University of Waikato. He was the Foundation Professor of Teacher Education at the University of Waikato. He is a

Fellow of the Royal Society of New Zealand. Ted researches and teaches in Māori and bicultural education, applied behaviour analysis and special education. Ted is a member of the Specialist Education Service Poutama Pounamu Education Research Whānau in Tauranga, which is committed to improving learning and behavioural outcomes for Māori students. He co-authored the influential book Culture Counts: Changing Power Relations in Education, with Russell Bishop.

Nga Phan

The University of Waikato (New Zealand)

Can I do it? A novice researcher' self-efficacy in developing her PhD proposal

The paper examines how a researcher constructed her self-efficacy in developing her PhD proposal at the University of Waikato. It is drawn on part of a larger data source for the researcher's PhD dissertation. The paper takes a qualitative approach using the researcher's reflective journal and personal emails produced over a course of nine months. The data analysis reveals how the environment surrounding the researcher had constrained and/or fostered the construction of her own self-efficacy in developing the proposal for her PhD candidature confirmation. The findings indicated that the researcher built her self-efficacy through processing resources of efficacy information emerging from her interactions with other people and with the wider community in relation to her own personal and professional background. The findings also highlighted that cultural factors play a role in influencing how the researcher selected, weighted and valued sources of efficacy information accessible to her. This suggests the need for caution in adopting and applying the sources of efficacy suggested by Bandura (1997) in understanding the self-efficacy of teachers from a non-Western setting.

***Nga Phan** is a PhD student in the Faculty of Education at The University of Waikato, New Zealand. Email: tnp1@students.waikato.ac.nz*

Jonathon Ryan

Waikato Institute of Technology (Wintec) (New Zealand)

The importance of researching teachers' beliefs and practices

Stimulated recall (SR) is a research methodology involving the retrospective verbalization of cognition, whereby participants are prompted to recall the thought processes that informed an action or that were prompted by an event. The central characteristics of this method are the use of a recall stimulus and the maintenance of a clear distinction between recall and present interpretation. At its best, SR may enable vivid recollection of actions and decision-making, yet findings are easily compromised, meaning that SR procedures must be carefully developed.

This presentation reports on issues that arose from a doctoral research project in which SR sessions were used to identify miscommunications that occurred during the re-telling of a narrative. I discuss a range of methodological issues and procedures related to SR. These include issues in video recording, the design and focus of recall questions, inter-cultural considerations, the timing of recall prompts, face management, access to memory types, and risks arising from certain types of direct question. A short video will illustrate the process used in the study.

***Jonathon Ryan** recently submitted for examination his doctoral thesis in applied linguistics from the University of Waikato. He now works at the Waikato Institute of Technology (Wintec). The title of his thesis is: *Acts of reference and the miscommunication of referents by first and second language speakers of English.* Email: jgr3@waikato.ac.nz*

Brian Lewthwaite

James Cook University (Australia)

Culturally responsive teaching in Yukon First Nation settings

Recent development in Canada's Yukon Territory has awarded Self-Governing Agreements to all of Yukon's 12 First Nations. SGAs, in principle, provide autonomy to YFN in developing governance structures for all social agencies such as justice, social services and economic operation as well as education. SGAs have the potential to accelerate practices in education responsive to YFN's cultural knowledge systems and practices, especially the pedagogies to be encouraged in YFN schools. This presentation will focus on the outcomes of discussions in one YFN community where community members shared their stories about teaching and learning. The results of these discussions assist in identifying the learning priorities of schools and classrooms and the pedagogies appropriate for supporting students' success as culturally located individuals. Also, the responses assist in identifying characteristics of effective teaching within YFN settings. Current research efforts focusing on determining the influence of effective teaching practices on student learning will also be presented.

Brian Lewthwaite is an Associate Professor in teacher education at James Cook University in Townsville, Queensland. His research interests are primarily focused on teacher development, primarily in science education and in Canadian and Australian Aboriginal communities. Email: Lewthwaite@xtra.co.nz

Sue Cheesman

University of Waikato (New Zealand)

Distinctions and overlaps in integrated/ inclusive dance

Sue's research is based on the area of integrated dance, which she would assert is a culturally responsive approach to dance. In this paper she is interested in unpacking the two contested terms of integrated and inclusive. She will interrogate these two problematic terms by discussing distinctions and overlaps, in relation to selected dance examples from U tube. These examples will include several dance performances, which have both disabled and non-disabled performers within each of the works selected. Current thinking in disability and dance studies will underpin this discussion.

Sue Cheesman is a teacher, choreographer, researcher and Senior Lecturer in dance education at the University of Waikato. She has an eclectic background in dance with emphasis on contemporary and has worked in the field of integrated dance for many years particularly in relation to the work of Touch Compass Dance company. She is passionate about dance in all its varying guises. Email: suech@waikato.ac.nz



Fatima Pirbhai-Illich

University of Regina (Canada)

Exploring critical multicultural literacy education: Engaging Aboriginal youth in Academic literacies

Despite the failure of traditional academic literacies to engage marginalized and disenfranchised populations, hegemonic content and modes of instruction continue to flourish. Culturally Relevant Pedagogy which empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills and attitudes (Ladson-Billings, 1994) together with a broader New Times definition of literacy (Street, 1984) may offer students opportunities to engage in learning in ways that both meet grade level expectations and offer life changing consequences (Moura, 2006). This paper describes a qualitative case study that investigated the ways in which five teacher candidates in a critical service learning practicum created spaces for vulnerable and disengaged adolescent youth to engage in academic literacies. This study is framed from a critical multicultural (May & Sleeter, 2010), socio-constructivist perspective (Rogoff, 1990; Vygotsky, 1986) that utilizes a multiliteracies framework (The New London Group, 2000). Critical discourse analysis of the pre-service teachers' journal entries, anecdotal lesson plans, authentic literacy assessments, final reflections, and the youth's self-assessment and final digital media are used for identifying emergent themes.

Fatima Pirbhai-Illich is currently Associate Professor of language and literacy education at the University of Regina, Saskatchewan, Canada. Her community-based interest and research focus on anti-oppressive literacy education including critical multicultural literacy education for marginalized and disenfranchised youth. She is currently the President of the International Chapter for the National Association for Multicultural Education (ICNAME) and the fiscal Co-Chair of the Critical Educators of Social Justice (CESJ) Special Interest Group (SIG) of the American Education Research Association (AERA). Email: Fatima.pirbhai-illich@uregina.ca

Victoria Walker Morris

Chapman University (United States)

Subjectivity and indigenous research: How does subjectivity effect collaboration with native tribal communities

The Native American experience continues to be a colourful and complex potpourri of themes and conjectures all structuralized by the Western research agenda (Kincheloe & Steinberg, 2008; Grande, 2004; Smith, 1999). These pictorials of the Native American experience still permeates the educational boundaries of this country, and continues to silence the voices of our Native communities to outside influence and research agendas. With this in mind, Victoria's status as a Native American qualitative researcher must be mindful of how those she holds "conversations" with perceive her as well as how she perceives them (Jankie, 2004; Brayboy & Deyhle, 2000).

The surveyor (and their subjectivity) is taken on a journey with one in the community (insider) in order to learn their ways of knowing and to envision their world through a kaleidoscope of lenses, but how does the surveyors' (outsider) subjectivity effect these conversations? Victoria will discuss her subjectivity as a Native American researcher returning to her Native community to collaborate in meaningful "conversations," and how her position as an insider/outsider was perceived amongst her own tribal community.

Victoria Walker Morris is a third year PhD student with emphasis on Cultural and Curriculum Studies. Fall 2012, she will begin her dissertation entitled: Wingspan Beyond the Rez: Native American Women Leadership Outside the Demarcation of Sovereignty. She has presented at The National Association for Multicultural Education (NAME) conference in 2011 and served as a panel participant at the 2011 California Council of Teacher Educators conference representing the Native American voice. She has B.S. and M.S. degrees from the University of Southern California and MBA from University of La Verne. Email: morri162@mail.chapman.edu

Ojeya Cruz Banks

University of Otago Dance Studies in the School of Physical Education

Where the oceans meet: Challenges of incorporating Māori perspectives in dance education

This research ruminates about teaching dance in Aotearoa/ New Zealand; and particularly about the issues that arise from learning to how to apply a kaupapa Māori framework for thinking about dance education at a University level. Ojeya teaches dance courses in the School of Physical Education at the University of Otago. Hence this paper uses her personal reflections on teaching, class discussions, student feedback and evaluations to examine the possibilities for developing a culturally relevant, responsive dance education and curriculums for Aotearoa. Works by Whitnui (2011), Hokowhitu (2004), Ashley (2003), Burrows (2003), Bolwell (2009), Royal (2009), East (2011), Risner (2007), Thaman (2009) are reviewed to deliberate the postcolonial context and pedagogical possibilities.

Ojeya Cruz Banks is of Gulhan/Guam and African American heritage; she was born in the United States. She has been working as a lecturer and choreographer for the Dance Studies programme in the School of Physical Education at the University of Otago in Aotearoa/New Zealand since 2008. Ojeya received a PhD from the University of Arizona in 2007. Her research includes dance anthropology, pedagogy, choreography, postcolonial studies, and indigenous perspectives of dance; and she specializes in sabar and djembe dance traditions from West Africa, contemporary dance, and recently started an exploring dance that engages issues of the Gulhan/ Pacific diaspora. She was selected for the esteemed 2008 Professional Choreographer's Lab at the Jacob's Pillow School of Dance (United States), 2011 Pacific Dance Choreographic Laboratory (Aotearoa), and for the 2012 BlakDance: First Nation Contemporary Dance Festival. Her current project examines the philosophies that guide the work of the award-winning Atamira Dance Company in Aotearoa and also dance practices in Gulhan/Guam, Senegal, and Guinea (West Africa) as a framework for understanding indigenous knowledge and creativity. In addition, she has studied dance in Cuba, Uganda, Kenya, Ethiopia, Mali and several other countries. In 2010 she was invited to perform and teach in Bali. Email: Ojeya.cruzbanks@otago.ac.nz

Jane Furness & Kathryn Atvars

University of Waikato & Ministry of Education (New Zealand)

Literacy education for children and adults: How a relational-based approach achieved literacy gains and contributed to wellbeing for individuals, families and communities

This paper presents some findings from a study of nineteen adults' participation in four different family/whānau-focused literacy education programmes in Aotearoa New Zealand. The study examined the immediate and 'flow on' effects of participation on the adult participants, their families and their communities. Using data from interviews, observations and programme documentation, the study traced participants' experiences over eighteen months. The wide-ranging effects found included literacy and social effects and were linked to wellbeing. A 'social practice' view of literacy and ecological and culture-sensitive theories of wellbeing framed the study.

The presentation foregrounds one of the programmes in the study. Located in a school in a rural Māori community, the programme was based around Hei Awahiwi Tamariki ki te Pānui Pukapuka (HPP) – an oral language development programme – which the adults used with Year 1-2 children who were below their chronological age in these abilities. They learned the supporting theories and how to use the programme, as well as other aspects of the school context, and related their learning to their wider lives. The principles underpinning HPP were considered valuable for the children, and for the wellbeing of the school

and the community as a whole, through their strong relational base. The setting and context, the HPP-based programme as it relates to children, adults, families and communities, and the literacy, social and wellbeing effects that were found will be described. The study overall argues that contribution to wellbeing should be the guiding framework for understanding the outcomes of family/whānau-focused literacy education.

Jane Furness has been involved in the field of adult education for over twenty years and more recently in adult literacy. She was the Senior Advisor Literacy in Skill New Zealand and the Tertiary Education Commission during the early days of the implementation of the Adult Literacy Strategy. She has recently submitted her PhD on family literacy. As a community psychologist and Associate of the postgraduate Community Psychology programme at the University of Waikato in which she has also taught, she brings to her adult and family literacy work her interests and concerns related to equity in education, family and community strengthening, biculturalism and cultural diversity. She has taught papers on family and community literacies and within "Working with cultural and linguistic diversity", a compulsory paper for trainee teachers. With family roots mainly in Taranaki, Jane has lived in the Waikato for over thirty years. Email: j.furness@waikato.ac.nz

Kathryn Atvars is from Ngai Te Rangī, Ngāti Awa, Ngāti Kahungunu and Ngāti Whare. She enjoyed 20 years teaching in primary and intermediate schools, before joining Special Education Services in 1991 as a visiting teacher, mainly working with Māori students and their whānau. In 1994 with the support of a research whānau of interest, Kathryn and colleagues initiated the Poutama Pounamu Education Research and Development Centre based in Tauranga. Kathryn has had involvement in the following oral language and reading tutoring programmes: Pause Prompt Praise, Tatarī Tautoko Tauawhi, Hei Awhiawhi Tamariki ki te Panui Pukapuka and Porowha. Kathryn is currently employed by the Ministry of Education as a Special Education Advisor working in the Behaviour Team in Tauranga. Email: kathryn.bluet-atvars@minedu.govt.nz

Fang Fang

Deakin University (Australia)

Investigating the interrelationship between academic English writing and sociocultural identities: From the perspective of international students from China

The purpose of this paper is to investigate the cross-cultural transition and explore the interrelationship between academic English writing and the sociocultural identities of Chinese students at western tertiary institutions. As a pivotal means of communication, collaboration and assessment in higher learning in the West, academic English writing enjoys a paramount status exalted on campus. However, due to different philosophical, cultural and intellectual conceptualisation, to write in a different educational context could be a confronting challenge to international students from China. This research aims to analyse how the international cohort of Chinese students attempts to emerge from the politico-historical and sociocultural background of China to adapt to the academic English writing in the host culture. The research is a qualitative study which adopts in-depth semi-structured interviewing. Four TESOL Masters students are invited to recount and reflect the cross-border transformation in writing. The findings show writing is not only a linguistic aptitude but also embodies a repertoire of sociocultural identities juxtaposed and contextualized. The result indicates writing as a matrix for negotiation and navigation between a myriad of transcultural identities.

Fang Fang is a PhD student at the School of Education, Deakin University. She is an award holder of the Prime Minister's Australian Asia Endeavour Postgraduate Award. She is from Beijing, China. She has obtained her Masters degree from the Faculty of Education at Monash University and she has got rich experiences in English teaching at leading universities in China. She is especially interested in international cooperation for Chinese students to settle into overseas universities. Her research revolves around culture, identity and academic English writing of Chinese students at overseas tertiary institutions. Email: ffang@deakin.edu.au

Yaghoob Foroutan, Masoumeh Haghpanah & Frances Cox-Wright

University of Waikato (New Zealand)

Educational system and family structure: Cross-cultural analysis

This paper discusses the association between educational system and family structure. The discussion relies on research-based evidence in two varying cultural contexts: New Zealand and Iran. Accordingly, this cross-cultural analysis also explores whether and how significantly the association is affected by varying cultural contexts. The study uses socialization theory which recognizes the educational system (particularly, school and its educational resources) as the first formal agent and the most powerful engine of socialization of children (e.g. Bender and Leone 1989; Taylor 2003; Lee and Collins 2008). This study uses the method of content analysis. The results of this study highlight the main patterns observed regarding the representation of family characteristics and gender roles through educational resources of schools in these two varying cultural contexts.

Yaghoob (Yaquob) Foroutan completed his PhD in demography at The Australian National University (ANU), Canberra, Australia. His doctoral research examining demographic patterns and determinants of women's market employment with specific focus on the effects of migration, ethnicity and religion (particularly, Muslim immigrants) won The W. D. Borrie Essay Prize awarded by The Australian Population Association. He also holds a BA in Social Sciences, a MA in Sociology, and a MA in Demography from Tehran University. He has published extensively in peer-reviewed journals including *Journal of Population Research*, *International Migration Review*, *Immigrants and Minorities*, *South Asia Research*, *Asian Journal of Women's Studies*, *Australian Religion Studies Review*, *Fieldwork in Religion*, *Journal of Muslim Minority Affairs*, and *New Zealand Sociology*. He also wrote a chapter on the association between gender and religion in the edited book titled *The World's Religions: Continuities and Transformations*, published by Routledge in 2009. Dr Foroutan is currently Post-Doctoral Fellow at the National Institute of Demographic and Economic Analysis (NIDEA), The University of Waikato. For more details go to: <http://cms.its.waikato.ac.nz/nidea/people/foroutan>

Donna Starks

La Trobe University (Australia)

Name-calling and other forms of bullying:

Education and linguistics co-existing in separate unresponsive worlds

Bullying is becoming more common in schools. Language related types of bullying, such as name-calling, are known to be the most frequent type of bullying (Buda & Szirmai, 2010; Juvonen & Gross 2008; Thurlow, 2001) and if not controlled frequently linked to other forms. Yet educationalists who investigate bullying often label language-related forms, such as name-calling, as low-severity and fail to consider them in any depth (e.g. Rigby, 2011). Others simply mention that naming practices are difficult to diagnose and students are often misinterpreted as simply "mucking around". The educational literature contains little discussion of how to define relevant linguistic features, including the role of laughter. Linguists have a lot to offer in providing a greater understanding of naming practices, the nature of linguistic ambiguity and power, and the role of language, language behavior, and language learning in naming practices yet they write little in this domain. This paper considers how linguists might engage in more culturally responsive ways with their colleagues in education to reach a greater understanding of appropriate and inappropriate language use.

Donna Starks is a Senior Lecturer in the Faculty of Education at La Trobe University where she teaches *Applied Linguistics and Language Teaching*. Prior to working in education, she worked as a linguist on issues dealing with the language maintenance of Pacific languages in New Zealand. Dr Starks is currently working on a project on nickname usage amongst Australian adolescents with Dr. Louisa Willoughby and Dr Kerry Taylor-Leech. Email: d.starks@latrobe.edu.au

Tricia McCann

La Trobe University (Australia)

"Advocacy": A program for addressing diversity in schools

This presentation explores a student-centred program called 'The Advocacy Program' which has been implemented in a range of Victorian schools. The 'Advocacy Program' establishes an individual teacher-Advocate/student relationship with the intention of empowering students to explore and engage in their world, and become actively aware and conscious of their learning processes. The presentation will explore the success of the project and how Tricia, as an Advocate, worked with a particular student who straddled three different cultures and who used their regular one-to-one relationship to explore her life, learning and the meanings she was making of her experiences.

Tricia McCann works in the Faculty of Education, La Trobe University and particularly focuses on the area of student well being. Email: t.mccann@latrobe.edu.au

Heather Phipps & Teresa Strong-Wilson

McGill University (Canada)

Reading Canadian children's literature: A culturally responsive pedagogy for social justice

From the Canadian context, this paper explores the possibilities for culturally responsive pedagogy through the reading of Canadian children's literature addressing issues of social justice. This paper examines the multiple ways that teachers and children interpret multicultural picture books and the implications of these engagements for social justice in primary classrooms. Moreover, this paper will consider the relationship between culturally responsive pedagogy and social justice education and aims to shed light on how educators in diverse classrooms may "unveil opportunities for hope" (Freire, 2004) through the reading and critical discussion of children's literature. Research has emphasized the importance of engaging pre-service as well as in-service teachers with multicultural literature (Johnston, Bainbridge, & Sharif, 2007; Strong-Wilson, 2008) so as to increase children's access to such stories. How do teachers and young children connect their own lived experiences to the visual and verbal elements of multicultural picture books? What are the implications for culturally responsive pedagogy and social justice education in linguistically and culturally diverse primary classrooms?

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Wendy Goff

Monash University (Australia)

The cultural interface: Navigating the transition from home to school

When families and teachers come together as a child makes the transition to school there is a meeting of distinct individuals and diverse social systems and cultures. This meeting creates a space that is not strictly juxtaposed between two social systems (that can be predicted or predetermined) but rather a convergence of diverse peoples at an interface that is complex, but in which anything is possible. Martin Nakata (2007) defines this space as the cultural interface. The following presentation reports on how the concept of the cultural interface is being used as a theoretical lens in a doctoral research project. The doctoral project involves families, preschool/infant teachers and primary/elementary teachers working together in research teams to investigate the mathematics that exists in a child's lifeworld, with a view to devising a plan that will support this mathematics as the child makes the transition into the primary school classroom. The presentation discusses the utilisation of the conceptual lens of the cultural interface in this project, including the affordances that it has provided in supporting diversity and recognising the knowledge, skill and expertise of unique individuals as they come together to support the learning of children. The paper concludes by discussing the potentials of the cultural interface as a theoretical lens, including some possibilities for future research projects. References: Nakata, M. (2007a). *Disciplining the savages - Savaging the disciplines*. Canberra: Aboriginal Studies Press.

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Michael Li

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The pedagogical implication of the analysis of culture-specific cohesion for the teaching of CFL writing

In the current literature of Teaching Chinese as a Foreign Language (thereafter TCFL) and especially teaching of the writing of extended Chinese texts, most studies that consider the issue of cohesion adopt the taxonomy of Halliday and Hasan (1976), which makes a distinction between grammatical and lexical cohesive ties. However, this approach to the investigation of the issue may not fully reflect the ways in which Chinese text is organised because it studies the cohesion mainly form a linguistic perspective, overlooking the role that the culture-specific cohesion plays in the organisation of text.

This paper reports a study that investigates culture-specific cohesive devices used in native Chinese argumentative text and compares them with the ways in which Second Language speakers use them. Analysis of the native Chinese speaker's texts shows that there is a significant gap in the use of culture-specific cohesive devices between native and non-native writers of Chinese.

The findings not only help researchers to better understand the salient, cohesive element of Chinese texts, but also have some pedagogical implications for the teaching of Chinese writing in culturally diverse classroom. To improve student writing competence, TCFL teachers may need to put more emphasis on the pre-writing preparation activities, through which diverse students can not only investigate how their own cultural assumptions in writing differ from expectations of their teachers, but also develop their organisational skills by modeling and practicing the cultural-specific cohesion in their own writing.

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Nicola Daly

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The NZ Pacific Picture-book Collection

Research shows that teachers may not choose picturebooks which represent realities that are not their own (Wolman-Bonilla, 2009), and yet the importance of children seeing themselves and their lives being reflected in picturebooks is known and has been discussed by many in the field (e.g., Galda & Callinan, 2002). New Zealand/Aotearoa is situated in the Pacific, and this is reflected in its historical ties to countries as protectorates and former colonies, its trade, and the vibrant communities from Fiji, Tonga, Samoa, Cook Islands, Niue and Tokelau. Siteine and Samu (2009) argue for the importance of bringing Pacific knowledge into New Zealand classrooms, and suggest this can be done effectively through the creation of appropriate resources. In order to address this need, a collection of picturebooks reflecting Pacific communities resident in and geographically close to New Zealand has been created. This paper will describe the creation of the New Zealand Pacific Picturebook Collection, its final constitution, and discuss the potential of this picturebook collection in New Zealand classrooms in terms of culturally responsive pedagogy.

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Karen Guo

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Diversity versus sameness: The challenge of implementing multicultural practice in New Zealand educational settings

This presentation begins on ground that is probably familiar to educators worldwide: the challenge of implementing multicultural practice in education. Drawing on a study with Chinese immigrant parents and New Zealand early childhood teachers, the presentation shows that this challenge can become particularly significant when immigrants treated schools as a ticket that was being bought in advance to give children a chance in mainstream education; and when teachers held a belief that a 'same' teaching approach was a suitable means for every child. In view of the wide promotion of culturally responsive pedagogy and research in education, it is surprising that teachers reached a tacit agreement with immigrant parents that immigrant children needed to focus on learning about the mainstream culture. Immigrant parents' acceptance of mainstream education, together with teachers' comfort with the effectiveness of the same teaching approach limited teachers' attempts to implement multicultural education. This study thus suggests that externally driven demands for multicultural education have yet to make real impact on teaching practice, and that there were disparities between what teachers did and what they were expected to do.

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