

Research outputs

Ngā putanga rangahau



Publications 2024

- Archard, S., & Archard, S. (2024). Using digital stories to capture migrant families' aspirations for their young children's education. In A-W. Dunlop, S. Peters, & S. L. Kagan (Eds.), *The Bloomsbury Handbook of Early Childhood Transitions Research* (pp. 374-385). ISBN: 9781350109155
- Barraclough, S., Tudor, R., & Warren, A. (2024). Reconfiguring community of practice as socio-material practices for making differences with/in the world: A creative-relational inquiry. *International Review of Qualitative Research*, 0(0). doi.org/10.1177/19408447241261352
- Carlyon, T. (2024). Successful teacher change and transition: The role of primary school leaders. In T. Carlyon and R. Merry (Eds.), *Effective leadership in early childhood and primary school education in Aotearoa New Zealand* (pp. 132-144). NZCER. ISBN 978-1-99-004096-2
- Carlyon, T., & Merry, R. (Eds.). (2024). *Effective leadership in early childhood and primary school education in Aotearoa New Zealand*. NZCER.
- Davitt, G., & Ryder, D. (2024). Exploring notions of early childhood leadership in Aotearoa New Zealand. In T. Carlyon and R. Merry (Eds.), *Effective leadership in early childhood and primary school education in Aotearoa New Zealand* (pp. 61-71). NZCER. ISBN 978-1-99-004096-2
- Dayman, T., Warren, A., Tuhakaraina, S., Robinson, L., & Haruru, E. (2024). Māori leadership and early childhood educational leadership in Aotearoa: A critical literature review. *Journal of Educational Leadership Policy and practice*, 38(1), 68-86. https://sciendo.com/article/10.2478/jelpp-2024-0010
- Di, H. (2024). Telling stories of learning and beyond: using the learning story approach to help kindergarten teachers to conceptualise play-based teaching and learning in China. *Early Years*, 1-15. https://doi.org/10.1080/09575146.2024.2376112
- Edwards, R. (2024). Middle leadership in primary schools in Aotearoa New Zealand. In T. Carlyon and R. Merry (Eds.), *Effective leadership in early childhood and primary school education in Aotearoa New Zealand* (pp. 145-157). NZCER. ISBN 978-1-99-004096-2
- Ellis, J., & Taylor, R. (2024). Experiences of leading an early childhood education centre during the COVID-19 pandemic. In T. Carlyon and R. Merry (Eds.), *Effective leadership in early childhood and primary school education in Aotearoa New Zealand* (pp. 71-84). NZCER. ISBN 978-1-99-004096-2
- Faleolo, M., & Fuamatu, N. (2024). Fa'a Sāmoa criminology: An aspect of pacific criminology counternarrative. *International Journal for Crime, Justice and Social Democracy*, 13(3), 1-11. https://doi.org/10.5204/ijcsd.3668
- Fisher, A., & Merry, R. (2024). Narrative Inquiry as a sociocultural tool to understand transitioning into a new role. In A-W. Dunlop, S. Peters, & S. L. Kagan (Eds.), *The Bloomsbury Handbook of Early Childhood Transitions Research* (pp.374-385). ISBN: 9781350109155
- Fisher, A. (2024) Relational leadership: Teachers' perceptions of leaders' behaviours and actions. In T. Carlyon and R. Merry (Eds.), *Effective leadership in early childhood and primary school education in Aotearoa New Zealand* (pp. 158-169). NZCER. ISBN 978-1-99-004096-2
- Germaine, B. (2024). Navigating emotional responses to educational change: Empowering leaders through knowledge and action. In T. Carlyon and R. Merry (Eds.), *Effective leadership in early childhood and primary school education in Aotearoa New Zealand* (pp. 43-57). NZCER. ISBN 978-1-99-004096-2
- Hall, E., Griffiths, V., Hartley, D., Hohaia-Rollinson, F., Malcolm, J., Purdue, K., Tate, A., Solomon, J., & Williamson-Garner, D. (2024). Readiness to teach? Some challenges and barriers associated with the disclosure decisions of teachers with disabilities in early childhood education. *He Kupu*, 8(2), 96-109.
- Heke, L. (2024). Pūrākau a māmā: Teenage Māori mothers' experiences of holistic support. *Kairaranga*, 25(1), 37-61.
- Herewini-Card, A., Whaanga, J., & Te Hira, M. (Eds.), (2024). *Piki Te Ora. Strength and Wellbeing*. Te Rito Maioha (ECNZ).
- Koou, G., Mihaka, R.T.U P., Rokx, M. I., Macredie, A., Sharrock, R., Ngapuhi, R., Rokx, R., King, C., Takemoto, M., & Redder, B. (2024). Mirumiru papā-Houhia te whakaokē: Bursting bubbles-The unusual new normal. *MAI Journal*, 13(1), 64-75. DOI
- Kumar, A. (2024). The distinct nature of pacific leadership: Applying this within early childhood education and primary schools in Aotearoa New Zealand. In T. Carlyon and R. Merry (Eds.), *Effective leadership in early childhood and primary school education in Aotearoa New Zealand* (pp. 20-31). NZCER. ISBN 978-1-99-004096-2

- Kumar, A. (2024). The transition of refugee children from home to early childhood centres in New Zealand. *Early childhood folio*, 28(2).
- Mackay, K., McLaughlin, T., & Cameron, M. (2024). Unpacking a puzzle of practice: Supporting consistent, intentional and culturally responsive teaching to promote children's social-emotional competence. *Early Education*, 69(1).
- McPhillips, J., & Carlyon, T. (2024). Leading primary schools in Aotearoa New Zealand: The role and challenges of school leaders. In T. Carlyon and R. Merry (Eds.), *Effective leadership in early childhood and primary school education in Aotearoa New Zealand* (pp. 115–131). NZCER. ISBN 978-1-99-004096-2
- McPhillips, J., & Carlyon, T. (2024, November 22). Does it take a superhuman to be a primary school principal in Aotearoa New Zealand? Ipu Keruru Blog of the New Zealand Association for Research in Education
- Opperman, A., & Carlyon, T. (2024). Supporting academic staff through internal secondments in tertiary education: The role of leadership. *Leading and Managing: Journal for the Australian Council for Educational Leaders*, 30(1), 24-25.
- Purdue, K., Griffiths, V., Hall, E., Hartley, D., Hohaia-Rollinson, F., Malcolm, J., Solomon, J., Tate, A. & Williamson-Garner, D. (2024). Barriers to and facilitators of inclusion and equity for teachers with disabilities in early childhood education: Advancing the conversation in Aotearoa New Zealand. *NZ International Research in Early Childhood Education Journal*, 26, 30-44. <https://oece.nz/members/research/2024-nzirece-journal/inclusion-equity-teachers-early-childhood-education/>
- Rickard, D. (2024). What's in a name? A comparative literature review of disability within early childhood education. *Kairaranga*, 25(1), 62-73.
- Robinson, L. (2024). Thinking deeply about poverty and teaching in early childhood education. *Early childhood folio*, 28(2).
- Ryder, D. (2024). Playing to our strengths: Using appreciative inquiry to develop a practitioner appraisal process. *AI Practitioner: International Journal of Appreciative Inquiry*, 26(1), 91-100. <https://doi.org/10.12781/978-1-907549-58-8>
- Ryder, D.A., Huggins, T., Sugrue, S. (2024). Playing to your strengths: A strength-based approach to appraisal. *New Zealand Journal of Teachers' Work*, 21(1) 22-31.
- Smith, P., & Cameron, M. (2024). Professional learning to support effective leadership in early childhood education. In T. Carlyon and R. Merry (Eds.), *Effective leadership in early childhood and primary school education in Aotearoa New Zealand* (pp. 85–98). NZCER. ISBN 978-1-99-004096-2
- Smith, P., & Carlyon, T. (2024). Examining assessment principles and practices within an initial teacher education programme in Aotearoa New Zealand. *Assessment Matters*, 17. <https://doi.org/10.18296/am.0066>
- Stewart, G.T., Eames, C., Hipkins, R., Cheng, M.M.W., Birdsall, S., Bunting, C., Carpendale, J., Edwards, R., Hunt, D., & Swanson, C. (2024). What's the future for science in the New Zealand curriculum? *New Zealand Journal of Education Studies*, 59, 371-375. <https://doi.org/10.1007/s40841-024-00345-3>
- Summers, T., & Tuhakaraina, S. (2024). Walking backwards into the future (Ka mua, Ka muri): Insights on Māori education leadership for primary and early childhood leaders. In T. Carlyon and R. Merry (Eds.), *Effective leadership in early childhood and primary school education in Aotearoa New Zealand* (pp. 3–19). NZCER. ISBN 978-1-99-004096-2
- Williams, T. (2024). Border crossing: Supporting factors of collaboration across sectors in one Kāhui Ako/Community of learning. *Teacher's Work*, 21(1). <https://doi.org/10.24135/teacherswork.v21i1.620>
- Williams, T. (2024). Systems-convening leadership and cross-sector collaboration. In T. Carlyon and R. Merry (Eds.), *Effective leadership in early childhood and primary school education in Aotearoa New Zealand* (pp. 32–42). NZCER. ISBN 978-1-99-004096-2
- Williams, T., Ryder, D., Befayed, M., Lata, R., & Auld, S. (2024). Student and supervisor perspectives on engaging in collaborative thesis supervision as an online group. *Teachers' Work*, 21(2), 164-169. <https://doi.org/10.24135/teacherswork.v21i2.639>
- Winslow, R., Green, E., & Penman, F.R. (2024). Considerations of quality: examining theoretical perspectives informing infant and toddler pedagogy in Aotearoa/ New Zealand. *Early Years. An International Research Journal*, 1-14. <https://www.tandfonline.com/doi/full/10.1080/09575146.2024.2347944>
- Woolston, D., & Wilson, C. (2024). Growing associate teachers' capacity to be leaders: Recognising effective leadership during practicum. In T. Carlyon and R. Merry (Eds.), *Effective leadership in early childhood and primary school education in Aotearoa New Zealand* (pp. 99–111). NZCER. ISBN 978-1-99-004096-2

External presentations 2024

- Archard, S. (2024, November 20). Investigating understandings of disability: Conversations with young children [Paper presentation]. International Conference on Education (INCOED) UNITAR University, Malaysia (Online).
- Cameron, M. (2024, July 17). Intentional teaching - Myths, realities & opportunities | Kaupapa takune ma te whakaako - Te Papaioea, New Zealand.
- Cameron, M., Smith, P., & Aspen, K. (2024, November 25-27). I think my role and responsibility is to constantly ensure that everything is brought back to the curriculum – The role of the leader in curriculum implementation [Paper presentation]. NZARE Conference, Hamilton, New Zealand.
- Cameron, M. (2024, November 20). Te Whāriki as an inclusive curriculum: What does this mean for teaching and assessment in Aotearoa New Zealand? [Featured speaker]. International Conference on Education (INCOED), UNITAR University, Malaysia. (Online).

- Carlyon, T. (2024, June 26-27). Exploring innovative early childhood education practices from Aotearoa New Zealand: Localized curriculum [Presentation]. Education Summit, UNITAR University, Malaysia.
- Dean, J. (2024, September 17-21). Children two years old are competent in using digital tools [Paper presentation]. ECA National Conference, Brisbane, Australia.
- Dean, J. (2024, September 17-21). Children's meaning-making experiences and responses are enriched through large-scale art installations [Paper presentation]. ECA National Conference, Brisbane, Australia.
- Edwards, R. (2024, November 20). Under what conditions does STEM education offer a sustainable way forward for science learning in ECE and primary settings? [Paper presentation]. International Conference on Education (INCOED), UNITAR University, Malaysia. (Online).
- Edwards, R. (2024, November 25-27). Collaborating to identify directions for technology education in New Zealand [Paper presentation]. NZARE Conference, Hamilton, New Zealand.
- Edwards, R. (2024, November 28-29). Looking ahead in technology education—leveraging an informal network. [Paper presentation]. ATERC Conference, Sydney, Australia.
- Ellis, J., & Taylor, R. (2024, September 16-18). Leading well, leading together, and leading with optimism [Paper presentation]. NZEALS Conference, Christchurch, New Zealand.
- Fisher, A., & O'Connell Jones, F. (2024, July 11-12). Perspectives and reflections over time of a primary ITE school based, online and bicultural programme in Aotearoa/New Zealand [Paper presentation]. TEFANZ Conference Auckland, New Zealand.
- Herewini-Card, A., & Tuhakaraina, S. (2024, November 12-16). Navigating cultural tides from a Māori perspective: Valuing cultural identity and language preservation in Aotearoa New Zealand [Paper presentation]. The International Academic Forum (IAFOR) Barcelona, Spain.
- Hohaia-Rollinson, F., Takemoto, M., Morton-Hay, L., & Rickard, T. (2024, November 25-27). Understanding the dynamics of disclosure of disability in tertiary education: Insights into students disclosure decisions and experiences at Te Rito Maioha Early Childhood New Zealand [Paper presentation] NZARE Conference, Hamilton, New Zealand.
- Hohaia-Rollinson, F., Williamson-Garner, D., Hartley, D., Griffiths, V., Hall, E., Malcolm, J., Purdue, K., & Solomon, J. (2024, November 25-27). You're not competent if you're autistic: Barriers and facilitators to identity development in kaiako with disabilities in early childhood education [Paper presentation]. NZARE Conference, Hamilton, New Zealand.
- Kumar, A. (2024, September 19). Transition of refugee children and their families between home and centres [Paper presentation]. ECA National conference, Brisbane, Australia.
- McPhillips, J. (2024, April 8-10). Developing a successful partnership between taura, primary school and education provider within a field-based programme [Paper presentation]. WILNZ Conference, Victoria University of Wellington, New Zealand.
- Merry, R., & Severinsen G. (2024, April 8-10). Exploring the connections between WIL, building trust online, and artificial intelligence: Implications for the WIL community [Paper presentation]. WILNZ Conference, Victoria University of Wellington, New Zealand.
- Merry, R. (2024, June 26-27). Hero Stories- A coping strategy co-designed for a child who has Autism [Presentation]. Education Summit, UNITAR International University, Kuala Lumpur, Malaysia.
- Merry, R. (2024, June-26-27). Transforming early childhood education through collaborative partnerships, unified vision and shared success [Panel member]. Education Summit, UNITAR International University, Kuala Lumpur, Malaysia.
- Penman, F. R., & Kees, V. (2024, September 16-18). Leading proactive programme and course management strategies - Whakawhitiwhiti kōrero [Paper presentation]. NZEALS Conference, Christchurch, New Zealand.
- Redder, B. (2024, September, 3-6). Pedagogies at play in an Aotearoa context: Rhetoric and reality [Paper presentation] EECERA, Brighton, England.
- Ryder, D., Sugure, S., & Graham, L. (2024, September 16-18) Appreciative inquiry: Leading an optimistic approach to professional practice [Paper presentation] NZEALS conference, Christchurch, New Zealand.
- Severinsen, G. (2024, June 26-27). Exploring innovative early childhood education practices from Aotearoa New Zealand [Presentation]. Education Summit, UNITAR International University, Kuala Lumpur, Malaysia.
- Smith, P. (2024, September 17-20). Fostering children's expertise amongst peers in play-based environments [Flash presentation]. Early Childhood Australia, ECA, Brisbane, Australia.
- Summers, T. (2024, August 27-30). Walking backwards into the future: Insights on education leadership from Aotearoa New Zealand [Paper presentation]. European Educational Research Association Conference (ECER). New University of Cyprus, Cyprus.
- Summers, T. (2024, December 3). Insights on early childhood education leadership in Aotearoa New Zealand [Paper presentation]. China Early Childhood Education Symposium. University of Canterbury. Christchurch.
- Taylor, R., & Edwards, R. (2024, November 25-27). Smoothing the transition from home to the ECE setting for infants and toddlers [Paper presentation]. NZARE Conference, Hamilton, New Zealand.
- Woolston, D. (2024, July 11-12). Associate teachers – Let's discuss leadership within this role [Paper presentation]. TEFANZ Conference Auckland, New Zealand.