

# Research outputs

## Ngā putanga rangahau

NB: Where there are collaborative outputs with people external to the organisation, the names in bold are Te Rito Maioha staff.

### Publications

- Baker, L. (2020). He Māori ahau. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 25-27). Te Rito Maioha Early Childhood New Zealand.
- Burkitt, B-J., Ryan, L., McBride, B., Porteous, A., Kerr, H., Heads, T-J., & **Carroll-Lind, J.** (2020). *Continuity of care and learning: From home, into ECE, and on to primary school. Final Teacher-Led Innovation Fund (TLIF) Report for the Ministry of Education.* Childspace Institute.
- Card, A. (2020). Ko tōku reo, ko tōku ao – My language is my world. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 9-13). Te Rito Maioha Early Childhood New Zealand.
- Card, A. (2020). Call to claim the right to speak –Tihei! Mauri Ora! In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 42-46). Te Rito Maioha Early Childhood New Zealand.
- Carroll-Lind, J., Davitt, G., & Pleace, T. (2020). Weaving success for all children: Relational and inclusive teaching practices in ECE. In S. Hemphill & P. Towl (Eds.), *Safe, supportive and inclusive settings for children and young people in crisis and trauma: Plaiting the rope* (pp. 15-27). Routledge.
- Conole, M. (2020, Spring). Experiential learning in a relationship-driven environment. *The Space*, 61, 30-33.
- Cherrington, S., **Cooper, K.**, & Shuker, M-J. (2020). Beyond invisibility: Early childhood teachers' inclusion of rainbow. *Early Childhood Education Journal*, 1-13. DOI: 10.1007/s10643-020-01121-w. <http://link.springer.com/article/10.1007/s10643-020-01121-w>
- Coffey-Smith, M. (2020). Some unique words I heard and learnt as a child of Ngāti Hine. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 74-80). Te Rito Maioha Early Childhood New Zealand.
- Davitt, G. (2020, August). R is for resilience. *Tango Rima! Take 5*, 7, 1-5.
- Dayman, T. (2020). *Developing inclusive pedagogy: A case study of one initial teacher education programme in Aotearoa New Zealand* [Unpublished doctoral dissertation]. University of Canterbury.
- Dayman, T. (2020). Constructing identity: The weaving of worlds. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3*. (pp. 55–61). Te Rito Maioha Early Childhood New Zealand.
- Dayman, T., & Tuhakaraina, S. (2020). Whiringa te tangata. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 94-103). Te Rito Maioha Early Childhood New Zealand.
- Harrington, M. (2020). Te reo Māori through Māori pedagogy. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 31-35). Te Rito Maioha Early Childhood New Zealand.
- Higginson, R. (2020, Spring/Summer). Walking the talk: Leadership in New Zealand early childhood. *Early Education*, 65, 11-16. <https://eej.ac.nz/index.php/EEJ/issue/view/1>
- Higginson, R. (2020). Top ten tips for teaching children with ASD. *Tango Rima! Take 5*, 4, 1-3.
- Jandric, P., & **Redder, B.** (2020). Teaching in the age of COVID-19. *Postdigital Science and Education*, 2, 1069-1230.
- Koopu, G. (2020). A default language and culture prioritised over one's own heritage language and culture. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 31-35). Te Rito Maioha Early Childhood New Zealand.
- Korina, W. (2020). The unintentional teaching coming through. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 69-70). Te Rito Maioha Early Childhood New Zealand.

- Leonard, R. (2020). *Teachers working with disadvantaged children and families* [Unpublished master's thesis]. University of Waikato.
- Marshall, M. (2020). Te reo Māori me ōna tikanga. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 14-17). Te Rito Maioha Early Childhood New Zealand.
- Mihaka, R. (2020). Growing up learning te reo Māori pedagogy. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 39-41). Te Rito Maioha Early Childhood New Zealand.
- Mihaka, R., & Koopu, G. (2020). Taura whiri a whanaungatanga manaakitanga me kotahitanga kia awhi te tamaiti. In S. Hemphill & P. Towl (Eds.), *Safe, supportive and inclusive settings for children and young people in crisis and trauma: Plaiting the rope* (pp. 97-108). Routledge.
- Knight, W. (2020). Pūrākau-a-iwi and Te Tiriti o Waitangi. Reshaping teacher identities, practices and positioning in the context of globalisation. In J. Fox, C. Alexander, & Tania Aspland (Eds.) *Teacher education in globalised times: Local responses in action* (pp. 199-218). ATEA Australian Teacher Education Association. Springer. ISBN: 978-981-15-4124-7. DOI: 10.1007/978-981-15-4124-7
- Paki, V. (2020). Now that I know, I cannot know! In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 101-107). Te Rito Maioha Early Childhood New Zealand.
- Peters, M., White, E.J., Tesar, M., Gibbons, A., Arndt, S., Rutanen, N., Degotardi, S., Salamon, A., Browne, K., **Redder, B.**, Charteris, J., Gould, K., **Warren, A.**, Delaune, A., Kamenarac, O., Hood, N., & Sturm, S. (2020). Infantologies. An EPAT collective writing project. *Educational Philosophy and Theory*. <https://doi.org/10.1080/00131857.2020.1835648>
- Peters, M., White, E.J., Besley, T., Locke, K., **Redder, B.**, Novak, R., Gibbons, A., O'Neill, J., Tesar, M., & Sturm, S. (2020). Video ethics in educational research involving children: Literature review and critical discussion. *Educational Philosophy and Theory*, 10.1080/00131857.2020.1717920
- Redder, B. (2020). 'Video of video': A route to self-study? In E. J. White (Ed.), *Seeing the world through children's eyes: Visual methodologies and approaches to research in the early years* (pp. 111-124). Brill. 10.1163/9789004433328\_007
- Rickard, D. M. (2020, June). Working with associate teachers. *Tango Rima! Take 5*, 5, 1-3.
- Rokx, M. I. (2020). The whakapapa of my reo. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 71-73). Te Rito Maioha Early Childhood New Zealand.
- Ryder, D. (2020, July). Outdoor play: Before and after COVID-19 lockdown, who is responsible for physical activity between the home and the ECE setting? *Tango Rima! Take 5*, 6, 1-3.
- Smith, P. (2020, Spring/Summer). Children as teachers: How do we support children to be leaders amongst their peers? *Early Education*, 66, 53-60.
- Summers, T. (2020, November). *Women's leadership for social justice-one woman's pūrākau*. Paper presented at the International Indigenous Research Conference. Hosted online by Ngā Pae o te Māramatanga. Auckland, New Zealand.
- Taani, P. (2020). Kei hea taku reo? In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 36-38). Te Rito Maioha Early Childhood New Zealand.
- Taani, P. (2020). Ngā tamariki o te kōhu: Whakapapa as a basis for the application of Tātaiako. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 86-90). Te Rito Maioha Early Childhood New Zealand.
- Tomoana, E. (2020). Whakamāoritia! Indigenising the teaching and learning of te reo Māori in mainstream early childhood education. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 81-85). Te Rito Maioha Early Childhood New Zealand.

- Tuhakaraina, S. (2020). Tōku reo, tōku puāwai. My language, my blossoming. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 47-50). Te Rito Maioha Early Childhood New Zealand.
- Tuhakaraina, S., & Dayman, T. (2020). Whiria te tangata, whiria te reo Māori: Weaving people, weaving the Māori language. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 91-100). Te Rito Maioha Early Childhood New Zealand.
- Tuhega, J. (2020). Māori-lwi: Te Arawa. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 14-17). Te Rito Maioha Early Childhood New Zealand.
- Warren, A. (2020). How can early childhood teachers reclaim caring? A crucial and complex aspect of early childhood teaching. [Blog post]. *Ipu Kererū: Blog of the New Zealand Association for Research in Education*. <https://nzareblog.wordpress.com/2020/04/28/early-childhood-teachers-reclaim-caring/>
- Warren, A. (2020). Framing emotions in early childhood teaching using Deleuze's concept of sense: Intensity and significance. *Reconceptualizing Educational Research Methodology*, 11(2). <https://journals.oslomet.no/index.php/rem/article/view/4114/3674>
- Warren, A. (2020). Love in early childhood teaching: Reading data diffractively with Deleuzo-Guattarian concepts. *International Journal of Qualitative Studies in Education*. <https://doi.org/10.1080/09518398.2020.1771462>
- Watene, W. (2020). He kaakano ahau. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 62-68). Te Rito Maioha Early Childhood New Zealand.
- White, E. J., Westbrook, F., & Redder, B. (2020). COVID-19 opportunity spaces for infants in ECEC: A reflective reconfiguration. *The First Years: Ngā Tau Tuatahi. New Zealand Journal of Infant and Toddler Education*, 22(2), 35-40.
- Williams, C. (2020). Mother tongue. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 18-21). Te Rito Maioha Early Childhood New Zealand.
- Wilson, C. (2020). Ko wai au? Through embracing te reo Māori I am beginning to know who I am. In A. Card & J. Carroll-Lind (Eds.), *Tōku anō reo Māori: My very own language. Occasional Paper Series 3* (pp. 22-24). Te Rito Maioha Early Childhood New Zealand.
- Winslow, R. (2020). Exploring children's perceptions and working theories: Becoming a co-puppeteer, co-inquirer and conversationalist. *He Kupu*, 6(3), 51-59.

## External presentations

- Dayman, T., Tuhakaraina, S., Robinson, L., & Warren, A. (2020, 19 November). *Negotiating understandings of teaching dispositions within an early childhood initial teacher education community of practice* [Online presentation], Teacher Education Forum of Aotearoa New Zealand Research Seminar.
- Green E., & Maxwell, A. (2020, 1 October). *The power of children's picture books*. Workshop presentation to the Celebrating Northland's Tamariki (CNT conference) Whangārei, New Zealand.
- Warren, A. (2020, 17–21 April) *Sense, paradox, and nonsense in relationships within assemblages of early childhood teaching* [iPoster]. AERA Annual Meeting San Francisco, CA, USA. <https://aera20-aera.ipostersessions.com/default.aspx?s=17-59-02-77-8F-70-CB-33-65-AF-B5-90-74-72-D9-F9>