

Research outputs

Ngā putanga rangahau

NB: The bold names are Te Rito Maioha staff who have collaborative outputs with people external to the organisation.

Publications

- Carroll-Lind, J., Davitt, G., & Pleace, T. (in press). Weaving success for all children: Relational and inclusive teaching practices in ECE. In S. Hemphill & P. Towl (2019). *Safe, supportive and inclusive settings for children and young people in crisis and trauma: Plaiting the rope*. London, UK: Routledge.
- Daly, E. (2019). Teaching as a vocation to embody the principles of liberation theology. *Thought Matters: The Journal of The Salvation Army*, 9.
- Higginson, R. (2019, Spring/Summer). Walking the talk: Leadership in New Zealand early childhood settings. *Early Education*, 65, 11-16.
- Mihaka, R., & Koopu, G. (in press). Taura Whiria Whanaungatanga Manaakitanga me Kotahitanga kia awhi te Tamaiti. In S. Hemphill & P. Towl (2019). *Safe, supportive and inclusive settings for children and young people in crisis and trauma: Plaiting the rope*. London, UK: Routledge.
- Ryder, D. (2019). *Exploring contradictions in physical activity understanding, practice and opportunities between the home and the ECE settings* (Unpublished doctoral dissertation). Australian Catholic University, Melbourne, Victoria, Australia.
- Terreni, L., & Ryder, D. (2019). The brave and the foolhardy: Excursions in early childhood contexts in Aotearoa New Zealand. *Early Childhood Folio* 23 (1), 16-21.
- Warren, A. (2019). *Engaging and negotiating emotions in early childhood teaching: Towards creative critique and experimentation* (Unpublished doctoral dissertation). University of Canterbury, Christchurch, New Zealand.
- Warren, A. (2019). A posthumanist perspective on caring in early childhood teaching. *New Zealand Journal of Educational Studies*, 54, 261-275. DOI: 10.1007/s40841-019-00146-z
- Warren, A. (2019). Rhizoanalytic possibilities for exploring early childhood teachers' emotions. *International Critical Childhood Policy Studies Journal*, 7(1), 23-33.
- Warren, A. (2019). Professionalism in early childhood teaching: A posthumanist perspective. *Early Childhood Folio*, 23(2), 29-34.
- Winslow, R. (2019). *Children's perceptions of kindness* (Unpublished master's thesis). New Zealand Tertiary College, Auckland, New Zealand.
- White, E. J., Redder, B., Bennett, S., De Manser, B., Geddes, C., & Rogers, A. (2019, April). *Age responsive pedagogies: 'Preschool' ECE teachers interrogate their dialogues with and about two-year-olds*. Wellington, New Zealand: TLRI
- Woolston, D. (2019). Understanding the motivation of Associate Teachers in Early Childhood Education. *Early Childhood Folio*, 23(2), 24-28.

External presentations

- Card, A. (2019). *Infants and Toddlers. Communications and Exploration. Mana reo – Mana aoturoa*. Presentation to ECE Hub, Auckland.
- Carroll-Lind, J. (2019, September). *Through their lens: The provision of quality early childhood education and care from the child's perspective*. Paper presented to the Early Childhood Australia (ECA) Conference, Hobart, Tasmania.
- Carroll-Lind, J., & Ryder, D. (2019, October). *Relational pedagogy and practices*. Workshop presentation. Melbourne, Vic, Australia.
- Cooper, K. (2019, November). *Seeing rainbow families in early childhood settings*. Presentation to Whānau Manaaki Kindergartens Cluster, Newtown Kindergarten, Wellington, New Zealand.
- Cooper, K. (2019, August). *Seeing rainbow families in early childhood settings*. Guest speaker at NZEI Early Childhood Network meeting, Wellington, New Zealand.

- Cooper, K. (2019, August). *Seeing rainbow families in early childhood settings*. Presentation to Tuatara Kids Childcare Centre, Wellington, New Zealand.
- Cooper, K. (2019 February). *Gender: What is it and why do we care?* Presentation to the Park Early Learning Centres, Wellington, New Zealand.
- Daly, E. (2019, April). *How might we enact 'Our Values' embedded in 'Our Code, Our Standards', with a focus on inclusion and social justice?* Ki te hoe: Navigating Early Childhood Landscapes: Professional Learning Hui, Christchurch, New Zealand.
- Daly, E. (2019, August). *Teaching as a vocation to embody the principles of liberation theology*. Paper presented to Thought Matters Conference, Melbourne, Victoria, Australia.
- Davitt, G. (2019, May). *Aspiring Leaders: Growing, developing and sustaining an effective leadership culture*. Presentation at the meeting of the ECE Teachers' Network, Newlands, Wellington.
- Davitt, G. (2019, May). *Leaders growing leaders, developing and sustaining an effective leadership culture*. Presentation at the meeting of the ECE Leaders' Network, Petone, Wellington.
- Davitt, G. (2019, July). *Pedagogical Leadership*. Workshop to Hutt Kindergartens Association, Petone, Wellington.
- Davitt, G., & Ryder, D. (2019, Feb, Aug, Sept, Oct). *Leaders growing leaders*. A series of professional learning and development workshops, with Ako Aotearoa. Presented at Wellington, Christchurch, Auckland and Palmerston North, New Zealand.
- Merry, R., & Card, A. (2019). *Bicultural Principles of Best Practice for Teaching and Learning Online*. Ngā Mātāpono Kākano Rua o te Mahi Ako Tuihono. Te Rito Maioha Early Childhood New Zealand.
- Paki, V. (2019, October). *How can wellbeing enhance the learning of tamariki in early childhood? A Māori perspective*. Workshop presented to the 12th Symposium for Early Childhood Associate Teachers, UNITEC, Auckland, New Zealand.
- Rameka, L., & Card, A. (2019). *Te Hōhonutanga o Te Whāriki. Developing a deeper understanding of Te Whāriki. Localised curriculum*. Six workshops delivered to He Whānau Manaaki Kindergarten Association, Wellington, Kāpiti and Wairarapa areas.
- Ryder, D., & Davitt, D. (2019, February). *Leaders growing leaders*. A professional learning and development pilot programme presented to an ECE centre with Ako Aotearoa, Wellington.
- Ryder, D., & Robinson, L. (2019, March). *Relational pedagogy and practices*. Workshop presentation to ECE practitioners, Wellington, New Zealand.
- Smith, P., & Wilson, C. (2019, February). *Leading Teams*. Workshop delivered to the Hutt Kindergartens Association, Petone, Wellington.
- Summers, T. (2019, November). *A case study of one woman's social justice leadership*. Paper presented at the Kanohi ki te kanohi: Histories for our time. NZ Historical Association Conference, Victoria University, Wellington, New Zealand.
- Summers, T. (2019, November). *Women's leadership for social justice: Three women's stories*. Paper presented at the New Zealand Association for Research Māori Educational Research Symposium, University of Canterbury, Christchurch, New Zealand.
- Warren, A. (2019, December). *Reconceptualising caring in early childhood teaching: Exploring new materialist and posthuman methodologies*. Paper presented to the 10th Annual New Materialisms Conference: New Materialist Reconfiguring of Higher Education, University of the Western Cape, Cape Town, South Africa.
- Warren, A. (2019, December). *Reconceptualising pedagogy and love in early childhood teaching using rhizoanalytic and cartographic concept-as-method methodology*. Paper presented to the Deleuze and Guattari Conference: Pedagogies in the Wild. University of the Western Cape, Cape Town, South Africa.

Professional contributions

- Bell, C. (2019). Member of: (1) Ministry of Education's ECAC sub-group on Amendments to Criteria; (2) Data for Wellbeing (iEd) Sector Advisory Group; (3) Building Success for All Forum; (4) Police and Education Partnership; and (5) ECE Policy Network.
- Card, A. (2019). Member of the Ministry of Education's Māori Education Peak Bodies Forum.
- Carroll-Lind, J. (2019). (1) Peer reviewer for the New Zealand Annual Review of Education (NZARoE) journal; and (2) PhD Examiner.
- Cooper, K. (2019). (1) Member of Reggio Emilia Inspired Dialogue (REID) committee; and (2) Facilitator for Incredible Years programme.
- Davitt, G. (2019). Member of: (1) Hutt Kindergarten Association Governing Board; and (2) Wellington Chapter of OMEP.
- Higginson, R. (2019). (1) Secretary of the OMEP Waikato/Bay of Plenty Chapter; and (2) Member of the Child Poverty Action Group.
- Lee, S. (2019). Member of the Celebrating Northland's Tamariki conference committee.
- Maxwell, A. (2019). Member of the Celebrating Northland's Tamariki conference committee.
- Merry, R. (2019). Member of the Initial Teacher Education Panel.
- Mitchell, C. (2019). Member of: (1) ECECA Bargaining Committee; and (2) Pay Equity Claim Process Committee for ECE teachers.
- Parsons, N. (2019). Member of: (1) New Zealand Teaching Council's Leadership Stewardship Group; and (2) Teaching Council Disciplinary Tribunal.
- Redder, B. (2018 to date). (1) Secretary of the Association for Visual Pedagogies; (2) Peer reviewer for the Video Journal of Education and Pedagogy; and (3) Co-Leader of the NZ Arm of the International Study of Social Emotional Early Transitions (ISSEET).
- Summers, T. (2019). Member of: (1) Editorial board for NZ International Research in ECE Journal; (2) Initial Teacher Education Advisory Group (ITEAG); (3) Initial Teacher Education Panel; and (4) Canterbury's Ministry of Education ECE Reference Group and its Mātauraka Mahaanui Advisory Board on education renewal across Canterbury.
- Smith, P. (2018). Chair of the Ruahine Kindergarten Board.
- Woolston, D. (2019). Member of the Celebrating Northland's Tamariki conference committee.
- Wolfe, K. (2016 to date). Member of: (1) Ministry of Education's Early Childhood Advisory Committee (ECAC); (2) National Education Leaders Partnership; and (3) ECECA Bargaining Committee.