Research for (MEANZ) educators

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New Zealand Council for Educational Research

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Goals for today

- Who are we, and how does our work as educational researchers intersect with your work as MEANZ educators?

- What are some of the opportunities for educational research and knowledge-building in your sector?

- Where can you go to follow up these ideas?

Who are we? (NZCER)

- New Zealand's only national, independent educational research organisation.
- Conduct research and evaluation work with a range of public and private sector clients, and produce research-based tests, journals, books, and classroom resources.
- Work across all sectors, including early childhood, school sector, tertiary sector, teacher education, and workplace learning.
- About 25 researchers in the team
- A "learning organisation", we value:
  - team-based, collaborative approaches
  - working in collaborative partnerships with other people and groups in NZ education.
- We define the key connecting theme across all our research as **21st century education**.
- Currently LEOTC contract monitors, for MoE.

What could research with your sector look like?

- A quick intro to the process of research
  - Identify area(s) of interest
  - Narrow down the focus to identify specific answerable questions
  - work out what data is needed to answer your questions
  - negotiating what kind of research partnership could support the research

Example questions about learning in non-formal environments

What (or how) do people (children) learn when they are in non-formal learning environments?

What kinds of exhibitions or programmes work best for promoting the kinds of learning that we are aiming for?

How does a visit to a non-formal learning setting relate to students' classroom learning?

How can this knowledge support us to develop better exhibitions, programmes, linkages between school and provider, etc?

Example questions about the unique features, challenges, and opportunities of non-formal learning environments

What unique opportunities does the non-formal learning sector contribute to learning in New Zealand?

What are the common challenges for non-formal learning environments, and what strategies have helped?

How do networks, partnerships, relationships at the local or national level support, enhance, or strengthen education provision in non-formal settings?

How can this knowledge support continuous improvement in the non-formal learning sector, strengthen networks and relationships, etc?

What could a research partnership involve/look like?

Research strategy	NZCER	Providers
1. **Sharing what is already known**	**Summarise key themes that emerge across many providers, and provide this summary back to all providers**	**Minimal effort or input required – but providers can indicate which feedback they are most interested in receiving.**
2. **Identifying new questions that could be explored further**	**We could suggest questions/themes that integrate what we see from providers, and our background knowledge of research and what else is going on in NZ education.**	**Suggesting, or giving feedback on, question areas they are most interested in finding the answers to.**
3. **Gathering new data to answer questions**	**We could suggest strategies for collecting data, or possibly even provide tools and templates for gathering this data.**	**Contribute to collecting the data (for example, adding specific questions to post-visit evaluation forms across all providers) etc.**

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TLRI PRINCIPLES

The Teaching and Learning Research Initiative aims to:

- build a cumulative body of knowledge linking teaching and learning
- enhance the links between educational research and teaching practices—and researchers and teachers—across early childhood, school, and tertiary sectors
- grow research capability and capacity in the areas of teaching and learning

The growth of research capability and capacity is a reciprocal process that builds:

- the capability of researchers to undertake quality research through engaging in high-quality research and working with other researchers with varied levels of experience
- enables teachers to gain expertise in systematic enquiry, as they engage as active members of a research team
- builds the capability of teachers to improve their teaching practice by learning from the findings of research deepens researchers' understanding of teaching and learning by engaging with teachers

The TLRI's research projects and related activities are guided by five principles.

Principle One	Project Priority	**Principle Three**	Project Priority	**Principle Five**	Project Priority
The research projects within the TLRI will address themes of strategic importance to education in New Zealand	**Strategic Value** ngā hua rautaki Read more	The TLRI research projects will be designed to enable substantive and robust findings.	**Research value** ngā hua rangahau Read more	The TLRI research projects will recognise the central role of teachers and students in learning, and the importance of the work being useful in practice.	**Practice value** ngā hua ritenga Read more
Principle Two		**Principle Four**			

Funding Year:2007:2 years

Research team
Margaret Carr, School of Education, Wilf Malcolm Institute of Educational Research, University of Waikato, with university researchers and 10 early childhood teacher-researchers

Brief description
This project defines wisdom as knowing why, when, and how to engage with learning opportunities. Early childhood teachers will research their own practice as they revisit children's learning stories with them.

The strategies and insights from this phase will contribute to longitudinal studies of changes in case study children's learning dispositions—their wise engagement—as evidenced from conversations during episodes of revisiting their learning over time, and the stories themselves.

Our place: Being curious at Te Papa

Funding Year:2008:2 years

Research team
Jeanette Clarkin-Phillips and *Margaret Carr*, School of Education, Wilf Malcolm Institute of Educational Research, University of Waikato, with Wellington Regional Free Kindergarten Association and Te Papa

Brief description
Based at a new education and care centre at Te Papa in Wellington, this project will research the ways in which young children make meaning from artefacts and exhibitions at Te Papa. It will investigate how they construct knowledge and the opportunities that make this possible and interesting.

Infants and toddlers as learners: Pedagogy in the first years

Funding Year:2008:2 years

Research team
Carmen Dalli, Institute for Early Childhood Studies, Jessie Hetherington Centre for Educational Research,Victoria University of Wellington, with University of Auckland, AUT University, Auckland, and a variety of urban early childhood centres in Auckland and Wellington

Brief description
The historical emphasis on young children receiving care rather than education means that understanding infants and toddlers as learners can be challenging for many teachers. Using case study methodology, this collaborative two-year project investigates infants' and toddlers' opportunities for learning; how teachers construct children as learners; how teachers' constructions influence their pedagogy; and how learning opportunities may be strengthened.

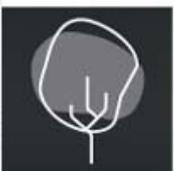## Moments of wonder, everyday events: How are young children theorising and making sense of their world?

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Background Papers

BACKGROUND PAPERS

Each year several leading educationalists will be asked to come up with a research wishlist—their views on what the crucial research questions are in their particular area and where the gaps are. These are intended to help potential TLRI applicants come up with relevant research proposals.

This year Sarah Boyd interviewed Dr Liz McKinley and Mere Berryman about their wishlist for **Māori educational research priorities.**

Dr Liz McKinley
Director of the Starpath Project for Tertiary Participation and Success.

Download here

Mere Berryman

Researcher and Manager of the Ministry of Education (Special Education) Poutama Pounama Education Research and Development Centre.

Download here

Read about the 2008 wishlists for research priorities, still current for 2009 in

- Early Childhood Education

- Schools Sector

- Tertiary Sector

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Catch Act II and III at the
SHIFTING THINKING CONFERENCE

The Shifting Thinking Conference

Circa Theatre, Wellington
3-4 November 2009

The conference is over, but the thinking has only just begun! You can relive a little of conference experience on our conference blog and conference page, or by viewing some of our conference photos.

What is this site for?

The term '21st century learning' is a kind of shorthand for what needs to be different in schools if young people are to be well prepared for life in the Knowledge Age.

This website provides ideas, tools, and resources for helping people make the shift from 20th century to 21st century ways of thinking about learning. It is a space for theory and practice to interact, for theory to inform practice, and practice to inform theory. Read more about this website and the team behind it.

Where should I begin?

This website is intended to be dynamic: it is constantly growing, changing, and evolving. There is no "right" way to move through the site, and if you like exploring you are welcome to simply dive in to see what you discover! If you're already friends with web 2.0, here are two ways you can instantly get engaged with shiftingthinking:

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