



# Educ Policy Directions In Aotearoa Nz

**Nick Zepke**



## **Educ Policy Directions In Aotearoa Nz:**

*The Decommodification of Early Childhood Education and Care* Michel Vandenbroeck, Joanne Lehrer, Linda Mitchell, 2022-12-30 The Decommodification of Early Childhood Education and Care Resisting Neoliberalism explores how processes of marketisation and privatisation of ECEC have impacted understandings of children childcare parents and the workforce providing concrete examples of resistance to commodification from diverse contexts Through processes of marketisation and privatisation neoliberal discourses have turned ECEC into a commodity whereby economic principles of competition and choice have replaced the purpose of education The Decommodification of Early Childhood Education and Care Resisting Neoliberalism offers new and alternative understandings of policy and practice Written with co authors from diverse countries case studies vividly portray resistance to children as human capital to the consummentality of parents and to the alienation of the early childhood workforce Ending with messages of hope the authors discuss the demise of neoliberalism and offer new ways forward As an international book with global messages contributing to theory policy and practice regarding alternatives to a neoliberal and commodified vision of ECEC this book offers inspiration for policy makers and practitioners to develop local resistance solutions It will also be of interest to post graduate students researchers educators and pre service educators with an interest in critical pedagogy ECEC policy and ECEC practice **Education Research and Policy** Jennifer Ozga, Terri Seddon, Thomas S. Popkewitz, 2006 The 2006 edition of one of the most respected annual publication in education focusing on research and its effects on educational policy around the globe **Handbook of Education Policy** Gerard A. Postiglione, Christopher J. Johnstone, Wesley R. Teter, 2023-01-20 This insightful Handbook is an essential guide to educational policy around the world As shifting geopolitics intensified climate change and widening economic inequalities persist the need for informed educational policy is critical **Sight, Sound and Text in the History of Education** Jody Crutchley, Stephen Parker, Siân Roberts, 2020-06-29 This volume contributes to the study of new sonic and visual sources and their intertextual relationship with the documentary as well as traditional understandings of text in the history of education It both presents case studies of research and points to new avenues of further research This volume arose from a joint conference of the History of Education Society UK and the Australian and New Zealand History of Education Society held in 2016 on the theme sight sound and text in the history of education The conference drew together educational and media historians as well as archivists and museum professionals to examine methodological issues and a range of examples of sensory and textual histories The event from which this book arose showed that there is so much more to consider in this area This book was originally published as a special issue of History of Education **Democratic Policies and Practices in Early Childhood Education** Linda Mitchell, 2018-10-24 This book uses case studies of Aotearoa New Zealand policy formulation and practice to explore early childhood education and care ECEC as a site for democratic citizenship and social justice Addressing fundamental questions about the purpose of education it argues for explicit values

focusing on children and childhood as a basis for ECEC policy to replace discourses of economic investment and child vulnerability that are dominant within policy goals in many countries A commitment to democracy and equity is a good place to start Aotearoa New Zealand is of special interest because of its world renowned ECE curriculum Te Wh riki which is based on principles of social justice respect for rights and an aim to support children growing up in a democracy The curriculum upholds M ori rights to tino rangatiratanga absolute authority over their lives and resources Yet Aotearoa New Zealand s extreme market policies and harsh labour laws during recent periods run contrary to ideals of democracy and are puzzlingly inconsistent with curriculum principles The book starts with an analysis and critique of global trends in ECEC in countries that share capitalist mixed economies of welfare and where competition and marketisation have become dominant principles It then analyses ideas about children childhood and ECEC within a framework of democracy going back to the Athenian origins of democracy and including recent literature on meanings and traditions of democracy in education The book uses vivid examples from researching curriculum pedagogy and assessment practices within Aotearoa New Zealand ECEC settings and collective action to influence policy change in order to illustrate opportunities for democratic education It concludes by examining what conditions might be needed for integrated and democratic ECEC provision in Aotearoa New Zealand and what changes are necessary for the future It offers a compass not a map it points to promising directions and provides insights into issues in ECEC policy and practice that are of current global concern

*The SAGE Handbook of Early Childhood Policy* Linda Miller, Claire Cameron, Carmen Dalli, Nancy Barbour, 2017-10-02 Recent authoritative evidence suggests that an estimated 200 million children under five fail to achieve their developmental potential due to factors including poor health and nutrition and the lack of stable high quality care A significant number of the world s children today lack the basic rights to health development and protection In light of such statistics early childhood services for young children have expanded around the world The SAGE Handbook of Early Childhood Policy draws critical attention to policy in Early Childhood Education and Care ECEC its relationship to service provision and its impact on the lives of children and families The perspectives of leading academics and researchers from Europe North America South America Africa Australasia and Asia have been arranged around five key themes Part 1 The Relationship Between Research Policy And Practice Country Case Studies Part 2 Equitable Early Childhood Services Intervention to Improve Children s Life Chances Part 3 Extending Practice The Role of Early Childhood Services In Family Support Part 4 Participation Rights and Diversity Part 5 Future Directions for Early Childhood Policy This handbook is essential reading for practitioners stakeholders and others committed to working within early years services to achieve an awareness of policy and its implications for services and practice

*Early Childhood in the Anglosphere* Peter Moss, Linda Mitchell, 2024-05-09 Written by two leading international experts Early Childhood in the Anglosphere offers a unique comparison of early childhood education and care services and parenting leave across seven high income Anglophone countries Peter Moss and Linda Mitchell explore what

these systems have in common including the dominance of childcare services widespread privatisation and marketisation and weak parenting leave They highlight the substantial failings of these systems and the causes and consequences of these failings But this book is ultimately about hope about how these failings might be made good through major changes In other words it is about transformation why transformation is both necessary and possible at this particular time what transformation might look like and how it might happen Part of that transformation concerns the need for new policies and structures but even more it is about how the Anglosphere thinks about early childhood The authors call for turning away from conceptualising early childhood services as childcare and marketised businesses selling commodities to parent consumers and for reconceptualising them as education imbued with an ethics of care a public good available as a right to all children and families and complemented by well paid individual entitlements to parenting leave Using examples from the Anglosphere and beyond and in a context of converging crises the book argues that transformation of thinking policies and structures is desirable and doable International Handbook of Virtual Learning Environments Joel Weiss,Jason

Nolan,Jeremy Hunsinger,Peter Trifonas,2007-11-24 Three issues are explored and used as organizers for The International Handbook of Virtual Learning Environments First a distinction is made between virtual learning and learning virtually Second since the focus is on learning an educational framework is developed as a means of bringing coherence to the available literature Third learning is defined broadly as a process of knowledge creation for transforming experience to reflect different facets of the curriculum of life The Handbook is divided into four sections Foundations of Virtual Learning Environments Schooling Professional Learning and Knowledge Management Out of School Learning Environments and Challenges for Virtual Learning Environments A variety of chapters representing different academic and professional fields are included These chapters cover topics ranging from philosophical perspectives historical sociological political and educational analyses case studies from practical and research settings as well as several provocative classics originally published in other settings **World Yearbook of Education 2006** Jenny Ozga,Terri Seddon,Thomas S.

Popkewitz,2013-01-11 This volume considers the ways in which educational research is being shaped by policy across the globe Policy effects on research are increasingly influential as policies in and beyond education drive the formation of a knowledge based economy by supporting increased international competitiveness through more effective evidence based interventions in schooling education and training systems What consequences does this increased steering have for research in education How do transnational agencies make their influence felt on educational research How do national systems and traditions of educational research and relations with policy respond to these new pressures What effects does it have on the quality of research and on the freedom of researchers to pursue their own agendas The 2006 volume of the World Yearbook of Education explores these issues focusing on three key themes globalising policy and research in education steering education research in national contexts global local politics of education research The 2006 volume has a truly global reach

incorporating transnational policy perspectives from the OECD and the European Commission alongside national cases from across the world in contrasting contexts that include North and South America Canada France Singapore China Russia and New Zealand The range of contributions reflect how pervasive these developments are how much is new in this situation and to what extent evidence based policy pressures on research in education build on past relationships between education and policy This book considers the impact of the steering processes on the work and identities of individual researchers and considers how research can be organised to play a more active role in the politics of the knowledge economy and learning society

**Democracy and Multicultural Education** Farideh Salili,Rumjahn Hoosain,2010-04-01 Democratic political systems and the democratic way of life is aspired by most people around the world Democracy is considered to be morally superior to other forms of political systems as it aspires to secure civil liberties human rights social justice and equality before the law for everyone regardless of their gender culture religion and national origin Enshrined in democracy is separation of religion and state fair and competitive elections of leaders according to a country s constitution which in turn is based on democratic ideals Democracy aspires for people of different backgrounds to live together with their differences intact but all contributing towards a better life for all In today s increasingly pluralistic societies many people of different cultural and national backgrounds are brought together Many have migrated from countries with autocratic political systems Some with religions that require them to behave in different way others with cultures teaching them values of harmony collectivism and conformity as opposed to the culture of their host country emphasizing individualism and cherishing differences Hence in multicultural societies development of pluralistic democracy a democracy which includes respect for diversity is essential A truly multicultural education which is based on the assumption that different cultures will be equally represented in education goes a long way towards education for democratic citizenship Such an education would make students aware of issues of human rights and justice and encourage them to define their own values and ways in which they could contribute to a better world The aim of this volume is to provide a forum for discussion of how multiple social perspectives and personal values can be brought together on common grounds around matters related to democracy Contributions from research and scholarly theoretical work as well as presentation of existing creative models of democracy education will be included Authors from the major democracies will comment on the models and practice of multicultural education in their respective countries to facilitate discussion and learning from each others experiences

**Educational Change and the Secondary School Music Curriculum in Aotearoa New Zealand** Graham McPhail,Vicki Thorpe,Stuart Wise,2018-02-13 Educational Change and the Secondary School Music Curriculum in Aotearoa New Zealand provides a fascinating case study in educational change The music curriculum has been greatly affected by deep cultural and economic forces such as the growth of popular music s importance in young people s lives by demands for inclusive and multicultural education and not least by advances in technology that promise to invigorate all aspects of teaching and learning This book

brings together the work of a number of leading music education scholars and teachers from Aotearoa New Zealand to both explore these issues and to share case studies of practice both the positive changes and the unintended consequences Each chapter focuses on a current issue in music education and the final chapter contains responses from a number of practitioners to the issues raised by the authors drawing together the practical and theoretical dimensions of the book

Being A Teacher in the 21st Century Leon Benade, 2017-03-01 This book provides scholars teacher educators as well as reflective school leaders and teachers with valuable insights into what it is to be a teacher in the 21st century It does so by presenting original research based on a study of several New Zealand schools between 2013 and 2015 and in particular a focussed study of four of those schools in 2015 The book draws on the findings to take stock of some of the central manifestations of 21st century learning especially digital pedagogies and the collaborative practices associated with teaching and learning in modern learning environments It reflects on the mental shifts and sometimes painful transitions teachers and leaders are making and experiencing as they enter uncharted waters moving from traditional classroom practices to ones that emphasise collaboration teamwork and the radical de centring of their personal roles It outlines a blueprint for understanding how to navigate these changes and describes and explains the nature of pedagogical shifts apparent in digital classrooms and modern learning environments

**Managing Professional Identities** Mike Dent, Stephen Whitehead, 2013-04-15 This book addresses the nature of current shifts in professional and managerial knowledge and practice particularly in relation to power and accountability Connecting with current debates concerned with work and identity the book will present a range of theoretical and empirical accounts of the dilemmas and issues facing specialists in various organizational arenas as they seek to adapt to the challenges of organizational and cultural transformation

Contributions offer innovative and sophisticated theoretical engagements which draw upon various perspectives including those of post structuralism feminism post marxism and post modernism

*Student Engagement in Neoliberal Times* Nick Zepke, 2016-12-14 This book investigates origins meanings uses and effects of student engagement in higher education and addresses three core questions 1 Why is student engagement so visible in higher education today 2 What are its dominant characteristics 3 What is missing in the popular view of student engagement These questions pave the way for a fresh approach to student engagement The book argues that an elective affinity between student engagement and policies embedded in neoliberalism the dominant ideology of the early 21st century enables student engagement to transcend diverse intellectual and practice contexts This affinity encourages quality learning and teaching that enables student to succeed in their studies and future careers The book shows that focusing on neoliberal objectives for learning and teaching limits the potential of student engagement in higher education This conclusion leads to a critical and practical social ecological perspective that approaches engagement more as a pathway to social justice than as a list of techniques This book is a work of critical scholarship backed by empirical research It questions accepted theories and practices and offers fresh insights into

student engagement in higher education including how engagement could promote social justice The Routledge International Handbook of Philosophies and Theories of Early Childhood Education and Care Tricia David, Kathy Gooch, Sacha Powell, 2015-10-05 The Routledge Handbook of Philosophies and Theories of Early Childhood Education and Care brings together leading writers in the field to provide a much needed authoritative guide to the major philosophies and theories which have shaped approaches to Early Childhood Education and Care Providing a detailed overview of key concepts debates and practical challenges the handbook combines theoretical acumen with specific examples to show how philosophies and theories have evolved over the centuries and their impact on policy and society It examines the ways in which societies define and make sense of childhood and the factors that influence the development of philosophies about young children and their learning The collection offers an insight into the key theorists and considers how the economics and politics of their time and personal ideology influenced their ideas about childhood It looks at curricula and provision which have proved inspirational and how these have impacted on policy and practice in different parts of the world The handbook also explores alternative and perhaps less familiar philosophies and ideas about babies and young children their place in society and the ways in which it might be appropriate to educate them Bringing together specially commissioned pieces by a range of international authors this handbook will enable academics research students practitioners and policy makers to reflect on their own understandings and approaches as well as the assumptions made in their own and other societies

*Rural School Turnaround and Reform* Coby V. Meyers, Marlene J. Darwin, 2022-01-01 We have entitled the fourth book in the series Rural School Turnaround and Reform It s Hard Work Overall the body of scholarly work and research that examines school turnaround and reform in rural areas is slim as such this volume adds to the body of work and contributes to new knowledge in a much needed area In this volume we present chapters that speak to the challenges successes and opportunities to improve low performing rural schools Chapters range from conceptual arguments to policy analyses or research findings as well as some combination of these or other ways to consider rural school turnaround and reform

*Policy change, public attitudes and social citizenship* Humpage, Louise, 2014-11-05 Neoliberal reforms have seen a radical shift in government thinking about social citizenship rights around the world But have they had a similarly significant impact on public support for these rights This unique book traces public views on social citizenship across three decades through attitudinal data from New Zealand the United Kingdom and Australia It argues that support for some aspects of social citizenship diminished more significantly under some political regimes than others and that limited public resistance following the financial crisis of 2008 2009 further suggests the public rolled over and accepted these neoliberal values Yet attitudinal variances across different policy areas challenge the idea of an omnipotent neoliberalism providing food for thought for academics students and advocates wishing to galvanise support for social citizenship in the 21st century

Widening Higher Education Participation Mahsood Shah, Anna Bennett, Erica Southgate, 2015-10-19 Governments have



introduced policies to widen the participation of disadvantaged students in higher education Widening participation policies are also introduced to ensure that higher education contributes to social and economic outcomes This book includes important insights from 23 leading scholars across 11 countries on a wide range of topics that focus on government policies institutional structures and the social and economic impacts of widening participation While widening participation policies and outcomes in developed countries are more widely documented the policies achievements and challenges in other countries such as Brazil China Indonesia South Africa and Palestine are not so widely disseminated Therefore the untold stories of policies and outcomes of widening participation are a key part of this book The chapters are organised according to three overarching themes which include national and transnational studies of the history of widening participation and current policies inclusive learning and academic outcomes and socioeconomic structures concepts and theories Engages prominent academics earlier career researchers and research students Provides a wide range of topics related to widening participation Explores social and economic impact of widening student participation Presents untold stories of widening participation in developing countries experiencing growth in youth population

**Handbook of Comparative Higher Education Law** Charles J. Russo, 2013-07-11 The Handbook of Comparative Higher Education Law addresses legal issues from institutions of higher learning in seventeen countries on all six inhabited continents in a reader friendly manner All chapters follow the same outline on institutional issues faculty rights student rights and emerging issues so that similarities and differences can be compared An introductory chapter provides an overview on the legal status of higher education as selected in various international covenants In addition a concluding chapter draws the themes addressed throughout the book together and centers on the concept of best practice management This book serves as valuable resource for educational practitioners in higher education insofar as it provides them with an enhanced awareness of strategies that are being used to manage problems commonly faced in multiple educational settings

**Tales from School** Rod Wills, Missy Morton, Margaret McLean, Maxine Stephenson, Roger Slee, 2014-11-26 This is a book about the struggle of many New Zealand families to have their children with learning disabilities included in local community schools It reviews the influences in the post war period that shaped the state response to the right of all children to attend school Reflections from both education policy makers and parents of that time are included The book also examines the more recent impact of neoliberal politics on education policy and the consequences experienced by families with school aged children with disabilities who may well become collateral damage in the enterprise of improving schools After examining the families experience the book asks how inclusion can be fostered in schools and classrooms Practitioners and academics present research findings that indicate alternative ways of thinking and acting that attest to more ethical and humane responses to human difference Citizens school personnel politicians and policy makers should be challenged by the tales from school arising from attempts to achieve a world class inclusive education system Cover photograph by Rod Wills Oratia District School

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