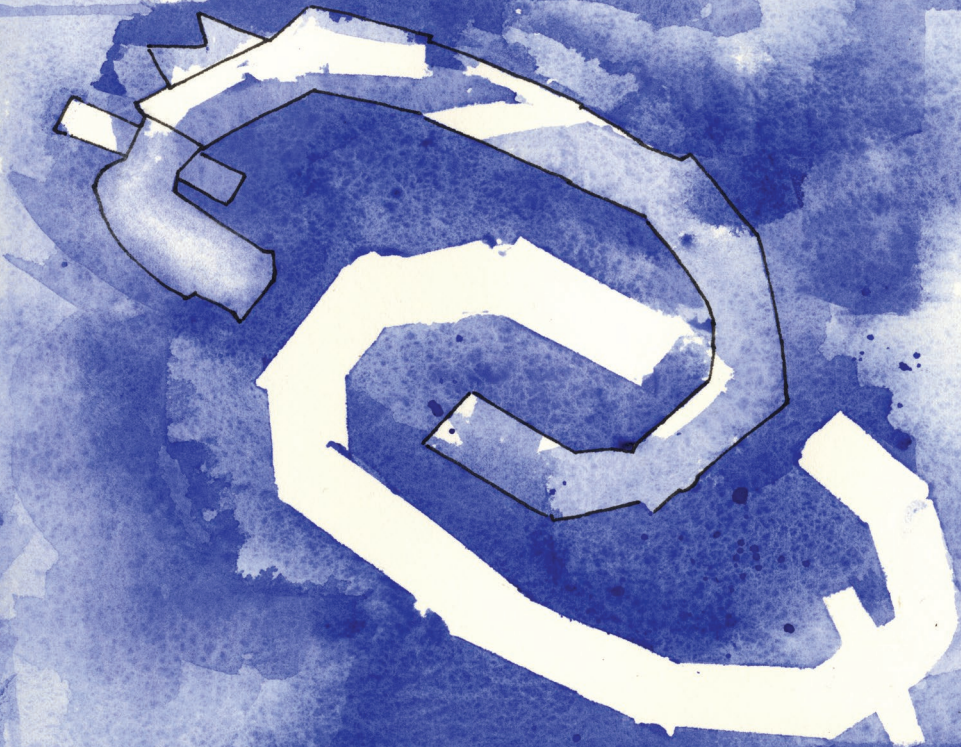


Realising Innovative Partnerships in Educational Research

Theories and Methodologies for Collaboration

Rachel McNae and Bronwen Cowie (Eds.)



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Realising Innovative Partnerships in Educational Research

EDUCATIONAL PARTNERSHIPS AND COLLABORATIONS

Volume 1

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Scope:

Partnerships and collaboration are two ideas that have transformed teacher education and enhanced teacher professional learning, enquiry and research. Increasingly, the changing context in which teachers work requires them to continually update and enhance their knowledge and skills, and to engage in different forms of professional development in order to understand the needs of their pupils and the communities they come from. This underlines the need for stronger partnerships to connect teachers with each other, with teacher education providers, with local communities, with local government, and with business and National Government Organizations (NGOs). Educational partnerships as a concept recognises the new ecology of digital interconnectivity, the need for stronger collaboration at all levels, and a new collective responsibility for education. Partnerships in the form of transnational education, public-private collaborations, interactions between formal and informal educational organisations, collaborations between tertiary organisations and industry/the service sector and amongst schools and between schools and their communities have emerged as strong policy and practice drivers. This series aims to span this broad understanding of partnership and make a contribution to both theory and practice.

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Edited by

Rachel McNae and Bronwen Cowie

The University of Waikato, New Zealand



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RACHEL MCNAE AND BRONWEN COWIE

ELABORATING LOCAL RESEARCH AGENDAS

Reimagining Innovative Research Partnerships

Imagination is the beginning of creation. You imagine what you desire; you will what you imagine; and at last you create what you will.

– George Bernard Shaw

INTRODUCTION

Current discourses in education call for reimagining the ways educational research takes place. The rapid pace of technological advancement and global connectivity has prompted further calls mandating the revision of current education practices to meet and shift futurist predictions and ideals about how young people prepare for and engage with their futures. But what of this future? Relatively unknown in shape or form, yet positioned as dynamic, technologically grounded and constantly evolving, many would say the future holds opportunity and possibility for education if educators, learners and researchers are willing to embrace change. With regard to education, the words of Shaw above could emphasise a need for freedom, creativity and an imagining of new ways to support innovative practices that meet the rapidly evolving shape of what education looks like in order to create these new possibilities.

Such a focus touches on meeting a resounding demand for what could be described as an *architecture of innovation*, whereby new ways of thinking about research and the practices of teaching and learning are proposed and reconciled (or not) with existing education contexts and practices. Research is fundamental to these ideals and new ways of researching are needed to meet this call for innovation. The development of the kinds of research relationships that support innovation and change have become a priority. Within this context notions of partnership have been seen as paramount, and even central to the authenticity of research agendas, design and conduct, and to the relevance of outcomes.

Partnership is central to ensuring that universities develop a vision of public service, relevance and social responsibility that allows them to contribute to new and emerging challenges. In the scholarship exploring global perspectives on strengthening community-university research partnerships, Tandon, Hall, and Tremblay (2015) assert alternative forms and paradigms of knowledge need to be explored in response to current global issues. They note that researchers are increasingly moving to work with organisations and communities to co-generate knowledge which draws dynamically on multiple epistemologies and lifeworlds. They go on to state such co-creative acts of knowledge production are at the heart of the university's contribution to deepening knowledge democracy and social

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justice. They also point out it is important to develop strategies for communicating productively with those we hope will use our research—academic colleagues around the world, national and international policy communities, and practitioners.

While there is a global trend to support the development of partnerships as a strategy to foster and resource innovation and improvement, there is ample evidence that those working in universities must take careful account of the local policy, political, cultural and material resource setting. As our colleague Michael Peters (2014) explains:

The principles of consultation, participation and informed consent are useful operating principles for partnership but the critical discourse of partnership in policy terms requires an understanding of the political context. (p. 4)

Recognising this, we next set out key aspects of New Zealand as a context for partnership in educational research and elaborate on what is unique about the education sector in New Zealand.

PARTNERSHIPS OF LOCAL ORIGIN: NEW ZEALAND AS A BICULTURAL NATION

There are a number of aspects of the New Zealand context that provide a particular tone and imperative to the notion of partnership. The Treaty of Waitangi (Te Tiriti o Waitangi), considered to be New Zealand's founding document, is the most important and enduring of these. In the mid 1800s, when an increasing number of settlers arrived in New Zealand, British Crown representatives and numerous Māori (indigenous people of New Zealand) Chiefs signed The Treaty, which sets out a broad statement of the principles on which the British and Māori would found a nation state and create a government. The purpose of the Treaty was to enable the British settlers and the Māori people to live together in New Zealand under a common understanding and partnership. This binding treaty document protected the rights of Māori to keep their land, forests, fisheries and treasures while handing over sovereignty to the British. The Treaty gave the Crown the right to govern and establish laws in the interests of all New Zealanders and to develop British settlement. It gave Māori the same rights and status as British citizens, but also importantly, recognised that Māori occupied New Zealand before British settlement and Māori culture and heritage must be protected. The principles of partnership, participation and protection form the core of the Treaty and it is in the spirit of these principles that the laws in New Zealand are shaped. The principle of partnership, which is used to describe the relationships between the Crown and Māori, deemed they must act reasonably, honourably and in good faith (Waitangi Tribunal, 2012).

Educational policy and practice is required to be responsive to the Treaty principles and to ensure they are actively addressed. Education policy makers, leaders, educators (teachers and lecturers at all levels of the system) as well as educational researchers have a responsibility to understand, recognise and surface the principles of partnership, protection, and participation within educational

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research. The *New Zealand Curriculum* (Ministry of Education, 2007), which outlines the vision for learning for the schooling sector, states that the goal is for:

... young people who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring. (p. 8)

The principle of ‘community engagement’ in the *New Zealand Curriculum* calls for schools and teachers to deliver a curriculum that is meaningful, relevant, and connected to students’ lives. Community engagement is about establishing strong home-school partnerships where parents, whānau (family) and communities are involved in and support students’ learning. That is, educators need to harness the knowledge and expertise of the diversity of people who can contribute to students’ learning, including families, whānau, iwi (tribes), and other community members. Noticing and shifting power imbalances becomes an important aspect of engagement with regard to forming partnerships as Berryman, Egan, and Ford (2016) state, “It is the less powerful and less privileged who best understand how to transform the relationship” (p. 3). Partnership is realised as schools collaborate with Māori and non-Māori to develop, implement, and review policies, practices and procedures. By working collaboratively, schools learn to share power, control and decision making while validating the unique position of Māori as tangata whenua (host Māori) and recognising the contribution Māori make to education (see goo.gl/0KPikH for further information).

Within research, the Teaching and Learning Research Initiative (TLRI) fund has been influential in shaping understandings of possibilities, priorities and practices in educational research. This funding source, introduced by the Ministry of Education in 2003, prioritises research partnerships whereby practitioners and researchers work together to build knowledge about teaching and ways to improve learning outcomes for diverse learners, as well as how to build the research capability of teachers and researchers. The initiative is explicit that partnership is central to the research relationship. The implicit assumption is that all partners will have opportunities to develop and explore questions and ideas of interest to them. The notion of partnership can extend beyond researchers and practitioners within a formal and/or informal educational setting to include the wider community and organisations with a vested interest in expertise to contribute to the focus of a research project. The dissemination or transfer of learning is identified as important whereby this might include teachers using findings in their wider classroom practice, findings being shared and used by other teachers in the school and in other schools and by other researchers.

Most recently, the government initiative Investing in Educational Success (IES) includes the development of Communities of Learning/Kāhui Ako. These communities bring together centre, kura and school leaders, educators and professional development providers to help students achieve their full potential (<http://www.education.govt.nz/ministry-of-education/col/>). Each Community of Learning group of schools and early childhood centres sets shared goals or achievement challenges and then works with students, parents, whānau, iwi and

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communities to achieve these challenges. The idea is that by collaborating and sharing expertise students' learning pathways will be well supported and their transition through the education system improved. The Teacher Led Innovation Fund, also part of the IES, supports schools to identify an area for inquiry and to work with 'experts' to pursue this.

Initiatives such as these attract significant financial and resource investment and illustrate the perceived value of collaborative research and the role partnership can have within an education improvement agenda. The ways these partnerships are enacted could be considered unique as, founded on principles of partnership, they take careful account of the community context and needs, research intentions and design and the associated ethics. Therefore, coming to understand the nature of partnerships within and across contexts, how they are initiated and how they are enacted is critical.

PARTNERSHIPS IN ACTION: AN INTRODUCTION TO THE BOOK

Research into the dynamics of partnerships and the mechanisms by which they foster educational change tends to focus on challenges, and provide less insight into successful partnerships or how partnership designs and strategies can address challenge (Coburn & Penuel, 2016; Lillejord & Børte, 2016). Our book addresses this gap through its focus on successful partnerships without avoiding the challenges involved.

Partnerships can be focused around a particular outcome or project or they can be more open-ended with the outcomes emergent rather than predetermined. They can be initiated by researchers, by practitioners and by funders. The chapters in our book represent each of these options. The authors describe educational research projects in which they were joint developers and owners of new knowledge and new practices. Students, teachers, schools, communities and organisations from around the world partnered with the authors as researchers. We conceptualise these various sets of relations as providing for different foci for partnership and units of change that in turn offer unique opportunities for understanding and innovation, and for reimagining possibilities for action. When we look deeply into the different units of change are all present in some form—more or less overtly and explicitly—in each of the projects; they do not exist in isolation but are nested one within the other, overlapping and interacting.

The five sections in the book foreground the implications of taking students, teachers, schools and their communities, community organisations and international networks as the units of partnership and change. By focusing on partnerships with students, teachers, organisations, communities and international networks, we aim to promote awareness of the breadth of possibilities for creating and supporting partnerships and mobilising knowledge for practitioner, community and policy action. We consider a distinctive feature of the book is that a number of the chapters are co-authored by practitioners, and most include teacher and or student voice. In emphasising this we note, as Elliot argues:

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Educational research, as opposed to simply research on education, will involve teachers in its construction and execution and not simply in *applying its findings*. Teachers engage in *educational research* and not simply with it. (Elliott, 2001, p. 565, emphasis in original)

This comment by Elliot resonates with Stenhouse's (1981) much earlier proposition that teachers are active agents who need to constantly engage with ambiguity as part of teaching. He argues that ultimately it is teachers who will change what happens in school by understanding them. Mitra, Lewis and Sanders (2013) would also position students as active agents highlighting they too can "serve as a catalyst for positive changes in schools, such as improvements in instruction, curriculum, teacher-student relationships and teacher preparation" (p. 172). The notion of enactment is critical and problematic in educational research because, as James (2013) pointed out, impact will not simply follow from the dissemination of research findings. In her words, "it is often not knowledge that we lack; it is implementation" (n.p.). Therefore, if sustained and embedded change is to occur, the actions within partnerships must extend into frameworks of activism which support the dissemination of research, a core function of this book.

Each of the five sections in the book is introduced by a colleague. An international collaborator provides an overview commentary, distilling themes from the chapters in their section to highlight how the chapters reflect and refract trends of general (non-local) and New Zealand-based interest. We thank Dana Mitra for her insights into the value and implications of a focus on partnerships with students, Catherine Reichl for her analysis of the various roles teachers/lecturers and researchers can adopt within research partnerships, Coral Campbell for her reflection on the various tiers of partnership possibilities, Karen Edge for her exploration into the challenges and opportunities created through working in organisation-community partnerships, and Susan Bridges for her emphasis on the cultural dimension of partnering and relationship building across international borders.

CONCLUSION

Partnerships in educational research are foundational to most current educational reforms as early childhood centres, schools, kura and tertiary organisations seek to embrace the diverse strengths and needs of each and all the learners who walk through their gates. The chapters in this book set out important trends, challenges and approaches associated with how research partnerships are initiated, supported, and sustained, although sustaining partnerships beyond the initial questions and funding remains problematic. They examine the underlying principles that support the development of and engagement in collaborative partnerships in educational research settings. Indeed, collaborative frameworks form the core pillars of this book and are used to provoke: Why engage in partnerships for educational research? How has this happened in the past and what needs to happen for the future? What is unique about the New Zealand context and what could other countries learn from collaborative and culturally responsive research

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methodologies? What could be some of the underlying principles that support the development of and engagement in collaborative research? How do we evaluate the effectiveness of research partnerships in education to shift the focus to the future? It is our hope that by drawing attention to the diversity in the ways educational research partnership can be enacted across contexts, new possibilities for research can be imagined to meet the unknown demands of the future.

In the second part of this introduction, Susan Groundwater-Smith, a University of Waikato Visiting Scholar in the Wilf Malcolm Institute of Educational Research, provides an overview of the complexities and possibilities related to the practice of partnership. Susan was involved in the initial conception of this book, and in her actions as a visiting academic deliberately sought to create partnerships in her work. In the next part of this introduction, Susan examines and underscores the relational and moral aspects of partnership work, positioning partnership, networking and learning as contested practices. In doing so she encourages us to think about the role partnership can play in the personal and professional lives of educators.

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ELABORATING THE LOCAL

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SUSAN GROUNDWATER-SMITH

PARTNERSHIPS, NETWORKS AND LEARNING IN EDUCATIONAL RESEARCH

Contested Practices

In this chapter, I shall propose that our first and overarching question must relate to what may seem an unproblematic term, ‘practice’, as it is associated with practice theory and relates to the formation of partnerships in education for the purposes of research. Drawing on, from among a number of practice theorists, Nicolini (2013) I argue that practice as a central construct both in terms of knowledge and action, has historical antecedents and may be best apprehended through an understanding of practice architectures (Kemmis et al., 2014). Following on from this I shall consider the nature of partnerships between universities and the cognate field of practice, in this case education and schooling, and pose a series of problematics regarding the purposes of such partnerships and the ways in which they may be nurtured and sustained. Furthermore, I shall draw upon the ways in which networking as a social enterprise can contribute to partnership formation engaging a range of stakeholders leading to enhanced professionalism.

UNDERSTANDING PRACTICE

There are some terms that are so ubiquitous that they are employed unproblematically. ‘Practice’ is one such term. For practice theorists such as Nicolini (2013) practice is closely associated with social life of one kind or another. As such it embodies all those elements of social transactions: activity; performance; work; and, relationships and includes power, conflict and politics. Practice evolves in situ and is governed by the norms and regulations of given sites at both micro and macro levels with degrees of overlap as well as contradictions. For example, academic practices in universities may well vary from those in government offices or schools; with each of these, in turn, varying one from another depending upon their location and histories. A faculty of education in a small regional university may very well be rather different from one in a large metropolitan tertiary setting; a government department offering one kind of educational service will not be identical to one functioning for other purposes; a privileged, well resourced school will embody different practices to one that may be poor and isolated. It is in the face of this variation that drawing attention to the notion of practice architectures (Kemmis et al., 2014) can be so helpful in enabling us to ask: What does practice look like? Who benefits? Who is disadvantaged? How did it come to be this way? Should it change? What would be required to change it? and so on. This is especially so when negotiating partnership

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arrangements between the academy and stakeholders in associated fields for the purposes of research.

In the view of Kemmis and his associates individual and collective practice shapes and is shaped by what they have named as ‘practice architectures’ that embody the sayings, doings and relatings characteristic of a practice that hang together as arrangements by which practices of various kinds work. The concept of practice architectures owes much to the work of Theodore Schatzki that has been evolving for over a decade (2012). In short, the sayings relate to the cultural discursive arrangements, the doings are the material economic arrangements, while the relatings are those of a socio-political nature. All contain traces of past knowledge and actions of one kind or another. Through its sayings a practice will unfold using the language and discourses through which it is comprehensible. Through its doings the practice engages participants and artefacts in activities embedded in the site. Through its relatings the practice will connect people and objects in various relationships. All will ‘hang together’ in what Schatzki (2012) describes as “practice arrangement bundles” (p. 16). Recognising the complexity of practice architectures enables us to navigate our way through the manner in which partnership work occurs as it relates to education both formal and informal and its investigation. Practice in educational terms embodies situational professionalism contributing to knowledge that is developed simultaneously both *about* practice and *in* practice (Groundwater-Smith, 2011). It is for this reason that a relationship between the academic world and the field of practice is critical to understanding how each can contribute to our fund of professional knowledge through forms of systematic inquiry.

PARTNERSHIPS IN THE PRACTICE OF EDUCATIONAL RESEARCH

Partnership form and function is underpinned by a number of determinants. Cook (2017, p. 86) sees these falling into four categories: bureaucratic, that is meeting a set of predetermined requirements; organisational, relating to logistics and the like; democratic, making transparent a range of options that may be discussed; and, participatory, where practice is evolving and based upon shared learning. She argues that it is the last of these that has the capacity to develop an authentic and purposeful critique that can inform present and future actions.

However, such an aspiration cannot occur by chance. A number of conditions are critical to the building of partnerships, including reciprocity, trust, dialogue and flexibility. More and more, we see practice in education trammelled by ever burgeoning regulatory frameworks. It is increasingly important to recognise that partnerships can be something of a Trojan Horse whereby problematic practices are imported by one partner into another’s setting, in effect contributing to what Rudduck and Hargreaves (1992) claimed were possible *Liaisons Dangereuses*. This may be particularly so when the culture of one partner is not understood, or is misunderstood by the other – that is to say, in terms of practice architectures, that the ‘sayings’, ‘doings’ and ‘relatings’ of one site, have not been fully apprehended. Take for example, the ways in which many, but not all, universities are accountable to their human research ethics committees that will seek to restrict opportunities for

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its graduate students to engage in research in such places as schools and early childhood settings, while at the same time those self-same sites are encouraging a climate of enquiry.

More problematic at the macro-level is the development of partnerships that carry very large resource implications, namely the evolution of public private partnerships (PPPs) that function at a government to government level. Ball (2013), having investigated this phenomenon over a number of years, has made the case for these to potentially undermine consensual social values in the name of neo-liberalism. This may seem a far cry from the ways in which universities and schools may function in the interests of the kind of educational research whose purpose is to identify and clarify practices that may lead to improvement and reform. This, they would hope to do without the impediments of commercial agenda that may wish to develop materials that will be successful in the market place irrespective of the variations in local contexts and practices. The proliferation of testing regimes and teacher-proof textbooks that has arisen from a range of public private partnerships may satisfy government policies and contracts but fail to work effectively at the local level.

Even so, it is at the local level there is much that can be achieved through the creation and maintenance of networks that are designed to develop sustainable relations and that will enable the building of the trust and reciprocity that is required.

BUILDING LOCAL NETWORKS

This discussion is based upon the premise that networking embodies “the processes through which professional knowledge is received and transmitted by means of personal relationships ... (It) is a social process which occurs both within and between the formal structures and boundaries of organisations” (Anderson-Gough, Grey & Robson, 2006, p. 232). It allows professionals, in this instance in the field of education, to develop knowledge about knowledge formation, application and evaluation. It is seen to be achieved by a wide range of social processes and requires thoughtful and appropriate behaviour.

Networking is not merely an instrumental means of developing professional knowledge, but that it is a form of professional *learning*. It is an outcome of learning: how things work both within and between institutions, locally, nationally and globally; the discourses and habits of mind that are employed; and, the strategies that are used to engage with the field. For success, the practice should be explicit and planned and beyond all else, enjoyable. Productive networks are inevitably built around partnerships and are characterised by mutual cooperation and shared responsibility. They require a capacity of the members of the network to communicate, coordinate and collaborate.

Networks can vary in complexity and may the product of an array of strategies ranging from those requiring a high degree of planning in relation to particular tasks and policies to those that slowly evolve over time (Groundwater-Smith & Mockler, 2012). Much will depend on what is at stake and the nature of the practice architecture that has given rise to the network development.

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Nonetheless, it is important to understand that networking has political connotations: who has the power? where are the secrets? what is the language-in-use? The effective networker not only employs the many skills of networking, but also has a kind of political antenna that can identify the answers to these important questions. As well the process can be seen as a means of navigating risk, enabling individuals to work their way through loose affiliations, often temporary arrangements and informal connections (Lee, 2011). For example, many small-scale research studies may be based upon opportunistic sampling where the requirements are those of flexibility and trust but the sample could be argued to be reasonably representative of a larger population. A university educational research centre may have an interest in establishing the ways in which recently arrived immigrant/refugee children are coping with local schooling conditions. Before embarking on a large-scale study the centre decides to develop a pilot study that will enable the researchers to identify the critical issues. Among the schools that work with the university there is a school that has a large number of such students and members of staff who have worked successfully and closely with the university researchers in the past. The relationship between the partners would be one that can be seen to be based on sound networking principles; were it otherwise entry into the school would be difficult and even resisted. Or, consider working in early childhood settings – necessarily such settings are cautious regarding bringing unfamiliar people into their space. But where there is such a centre that has an association with a university, the possibility of establishing a generative research agenda as a networked enterprise may be greatly enhanced.

Essentially it can be seen that networking is a moral practice. It is not a practice that treats others as a means to an end, but rather builds in a reciprocity that will bring benefits to those with whom a networker engages. It requires consummate skill and sensitivity. The literature has identified many attributes—among them: enthusiasm, generosity, trustworthiness, commitment, approachability and sincerity. Also, as in the hypothetical cases cited above, a sense of responsibility that will enable each party to share and interrogate information.

CONCLUSION: SO WHERE IS THE LEARNING?

A number of observers of educational practice, that includes educational research, have pointed to the essential nature of ‘critical professionalism’ based upon a knowledge of self and of practice as discussed at the beginning of this chapter. It has been argued that the critical professional is in a constant process of recreation building upon a careful and substantiated examination of what is taking place in research environments, whether in the field or the university, that are increasingly complex and populated by many players with their varying agenda and experiences (Nygaard, 2014). That recreation is based upon an ongoing cycle of professional learning that occurs when those players have a means of communication that is agentic and continuously capable of reform and reconstruction.

Throughout this chapter it has been argued that the careful and judicious development of partnerships, in particular those that are sustained by networks (such as discussed in Groundwater-Smith & Mockler, 2012) has much to commend

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it as a practice. Nonetheless, there is no easy formula, for the successful creation of partnerships which arise from and nurture networks will be influenced by a range of variables such as the alignment, or fit, between the activities and aspirations of the various members and the ways in which the apposite practice architectures (sayings, doings and relatings) have evolved. While much depends on the sharing of information between the constituent parts a more important and critical outcomes will be the extent to which the participants are able and willing to learn from each other.

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SECTION I

RESEARCH PARTNERSHIPS WITH STUDENTS

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RACHEL MCNAE

INTRODUCTION

Partnerships with Students

INTRODUCTION

The chapters in this section are positioned to draw attention to the core business of education—the students. Sharing examples of educational research which illustrate elements of youth-adult partnerships in various contexts, the enduring theme of research relationships is commented upon. Attention is drawn to the complex nature of these partnerships and contextual influences that ultimately shape what might be possible in partnership work with young people. This commentary sets the scene by foreshadowing the significant role student voice has in the formation and development of youth-adult partnerships, illuminating the high level of complexity and the key ideas that emerge from within and across each of the four chapters in this section.

Four very diverse contexts and approaches make up the work that these chapters draw on. All located in New Zealand, the work of Emily Nelson shares action research from an intermediate school where students and teachers worked in partnership to co-construct responsive pedagogical approaches. This work positioned students in key decision-making roles in areas of the school that influenced their learning and highlights the value and complexity of this in action. Elements of inclusion are foundational in the second chapter by Maria Kecskemeti, Carol Hamilton and Ashley Brink. In their work with pre-service teachers in a university setting, they deliberately employed relational and interactional pedagogies to disrupt deficit discourses with regard to students with disabilities. In the third chapter, Kathryn Hawkes examines the ethical and methodological complexities of completing research with young children in early years settings. Using a ‘Mosaic’ approach to explore and disturb ‘unexplored silences’, she demonstrates the richness of research that can be drawn from this context, while at the same time, highlighting the fragility of the research relationship. The final chapter in this section by Vishalache Balakrishnan and Lise Claiborne examines the concept of diversity in the classroom. The nature of partnership within and across multi-ethnic and multi-cultural classrooms is shared, highlighting the need for multiple and evolving ways for engaging students.

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RECONCEPTUALISING YOUNG PEOPLE WITH[IN] THE TEACHING AND RESEARCH RELATIONSHIP

At a time when the rapid pace of change in education demands innovation, flexibility and authenticity, many argue it is young people themselves who must be central to the decision-making processes and implementation approaches of new pedagogies and curriculum design. The underpinning rationale is that the outcomes generated will be more relevant and meaningful to the contexts in which young people learn, work and live.

It is clear from the authors' contributions in this section that each research project reflects core tenets of student engagement and contribution, ultimately raising the challenge that shifts in pedagogy and decision-making frameworks are required if young people's potential is to be fully realised and actualised. Focusing attention in youth-adult partnerships and the importance of student voice is therefore critical.

For this to happen, the literature calls for educators and researchers to be cognisant of how the historical, cultural and social influences play a role in the ways educators conceive the notion of what it means to be a young person in today's society. Scoping youth development literature and consequently understandings of 'what youth is', it becomes apparent that what it means to be a young person is neither clear-cut, nor well defined. However, what is obvious is that dominant representations of youth are based on themes that aim to set young people apart from children and adults—antithetical to the nature of educational partnerships and collaboration between young people and adults.

Over the last 40 years, young people in the developed world have been the subject of an enormous amount of investigation and more recently, educational research specifically aimed at decision-making and partnerships in various education settings. Subsequently, there is a growing body of literature exploring the notion of young people and decision making with much of it based on and referring to one of two United Nations Initiatives: The United Nations Convention on the Rights of the Child and the United Nations Lisbon Declaration on Youth Policies and Programmes in 1998 (the Lisbon Declaration). In New Zealand the Treaty of Waitangi is also relevant as Māori draw on cultural processes to engage and establish new ways in which rangatahi [youth] can best participate in decision making. Despite these evolving research agendas and the implementation of an increasingly diverse range of initiatives, outlining explicit approaches and processes of involving young people in decision making in schools could be best described as still in its infancy as evidenced by those calling for further action in this area (for example, Bishop & Glynn, 1999; Campbell, 2000; McNae, 2011).

Furthermore, changing social structures and the development of new ways in which young people interact with their various communities (physical and virtual) have created greater levels of complexity and new uncertainties in education, which are both local and global in their origins. Although on the one hand young adults seem to have more choices, for example in leisure and employment, traditionally they are choices that have been socially prescribed and frequently lead by adults. The education context positions young people to incrementally

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relinquish the dependent roles they play in the stages of childhood, yet they are not to be as independent as their adult counterparts who are tasked with making decisions and choices (Wong, 2004). As Stanton-Rogers, Stanton-Rogers, Vyrost, and Lovas (2004) state:

... if we [school staff] have a concern for what current life is like for today's generation of young people, or what may help them in their futures, we cannot use our own experiences of being young or the aspirations we then held as much of a guide. If we want to promote the life opportunities of young people, if we want to help them to prepare for their futures and make well-informed choices about them, then we need to find out about this 'new world' in which they are growing up. (p. 117)

Each chapter in this section highlights that relationships are central to youth-adult partnerships. What is refreshing is that the broad and varied application of the student centred approaches to learning have inspired renewed attention to the practical side of how these approaches might be initiated. Emerging themes evidenced across these chapters included establishing the partnership in which the student voice is to be heard, legitimising student presence within the partnership, establishing expectations about the purpose of the work and noticing, hearing and heeding the student voice and, of course, the silences. This encourages us to re-examine the relationships we work in and reshape these to evidence student voice at their core.

RESHAPING THE TEACHING AND RESEARCH RELATIONSHIP WITH STUDENT VOICE

With relationships at the core of Bishop and Glynn's (1999) research, they espouse the value of interactions which support young people to develop an authoritative voice in education. This can happen when students are involved in activities (such as the themes mentioned above), which position themselves to negotiate and are involved in decision making. It is unfortunate, however, that on the most part, the voices of young people are not utilised and are rarely heard in educational settings, even though they are paramount to education directly effecting it and are directly affected by it (Brooker & MacDonald, 1999). Smith, Taylor, and Gollop (2000) argue this may be because young people are often the passive recipients of adult protection and knowledge and are therefore not seen as competent people who have a point of view. The work in these chapters positions young people as valuable sources of knowledge, whose contributions are valued and acted upon.

Importantly, as the voices and experiences of youth are embedded not only in their own families, schools and neighbourhoods contexts, those working in educational settings must keep in mind the contexts of the wider society (Ministry of Education, 2007; Smith & Taylor, 2000). The growing complexity of New Zealand society forces us to look for new paradigms in studies of young people, as the old theoretical models that we once used fail to capture the reality that they seek to describe. It is important to recognise the impact that the multiple and diverse contexts in which young people operate have a significant impact on the

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ways they may wish to engage and feel comfortable contributing to different opportunities and initiatives. Developing contexts where young people feel comfortable to share and critique their personal values is an important part of shifting cultural changes with regard to discourses about youth partnerships. Such partnerships are frequently positioned as a useful way to [re]design and [re]form school curriculum and even [re]create governance structures. Student voice becomes an important part of this arrangement (Rudduck & Flutter, 2004).

Within youth-adult partnerships, student voice is increasingly identified as critical to the successful design and implementation of school curriculum (Rudduck & Flutter, 2004), and numerous benefits for involving young people in the planning and decision-making processes within educational contexts are espoused. Young people bring with them their perspectives which can positively influence outcomes in unexpected ways and create greater levels of commitment. Curricular innovations are more likely to be specifically tailored and more responsive to young people's needs when young people are consulted on their own social and cultural conditions and adults can gain further insights into how to enrich and enhance the educative experiences (Mitra, 2009).

Collaboration becomes an essential, and Camino (2005) warns it is simply not a case of 'getting out of the way'. Partnerships with young people require deliberate care and consideration with some educators believing that it is the responsibility of educators to provide a "constellation of activities that empower adolescents to take part in and influence decision-making that affects their lives and to take action on issues they care about (O'Donoghue, Krisner, & McLaughlin, 2002, p. 5). However, when engaging young people in opportunities to share their voices, it is important that these partnerships are seen as dynamic and constantly evolving as members of the partnership develop new knowledge. This will mean for each kind of student voice encounter, the role of the student may conceptualise differently depending on who is involved and the context in which the encounter takes place.

CONCLUSION

The purpose of this introduction has been to foster a deeper, more cohesive, research-based understanding of the core elements of student-centred approaches to learning—specifically examining the practices associated with generating youth-adult partnerships within a research framework. Central to this notion is the concept of student voice, whereby students can actively engage in research and learning activities, negotiating and developing curriculum content and taking key leadership roles in their learning. The perceptions and voices of young people about their lives and experiences of their own personal development provide educators with a much needed source of knowledge and play a key role in creating better conditions for them in the future (Cook-Sather, 2002).

By engaging in youth-adult partnerships and including student voice in the teaching, research and learning encounters, educators can contribute to showing that students' voices and their ideas are valued, useful and worthwhile (Rudduck, 2007). Teachers and researchers can re-examine their own schools and research methodologies through shifting their views of youth from problems to powerful

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individuals. Through changing the way that young people are viewed, schools can further address the changing needs of young people in their care.

Finally, by reshaping existing and creating new spaces for youth to redefine and express themselves in ways in which they feel are useful, relevant and responsive, we can observe them greet and contribute to the rapidly changing contexts in which they exist, aligning them more closely to what they desire within the changing culture of youth. As foreshadowed by Pittman, Diversi, and Ferber (2002),

... the future holds perils and possibilities. To be paralyzed by the scope and speed of change in an increasingly diverse world is to silently contribute to a desolate scenario in which youth without ready access to preparation are left behind. (p. 156)

In this introduction, I have provided the rationale for reconceptualising the way that researchers and educators position young people in the research, teaching and learning relationship in order for productive and student-centred partnerships to flourish in educational settings. Researchers and teachers cannot remain insensitive to the changing realities for young people and must ensure that youth are involved in the planning and implementation of curriculum and research that will make a difference in their lives now and in the future. The chapters that follow rise to this challenge, carving space in the research landscape for students' perspectives and rich engagement in decision making, which has the potential to impact on their future.

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1. 'IT'S COOL, PEOPLE YOUR SAME AGE BEING IN CHARGE OF YOU'

Enacting Student Voice through Classroom Governance Partnerships

INTRODUCTION

Contemporary orientations to student voice emphasise the importance of partnership between students and teachers and between students themselves. This chapter presents a class action research project where students and teachers worked together within a governance partnership structure to maximise student influence within classroom pedagogy and curriculum design. The classroom example highlights both the value and the complexity of enacting student voice as partnership and the importance of attending to student capacity to lead as well as ongoing reflexive critique of identities, pedagogical strategies and notions of power as core aspects of such work.

FROM CONSULTATION TO STUDENT/TEACHER GOVERNANCE PARTNERSHIPS

Before the emergence of the student voice movement students were rarely consulted or involved in educational design, debate and decision-making. They were positioned passively in the student/teacher relationship, with education as something 'done to' them; their own perspectives, agendas and aspirations remained largely marginalised or silenced. Excluding students and their perspectives from the educational decision-making equation was underpinned by a pervasive view of children as incapable of full rationality, needing the protection and advocacy of adults to act in their best interests. Student voice emerged as a foil to this passive student positioning and as advocacy for the potential of students to contribute valuable and unique perspectives to educational decision-making around their own, and others', learning and best interests.

Essentially, student voice activity explores the central question: 'What would happen if we treated students as those whose opinions matter?' (Fullan, 1991, p. 170) in practice. It is tempting to paint a coherent picture of the student voice movement, but in reality how student voice is conceptualised and practised to explore this seminal question is both diverse and contested. In this chapter I introduce major orientations to student voice that have emerged and shifted over time, beginning with early consultation efforts, encompassing the shift into more active participatory approaches, and culminating with a contemporary focus on enacting student voice through student/teacher partnerships. I illustrate a student/

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teacher governance partnership conducted within this contemporary partnership orientation with the example of one classroom action research project where the locus of pedagogical decision-making was shifted from the teacher to students so that students were making decisions at a classroom governance level usually reserved for teachers. This example foregrounds the value, as well as some of the complexities, of teachers partnering with students to co-construct responsive curriculum and pedagogy in classrooms as a contemporary student voice practice.

ORIENTATION TO STUDENT VOICE

Three broad orientations to student voice have emerged over time as their potential has been explored and their limitations addressed: (1) consultation, (2) participation, and (3) partnership. Although a simplistic analytic frame, each of the three orientations captures a dominant focus of student voice practice and how students are positioned within the process of enacting, or practising, student voice. In this section I discuss each orientation in turn briefly, ending with a contemporary partnership orientation to student voice that I argue offers the most potential for elevating students' status and ongoing influence in educational design, debate and decision-making.

Consultation

Initially student voice was viewed largely as a search for a unified student perspective or worldview that could be used to better inform educational decisions and include students in the educational conversation with adult educators. The term 'voice' itself appears to suggest a homogenous and unified view for the broad social group known as students (Thomson, 2011). However, taking such a view into consultation activities renders invisible the differences between and within student social groupings (Silva & Rubin, 2003). The key challenge of this consultation orientation was how to access and elicit student experiences of schooling and learning. Consultation orientations to student voice opened up conversations between students and teachers focused on student experiences mainly through discussion activity in classrooms and through surveys and interviews in educational research. Although the consultation orientation proved a valuable starting point for inviting students into the educational conversation, it has been challenged as a minimal enactment of student voice (Bahou, 2011) because whilst student perspectives were heard, students themselves were rarely involved beyond initial consultation activities, perpetuating their passive positioning (Rudduck, 2007).

Participation

An active participation orientation to student voice emerged to position students as 'actors', not 'acted upon' in decisions that followed consultation activities. This key shift increasingly positioned students as change agents, elevating their status

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and sometimes their influence (Cook-Sather, 2010). Students' involvement in educational decisions and change projects attended to the need to create spaces and audiences *for* student voice and as vital elements *of* student voice (Lundy, 2007). On this basis students became increasingly included in school-wide curriculum design projects, pre-service teacher development and as co-researchers in school-based research projects as part of the Students as Researchers (SARS) movement (Thomson & Gunter, 2006).

Within the participation orientation, the definition of student voice evolved beyond a conflation of student *voice* with student *views*, to become a practice and joint conversation constructed through interaction within social relationships in specific contexts and in response to specific questions (Flutter, 2007). Whilst the action focus of this orientation did involve students more actively in educational decisions, some scholars argued the need for critical and ongoing attention to the agenda boundaries for student voice, that is, the types of decisions in which students are encouraged to participate and the types from which their exclusion persists. Numerous examples demonstrate how the parameters for student decision-making involvement are delimited by adults even when their participation is promoted and formalised through mechanisms such as school councils. In one such example, Lodge (2008) reported students on a school council wanting to have input into the school uniform but being constrained by the head teacher to relatively safe matters such as addressing levels of litter in their school.

Within a participation orientation, definitions of student voice expanded to include how to “consult students and include them as active participants in critical analyses and reform of schools, and to give students greater agency in researching educational issues and contexts” (Thiessen & Cook-Sather, 2007, p. 579). Definitions of this nature once again shifted the focus of student voice scholarship to ways in which students could be accorded ongoing influence within school systems in a way that challenged the deeper patterns of student/teacher positioning. An orientation towards positioning students as ‘partners’ rather than ‘participants’ emerged and frames contemporary student voice practice.

Partnership

A partnership orientation to student voice is conceptualised as dialogic. Dialogic student voice foregrounds ongoing and mutual teacher and student exploration of matters of learning, curriculum, pedagogy and assessment to generate insights that would not be possible without the participation of either party. In a partnership orientation, student voice becomes a joint enterprise (Mitra, 2008), within student/teacher or youth/adult partnerships where youth and adults learn from each other and decide together. Such student/teacher partnerships recognise that change in status and role for students generates corresponding impacts for teachers, so teacher voice and implications for pedagogy become an important aspect of student voice. Partnering with students requires teachers to work out what it means in practice to decide *with* students in dialogic ways whilst simultaneously addressing

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other curriculum and policy demands on their practice, such as school and national student assessment and reporting requirements.

With the classroom a key site of teachers' professional energy, increasing student involvement and influence in classroom decisions has emerged as a contemporary student voice focus (Rudduck, 2007). Within this classroom-based student voice focus, the challenge has become how to include students in governance level decisions around pedagogy (Thomson & Gunter, 2007), that is, decisions related to the collective learning of students rather than solely related to individual students and their own learning. While student participation in governance-level student voice activity has increased in schools generally, their participation in governance-level decisions around pedagogy remains rare (Thomson, 2011).

Each of these three orientations to student voice positions students differently, with different effects in relation to their status and influence in educational design, debate and decision-making. The consultation orientation elicited student views on educational *topics* but did little to address students' passive positioning and status in the process, with students largely excluded from change resulting from consultation. The participation orientation actively involved students in educational *decision-making* but not necessarily in ways that contested the agendas in which they were invited to contribute. The partnership orientation attends to agenda boundaries and shifts students into ongoing student/teacher alliances to co-construct educational *practice* whilst acknowledging the constraints teachers themselves operate within. My own work in student voice is located in the classroom and within the student/teacher pedagogical relationship as part of my focus on elevating student status where it is most central to student experience and likely to influence teachers' work—in the construction of pedagogy through student/teacher governance partnerships.

A CONTEXT FOR EXPLORING PARTNERSHIP THROUGH CO-GOVERNANCE

The collaborative action research project that informs this chapter was located in one North Island New Zealand decile 8¹ intermediate² school and involved three teachers and students from their Years 7 and 8 classes (ages 11–13). The purpose of the research was to find out more about student perceptions of effective pedagogy as a starting point for the students and teachers to co-construct responsive pedagogy in partnership. The students and teachers worked together as co-researchers on pedagogy that would be responsive to the preferences of their particular class. In Action Cycle One, a small volunteer student research group (SRG) of 12 students (four from each of the three classes), generated perceptions of effective teaching and engagement utilising visual data generation methods. The students completed a photography and drawing assignment that represented their perceptions of effective teaching and conditions for engagement in learning at school, and explored these images through individual interviews and collective focus group meetings. The SRG met for four focus group discussions over Action Cycles Two and Three to reflect on aspects of their particular classroom action research projects as these were enacted.

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The SRG visual data and accompanying interview transcripts were analysed by the three teachers. The key themes that emerged informed the teachers' initial understanding of student perceptions of effective teaching and conditions for engagement. Teachers shared their initial student voice data analysis in Action Cycle Two with their own classes to inform and broaden the class dialogue on effective teaching and conditions for engagement. Learning from Action Cycles One and Two informed the focus of Action Cycle Three student/teacher joint classroom action research projects. These ten-week projects aimed to align classroom pedagogy and curriculum with student pedagogical preferences and to engage all students in governance-level decision-making in partnership with their teachers.

Students in the three classes participated in the Action Cycle Three projects primarily as their class programme, and the pedagogical decisions co-constructed with their teachers became their curriculum. However, students were able to opt out of having their perspectives and work samples collected and from being video-recorded and photographed as part of the research. Two to three students in each class took the opportunity to do this. They were not photographed, sat out of shot during video-recording of classroom sessions and data inadvertently gathered as part of recording classroom sessions was not used.

In this chapter I focus only on one class action research project (Lincoln's) in the interests of space but also because it offers an example of a radical student/teacher governance partnership in that the locus of decision-making was shifted completely to students with the teacher playing a consulting role. I draw on the perspectives and reflections of Lincoln, the four student research group members and other students in the class (referred to by their selected pseudonyms) to illustrate the value and complexities of partnering with students in the process of co-constructing pedagogy and curriculum.

CO-GOVERNANCE IN ACTION

The design of the class action research project had to find ways to elevate student status and influence—positioning students as key decision-making partners in relationship to pedagogy. The project also needed to account for realities and pressures on Lincoln's classroom practice, acknowledging the class as part of the larger school community.

Lincoln initiated a dialogic starting point for his class action research project by sharing with his class his learning from the initial student voice data from Action Cycle One, negotiating the classroom curriculum and pedagogy this suggested. Lincoln had learnt from the initial student voice data that his students preferred an integrated and coherent class curriculum, that is, curriculum centred on a unifying theme rather than one fragmented into separate subject areas. They also expressed a preference for a curriculum relevant to their lives and interests, with links to real-world purposes beyond the classroom and expressed a desire to participate in deciding the direction of the class curriculum. In response to the students' ideas, Lincoln suggested a film-making inquiry that would bring together the students' interest in movies and technology as well as Lincoln's expertise in this area. In

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selecting a co-governance focus important to students and to Lincoln, the student/teacher partnership was initiated from a starting point of ‘mutual resonance’. Lincoln said he viewed this as student voice:

It was a little bit of student voice I think. It was getting the students to take a little bit more ownership of what they were doing and how they could, I guess, feed into what was happening in class. So that it wasn’t just teacher-directed. (Lincoln)

Lincoln enacted his student/teacher curriculum design partnership in an inquiry framework. The curriculum emerged from student questions and wonderings and developed through a process of research and investigation. This enabled Lincoln to shift the locus of pedagogical decision-making to his students through a familiar pedagogical structure that was utilised school-wide. For the movie making project, individual students researched their own questions about film-making and shared this information with each other to build distributed learning across the class. At the end of the initial three-week inquiry, the class came up with a collective ‘So what? Now what?’ focus. They decided to make a horror movie over the remaining seven weeks of the school term.

It has kind of gone from ... finding out a little bit about a movie to [making a movie]. One of the comments from a boy in class—Jerry—this morning was, “imagine if our movie made \$50,000!” They have kind of gone from, “You know it would be cool to make a movie” to “This movie that we are going to be making is going to be amazing”. (Lincoln)

Lincoln facilitated students to step into an *unfamiliar* governance level decision-making role guided by *familiar* inquiry processes. The students led the inquiry and Lincoln took a back seat. In this way student familiarity with inquiry supported Lincoln to turn his student voice goals into responsive pedagogy and concrete classroom action that attended to their mutual interests and preferences.

Enacting Partnership through Identity Work and Re-positioning

Making a movie necessitated a shift in teacher and student identities and positioning in order to successfully support student/teacher co-governance. Lincoln attended to identity design explicitly, that is, he thought through how he would engage with the students in a role that was qualitatively different from his teacher role and how they would engage with him and with each other through qualitatively different identities also. The classroom was transformed into a film studio, where students participated as ‘film workers’ to make the movie and Lincoln ‘contracted’ to the film studio as a ‘consultant’.

He ‘clocked on and off’ when shifting between a ‘teacher’ and a ‘consultant’ identity throughout the day to maintain the coherence and integrity of the film studio experience for the students in a way that allowed him also to manage the demands of the school-wide curriculum and support his students as needed.

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When schoolwork unrelated to the movie intruded on the movie-making project, the students were encouraged to engage with this work as ‘child actors’. Child actors routinely complete school requirements through Correspondence School (distance learning) when they are on a movie job. Lincoln introduced this protocol to the class by reading the students a story about child actors completing school work on set by distance learning. This also linked the curriculum work of the movie project to real-world practice beyond school, further addressing the students’ pedagogical preferences for coherence and real-world relevance of classroom curriculum.

Lincoln set up an additional student/student partnership structure to further facilitate student decision-making. He instituted a film industry decision-making hierarchy that the students had learnt about during their initial inquiry. A production team of five students was elected by the class and assumed overall decision-making authority for the movie and leadership of their classmates to make the movie, Lincoln recognised his new role and stated: “At the moment I am just working as a facilitator. So there are students who are above me in class and they get to make the final decisions.

Lincoln consulted to this student production team as and when they invited him. He was clear he would be bound by their decisions. Lincoln observed that when he stepped out of an active decision-making role students stepped up to lead and to suggest process ideas of how to make the movie and some of the roles that would be needed. “I have tried to take myself completely out of the process and already having done that this morning you can see that a number of students have actually stepped up to say, ‘I will take a lead on some different parts’”.

Negotiating success criteria within and for the movie making provided a nexus for co-governance that enacted student ownership of the project and Lincoln observed: “The students were coming up with success criteria and ideas for other students for parts of the project and that was giving them quite a lot of ownership for it”.

Lincoln’s intention to share decision-making with students at a governance level was pivotal. This intention focused students’ decisions on the collective learning of all students in the class. It provided an aspirational reference point for adapting familiar pedagogical practices such as inquiry learning processes and for focusing the parameters of the student/teacher partnership.

Co-governance Partnerships: Challenges of Investing Decision-making Power in a Few

Nuanced challenges relating to investing decision-making power with a few students as a way to enact co-governance emerged. Initially, the students in the main class enjoyed the student/student decision-making hierarchy—enacted through the production team—until it evolved to resemble the existing student/teacher power relationship it replaced. Secondly, the production team increasingly found themselves challenged to lead the class, the movie and their own internal team dynamics.

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In relation to the first challenge, the main authority for student-student decision-making was invested in the production team, an authentic decision-making hierarchy that suited the context of film making. The production team negotiated the structure of the film studio with their classmates through a class meeting decision-making forum which they led. This structure facilitated all students within the class to participate, at least initially, in devising the departments and departmental responsibilities of the movie and the roles for which they wanted to audition.

[The teacher] wasn't taking part in it so it was cool that us kids got to hand over, then we would have like producers and directors and that like in charge of us ... it's cool, people your same age being in charge of you. (Lulabelle)

They appeared to see making the movie as a substantial project that offered them real responsibility.

However, while the influence the production team exercised largely sustained *their* team's engagement throughout the project, the engagement of the *broader* class waned beyond the initial co-construction of the movie departments and responsibilities. For example, Captain Underpants, who was positioned as the director with overall responsibility for the movie, found the whole experience highly engaging: "I think I'm probably at the peak for responsibility and stuff since I'm the Director ... because I get to choose what happens". However, some students without overt responsibility for 'departments' in the movie project became increasingly disenchanted with being left out of decisions; for example, writing the script.

The script, well if you put your hand up it wouldn't get changed and so yeah ... 'cause some people put their hand up and said different ideas and the producers are just like 'yep' and just kept going and like you had a good idea and then you'd tell them and they would just keep going and wouldn't really listen ... so there was really no point. (Hityu)

In fact, the first decision the production team made was to exclude the class from electing the movie director. They took an 'executive decision' to appoint Captain Underpants based on his past experience with movie projects. It appears those students without positional authority in the movie felt less powerful and engaged, and the way in which the production team operated isolated the majority of the class from real ownership of the project.

In the end, despite a strong start, the movie making stalled due to growing student disillusionment with the pace of production and their largely passive role within the pre-production process. Jerry, one of the executive producers, reflected on this state of affairs noting, "I would probably have started filming things earlier and then since we're [quite late into it and] we still haven't started filming, and I probably would get more people involved".

The differing views of students based on whether or not they perceived a sense of responsibility and investment in the movie project raises a dilemma about how strategies to enact student influence may also clash with student voice goals of co-

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governance in practice. The hierarchical film studio structure was authentic to real world film operations, but limited the base of student influence in the project to the production team. Decision-making through the film studio structure came to resemble the traditional student/teacher power relationship it replaced.

In relation to the second challenge, it was not long, before issues around the production team's capacity to lead the class movie emerged. Mid-way through the movie project this struggle came to a head when Captain Underpants, the movie director, asked Lincoln for more help during a consultant/production team meeting stating, "Another thing we decided was we think you should help us a little bit more 'cos we're not being really productive". He reflected on this request for help: "[Lincoln] had quite a lot of involvement at the start by like putting all his ideas in and, but he kind of stepped out a bit but it was a bit too much so we haven't made much progress since he did step out".

One production team student reflected that active teacher assistance was needed to guide student leadership, even noting an ideal proportion for teacher and student levels of ownership in the partnership. Dahlia suggested "About 25/35 like the kids should do most of the work but the teacher has to be there to help them and guide them sorta, and yeah make sure they're doing the right thing".

Lincoln also reflected on the capacity to govern required of the production team to lead the class to make the movie, and how this showed up in the social dynamics within their team. The production team invoked disciplinary practices with each other as they struggled with their internal team dynamics:

The kids are saying in the production video before, "this is your third warning, we have had enough of you". And this is to Mark! Mark is a cool kid but he is just distracting them all the time. (Lincoln)

It was not until the production team hit the limits of their capacity to lead that they stepped up to ask for what they needed and their voice came through. Lincoln valued this direction from the production team noting how it enabled him to contribute responsively to their needs.

Probably the big thing for me would have been the kids coming out at the end, telling me what they wanted from me, in terms of my support ... it was quite cool, having them actually say to me, "hey can you help us with this?", or "what would you do at this stage?" Then it is nice to actually feel appreciated, like hey, I have just taught you something. (Lincoln)

It was these emergent issues that provided the opportunity for the students, and Lincoln in his consultant identity, to generate what was needed to enact their reconfigured partnership supporting students to lead where this was needed.

VALUE AND COMPLEXITIES OF PARTNERSHIPS WITH STUDENTS

Planning the partnership and how an intervention will be supported is a vital aspect of successful youth-adult partnerships (Camino, 2005), and I would argue for classroom-based student/teacher partnerships focused on student voice also. In the

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Lincoln class case presented in this chapter, student/teacher and student/student partnership structures were explicitly planned but with an emphasis on the product of the partnership—the movie—rather than sufficiently on the ongoing negotiation of what each partner needed to be able to do to successfully embody their expanded role. These challenges, coupled with the ten-week timeframe for the class inquiry, meant that at the end of the ten-week school term only a trailer for ‘Murderhouse’ had been made.

The example highlights the complexity of enacting student voice as governance partnerships between teachers and students and between students themselves. These partnerships require explicit attention to identity work to carve out the new roles both teachers and students will take on. However, explicit attention to identity by itself is not enough; attention to ongoing capacity building to enable both teachers and students to take up these new identities is needed also. As Camino (2005) notes, it is unreasonable to expect youth to move into leadership and organisational roles without explicit attention to their capacity to lead and organise. But this is not as simple as it sounds.

The Lincoln class example demonstrates how pedagogical structures devised to support student voice partnerships, whilst appearing helpful on the surface, may in practice hinder these same goals. The film studio structure contributed the curriculum coherence the students said they preferred but replaced a traditional student/teacher top-down decision-making hierarchy with a top-down student hierarchy which resulted in the production team acting as a defacto teacher. They made ‘executive decisions’ that excluded their peers from decision-making instead of building a more horizontal system of influence with their classmates.

Concomitantly, partnership work with educators also requires explicit focus on how to engage and interact with youth in new ways that afford them influence and elevate their status. This planning should not be limited to how partnerships are initially conceptualised. Lincoln deliberately attended to such capacity building at the project’s outset through explicit identity and positioning work and by locating the student/teacher and student/student partnership structure within the familiar context of inquiry and film-making. However, his concept of sharing power with students, based around ‘handing over’ power, led him to step out of an active teacher decision-making role and, in the process, unwittingly withdrawing his organisational and leadership resources from students. Ongoing reflexive critique of professional beliefs and available pedagogies emerges as vital to partnership orientations of student voice, readily espoused but difficult to enact in practice.

Despite these issues the production team students and students within the student research group experienced an attempt at reciprocity and governance-level influence beyond rhetoric in their relationship with their teacher. The curriculum for ten weeks was organised around their pedagogical preferences and their interest in film-making. Together they constructed meaningful curriculum and pedagogy responsive to their espoused collective needs, interests and aspirations, though not fully and not without significant challenges. In many ways the movie project represents an example of student/teacher co-governance that was ambitious, authentic and that engaged the students’ imagination. At the same time it suggests that enacting student voice through a contemporary partnership orientation remains

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problematic, foregrounding the need for capacity building and ongoing reflexive critique of the identities, pedagogical strategies and notions of power available for the challenge.

NOTES

- ¹ New Zealand schools are assigned a decile rating that describes the socio-economic community they draw students from. A decile rating of 1 indicates a school is one of 10 percent with the highest proportion of students drawn from the lowest socio-economic communities. A decile rating of 10 indicates a school is one of 10 percent that have the lowest proportion of students drawn from low socio-economic communities. A school's decile rating is reviewed every five years based on national census data.
- ² Two-year school type catering for the schooling of Years Seven and Eight students (ages 11–13).

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KATHRYN HAWKES

2. RESEARCH WITH CHILDREN

An Example from Early Childhood Education/Early Years Settings

INTRODUCTION

It is said that research is an opportunity to extend knowledge, solve problems, answer questions, illuminate situations and disturb the silence (Mutch, 2005). Researching with young children can provide a small window from which the adult can potentially see, feel and hear the child's perspective. In order for the child to share their views with the adult, time and a relationship based on trust are required to open the window. When explored and then revealed through research, the child's perspectives can indeed illuminate situations and disturb what was unexplored silence.

This chapter draws on data from a MEd Leadership thesis "Where have all the children gone? Experiences of children, parents and teachers in a changing early childhood education (ECE) service" (Hawkes, 2014), to examine the creation of partnerships when researching with children, their families and the ECE teachers. To begin, the chapter questions the inclusion of children within research with reference to rights of the child discourse. The above study is then briefly explained and the creation and enactment of partnerships with the children, their families and the ECE teachers is discussed. The focus of the chapter then examines the ethical and methodological aspects of the processes used to generate data with the research participants, in particular children. Highlighted within the chapter are aspects and examples for researchers' consideration prior to designing research and generating data with young children.

WHY RESEARCH WITH YOUNG CHILDREN?

Over the past years of teaching within ECE services, I have observed many changes. These changes have been driven by government policy, society, community and family need; they form the base to my study (for more detail please refer to Hawkes, 2014). In addition to hearing adult's views and their assumed perspective on behalf of the child, I wanted to hear the child's perspective, directly from the child. Researching with young children provided me with a privileged opportunity to hear their perspectives.

Central to the decision to include children within the study as active contributors are my beliefs and values of childhood and the position of the child within society. I hold firm to the view of children as active citizens within their social

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communities and as citizens of the world with associated rights and a people who have perspectives on all matters affecting them (Mitchell, 2013). This research position respects the child's rights as stated within the United Nations Convention on the Rights of the Child and with particular reference to Article 12 that states:

Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. (United Nations, 1989, p. 3)

Honouring the rights of the child and considering the child as the expert in their own life required that I, the researcher, took the time to listen to the child's perspective and acknowledge both their right to express themselves and their right to be silent (Clark & Moss, 2011; Rinaldi, 2006). Within the research I created a space to listen to the child and therefore honour the child's rights.

In acknowledging the child's rights discourse and the important place this discourse has in improving the lives of children, I agree with Kjörholt, Moss, and Clark (2005) who identify the need to understand both the world and the child's relationship to the world. The foundation to this understanding and relationship is listening; listening to the hundreds and thousands of codes and symbols each child uses to communicate and express him or herself, and listening to the child with sensitivity and openness. As Rinaldi (2006) states, this level of listening requires not just our ears but all of our senses. Research that seeks to understand the child's relationship to the world firstly requires a relationship with the child and the formulation of a partnership. This partnership creates the opportunity to research *with* the child rather than research *on* the child and can therefore provide time to listen deeply to the child. Within this time assumptions can dissipate, multiple truths can be revealed and the child's rights can be upheld.

ETHICAL CONSIDERATIONS

Following respectful, sensitive and ethical practice is essential within all aspects of educational research, particularly when researching with young children. As Finch (2005) states, children can be vulnerable within research; therefore a great deal of care is required.

Ethical considerations were to the fore from the inception of my study. Rigorous justification of the research topic, procedures for recruiting participants and obtaining their informed consent to participate within the study were all required as part of the formal ethical approval process. Detailed consent forms were developed to ensure children understood the research and the research process. Confidentiality and the anonymity of the participants and the ECE service required the safe guarding of their identities with the use of pseudonyms. Issues of potential harm to the participants meant I needed to explain participant rights to decline to participate or withdraw from the study and to honour and respect this possibility throughout the study. Arrangements for participants to receive information were addressed by constantly keeping them updated of the research progress. Conflicts of interest

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surrounding my relationship with the participants and the ECE service were considered as were social and cultural matters. I continuously consulted with the head teacher to ensure all matters were being considered and sought the advice of a culture advisor. Underpinning all these ethical matters were my personal morals and values that hold central the wellbeing of children.

THE STUDY

I am a fully qualified ECE teacher with over 25 years experience. My study took place in 2014 in an independent, community based, not for profit ECE service in Aotearoa New Zealand. The service is managed by a voluntary parent board, has a part time administrator and a fully trained and registered teaching staff of one full time head teacher and four part time teachers. The service is licensed for 30 children and those attending come from a range of ethnicities (80 percent identify as New Zealand European, 19 percent as Māori or Pasifika and 1 percent identify as other). The children can attend for a minimum of two 4.25-hour sessions per week, a maximum of 6.5 hours per day and up to a maximum 28 hours per week.

The participants within the study included the head teacher, four parents and their four children. The head teacher was a European Pākehā female between the age of 40 to 49. The four participating parents were all female New Zealand European/Pākehā between the age of 30 and 45. Two held occupations in the medical profession, one was a student and one was an artist. The participating children were three female and one male. The youngest was three years and seven months and the oldest was four years and nine months at the time of data generation. All participants, adults and children, selected pseudonyms for the purpose of the study.

The research was grounded in social constructionist theory that values meaning making processes as co-constructed through dialogue, experience, seeing, interpretation and understanding (Lincoln, Lynham, & Guba, 2005). The hermeneutic nature of the study and the need to gain understanding by interpreting the multiple lived truths of the participants meant that within one small yet complex social group there was the potential for multiple perspectives and multiple understandings of one topic. The methodology I used to gain these perspectives was based on Clark and Moss's (2011) Mosaic approach. This is a participatory approach specifically designed for listening and responding to children's perspectives. It is an approach that acknowledges both children and adults as research partners and co-constructors of meaning.

Next, I discuss the research partnerships I formed, and then I examine the Mosaic approach. Particular attention is given to each piece of the mosaic with examples to demonstrate reflexivity, adaptability and multiple methods of communicating with the children.

CREATING PARTNERSHIPS AS PART OF GAINING INFORMED CONSENT

Gaining informed consent from all participants was the first formal aspect of creating a partnership, in doing so I completed the following process.

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Following the preliminary informal discussion of the study with the head teacher, I set up a formal meeting to explore the possibility of completing my study within service. I prepared an information sheet explaining the purpose, process and ethical responsibilities of myself, as the researcher. After gaining the head teacher's formal consent, I was introduced to the governing parent committee and their president. The committee president formally consented to the study. The head teacher and her colleagues then selected four families that met the selection criteria I had created. For example, the child is aged three or four years, the child is able to communicate verbally, the child is likely to be willing to positively take part in the research, and their parent is likely to be willing to positively take part in the research.

The selected parents were initially approached by the head teacher to seek their potential expression of interest in the research. I was then informed of the parent's interest and introduced directly to each of them and their children. An individual formal meeting with all involved parents was scheduled to explain the detail in the information sheet and gain the required consent. Interview times for the adults were confirmed and diarised.

In respect of families and caregivers who were not selected to be involved, an open information session was held at the ECE service to explain the purpose, process and ethics of the study and to answer any questions. I wanted to be inclusive and open with everyone who attended the ECE service. For example, I notified everyone of the proposed time frame of the research, assured them that no photographs of people would be published, informed them that a poster would be placed on the notice board on the days that the children were generating the photographic data, and that I would make the research accessible to the ECE service when complete.

Gaining the consent of each participating child required a much longer time frame than the consent of the adults. I wanted to ensure that consent was gained in a manner that was respectful of the children's age and understanding. Firstly, I endeavoured to build a relationship with the children. On my first day at the ECE service I was introduced to all the attending children at the first mat time. I explained that while I was at their ECE service I would be gathering information for a big book I was writing about some of the children, their mums and dads and the teachers at their ECE service and that I would be asking some of them to assist me. In consultation with the head teacher, I was introduced as a visiting teacher rather than a researcher; we simply felt this would be easier to explain.

After my introduction I spent time within the daily programme at the ECE service in the hope I would become familiar to everyone. I attended the ECE service on most days over a month; the first two weeks I planned as time to become familiar with the four children that had been identified as potential co-researchers. I considered these children needed to trust and feel comfortable with me in order to agree to a research partnership. The second two weeks I had planned as data generation. However, I quickly became aware that spending time only with the four children would not be beneficial to any of us. The situation felt too intense. I had a strong sense of the fragility of my research position and the research

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relationship required when working with children. I was aware how easily the selected children could say no to the pending ethical consent. I noted in my journal:

[There is] value in spending time with the other children as potential research children are very aware of me and my interest in them. They are watching me, they seem to be checking me out. Asking if I am a real teacher. I have a strong feeling of being vetted. (Hawkes, 2014, personal research journal)

The children were observing me as much as I was observing them. With this in mind I quickly changed strategy and shifted into a position that felt more respectful of all the children at the ECE service. I relaxed and spent more time with all the children, engaging in regular teaching interactions with them.

On my seventh day of attendance at the ECE service I felt that each of the four identified children's confidence in me had been gained. I shared the child's consent form with them individually. The consent form consisted of a simple explanation of the study and a request to mark the boxes linked with how they agreed to generate data. These boxes had both sentence explanations and pictures to assist the child's comprehension. The form had a request for a pseudonym and a statement of how they could remove themselves from the study. In addition to the form, it was my intent to be constantly mindful of how comfortable the child was with any aspect of the data generation. With consent agreed to, the research partnership could begin.

METHODS OF DATA GENERATION FOR WORKING IN PARTNERSHIP

With the partnership established with the participating children, parents and teacher, we were ready to begin data generation. As stated earlier the data generation approach I selected for the study was the multi-method Mosaic approach. The Mosaic approach brings together a range of methods for listening that acknowledges children and adults as co-constructors of meaning. It combines the visual with the verbal to create both an individual and collective perspective (Clark & Moss, 2011). Tisdall (2015) state the Mosaic approach is in tune with children, accommodating their preferences in communication so that if one method does not work for a child another method might. The tools I utilised within the Mosaic were semi-structured interviews with the children, parents and the head teacher, children's photography, a walking interview with each child and interviews with the children based on their learning journals. These tools are discussed in detail next.

THE PIECES OF THE MOSAIC

Semi-structured Interviews

The interviews provided an opportunity for me to gain a deeper insight into the lived experiences of the people within the study, to document their stories and seek out their unspoken 'voice'. I was aware within the interview process and throughout the study of respecting participant ideas and mitigating my

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potential dominance, thereby allowing space for the co-construction of shared understanding.

In the interview with the head teacher, I asked questions relating to the recent changes in operation of the service and the head teacher's values, beliefs and perspectives surrounding the changes. Additionally, I asked about the opportunities and experiences that the children have for accessing the wider community while attending the ECE service. In the interviews with the parents, I asked questions about their choice of ECE for their child, the changes that occurred at the ECE service and the effect these changes had on themselves and their child. I also asked the parents about their perspective on their child's experiences in the wider community while at the ECE service. The third set of interviews were with the children in conjunction with other pieces of the mosaic.

The interviews with the adults took place in a range of locations that were decided upon between each participant and me. These venues included a quiet room at the ECE service that was easily separated from the main children's play area, the participant's own home and a local coffee shop that had a very quiet outdoor space. At the completion of the interview, I gave each parent a small token of my gratitude and a book for their participating child.

The head teacher offered the teachers' office as a quiet space for the children's interviews. However, as this area was not part of the children's regular play area, I felt the children could be too easily distracted in this location. I wanted to ensure the children felt comfortable and at ease within the interview. I therefore proposed the interviews took place in a room that was familiar to them and part of the main play area. This room had a glass door we could close to reduce the nearby sounds yet still feel connected to the external environment. Within the room there was a small child-sized table with child-sized seats that the child or children and I sat at while talking. With one interview the child insisted on bringing the four pieces of Lego she was playing with prior to the interview. Cameron (2005) states that children can find it comforting to do something with their hands while they talk within interview situations; this kinaesthetic distraction seemed to relax the child within the interview. Within another interview the two children wanted to be in the room together; in listening to and agreeing with the children's request, we continued with the interview together. The interview questions are provided in the following section on the child's photography.

Children's Photography and Photographs

Photography was utilised by the children to capture their experiences at the ECE service. Einarsdóttir (2007) states that when the child is the photographer they are seen as strong, competent and in charge of their learning. Within the study digital cameras were given to each of the four participating children. These cameras were shock and waterproof. Time was required to familiarise the children with the cameras, as they did not have experience with this technology; a minimum of two practice sessions were provided. Lanyards were attached to the cameras to give children the free use of their hands when they were not taking photographs. On the

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day photography data generation took place, the children were encouraged to take photographs of “*What you see at pre-school*”. The photographs were then printed into two A4 size booklets with nine photographs evenly sized and spaced on each page, so as not to give preference to any photographs. One copy of the child’s photography booklet was utilised within the interview process and the other booklet was given to the child to keep. A short interview then took place with the children using the following questions as a guide: Can you show me your five favourite photographs? Can you tell me about these photographs? Why did you choose these photographs? What were you thinking when you took these?

The four children collectively took 203 photographs. The photographs included 115 of people, including children, friends, teachers and visitors to the ECE service during the time of data collection. For example, Batman (pseudonym) selected a series of seven photographs rather than five as his favourites. All seven photographs were of a visiting father with his racing motorbike (see Figure 1). He stated, “All [of my photographs] are my favourite. I want to take them all home and show my mum”. Forty-three photographs were of places; for example, the art area, resource cupboard, the wall display area, swings, climbing frame area, sand pit, cubby house and play dough area and 45 were of things such as jigsaw puzzles, ball, books, boat and Lego.

The use of the cameras was very popular with the children. Additionally, the children at the ECE service who were not participating in the study displayed great interest in using the cameras. I therefore ensured the cameras were available to the other children while they were not being used by the four participating children within the study.



Figure 1. Batman’s (child pseudonym) favourite photographs

The Children Sharing Their Learning Journals

The children’s personal learning journals were examined with the children to provide another perspective. I asked the children to show me their favourite learning story and then used the following three questions as a guide while looking at their selected story: Can you please tell me about this story? What was happening here? What were you thinking in this picture?

All four children were very eager to engage with this piece of the mosaic. They were all incredibly quick to show me their favourite entry, turning to it immediately. It was obvious to me that each child knew the exact entry that was

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their favourite prior to me asking. For example, Jess (pseudonym) instantly selected her favourite learning story. It was of herself, as a three day old baby, visiting her brother's ECE service (her current service) for the first time. This learning story was a direct copy of her brother's learning story from three and a half years prior. Jess's mother had returned a copy of this learning story for the teachers to insert in Jess's learning journal as Jess loved it so much (Research field notes). This story is the first one in Jess's learning journal.

Walking Interviews with the Children

Walking interviews with me being led by the child were carried out around the ECE service in what felt like the most relaxed and comfortable data generating method for the children. I used the following interview questions as a guide in the walking interview: Can you please take me to the place you like the best at [the ECE service]? Can you tell me why you like this place the best? Is there any place you don't like at [the ECE service]? Can you take me there? Why don't you like this place? Can you tell me why you come to [the ECE service]? How long do you spend at [the ECE service]?

The walking interviews allowed each child a freedom to talk verbally and non-verbally about their experiences at the ECE service. They provided me with an opportunity to listen to the child as they expressed their feelings with their words, their eyes and their bodies. Each of the children seemed relaxed as they freely led me to various places around the ECE service. Once again it was evident to me that each child knew the exact place at the ECE service that they liked the best and the place they did not like. The data from the walking interviews was illuminating to both the parents and the teachers at the ECE service.

For example, in one walking interview, Princess led me around the outdoor play area and pointed to the cubby house as being the place she did not like at the ECE setting. Princess did not verbally tell me why she did not like the cubby house. However, she screwed up her nose, scrunched up her face in dislike, lowered her eyes, dropped her chin to her chest and physically twisted her body in the opposite direction, away from the cubby house. I received a strong feeling of her dislike for the cubby house and valued her silent non-verbal communication with me.

At the presentation that I shared with the teachers, they were surprised about Princess's revelation. However, after a moment of reflection, one of the teachers shared her knowledge of the cubby house. The teacher stated,

This could be because children shut the door and she [Princess] may not have been able to get out, some children take charge when playing in the cubby house and shut children in or out. (Research field notes)

Princess's mother, Jane (pseudonym), had no idea that this was an area that Princess did not like. Jane explained that she did not know that Princess disliked any area at the ECE service. At the parent and children's presentation of my research findings, I mentioned the cubby house and Princess once again did not verbalise her dislike but silently embodied this feeling for all attendees to see. She

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screwed up her face and physically turned away from the photograph of the cubby house that her fellow participant, Georgia (pseudonym), had taken. Princess shook her head, reconfirming that she did not like this area.



Figure 2. Georgia's (child pseudonym) photograph of the cubby house

REFLECTION ON AN UNEXPECTED ETHICAL ISSUE

Although ethical procedures were followed, an ethical issue arose after the data generation was complete. When I was establishing a relationship with the children participating within the research, there was one child who was very wary of me, preferring to regard me from afar. As the days went by, she slowly began to sit closer to me at mat times, find me in the playground and invite me to be part of what she was doing. Her trust in me was growing. This became particularly evident in week two when I attended an excursion with a small group of children. The child either sat next to me or held my hand for the entire trip. After the excursion I gained her consent to participate within the research. She took hundreds of practise photos prior to the day of data gathering. Her enthusiasm was contagious, as she then proceeded to teach the other children at the ECE service how to use the camera. It felt as if she was truly my research partner. Her trust in me felt very high. This was confirmed by her parents who said she spoke about me frequently at home and the photography she was doing with me at her ECE service.

After attending the ECE service for a month and collecting the data, it was time for me to leave. I said goodbye to all the children on my last day at mat time and gave them a book as a token of my gratitude, the same book I had given to the child research participants. I returned two weeks later at the end of a session and saw the child who had become so attached to me. She looked at me, she did not smile and then turned away. She would not engage in any conversation with me. I felt as though I had deceived her. She had trusted me, and perhaps believed that I would be there for the long term, and then I had left. I asked myself if I had caused her harm and questioned if I had broken the trust of how she understood and interpreted our relationship. Although I knew it was essential that researchers exercise great caution to minimise harm and protect research participants, I had not predicted this aspect of potential emotional harm to children as partners in my research.

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CONCLUSION

This chapter has provided a small overview of my research. I have included examples of the value in taking time to create research partnerships with children. I have explored the mixed method Mosaic approach (Clark & Moss, 2011) that is respectful and sensitive of the varying communication modes of children. I demonstrated the use of mixed methods assists in gaining rich insights from children, allowing the opportunity for new knowledge to be developed and shared and situations to be illuminated. I also discussed the fragility of the research relationship and the challenges that can present themselves within the field. It is my hope that some of the experiences I have shared will assist others as they seek to acknowledge that children have perspectives on all matters affecting them by forming respectful research partnerships with them.

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MARIA KECSKEMETI, CAROL HAMILTON AND ASHLIE BRINK

3. DEVELOPING INCLUSIVE PRACTICES

Deconstructing and Reconstructing Partnerships in Times of Change

INTRODUCTION

Traditionally, inclusive education has prioritised an individualised instructional approach—working with beginning teachers on educational matters arising from a diagnosis of a disabling condition and accommodating the child concerned in regular class settings. This approach located ‘the problem’ of disability in individual children. During the last two decades, largely due to the work of disability-orientated academics and activists (Oliver, 1990; Shakespeare, 2006), the emphasis of this work has shifted to prioritise the notion of social barriers to full inclusion faced by impaired children. The emphasis on barriers rather than deficits has led to the three lecturers of pre-service teacher education students in initial teacher education (ITE) programmes at the University of Waikato to prioritise a relational and interactional approach to generating and teaching course material. This change aligns with two influential policy documents—the New Zealand Disability Strategy (Ministry of Education, 2001) and the United Nations’ Convention on the Rights of People with Disabilities (United Nations, 2007). Both documents affirm that disabled children in this country should be treated no differently to their non-disabled counterparts.

Through collaborative discussion and examination of those issues, students in these university programmes are invited to develop their understanding of the educational, social and environmental issues disabled children face in their quest for full inclusion in community life. Papers introduce students to a number of theoretical concepts and teaching strategies designed to support them to become inclusive teaching practitioners. The focus is on developing relational practices and unpacking power relationships between all participants in the teaching/learning process with the aim of reducing exclusionary practices. All participants are seen as inhabiting a complex relational grid in which everyone, while planning how to work with a child with a disability in a regular classroom as either teachers, students, parents and other professionals, is expected to contribute expertise and share decision-making power. The objective is to alert preservice students to mechanisms and practices of exclusion and help them interrogate the power relationships involved in these processes.

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Previously, to achieve this, students were asked in tutorial sessions to share past experiences of both inclusive and exclusive practices for the purpose of making these practices available for discussion. However, inviting different perspectives has not always been the best way to shift thinking. In some instances, sharing these experiences has meant that a number of students recalled painful or distressing memories from their own or their family members' lives. Intense emotions invoked during the recollection of such experiences have been, at times, directed at others in the group. This has resulted in some students examining one another's responses rather than the issue at hand. Moralising and blaming one another could also happen and at times, we—the lecturers—have become the object of students' frustrations and/or our pedagogy the object of criticism (Hamilton & Kecskemeti, 2015).

These negative responses demanded significant reflection on our part about the curriculum content, the pedagogical approaches and the relationship practices we were engaging with and promoting in tutorial rooms. We wanted to create a classroom climate where we could collaboratively examine mechanisms of exclusion as partners with our student groups, rather than having to adopt the position of adversary within a process of scrutinising, evaluating or blaming one another. It was clear to us that our teaching approaches and the learning environments being created should support collaborative work and not create a polarised position with ourselves as teachers and the students concerned at opposite ends of a 'disabling environment' spectrum. Exploring how to achieve this successfully has been a three-year research project, focused on developing educational partnerships in a tertiary setting aimed at enhancing pre-service teachers' understandings and practices of inclusion.

PROBLEMATISING PARTNERSHIPS IN THE TERTIARY CONTEXT

Teacher-student partnerships in tertiary institutions are commonly understood as a process where teachers invite students' input to actively shape the curriculum and the learning process (Alkema, McDonald, & Ryan, 2013). In this view, meaningful contributions by students are made possible through addressing teacher-student power relationships and creating a culture of representation where students' views are taken into account in institutional processes of decision-making. Mitra, Serriere, and Stoicovy (2012) note that, in their responses to teacher-student power relationships, teachers are likely to either perpetuate a hierarchical relationship or to let students take complete charge. However, we think that use of these two binary extremes can be due to a conceptualisation of power that informs those responses. Contemporary theories and methodologies of educational partnerships have frequently focused on the *location of power* within the teaching and learning relationship. As an attempt to answer Fullan's (1991) question "What would happen if we treated the student as someone whose opinion mattered?" (p. 170) many of these theories seek to examine existing imbalances of power between teachers and students (see also Cook-Sather, 2006, 2008, 2014). Fullan's question

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draws on a conceptualisation of power as a fixed possession, contained in a singular location (Foertsch, 2000). In this view, the person wielding power has more influence on decision-making as their perspective is more likely to be listened to and to be taken into account. It is usually teachers who take up this position, rather than the students they teach. Accordingly, the imbalance can only be remedied by a redistribution of power, achieved by repositioning the party with less power as active contributors and as participants with more say in decision making processes (Cook-Sather, 2006, 2008, 2014). Cook-Sather's (2014) SaLT (Students as Learners and Teachers) project, recently conducted at Bryn Mawr College, illustrates this point. College students were invited to apply for the paid position of consultant to faculty members as part of a partnership repositioning exercise. The aim was to examine faculty members' pedagogical practice. The student consultants observed and provided feedback on faculty members' teaching.

Many staff were reported as overcoming their initial resistance to this reversal of roles, yet some experienced the programme as troublesome and threatening. One new faculty member reported feeling extremely vulnerable because, as she put it, "the presence of the student consultant observing every class gave the students licence to be very critical of me" (ibid., p. 189). In this case, rather than bringing faculty and students together in a collaborative partnership, the initiative resulted in the students forming an alliance against the faculty member concerned.

Cook-Sather's (2014) project illustrated that when methodologies of teacher-student partnerships try to balance power by reversing dominant configurations and roles, the process can become complex and the outcome can sometimes be problematic. Traditional teacher-centred pedagogies invest power in the teacher to make decisions about curriculum content and methods of delivery (Foertsch, 2000). Watkins (2007) notes that critics of these pedagogies constitute the teacher's power mostly negatively, with its repressive tendencies emphasised and the potential for abuse highlighted. The use of student-centred pedagogies, for example, flipped learning (e.g., Shinn, 2015), is seen as a workable antidote to these potential misuses of power. Here the teacher becomes a facilitator, taking up a position at the margins and encouraging independent engagement with the material through avoiding explicit direction. Such student-centred pedagogies are constituted mostly positively, promising educational equality and cooperation between the two groups in the pedagogical space. However, the teacher's withdrawal from the centre while students engage with material can contribute to the misinterpretation of the teacher and the student roles as equal and interchangeable, minimising or erasing the importance of the intellectual work teachers do when they plan materials and methods of delivery. Meanwhile, teacher-centred pedagogies remain "sidelined by an ideological aversion to foregrounding the teacher's role" (Watkins, 2007, p. 770). Such binarising of traditional (teacher-centred) and progressive (student-centred) pedagogies, where only progressive pedagogy is seen to offer partnerships to students, is based on a conceptualisation of partnership as role reversal and the (re)-location of power in the teacher-student relationship.

As lecturers we were interested in the positions of power related to the role of the teacher in our tutorial classes. The Cook-Sather (2014) project drew our

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attention as it substantiated positions we had found ourselves in while conducting tutorial sessions in the undergraduate Inclusive Education papers. In the Cook-Sather project, the repositioning of teachers and students was purposefully organised, and this was of interest because of the barriers to inclusion approach—i.e. bringing disabled people in from ‘the margins’—we ourselves were taking. In our experience as inclusive educators, we have been involved in teaching sessions where students have readily assumed the position of lead educator in the pedagogical encounter. Yet rather than concentrating on scrutinising course material, our input and performance as teachers became the objects of students’ attention. Some students have queried the relevance of the material to them both professionally and personally, while evaluating their own opinion on issues of exclusion and working in collaboration to examine these issues, have been deemed irrelevant and unhelpful to themselves as beginning teachers. We have found that the position of ‘having a licence to be critical’ seemed an already available position that did not always lead to student empowerment and independent engagement with the material at hand. Nor did it always lead to a productive working relationship between ourselves and the students concerned. What has become an important focus of our work has been the illumination of power within the teaching and learning relationship through enacting a notion of partnership where attention is directed onto the *workings of power* rather than its location.

PERSONALISED VIEWS OF POWER

The positioning of teachers and students in any educational encounter can prioritise one group over the other and cause polarisation as locations of power within the relationships are negotiated. One group may be evaluated negatively by the other and relegated to the margins while, at the same time, the complexities involved in setting up ‘good teaching’ encounters can be overlooked and continue to be obscured. These experiences led us to explore how inclusive teacher-student encounters could be encouraged to emerge without either party having to take up their place on the educational sideline. Post-structuralist theories of power offered the possibility of theorising and developing the beyond-binary series of encounters we sought to achieve.

Approaches to generating partnerships that reverse positions, like the example provided in Cook-Sather’s (2014) study, are based on notions of power as a commodity, possessed by individuals who can use it unilaterally and in a negative manner for oppressive purposes. The spontaneous reversal of positions that happened in our tutorials demonstrated the ready availability of this kind of humanist thinking (Davies et al., 2002). Although the intention in Cook-Sather’s (2008) example was to share power, its fixed location through its possession by individuals only allowed for power to be shifted from one person to another within a hierarchical relationship, reinstating the same dynamic (Foertsch, 2000).

POSTMODERN VIEWS OF POWER

Postmodern views of power can help create spaces that allow for a different engagement with others. Within such engagements power relationships are highlighted and made available for discussion, rather than being forced, downplayed or ignored. We believe a postmodern conceptualisation of power offers more possibilities of overcoming the impasse of the binary opposition created through more personalised views of power. In his writing about power/knowledge effects, Foucault (2000) makes the distinction between power as an issue of domination and subordination, and relationships of power effects in which binary oppositions are (re)broken and (re)formed within a series of flexible and negotiated positions. Within an oppressive relationship there is no scope for the oppressed party to change or move. Relationships become frozen. When power is viewed as a relationship, however, to exercise power is to act upon another acting subject who can refuse, rebel or choose to comply (Davies et al., 2002, p. 298). Power is not 'possessed' within such a relationship but is considered to be a series of flexible strategies developed, in action, by individuals who simultaneously exercise power and are affected by it. Thus, power is not unilaterally wielded nor is it always considered negative and repressive. Rather it is productive, dynamic, shifting and negotiable.

We suggest that approaches to teacher-student partnerships in tertiary contexts that seek to reverse positions of power mistakenly equate domination and oppression with power relationships. Teacher-student relationships in tertiary education are very rarely frozen. Students are acting subjects who can either refuse to follow the teacher's instructions or they can comply, if they so choose. They can also accept or reject appraisal and feedback, knowing their access to power remains constant. We suggest that whether students comply, or not, with the teacher's instructions is not so much the result of the power that teachers are perceived to possess; rather, it is the function of the students' and their teacher's relationship to the knowledge of schooling that defines their interaction. Thus, instead of initiating a shifting of power as a possession, what needs to be exposed is how power and knowledge (as power/knowledge) work within relationships and how notions of privilege and marginalisation affect different people differently.

The notion of partnership we developed in tutorials was enacted through our conscious facilitation and exposition of how hidden rationalities or discourses create binaries and how they both shape and produce relationships in ways that benefit some persons while they disadvantage others (Davies et al., 2002). We encouraged ourselves and the students, as members of two distinct category groups, to stop noticing each other's individual deficits. Instead we sought ways to turn our collective attention to a third location: to the effects of how power and knowledge were made manifest in the ways people worked and how these effects either enabled and disabled certain relationship practices but not others. In the next section we outline the pedagogy that we used to support how this partnership process was enacted. Facilitating the enactment of such a vision of partnership with students required significant changes to both pedagogy and teaching practice. This section includes excerpts from audiotaped conversations gathered for a prior

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research initiative. These show the changes achieved in teacher-student relationships through lecturer-initiated changes in pedagogy and practice.

CHANGING PEDAGOGY BY ENACTING PARTNERSHIP—EXCERPTS FROM A CASE STUDY EXAMPLE

In late 2013, we ran a pilot research project designed to address the tensions we and our students had experienced at times in Inclusive Education tutorial sessions. We instigated changes in the teaching space, the curriculum material used in sessions and the modes of interaction. Before the sessions involved in the project, we located a venue without desks, where comfortable chairs were available and it was possible to arrange them in a circle so that everyone could equally see and be seen. As the students entered the room, we became hosts providing fresh coffee, tea and biscuits. With their permission we employed a specific circle conversation structure, including a deconstructive questioning technique that focused on discourses rather than individuals' comments, in order to keep the discussion concentrated on ideas rather than individuals (Kecskemeti, Kaveney, Gray, & Drewery, 2013). We then showed strategically selected trigger material, without instructional comment, to facilitate discussion.

The material consisted of two photographs included on a power-point screen. One depicts a class of seven year olds assembled for their yearly class photo [Photo 1] (Mamamia, 2013). There are three rows of children in the photo, with children in the front row sitting, those in the middle row standing on the floor and those in the back row standing on benches. The teacher stands to the right of the class. A disabled boy in a wheelchair is positioned on the left hand side about a metre away from his peers, but can be seen to be leaning in towards the other members of the class. The other photo consists of a group of employees from a disability organisation who have been photographed assembled in a reception area. Some employees are sitting, some are standing and some are kneeling around a female colleague in a wheelchair who is positioned in the centre of the picture [Photo 2] (Manawanui, n.d.). We asked sensitising questions for each photo: what do you think of what you see, what do you notice, what does this photo say to you about how processes of exclusion/inclusion are being handled? In both cases students commented on the positions of the persons in a wheelchair. In Photo 1 [P1] observations about distance from the teacher and the other children in the class were offered and commented on, as shown below:

Student: ... the teacher is on the other side and the disabled kid is ... so it's kind of like two extremes ... You can quite easily draw a line ... like all the other kids ... you can draw a line down the middle or something like that to split them ... you can quite easily draw a thick line between the kid in the wheelchair and the rest of the class. There is actually quite a fair amount of space between them.

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Student: He is not even next to the class, he's like a whole person away ... It looks like he's trying to get in the photo ... like that's how it looks ... like he's bombing ... he looks so cute though ...

Student: Poor little bugger, excuse my language ... I mean he's out there.

In this discussion, students noticed the divisive and exclusionary effects of the binary that was created by the unreflected practices that were used in response to a student's differences. Others, sensing the problem this binary created for the outcome of 'full inclusion' in the environment photographed, offered solutions. This part of the discussion was very animated, with many wanting to put their points of view:

Student: But you notice that he's leaning in, like trying to get closer. Why didn't they arrange it so that he could have come closer? Just put the teacher in between the gap where he is and (inaudible as several people speak at once) so that it doesn't look ...

Student: ... or move the bench over and push all those kids down so that he can be like sort of ... or the front bench over so he can be in the front and move those kids towards him more.

Student: ... the photographer organised everyone so that would have been his doing.

Because he probably didn't do it on purpose. He probably just didn't think there would be a kid in a wheelchair.

What was interesting for ourselves as tutors about these comments was that instances in prior tutorial sessions of fault-finding and blame-sticking commentary that can result when exclusionary practices are revealed just did not arise. Students found it difficult to unequivocally locate the problem of exclusion as the possession of one individual, the teacher or the photographer. Exclusion was starting to emerge as relationally produced and as an effect of a number of contributing factors, both personal and material, as opposed to pinning the problem down as the responsibility of a single individual. In this fragment of dialogue no one stated that the teacher *was* the person responsible. Instead, the following comments were recorded:

Student: Yeah, it wouldn't have been the teacher.

Student: Yeah, but that's the problem. That's just like with any issue that we have, like racism. Just because it's not on purpose, doesn't mean it's less offensive, but that's the type of issue we are dealing with...

This last comment demonstrates a recognition of the relational effects and the ethical responsibility involved in taking up any position in relation to others. Considering photograph 2, students moved onto observing not just the person in

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the wheelchair but the others in the group—beginning to explore the relational effects involved in the different positions taken up. Comparisons with P1 were also offered:

Student: To be honest, I don't like that because it's kind of centred on her...

Student: Yeah, like "look at her, she's disabled" ...

Student: Yeah, but at least she's part of the group this time. She's not an outcast ... But the rest are like, "look we're including a disabled person".

Student: Yeah, it's kind of like ... Like that meeting that they have ... let's show off our rank, let's show off our disabled person to show that we're not excluding her. It's like she's the centrepiece.

Student: Obviously you can't win ... (Everyone laughs) ... put her in the back and it's like "Oh no, they're hiding her" ... put her on the side, "Oh she's not really part of the group". Put her in the middle, "Oh you are showcasing her".

The students by this stage started to highlight the complex and often contradictory effects of discursive practices and the positionings involved with those on different persons. They realised the tensions that might arise from taking an either/or stance through privileging one or the other side of a binary. There was recognition of the relativity of positionings and the complexity involved in resolving or reconciling contradictory positions. The students were also discussing the effects of different notions of inclusion:

Student: ... almost no way to interact with a disabled person without someone taking some kind of offence to it. Either you are being too charitable or you are being too mean even if you've got the right intentions, someone is going to take offence.

Student: It's complex, yeah ... We'll just do it because it makes us look good or we'll hire an African-American because we're including everyone then.

Student: Kind of like what ____ said, that you can't exclude or include anyone without offending someone else. Oh you're only including that kid in a wheelchair because you feel sorry for him or you're only excluding the kid with autism because you don't like ... you can't make a common ground with him. I think that's stupid.

Here the students continue to consider how different knowledges or discourses might shape relationship practices and position people differently. At the end of four two-hour tutorial sessions, members of the tutorial group were asked what they thought of the changes initiated. The following statements were recorded as part of the responses:

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Student: Just talking about the circle conversation just in terms of our relationships ... it just works real well because everybody is on the same level and I think that'll defeat some of the shyness, and if the teacher sort of has their input first then that's a sort of lead by example effect and it sort of snowballs on everyone else in the circle ...

Student: I've come away thinking about how language can marginalise groups of people easily. It can be as easy as asking your class to walk up to their desks to pick up a resource. The student in a wheelchair obviously can't do that so they've just become invisible and the same applies sort of to monocultural language and heteronormative language ...

The discussion has moved from considering the effects of different notions of inclusion in general to reflecting on how the specific discursive practices of the teacher can maintain mechanisms of exclusion. Our initial aim of alerting students to mechanisms and practices of exclusion has been achieved and the students have started to interrogate the power relationships involved in these processes.

DISCUSSION

We believe that for students to experience their relationships with teachers as partnerships it is not the reversal of student and teacher positions and/or the relocation of power that is needed but a redirection of attention onto the workings of power. We have critiqued the fixed notion of power that reversal approaches to teacher-student partnerships are based on. We have argued that such a notion only enables the shifting of power, but it leaves intact the binary opposition created between teachers and students, where either the teacher or the student holds the right to scrutinise the other. The Foucauldian notion of power/knowledge offers more potential to realise a productive teacher-student working partnership. It enables paying attention to power/knowledge effects during tutorials, facilitated by a specific pedagogy and strategically chosen trigger material, which keeps tutorial discussions focused on discursive practices and the different effects of the positionings offered by different knowledges and notions of inclusion/exclusion. In addition, refocusing attention on the power of ideas can help keep issues relating to social barriers to inclusion at the centre of tutorial discussions, effectively closing down the space for blaming and criticising the other. Taking such a discursive and deconstructive approach also successfully reduced the destructive emotional responses that were previously common in our tutorial sessions. We have found, however, that facilitating discussions about the workings of power in order to develop students' capacity to recognise and understand the complex relational production of exclusion/inclusion can invite resistance from some students. Dominant, and familiar to students, discourses in educational settings draw on liberal humanist notions of the autonomous individual and conceptualisations of inclusion as the implementation of specific strategies with individual students. These discourses work to create expectations that can make it hard for students to appreciate the usefulness of deconstructing power. We think, however, that it is

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worth investigating how a postmodern notion of power/knowledge could be mobilised to inform teacher-student relationships not only in initial teacher education but in classroom settings also. In addition, further studies could explore how learning and applying to dilemmas of practice a critical theoretical framework based on postmodern concepts of power and deconstruction could support beginning teachers with becoming more confident in responding to the challenges that maintaining an inclusive classroom presents on a daily basis.

CONCLUSION

We argue for developing processes that “not only enrich professors’ capacities to reflect on their own practice, but also prompt students to reflect on theirs” (Cook-Sather, 2008, p. 473). However, we are mindful of the limitations such processes can encounter if they are not accompanied by a robust theoretical position that unpacks the relations of power and knowledge in which any teaching practice is located. We concur with Watkins (2007) that instead of creating binary oppositions of the teacher and student roles, and of student-centred and teacher-centred pedagogies, what is needed is an enabling pedagogy that helps students acquire a capacity to critique the workings of power.

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VISHALACHE BALAKRISHNAN AND LISE CLAIBORNE

4. PARTNERSHIP AMONG MULTICULTURAL PEERS IN THE SCHOLARSHIP OF TEACHING AND LEARNING

Moving beyond Research Boundaries

INTRODUCTION

In the Scholarship of Teaching and Learning (SoTL), partnership among student peers is becoming increasingly popular, especially in the digital era. In this chapter we provide a pedagogical case for peers learning and working in partnership through a process of engagement that involves collaborative work in knowledge co-construction to enhance learning and influence teaching. Our specific focus is the potential for innovative partnerships in settings in which diverse students from a range of cultural groups work together both face-to-face and at a distance, via online communication. For this we draw on our experiences as teachers and researchers.

THINKING ABOUT POSSIBILITIES FOR PARTNERSHIP

‘Partnership’ can have many meanings. It can simply refer to an association between two or more individuals to achieve a certain goal based on the notion that a partnership would enable them to achieve the goal faster and more efficiently. Partnership can also include terms such as cooperation, collaboration and coalition. We see partnership as a relationship in which all student participants are actively engaged and through which they are positively linked with learning together. We have been influenced by Dunston’s (2014) work that takes the notion of partnership further to include renegotiating boundaries in order to reposition the various participants in the partnership. No longer is there a set division between, for example, professionals and lay people, but instead spaces are opened up for more agency and knowledge on the part of the ‘non-expert’. We believe the partnerships between teachers and students could benefit from further reflection and renegotiation of boundaries in this way.

There are specific advantages and challenges of partnership in classroom groups that involve students from a range of cultures, ethnicities and backgrounds. Such a partnership requires an openness to ongoing dialogue and the possibility for transformative learning experiences by students and lecturers/teachers. Drawing from the authors’ experiences in conducting participatory action research (PAR), where partnership is one of the main characteristics of the research, suggestions are

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made about how the process of engagement can be enhanced through digital means such as web logs, mobile phone applications and social media. The use of new social media offers asymmetrical and longitudinal possibilities for enhancing positive partnership engagements that go beyond the formal limits of a course timeline. We argue that while all classroom partnerships might involve collaborative student engagement, not all student engagement is partnership, and conclude that in a complex, multi-ethnic and multicultural society, classrooms need to be open to multiple, changing forms of student engagement.

A new emphasis on partnership and new possibilities of alliance have emerged in the contemporary digital world of global social media. The traditional teaching-learning environment, which is still 'core business' in education, has developed into wider forms with partnerships in tertiary education taking on greater strategic importance and complexity. Academics in many tertiary institutions are in a marathon race to develop innovative student experiences, expand student-lecturer and student-student networks, and capture new forms of experiential learning using existing digital tools. Institutions, struggling to thrive under increasing financial constraints in the digital era, are recognising that the future of knowledge depends not just on what information has been accumulated and can be transmitted but on the capabilities, competencies, channels and insights that can be used to grow strategic alliances and partnerships.

The potential for partnership lies in a whole range of processes that were unheard of just a few decades ago: social media sites, weblogs, virtual chat rooms, massive as well as closed online learning platforms, and the varied and changing applications favoured by students. These digital tools expand the capabilities of institutions, academics and students, allowing students to better sift through vast quantities of information, providing increasing connectivity for personal, learning and future professional goals. An important aspect of these digital-era tools is that they are highly responsive, and often available for communication in real-time, while retaining the flexibility to change and evolve rapidly. Digital tools and digital processes allow lecturers and students to construct knowledge and resolve issues by challenging space, time, culture and language. What seemed impossible or inaccessible several decades ago is now all available within a keystroke. Of course, there is also potential for disruption to the teacher-student relationship as students are drawn beyond the classroom to connect instantaneously with 'friends' and organisations outside the classroom.

Changing Possibilities for Partnership in the Digital Era

So what can partnership be in a digital era? In 2015 the Accenture Technology Vision (<https://www.accenture.com/us-en/it-technology-trends-2015.aspx>) highlighted five emerging themes that reflect the use of digital technologies for the future that we find useful. First, it is clear that the internet is changing the way individuals and groups around the globe interact and communicate. Second, digital devices are key to current economic transactions that are as much about process as products. Third, digital platforms are becoming tools of choice for more and more

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economic transactions. Fourth, changes in ‘artificial intelligence’ are taking machines to new levels of operational efficiency and innovation while continuing to raise fears about the meaning of what it is to be human. Fifth, such machines have become ‘team members’ in a reimagined workforce with fewer boundaries set by the traditionally-conceived capabilities of the human body. Rather than digital communication creating new forms of partnership, it is likely that the digital tools, such as blogs and social media sites, will help to facilitate possibilities of partnership with a greater number of people across the globe. People with common interests can be linked at a distance, while people in near proximity who have interests in common can share ideas with those who, in earlier times, they might not have known or known about.

This expansion of knowledge, and knowledge transfer through technology and the internet, makes it difficult for teachers and lecturers to keep up with the cascade of information available on almost any topic from multiple sources. At the same time educators are no longer the sole knowledge providers they may have appeared to be in earlier times. The fundamental role of a teacher has shifted to help students use the plethora of information available by developing students’ abilities to think critically, be selective in choosing appropriate information, make informed decisions, and create knowledge that benefits themselves, the society around them and the global world. All this implies a need for educators to transform the way they think, analyse and make decisions if they are to support students to form the kinds of partnerships that can facilitate the transformation of teaching from knowledge dissemination to knowledge facilitation. These changes mean that there are new opportunities for teaching and learning partnerships amongst teachers and students. In the next section we explore these possibilities in the context of our own experiences.

NEW POSSIBILITIES FOR FRAMING THE TEACHER ROLE: OUR REFLECTIONS

As educators in high school and tertiary (higher) education, we have undergone transformations of many sorts due to the technological opportunities and challenges of the digital era. These have shaped our practices as teachers and researchers.

The second author (LC) was propelled into collaborative work in her high school education as a new immigrant to Australia. Since the curriculum in almost all subjects was hugely different to what she had experienced earlier in the USA, she relied on fellow students to ‘scaffold’ her learning in areas in her knowledge and ways of being a student were unrecognisable in class. (As an adolescent in a complex new setting, it was quite difficult for LC to admit to the teacher she did not have certain taken-for-granted skills.) For example, laboratory exercises in physics were entirely different to those she had experienced earlier. Later, in group work in mathematics at university in Australia, collaboration was expected in groups of students working together, though these exercises were not designed to promote partnership, since the goals were set by lecturers and there was little scope for cooperation between students outside the boundaries of the curriculum. Later, during doctoral research, she had the freedom to pursue topics of her own interest

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in psychology, which followed the scientific model of the laboratory in the space allocated for sharing ideas regularly with other students. Students gathered in a 'shared space' to support each other's work, e.g., suggesting new methods for exploring questions in the field or analysing data together. Still later, as a research assistant involved in a large-scale study of workers' attitudes to a shorter working week, she worked intensively in a team that included social workers and statisticians under the direction of a social psychologist. These experiences were crucial in orienting her towards the greater effectiveness and enjoyment of collaborative work. In her university teaching career, the second author pursued this approach via her commitment to students' group projects. In the 1980s, this involved critical engagement with university regulations that created barriers for setting any assignments other than individual written papers. This has continued as a feature of her work with undergraduate students in online courses using the Moodle platform as well as for supporting online collaboration between doctoral students who live at great distances from each other. Like many teachers interested in new ways to engage students' interest, the second author kept abreast with the latest methods of communication and experimented with their use.

The first author (Visha) started her career as a high school teacher in the 1980s in Malaysia and spent some time in a private school in Japan early in her teaching career. This was a time when typewriters were used widely and computers were beginning to show themselves. Teaching was changing focus from teacher-centred to student-centred. Experiential learning and field work was encouraged and the co-curriculum (Joy & Kolb, 2007, 2009) was beginning to gain importance. Different approaches to working together were introduced in the teaching and learning. Visha focused on cooperative learning as a teaching approach.

Cooperative learning used to be, and is still, very popular as a versatile procedure that can be used for a variety of purposes. In a nutshell, cooperative learning is where students work together to accomplish shared goals. They seek outcomes that are beneficial to all. Students discuss issues with one another, help one another understand the project or assignment undertaken and encourage each other to work diligently to achieve the goal. The outcome is that the group is more than a sum of its parts, and all students within a cooperative group achieve higher academically than they would if they worked alone (Johnson, Johnson, & Holubec, 1998). As part of her teaching Visha worked with her students to gather together to plan, execute and reflect on projects and fieldwork. There were lots of face-to-face meetings both in and out of school time, and there were lots of issues due to time availability for all group members to meet at a specified time. Then as telephones became more sophisticated and conversations could be held with more than two callers simultaneously, there was no need to meet 'face to face' for trivial matters. From the late 1990s and early 2000s, when computers and other digital tools were introduced, students could search for information online and present their fieldwork projects using PowerPoint. By mid-2000 they could upload their work onto "YouTube" and online assignments became popular.

When Visha began her teaching career at the university, technology and studies in technology were part of the curriculum. Courses were offered for prospective teachers and lecturers to understand ways that current technologies could be used

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in teaching and learning. The use of technology was sometimes easier for new teachers—who had grown up with more exposure to digital technologies—than for experienced teachers who were used to conventional lecture styles based on ‘chalk and talk’ (Singh & Hardaker, 2014).

Both authors have experienced that technology can be a powerful force changing teacher and student roles in education towards more of a longer term and partnership relationship. Two examples from the first author’s (Visha’s) experience help to illustrate these possibilities.

Partnership to Support Students’ Learning

The first example concerns a final year undergraduate course looking at critical perspectives on developmental psychology. Students in this course came from a range of programmes, including teacher education, social work, psychology and sociology. This mix seemed to be fertile ground for the kind of repositioning of expert and amateur knowledge suggested earlier (see Dunston, 2014). Through a mini-conference held online as part of the assessment of an individual research project, students created a digital poster and a short textual explanation for their research project approach, which was then discussed in a specific forum for each student. This format provided space for students to express positive support and encouragement for others, to propose alternatives, and to provide examples from their own research and what they had learned from other courses to assist the student presenting. As the lecturer overseeing the curriculum for the course, the second author has had her own knowledge of course topics expanded by students contributing learning from across their university curriculum. For example, a recent discussion concerned sexuality education and its suggested importance for limiting high adolescent pregnancy rates in New Zealand. Students looked beyond surface stereotypes about ‘teenage mothers’ to explore more complex notions of culture and adolescence. Such discussion helped to redefine the meaning of risk and choice for young people struggling to come to terms with social pressures towards certain kinds of normative relationships at the expense of others. This process also created possibilities for education about relationships more meaningful in young people’s lives. Importantly, conversations extended to examples beyond the boundary of the course, as students linked their comments to the voluntary and or paid work they were doing in the community. Some students expressed their desire to keep in touch with each other after the class had finished, even though they had not actually met face-to-face in class.

A second example concerns the way that international students can come together to provide a partnership setting that has emergent properties beyond encouragement and support. The second author has also, for several years, run small postgraduate classes on difference and diversity in human development that tend to attract students from a variety of countries in southeast Asia, the Pacific, China, the Middle East and Africa. Often the class has consisted of six to 12 students from almost as many different countries. While the main weekly class time is face-to-face, the follow-up tutorial discussion is online, providing a space

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for conversation that allows everyone as much time as they need to respond (given the asymmetrical timing of the forums in which people respond at any convenient time of the week rather than in chronological sequence) and, if they wish, to reflect on and edit their contributions carefully (although this seemed to lessen the more people got to know each other). While the online discussions typically begin with questions asked by students directly of the teacher (e.g., requesting clarification of points in the class or assessments), as time goes on and people become better acquainted, there is often more student-to-student questioning and discussion. Students may reveal to each other their doubts about the adequacy of their English and worries about the coursework. When this happens the teacher is no longer the sole arbiter of the conversation or source of knowledge. Because it is obvious that the teacher can read student comments, this openness may signal a greater willingness by students to present the gaps in their knowledge so that their learning can go further. It may also indicate less concern about embarrassment arising from not producing perfectly edited online responses, which is especially important for students from some cultural backgrounds. The online forum also provides a space for the specific experiences of students from particular cultures or geographical regions to contribute to the curriculum. For example, a student who had travelled on foot to support a nomadic culture in a distant country was able to bring that experience to the discussion, even though it did not fit easily into the euro-western literature being discussed in class. The online forum gave space for other students to ask questions about this experience that enriched everyone's understanding of the particularities of this particular cultural setting in which paper and pens, much less computers, were an unimagined luxury.

In the first example above, students only met online, while in the second the students continued an interaction online that began face-to-face in class. Both examples suggest, however, that over time the partnership for learning in classrooms with an online dimension can become more equitable and less hierarchical. The teacher may join the discussion as a contributor rather than simply the facilitator who expects the development of a predetermined sequence of understandings. The asynchronous online format also provides the necessary editing time that can be helpful if the teacher wishes to add a personal comment from their own life in a way that fits the tenor of sharing in the group while also carefully keeping communication within the professional boundaries of the teacher-student relationship.

The online platform offers a specific setting, much like that of social media used in everyday life, where students are often willing to trust and share thoughts with others that bring important emotional and experiential insights to deepen everyone's engagement with the ideas. Such disclosures would be, in the second author's experience, less likely in a face-to-face class because of the expected norms of teacher professional presentation and authority, even in a more informal seminar-based class. The possibilities opened by this greater sharing can take the co-construction of meaning in class far beyond the original goals of the curriculum. At the same time, there are privacy issues of concern: even though online platforms can be closed to the classroom group, confidentiality cannot be assured. Overall, online conversation offers an additional space where partnership in learning may

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emerge, one that can be supportive of both students and teachers as whole human beings with complex lives, while also having some potential dangers if disclosures are made that students later regret. There are no simple answers to that problem.

Partnership beyond the Formal Learning Sphere

One innovative direction of partnership in the digital era, alluded to above, is in possibilities for establishing partnerships that can be sustained beyond formal course timelines. Visha achieved this with one of her undergraduate courses on theories of moral development. As part of an assignment, she requested that students communicate with individuals who proposed the moral development theories and/or their followers. They had to present their findings in creative ways. Students not only formed partnerships and good relationships with their theorist, but also discussed amongst themselves their assignments and methods for presenting their findings. When they came across information needed by others they attached it to their online learning platform.

The use of an online learning platform, along with alternative ways to obtain information and being able to present findings in their own creative ways, excited students. The learning process was flexible, dynamic and meaningful for both students and lecturers. Group members formed partnerships to create presentations based on their expertise. For example, the creative drama students used drama as a tool and presented their theories using this. The ideas of Jean Piaget and Lawrence Kohlberg were brought to life in the classroom based on their largely internet-based research. The students ended by presenting both criticisms and the benefits of using the work of these theorists in a multicultural classroom. The discussion that followed was amazing because the theory was so well understood and students were thinking critically about the appropriateness of using such a theory given local cultural norms and moral views.

This group of students are now practising teachers in schools. The foundation of partnership as a means of sharing ideas and solutions, established through their coursework, has obviously been embedded deeply in their ways of working. When they have issues in their teaching, Facebook is the platform they use to share ideas and help each other. One example of this activity occurred when one of them posted on Visha's social networking site about her difficulties in teaching a group of Form Two (Year 8) students who found it difficult to communicate in the language used by the country's moral educators. The issue was this novice teacher, who was from the main ethnic group in Malaysia, had difficulty communicating with this group of students who were from the minority ethnicities. Visha posted the teacher's issue in her moral education teacher blog that included members of the class of the novice teacher. The issue attracted support and suggestions from novice and experienced teachers within the social network. This continued contact with Visha and each other would not have been possible without social media because they are group teaching in rural and urban schools in places in different states. The group has found ways to make connections not just to describe their teaching lives but to share and resolve teaching matters which they face daily.

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Visha had taken the initiative to create groups within Facebook to encourage her former students to share their working experiences. Their posts included positive and negative suggestions, support and criticisms, positive appraisals and expressions of frustration. Over time it was amazing to observe the fluidity and dynamics of the different partnerships that emerged around different issues at different times. Teachers who taught in vernacular schools (a national type of Chinese or Tamil school) partnered with their peers as they shared similar problems. Teachers in multi-ethnic classrooms helped each other with simple yet effective suggestions for resolving communication break downs in moral education lessons. The solutions they suggested included the use of more pictures and images, trying to learn students' mother tongues, encouraging students to discuss in their mother tongue when there was a lull in class communication, using songs and movies to encourage students to use the national language in a joyful manner and to learn the language which in return would make moral education meaningful to them.

IMPLICATIONS AND CONCLUSION

We have argued in this chapter for new possibilities of partnership that redefine the roles of teacher and student. No longer need there be a set division of labour or knowledge; instead there are new possibilities for cooperation, collaboration and new kinds of coalitions (Dunston, 2014) that may last far beyond the time frame of an individual course. However, longstanding challenges for educational partnerships remain, such as the benefits must be realised by all partners. In fruitful times when partnerships are successful, benefits reach out and draw everyone into a community, ideas move from partner to partner, there are rewards for all those involved. This occurred in Visha's ongoing online discussions with new teachers. In this case, the partnerships drew on the expertise of everyone in the group, not simply the knowledgeable teacher or best performing students as expert. They relied on the agentic explorations of students working together to co-construct the new kinds of knowledge needed for innovation and creative solutions into the future.

We suggest that in our current digital era, there are possibilities for new forms of more equitable or democratic partnerships. Partnerships can proceed through commonly shared aims, visions, goals and/or objectives, but these are most fruitfully realised when they are developed and sustained through consensus, shared authority and empowerment, meaningful connections and relationships, the integration of knowledge, skills and values, and cross-institutional activity.

We acknowledge that not all digital connections are partnerships. At times students and lecturers use the Internet to connect and touch base, e.g., to relax and share jokes, stories and leisure information. They may connect to 'kill time', release tension or as a break away from usual work routines or stressful assignments. This connecting, in our understanding, cannot necessarily be categorised as partnership. Indeed, sometimes student engagement with handheld devices can be disruptive of the partnerships being built upon in face-to-face classes. There are, however, times when simple online conversations on general

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topics discussed can lead to more serious discussion, and if issues need resolution, individuals may form partnerships to overcome difficulties. This occurred in the case of the novice teacher who was teaching a group of moral education students with language difficulties (see above).

According to our stance on partnerships in education outlined at the start of this chapter, if those involved are to work in partnership, then each partner accepts some responsibility for developing an effective transition arrangement to take ideas and relationships further after the end of the formal period of a course. This would include establishing processes for working together (i.e., making connections and pursuing the relationship) in ways that create linkages and continuity over time and space. Digital partnerships can create a dynamic opportunity for people to share and collaboratively solve problems, but this requires partners to have similar expectations about the amount of support that is possible and likely. Such continuity and matching of concerns is complex (Timperley & Robinson, 2002): sometimes discontinuity between partners may be inevitable. In today's complex multi-ethnic and multicultural societies there may be vastly differing opinions of, expectations for and opportunities to develop ongoing partnerships. We find it helpful if people involved in the partnership have flexible expectations about the future possibilities of engagement despite the constraints and barriers that may emerge.

One might argue that students or teachers who do not get connected on the internet or via other digital means of communication might be left behind, struggling on their own without the support of partnerships. That is one issue that needs resolution. Based on the authors' experiences, almost all teachers these days are internet savvy. The practical issue is how convinced teachers or students are about the benefits of teaching and learning using technology in partnership with each other. In the end the transformative power of any technology in schools and universities depends on human choices and circumstances. As digital technologies become increasingly ubiquitous in daily life, it becomes ever more important to consider not only how they might contribute to learning, but also why. In other words, some of the work of ensuring a 'digital revolution' in education is about logistics, investment and policy. On the other hand, some of the work could also be about good storytelling; that is, about convincing students and teachers that partnership is worth pursuing. Students are not likely to engage fully in creative forms of online learning if they do not subscribe to a vision, shared with their teachers, about its potential benefits. Perhaps the challenge of the digital era is as much about making the most of the new opportunities for connections between individuals as about well-informed decisions regarding the use of creative partnership approaches.

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DANA MITRA

SECTION COMMENTARY

Reflections on Enabling Authentic Partnership

INTRODUCTION

The chapters in this section provide useful reflections on the notions of partnership between young people and adults. Many student voice typologies exist that highlight the types of relationships that can occur between adults and young people, including Roger Hart's Ladder of Participation (1992), Dana Mitra's pyramid (Mitra, 2005), Michael Fielding's concept of radical collegiality (2004), Ken Jones and Daniel Perkin's spectrum of youth-adult partnership, and Ben Kirshner's (2008) framework of guided participation. Each offers its own insight on the value of interaction that can occur between young people and adults. This chapter will bring together the ideas from the other chapters in this section.

Nelson's piece offers a framework for three types of youth-adult interactions as progressively happening at different levels—consultation, participation and partnership. Similar to Hart's (1992) ladder and Mitra's (2005) framework, a preference for partnership is assumed in Nelson's piece and many of these frameworks. If we view these three notions of consultation, participation and partnership as a potential developmental process, we can consider the more basic forms of interaction as pathways towards partnership. In partnership, interaction is not merely information gathering or collaboration for a particular bounded activity, but instead a way of being—a form of engagement that fundamentally alters ongoing relations between adults and young people.

While the strength of a partnership approach cannot be denied, it is important to appreciate the value in all forms of interactions. Each form can have the possibility to include young people and value them. All of these forms are inherently different than traditional interactions between adults and young people. They can provide ways to show the benefits of working with young people and provide opportunities to learn skills to develop new and alternative teacher-student relations. These forms are also important options when full partnership is not possible due to legal barriers, for example, in the United States due to lack of ratification of the United Nations Convention on the Rights of the Child (Mitra, Serriere, & Kirshner, 2014).

FOCUSING ON PARTNERSHIP

Nonetheless, it is helpful to hone in on what partnership can be, and these chapters provide a cluster of impressions that help us to deepen and complement our

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understandings of partnership. A key focus of this investment in relationship of partnership involves an intentional focus on power, including the need for adults to find ways to lead while getting out of the way (Mitra, 2005; Mitra, Serriere, & Stoicovy, 2012). Kecskmeti, Hamilton, and Brink's chapter discusses the dilemmas that occur when teachers step back and assume that power is binary in nature—possessed by either the teacher or the student. Indeed, a dilemma in the Nelson chapter focuses on just this struggle. In an attempt to foster partnership, when the teacher stepped out of the way, a top-down student hierarchy replaced the top-down teacher hierarchy.

Sharing power, Nelson notes, is not stepping out of power or handing power over but learning how to interact and engage with young people in new ways. Balakrishnan and Claiborne's chapter offers an expansive vision of power sharing of this, renegotiating boundaries in order to reposition the various participants in the partnership. Michael Fielding's (2004) 'rupture of the ordinary' hits on this notion—a fundamental shift for both adults and young people.

The other chapters in this section reflect on tools and processes for new ways of building partnership. Balakrishnan and Claiborne explain how online tools might be a way to reduce the binary. The online structures might help to make interactions become more equitable with teachers and young people all contributing in similar formats. The authors reflect that the structure of this setting might help young people to be more willing to trust and share perspectives than in a face-to face space because the expected norms of teacher authority are less present in an online environment and due to the possibilities of conversations that can extend beyond traditional classroom boundaries.

Kecskmeti, Hamilton, and Brink's chapter talks about specific work to train people on how to interact differently. This focus fits with previous research about the need to intentionally build the capacity of young people and adults to fulfil their roles (Mitra, 2012). Kecskmeti, Hamilton, and Brink take a deeper dive into dilemmas of power and offer a remedy of explicitly teaching students how to critique power. Using a Foucauldian notion of power as a relationship, the chapter provides specific ways in which tutorials could provide scaffolded opportunities to discuss power through analysis of photographs.

Fitting with previous research on how sending signs that care was taken to signal a different power structure, Kecskmeti, Hamilton, and Brink's chapter also talks about the design of the space in which trainings occurred. For example, the trainers intentionally provided comfortable chairs rather than a traditional classroom setting. Along with sending signs that this isn't 'business as usual', the work of partnerships is also enhanced by explicit conversations regarding cultivating trust and respect among group members, providing dedicated time and space for collaboration as its own work, and creating moments of celebration and recognition of the work completed (Mitra, 2012).

SHIFTING OF ROLES THROUGHOUT A RELATIONSHIP

One concept that becomes clear when we look closely at the chapters is the fluidity in which relations change even within a specific example. Previous research shows

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that creating meaningful roles is not creating equal roles (Mitra, 2012). Rather, the task is to amplify the expertise of young people while also recognising the valuable expertise that adults bring to the partnership.

Even an intended partnership is not always operating in a format of equal power and participation from all individuals. It is often that interactions with young people tend to weave in among role relations depending on the phase of the project, the capacities of those involved and what is needed in the moment.

Jones and Perkins (2005) highlight the range of partnerships on a spectrum from adult-centred to youth-centred. The value of this type of framework is the recognition of the range of appropriate partnerships depending on the context and the activity. Even within a partnership, the activity can cause a shift in leadership focus. For example, I studied a youth-adult partnership in a school in which some activities were rightfully youth-led and directed, such as when students taught teachers about their neighbourhood's resources (Mitra, 2003). The same partnership also engaged in adult-led activities when they included young people in the teacher professional development sessions to develop content standards for all subject matter. Young people had important roles to play in these sessions, but ultimately the teachers had deliverable items to give to their district authorities.

Kirshner's (2008) framework of guided participation provides a melding of the attention to a spectrum of youth-led and adult-led activities noted in the Jones and Perkins (2005) framework, along with attention to power raised by Kecskemeti, Hamilton, and Brink. Kirshner provides distinctions between facilitation and apprenticeship. With *facilitation*, adult participation is less directed. The focus is on letting work emerge from young people with adult scaffolding but little investment on the choice of the work. With *apprenticeship*, the focus still includes youth leadership, but adults are more tied to the goals of an external task. The advantage of this approach is that youth see and have modelled mature change and activism processes. Apprenticeship work includes a teaching of skills needed for project success, yet it also assumes within this structure that youth are working to learn and adapt to adult norms and practices to become partners in the work.

These shifts in roles were particularly noteworthy in the Hawkes chapter. The focus of the work was primarily one of consultation—a mosaic process in which a range of student perspectives were invoked, including interviews with children, children's photographs, walking and speaking with children and discussions with children about their learning journals. Yet, embedded in this consultation process, Hawkes speaks of a one-on-one partnership that evolved with a particular child as trust and interaction deepened. Relations among her and the children were not uniform, but rather some became more interwoven and collaborative than others. In fact, Hawkes expresses concern about the deepening of relations because her leaving the school caused a breach in the trust formed. This reflection causes one to pause to consider the implications of partnership. The development of trust required for such interactions takes time and involves an investment of individuals into the relationship. For short-term projects, such investment can feel like loss if it must end abruptly.

As we move deeper into notions of partnership among young people and adults, we see increasing awareness of ways in which scholarship can help to enable

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initiative to build off promising practices to strengthen the success of student voice efforts and to deepen their meaning. The chapters in this section highlight the importance of building quality partnerships, including stretching the possibility for what partnership can look like, exploring power deliberately, creating opportunities for training and scaffolding of young people and adults to learn and grow into new roles, and attending to contexts and conditions that can enable partnerships.

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SECTION II

RESEARCH PARTNERSHIPS WITH TEACHERS

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BEVERLEY COOPER

INTRODUCTION

Supporting Innovation through Collaborative Research with Teachers in School and Tertiary Settings

INTRODUCTION

This section describes examples of collaborative research in the New Zealand context that exemplifies partnerships with teachers in tertiary settings and schools. These research partnerships highlight how shared understandings of practice can lead to innovation and learning across disciplines and contexts. Three of the studies are Teaching Learning and Research Initiatives (TLRI). The Ministry of Education TLRI fund was initiated in 2003 and has been instrumental in facilitating and encouraging these types of studies in New Zealand. Designed with the aim to build new knowledge and research capacity, the fund has supported more than 400 researchers and 125 projects about teaching and learning in the early childhood, schooling and tertiary sectors. The fourth study is part of a larger study into a co-designed innovative school-university practicum partnership (the Collaborative University School Partnership [CUSP] project) sponsored by the Wilf Malcolm Institute of Educational Research (WMIER) at the University of Waikato.

BUILDING AN AGENDA FOR EDUCATIONAL PARTNERSHIPS

There is growing recognition that research and development partnerships involving academic researchers and practitioners have potential benefits to the advancement of theory and to inform the community of practice. These partnerships have the potential to create “a transformative space where the potential for an expanded form of learning and the development of new knowledge are heightened” (Gutiérrez, 2008, p. 152). The most effective partnerships involve non-hierarchical interplay between participants and their communities (Ziechner, 2010) and draw on the expertise, experiences and knowledge base from their own contexts to inform the research agenda, processes such as data collection and the interpretation of data. Looking at research through two different lenses with both practitioners and researchers sharing a common purpose can lead to reciprocal learning—practitioners building their understanding of the importance of systematic enquiry for improving practice, and researchers deepening their understanding of teaching and learning (Garvey-Berger & Baker, 2008).

Building and maintaining interpersonal relations, which includes acknowledging and honouring the different agendas of each party and forming relationships based

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on mutual trust and respect, requires a significant time commitment during the initial stages of project design as well as during the project itself (Baker, Homan, Schonhoff, & Kreuter, 1999; Cooper & Grudnoff, 2017) and is exemplified in the four papers in this collection.

The first two chapters in this section discuss two TLRI funded teacher-researcher partnership projects that focus on developing pedagogical approaches for mathematics teaching in the schooling context. Through design research methodology, productive sustained teacher-researcher partnerships were forged to investigate the effective teaching of multiplication and statistics to groups of diverse learners in the schooling sector.

The first project, *Teacher-Researcher Partnerships: Working together to enhance young children's learning in mathematics*, led by Brenda Bicknell and Jenny Young-Loveridge, was initiated through an incidental playground conversation with a teacher, senior leader and a faculty lecturer when the lecturer was visiting the primary school to evaluate pre-service teachers' work on practicum. They discussed how young children could benefit from the explicit teaching of multiplication and division. Initially the researchers worked with one teacher; by the third-year four teachers participated in the study. Practitioner researchers and university-based researchers worked collaboratively to design, deliver and research a classroom programme focused on teaching multiplication to 5–7 year-olds. The teachers' professional knowledge and in-depth understanding of the classroom context complemented the university researchers' knowledge about learning and teaching mathematics. The university researchers took an active part in teaching aspects of the classroom programme and became participants in the research. University researchers and practitioner researchers met regularly, both formally and informally, in both the school and university context, to reflect on student learning, discuss their findings to date, plan future activities and negotiate roles within the project. Both university researchers and practitioner researchers gained from the partnership in different but complementary ways.

The second project, *Blurring the boundaries: Teachers as key stakeholders in design-based research partnerships for mathematics education*, led by Sashi Sharma, investigates the development of student understanding of statistical literacy in two Pacifica dominated Year 9 (13-year-olds) high school classrooms. Working alongside two classroom teachers and a numeracy advisor, the researcher collaborated to construct an eight lesson sequence and design a research programme which included classroom observation, video and audio recordings, and document analysis. The team worked together to formulate a hypothetical learning trajectory and reflect on and analyse the data. Both university researchers and classroom teachers became key stakeholders in the teaching and research process and contributed different knowledge from their different perspectives to support the development of a robust teaching sequence to support student learning effectively.

Both mathematics projects used design-based research and exemplified key processes in developing partnerships. The first project was initiated by practitioners and the second project by the researcher. However, in both cases researchers and practitioners had common goals and interests in a joint enterprise to investigate

SUPPORTING INNOVATION THROUGH COLLABORATION

pedagogical approaches to raise the achievement of learners in classrooms. This generative approach of drawing on the collective knowledge of researchers and practitioners provided a framework for pedagogical innovation and reflection in and on action for teaching mathematical concepts. Establishing trust and respect, recognising the expertise of each type of research partner and establishing an agreed structure for the research amongst members of the research learning community (school and university participants) led to collaborative and open dialogue, which enabled the development and extension of ideas and opportunities to test them. Both academic researchers and practitioners gained further knowledge about teaching and learning to inform their practice in their various contexts.

The third paper, *Research as a catalyst for cross-disciplinary partnerships amongst university lecturers*, authored by Marcia Johnson, Elaine Khoo and Mira Peters, reflects on two Ministry of Education funded TLRI cross-disciplinary projects involving university-based education researchers and lecturers in a range of faculties. The first project, *e-Learning across the disciplines*, focused on building capacity to use e-learning tools in a range of disciplines, including Education, Earth and Ocean sciences, Screen and Media studies, pre-degree studies, Engineering, History, Applied Linguistics and Tourism. The second project, *Re-envisioning tertiary teaching and learning of threshold concepts*, examined threshold concepts across English, Engineering, Leadership and Doctoral writing disciplines. These studies offer models for how to conduct research into the scholarship of teaching and learning in tertiary settings. They demonstrate how sharing across multidisciplinary teams and engaging in cyclic critical reflective conversations can lead to significant changes in practice. The use of facilitated practitioner research (Groundwater-Smith, Mitchell, Mockleer, Ponte, & Ronnermann, 2013) to support lecturers from diverse subject disciplines to investigate their own pedagogical practice and curriculum is key to these studies.

It is interesting to reflect on *why* these two projects were successful in a tertiary setting across such disparate disciplines and with participants with a range of experience and expertise. In the first project, their common interest in e-learning anchored the team and provided a common focus for the discussion of practice. This common interest and shared interrogation of practice resulted in changes in individuals' pedagogical stance and led to a greater focus on student learning. In the second project, the idea of threshold concepts as pivotal but often implicit and unarticulated concepts within a discipline provided the anchor point for cross-disciplinary conversations. These prompted lecturers to consider what was central to their discipline and helped them clarify their thinking and pedagogy in relation to their discipline. It appears that identifying a common anchor, which sparks interest and challenge across the disciplines, may be a way to encourage active reflection and investigation into effective pedagogy by tertiary lecturers.

The final chapter, *Rethinking the associate teacher and preservice teacher relationship*, authored by Donella Cobb and Anne Harlow, explores associate teacher and preservice teacher partnerships. The researchers describe how participation in school communities assists preservice teachers to develop their identity as a teacher and challenges the traditional expert/novice construct typically associated with practicum.

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This project is part of the larger CUSP longitudinal study of a collaborative university school partnership (CUSP) (Cooper, Harlow, & Cowie, 2013) where the first year practicum experience of a three-year Bachelor of Teaching programme was reconceptualised and reconstructed with partner primary schools. The development resulted in a negotiated shared responsibility for the practicum between schools and university during the first year of the programme. The developmental evaluation research project embedded in this study has highlighted the importance of taking time to develop mutually respectful relationships among faculty and schools; the value of a common vision to support sustained practice for pre-service teachers, mentor teachers, and learners; the importance of seamless learning to break down the perception of the theory/practice divide and the reciprocal learning that occurred across the two sites. Further projects involving practicum partnerships have also supported these findings around the value of university researchers and school practitioners working together in a collaborative and non-hierarchical way where each knowledge base is respected to enhance learning for pre-service teachers. The projects highlight that the knowledge base drawn on is different yet complementary and significantly enhances learning across the two sites of practice (Cooper & Grudnoff, 2017).

The researcher tracked preservice teachers across the three years of their programme through a lens of legitimate peripheral participation (Lave & Wenger, 1991) to establish how preservice teacher self-efficacy developed over time as they worked in partnership with associate teachers in a range of schools. The chapter provides an understanding of how preservice teacher identity and agency plays an important part in developing preservice teacher/associate teacher relationships. The study challenges the notion that preservice teachers are passive recipients of expert knowledge, rather it purports that they are central participants within a community of practice. The case study of a preservice teacher over the three years of his Bachelor of Teaching programme illustrates how participation in a community of practice can shape the identities of preservice teachers and associate teachers to their mutual benefit. Developing teacher identity and agency can motivate preservice teachers to work collaboratively with their associate teacher to strengthen their teaching practice and philosophy with a positive impact on their contributions to the school community.

CONCLUSION

The four papers in this set describe projects that are set in different educational contexts and designed for different purposes but each describes a genuine joint enterprise between researchers and practitioners (lecturers and novice and experienced teachers). In each case this enterprise led to reciprocal learning, shared understandings, and changes in self-efficacy and confidence in a new context or subject area. The development of negotiated, productive, trusting and respectful working relationships where all parties contribute their different forms of expertise is core to these studies. In this way the studies reflect the kind of egalitarian approach that facilitates knowledge sharing and co-co-construction. This egalitarian approach is shown to create new learning opportunities, but not

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necessarily the same learning opportunities, for all participants. Overall, the studies illustrate that a partnership process can and does lead to new knowledge, innovation and valued contributions to participants' community of practice and/or discipline.

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BRENDA BICKNELL AND JENNY YOUNG-LOVERIDGE

5. TEACHER-RESEARCHER PARTNERSHIPS

Working Together to Enhance Young Children's Learning in Mathematics

INTRODUCTION

In this chapter we describe the partnership between teachers and researchers engaged together in a small-scale research project. Using design research methodology, an exploratory project was planned and implemented initially in a Year 1 class, followed by iterations in the following two years in Years 1–3 classes (children aged 5–7 years). The project began with one teacher in the initial year, followed by two teachers in the second year, and then four teachers in the third year. We explore some of the factors that contributed to the co-learning between teachers and researchers and provide evidence that supports students' enhanced learning of mathematics.

BACKGROUND

This partnership began as the result of a conversation in the school playground between a visiting lecturer/researcher and senior school leader. The discussion was about a pre-service teacher's request to work with a young child on multiplication problems and his awareness that the children in this junior class had not yet been exposed to such problems. The senior school leader expressed a concern about the common practice of junior class teachers to focus primarily on counting and mathematics problems that involve addition and subtraction. That conversation and interest in the issue sowed the seed for what was to become a productive and sustained teacher-researcher partnership.

International research highlights the importance of young children understanding the way numbers are composed of groups (equal-sized groups in the case of multiplication and division). Teachers of young children traditionally focus on addition and subtraction without recognising the value of multiplication and division contexts for enhancing part-whole thinking. Part-whole thinking involves splitting numbers into parts and operating on these parts to form a new whole. For example, to find 3×5 a child might use knowledge that two groups of five make 10 and then add that to a single group of five to work out the answer of 15. International researchers have reported that children need to understand the units of quantity if they are to capitalise on number properties in solving problems (Fuson, 2004; Nunes & Bryant, 1996; Sophian, 2007). In contrast to addition and subtraction, where the parts within the whole may be unequal, with multiplication

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and division there must be equal-sized groups. These equal-sized groups may include parts greater or less than one (e.g., fractional quantities). Young children's mathematics learning could be assisted in the longer term by providing them with experiences of units other than one right from the beginning of primary schooling (e.g., Behr, Harel, Post, & Lesh, 1994; Sophian, 2007). Working with such units provides a helpful foundation for concepts and processes, such as place value, as well as proportion and ratio.

In New Zealand primary schools, an emphasis is placed on counting in the first two years of school (Ministry of Education, 2007). The expectation in the *Mathematics Standards* is for children, by the end of the first year at school, to be able to join two collections using counting all (Ministry of Education, 2009). Although there is an *implicit* presence of multiplication (grouping) and division in the mathematics curriculum at Level One, evidence suggests that few teachers provide multiplication and division contexts as part of the mathematical learning experiences for young children (Young-Loveridge, 2010). Consequently, young children could benefit from the *explicit* teaching of multiplication and division.

THE COLLABORATIVE EXPLORATORY STUDY

Outsider versus Collaborative Research

We, as university-based researchers, did not want this study to be an 'outsider' perspective on mathematics teaching and learning in the classroom. Instead, we wanted to combine our knowledge with the expertise of teachers to provide a unique perspective on the teaching and learning of multiplication and division. As Wagner (1997) explains, "All educational research in schools involves co-operation of one form or another between researcher and practitioner" (p. 14). We wanted to make visible the teacher's role in the generation of knowledge, and chose design study as an appropriate methodology for the research undertaken as a partnership between practitioners and researchers (Barab & Squire, 2004). Such a partnership was intended to optimise the use of the collective knowledge of the practitioners and researchers as applied to problems in practice. Design study research enables exploration at the practice-based pedagogical level and the theoretical level within the context of the classroom (Ball & Forzani, 2007). It also enables a generative framework for the teaching and learning of specific mathematical concepts elicited from the study (Kelly, 2004). This generative framework is about strengthening, through reflection-in-action, pedagogical practices aimed at enhancing students' mathematical thinking and understanding in multiplication and division (as well as addition and subtraction, and proportion and ratio). It is flexible by design, with the participants "treated as co-participants in both the design and even the analysis" (Barab & Squire, 2004, p. 3).

Data Collection

Consistent with the use of design research, the project included a variety of data collection methods. Together, we decided to use individual diagnostic task-based

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interviews with the children (at the start and end of the year), observations using video-recorded accounts of classroom activities during the teaching sessions, semi-structured interviews with teachers and children, and artefacts which included modelling books (a large scrapbook with the teacher's recording of student modelling and strategies) and student project books (children's drawings and recordings). This rich qualitative data supported the formative aspect of design-based research. Tasks and artefacts are also key components of design studies in that they can be adopted, adapted and used by others such as teachers and researchers (Kelly, 2004).

THE STUDY IN ACTION

The aim of the project was to enhance the development of young children's part-whole thinking using multiplication and division problem-solving contexts. The teachers and researchers worked collaboratively in developing the classroom mathematics programme, which included the careful design of word problems using appropriate contexts and language for diverse learners and the use of appropriate resources (e.g., baby socks, egg cartons, pictures on cards, Unifix cubes).

In April, for each year of the study, the children were assessed individually using a diagnostic task-based interview designed to explore their number knowledge and problem-solving strategies. The assessment interview was completed again after two four-week teaching blocks (June and November). The assessment tasks included: addition, subtraction, multiplication and division problems; recall of known facts; subitising; incrementing in tens; counting sequences; and place value. A simple attitudinal survey was also incorporated into the diagnostic interview where the students were asked to choose a smiley face (out of four choices) that matched how they felt about doing mathematics at school.

In each year of the study, two series of 12 focused lessons were taught to a class as a whole. The teacher began the lesson with a 'warm up' activity focused on number knowledge and then introduced the day's word problem. In the next phase of the lesson the teacher and researchers presented the class (seated on the floor) with a word problem displayed in the modelling book. The children solved the word problem together using materials to support the modelling process and shared ways of finding a solution. The teacher or researcher recorded the children's problem-solving processes (including use of materials) and discussion in the modelling book. Both drawings and number sentences were recorded, acknowledging individual children's contributions. The children then completed a word problem in their own project books, choosing a similar or larger number, and/or selecting a new number to write inside the empty brackets (see following examples). Materials were made available and children were encouraged to show their thinking using representations and to record matching equations.

In the series of lessons, the children were initially introduced to groups of two, using familiar contexts such as pairs of socks, shoes, gumboots, jandals and mittens. Multiplication and division were introduced using word problems, such as:

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Kiri, Sam, and Len each get 2 socks from the bag. How many socks do the 3 children have altogether?

We have 8 socks. How many pairs do we have?

Once children were familiar in working with groups of *two*, groups of *five* were introduced using contexts such as gloves, focusing on the number of fingers on each glove, then groups of *ten* using the context of filling cartons of ten with eggs. Quotitive (measurement) problems were chosen rather than partitive (sharing) because of the importance of groups of ten for place-value understanding.

There are 7 [10] [] jeeps in the garage. Each jeep has 5 wheels. How many wheels are there altogether?

There are 23 [47] [] eggs. Each carton holds 10 eggs. How many full cartons were there?

Children's learning

Children's performance improved on all the assessment tasks, including multiplication and division using groups of twos, fives and tens. The following data is selected from two classes (Years 1 and 2) in the second year of the study ($n=38$). For example, in solving 6 groups of 2 shells, there was an improvement from 68% to 91% in the proportion of children who gave a correct response. Most of this could be explained by a reduction in the use of counting by ones and a substantial increase in skip counting. For the problem involving 4 groups of 5 bananas, the corresponding figures were 47% to 91%. For 3 groups of 10 cupcakes, improvement was from 32% to 85%. Most students could find half of a set of 4 or 8 beans (division by 2) and 76% could divide 30 cupcakes into boxes of 5 ($30 \div 5$). Nearly two-thirds (65%) of the students spontaneously used groups of ten to find 31 beads. By the end of the study, most children no longer used counting by ones to solve multiplication problems, instead using skip counting or a more efficient strategy such as derived or recalled facts (between 80% and 85%).

There was also a marked improvement in the children's number knowledge. This included knowledge of number sequence, with counting to 100 by ones almost doubling (53% to 91%), as did counting by tens (44% to 85%). Counting to 100 by fives more than doubled (26% to 62%), and counting by twos showed a substantial increase (6% to 50%). Knowledge of known facts including doubles improved, particularly for sums greater than 10 (12% to 47%, 3% to 26%, for $6 + 6$ and $7 + 7$, respectively). Knowledge of $10 + 10$ went from 53% to 85%. Children also became more familiar with the way ten, or a multiple of ten, is combined with a single-digit quantity, as in $10 + 8$ (21% to 53%) and $20 + 7$ (24% to 62%), using recall of a known fact rather than a counting strategy.

TEACHER-RESEARCHER PARTNERSHIPS IN MATHS

THE INTERACTIVE SPACE BETWEEN THE PARTNERS

Common Goals

As a partnership there were several key elements that contributed to the success of the research project, and these were situated in the interactive space between the teachers and researchers. The first element was the common interest in the teaching and learning of mathematics, and specifically the role of multiplication and division in supporting students' part-whole understanding. Both teachers and researchers were open to learning from others, open to challenge and were prepared to question current practices. Jaworski (2003) argues that this approach to the development of teaching in action can be seen as a collective enterprise, especially when it takes place in a supportive community. She claims:

Mathematics teaching itself is not usually a collective endeavour; it is achieved, usually, by individual teachers working with particular groups of students in particular settings ... On the other hand, *development of teaching*, while taking place within the practice of individuals, *can* be seen as a collective enterprise. (p. 252)

Another common goal was the focus on raising teachers' and children's expectations of achievement in mathematics. The teachers were willing to explore with researchers the possibilities of enhancing student achievement by working with multiplication and division, and with problems involving larger numbers (i.e., greater than 20). As one teacher explained:

The numbers got higher each time so the challenge became higher so that they really had to put their mathematical brains on, but we really just raised our expectations and they met them. (Teacher A)

Trust and Respect

The success of the partnership was based on mutual trust and respect among the teachers and researchers. As researchers we respected the teachers' professional knowledge and experience, their in-depth knowledge of the individual students and their families, as well as the school community. We also respected the teachers' space, the established classroom routines and classroom norms. They, in turn, respected our in-depth research-based knowledge about the learning and teaching of mathematics.

As an integral part of the project partnership, we, the researchers, were invited to participate as co-teachers of the students in the classroom setting. This validated the teachers' confidence and trust in us to respect established classroom norms. This came about because of the time we spent in getting to know the teachers and children in the classroom settings and the sharing of the common goals.

A common occurrence was for teachers to invite the researchers to participate actively in their lessons. The teachers frequently asked us to check or validate aspects of their lessons, such as what questions to ask, how materials should be used to model the problems, which students to select to share their thinking and

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useful ways of recording students' thinking. At times, we had to judge when to support teachers by interjecting during lessons in a way that helped student learning rather than being critical or judgemental of pedagogical practice. For example, we would contribute to classroom discussions with comments, such as: "I wonder if it would helpful to ..."; "What about trying ...?", "Perhaps [Student X] could explain her thinking".

Communication

Another factor contributing to the success of the partnership was the teachers' and researchers' willingness to engage in open and honest communication. The conversations occurred informally in the classroom setting during recess and away from the school setting in meetings held at the university. These regular planned meetings were a valuable part of the project partnership. During these meetings teachers and researchers reflected back on the lessons, considered unanticipated student responses and planned the following week's learning experiences, which included number knowledge activities, word problems and resources. Over time, as mutual trust and respect was strengthened, there were subtle changes in the discourse. Together, we were able to move from focusing on problem posing, language and contexts to 'the big ideas' associated with the mathematics learning taking place in the classroom.

Learning together

Both teachers and researchers strengthened their pedagogical content knowledge (PCK) in mathematics as a consequence of working together in the classroom (Shulman, 1987). Specifically, this PCK was about working with equal-sized groups in the context of multiplication and division, with an emphasis on how to teach for conceptual understanding. This contrasts with the traditional approach to teaching mathematics and its reliance on the memorisation of facts and procedures. Teacher D commented:

You don't get the opportunity to think about it (teaching multiplication and division), talk about it, review your practice very much because you're always moving on to the next thing and the next thing. So to have been able to have the time to think, see some different practices in action ... having you there supporting ... for example, being very clear about the two types of division. (Teacher D)

Initially, the teachers were somewhat apprehensive about teaching the first lessons in the project, particularly about how to express the mathematical ideas of multiplication and division. The researchers were able to support the teachers by modelling the mathematical language and use of materials that matched the structure of the word problems. Together, the researchers and teachers carefully recorded the words and equations in the modelling book or on the whiteboard to show the students' solution strategies.

TEACHER-RESEARCHER PARTNERSHIPS IN MATHS

The project partnership led to changes in classroom practice for the teaching of mathematics. Timperley and colleagues (2007) argue that teachers need to have a good reason to change their practice and the experiences need to be meaningful, that is, practical and useful. Typically, New Zealand teachers group their students for instruction based on their ability in mathematics. In this partnership we agreed to teach the whole class together, with follow-up problems differentiated for diverse learners.

We're giving those less able children [the] opportunity to work a little harder than maybe what they would. Because we're working as a class, they're being exposed to all the different strategies ... and how everything connects and the relationships with numbers. (Teacher B)

Reflection

Both researchers and teachers were involved in the reflection process. Wagner (1997) argues that action and reflection should be part of researcher-teacher cooperation and a co-learning agreement. In our partnership we recognised that we could learn from one another and learn a little more about one another's worlds. The researchers and teachers together conceived the idea for the project and negotiated their roles. Although student learning was central to the study, it was equally important to consider the teachers' engagement, perspectives and professional learning. The researchers also became participants in the research and assumed an educator-researcher role. Insights gained from the study informed the researchers' work as teacher educators and disseminators of knowledge. What is learned from partnership cannot be the same for both researchers and teachers. It cannot be of the same form nor at the same level, as Jaworski (2003) explains: "the learning of one is dependent on the participation and learning of others: mathematics teachers and educators learn together with different roles, goals and learning outcomes, while engaged in common activity for mutual benefit" (p. 259).

The opportunity for reflection was made possible with our regular planned time together. As well as reflecting on the previous week's lessons, we identified the enablers and barriers to student learning. More specifically we considered questions such as:

- How appropriate were our word problems with respect to context, language and the magnitude of numbers?
- How useful were the resources to support student learning?
- How effective was our questioning and recording in supporting student learning?
- How has our thinking changed about using multiplication and division contexts with young children to support their part-whole thinking in mathematics?

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CONCLUSION

In telling our story we share one particular partnership between teachers and researchers that both parties perceived as being successful. How did we measure that success? We could start with the evidence from the junior participants—the students. The evidence from the task-based assessment showed improvements in students' multiplication, division, addition and subtraction problem solving; recall of known facts; and knowledge of sequences and place value. However, we cannot and do not claim that this growth in learning is attributed solely to this project, but we can acknowledge that it was probably a contributing factor. If we look to evidence from the teachers (in reflective journals, interviews, classroom observations and presentations to other teachers) then we can claim success. The teachers talked of growth in confidence, renewed enthusiasm for teaching mathematics and the development of pedagogical content knowledge in mathematics. They had been challenged to rethink, in particular the teaching and learning of multiplication and division, the possibilities for extending children's number knowledge beyond one- and two-digit numbers, and the crucial role of part-whole thinking in mathematics. Another outcome of the project was the collaborative development of a resource for teachers using multiplication and division contexts to enhance young children's part-whole thinking in mathematics. This provides another way of building teacher knowledge as a consequence of the design study.

In this chapter, we, the researchers, share the pride and privilege of having worked alongside these teachers in an authentic setting to grow our own knowledge and understanding. We have had a 'reality check' about the day-to-day challenges for teachers of catering for a range of diverse learners. These included the English language learners and students with learning and/or behavioural difficulties. We have gained further knowledge about the teaching and learning of multiplication and division to inform our practice as mathematics educators, as teacher educators and as researchers. Together with the teachers we have taken opportunities to share insights from this project and partnership with the school and the professional community.

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SASHI SHARMA

6. BLURRING THE BOUNDARIES

Teachers as Key Stakeholders in Design-Research Partnerships for Mathematics Education

INTRODUCTION

In mathematics education, there is a widespread agreement about the critical need to improve the mathematical performance of all students in primary and high schools. In the current political and social landscape, partnerships and collaborations between researchers and teachers are increasingly seen as important locally and internationally as a means for addressing this issue (Eaker & Keating, 2012; Kieran, Krainer, & Shaughnessy, 2013). Researchers in mathematics education have begun to involve teachers as key stakeholders in research in an effort to forge closer links between research and practice, with the overall goal of understanding teaching and learning in richer ways so that we improve the teaching and learning situation for as many students as possible. This chapter explores one approach for promoting partnerships for generating knowledge so that the gap between research and practice is reduced and practice enhanced.

The chapter begins by considering the theoretical frameworks that informed our study of Year 9 high school students' understanding of statistical literacy (Sharma, Doyle, Shandil, & Talakia'atu, 2011a). The school has a high proportion of Pasifika students. The study involved the author and three teachers and is hereafter referred to as the *Developing Student Understanding of Statistical Literacy* study. This is followed by a discussion of types of research partnerships and a case is made for a community of practice design-research partnership. Examples from the *Developing Student Understanding of Statistical Literacy* study are provided to illustrate this approach. The final section offers a reflection on the above discussions and suggestions for further research.

THEORETICAL CONSIDERATIONS

To conceptualise the *Developing student understanding of statistical literacy* study, we draw on two theoretical models: design research theory and social practice theory.

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Design Research

According to Cobb, Confrey, diSessa, Lehrer, and Schauble (2003), design research aims to evaluate theoretical ideas by putting them into practice while simultaneously devising new theoretical understandings based on cycles of iterative refinement. Design-research partnerships focus equally on informing practice and informing research by participants building and studying solutions in real-world contexts. Design research is cyclic with action and critical reflection taking place in turn. Cycles generally have three phases: a preparation and design phase, a teaching experiment phase, and a retrospective analysis phase (Cobb et al., 2003). All participants contribute to the research design and implementation process (Makar & O'Brien, 2013); there is an emphasis on co-design, and collaboration throughout the process. One advantage of design research is that the research plan can be flexible and allow for adaptation to unforeseen effects and/or constraints. Another benefit is that it involves all participants acting equally with no hierarchy existing between researchers and practitioners. Teachers are involved in the whole process and take part in posing questions, collecting data, drawing conclusions and writing reports (Kieran et al., 2013).

Social Practice Theory

Social practice theory recognises that individual experience is situated and socially oriented. In our study we viewed ourselves as a collaborative research community of practice (Wenger, 1998) similar to those discussed by Kieran et al. (2013). Wenger (1998) details three interrelated dimensions that serve to characterize a community of practice. The first dimension of joint enterprise, which in the case of a collaborative research community, can include ensuring that teachers are key stakeholders in every stage of the research process and that teachers and researchers share a commitment to the same goal. For the *Developing student understanding of statistical literacy* study this goal was that students come to understand key mathematical ideas while simultaneously performing well on high stakes mathematics assessments. The second dimension of mutual relationships encompasses the idea that all voices have equal weight in discussions and in offering support to each other. In the case of a collaborative research community there is commitment to mutualism to ensure that data collection, analysis and subsequent action is informed by the knowledge and perspectives of researchers and teachers and that both benefit. Finally, a shared repertoire consists of signs, symbols, tools and language that are used as resources and have meaning specific to the research community. These are built up and shaped over time by community members. This repertoire is part of their shared history and gives a sense of identity and belongingness. Wenger (1998) argues that all dimensions work together to determine the practice, and the practice on the other hand works to define the dimension.

To foster a design-research partnership as a professional learning community with shared aims and practices we were aware we needed to identify and prepare for the challenges inherent in this process. These challenges included: the cultural

differences between the research and practice communities; developing and maintaining mutualism and trust among partners; balancing the needs of schools with the desire to create new knowledge and scalable improvements; and meeting timelines while doing high-quality, rigorous research (Coburn, Penuel, & Geil, 2013). In the *Developing student understanding of statistical literacy* study that is the focus of this chapter we overcame some of these problems with an innovative multi-faceted research partnership.

DESIGN-RESEARCH PARTNERSHIPS: AN EXAMPLE

For the Teaching and Learning Research Initiative [TLRI] project entitled *Developing student understanding of statistical literacy* (Sharma, Doyle, Shandil, & Talakia'atu, 2011b) teaching took place in two Pasifika dominated Year-9 classrooms as part of regular mathematics lessons to suit the school schedule. The research team—the author and three teachers—generated both professional and theoretical knowledge by working closely together. As a team we aimed to understand the nature of statistical activity, to develop new ways to look at student discourse, and to develop teaching strategies that offered students opportunities to discuss and debate practice. The following inter-related research questions guided our study:

- What learning activities and tools can be used in the classroom to develop students' statistical critical thinking skills?
- How can we develop a classroom culture where students learn to make and support statistical arguments based on data in response to a question of interest to them?

Establishing the Research Partnership

The project began with the researcher contacting a teacher who had been the head of the mathematics department in the case study school. The researcher had met and worked with him as a postgraduate student for his Masters thesis. For this he had researched ways in which teachers could develop high school students' statistical literacy. He found that teachers experienced this as uniquely challenging and that they needed multiple iterative experiences with teaching statistical literacy in a supported environment. The researcher invited the teacher to collaborate with her to put in a funding proposal. They worked on the project design together and fortunately, the funding was successful. By the time the project began, the teacher had left his head of department role and accepted a Numeracy Advisor role (on secondment). In his advisory role he conducted numeracy workshops for the mathematics teachers in the local area. He was however keen to keep working with his former school colleagues. He made contact with the school principal and the mathematics team and introduced me as a researcher who was keen to work in the school. I discussed the proposal with the principal and the mathematics teachers who had signalled interest. Initially, two Year 9 and one Year 10 teacher joined the project. Subsequently, the Year 10 teacher accepted a teaching job overseas and so

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the research team comprised me, two teachers and the ex-head of maths from the school.

Preparation for the Teaching Experiment

This phase consisted of a review of the literature on statistical literacy and teaching experiments and a first attempt at formulating a hypothetical learning trajectory (HLT). According to Simon (1995, p. 136):

A Hypothetical Learning Trajectory is made up of three components: the learning goal that defines the direction, the learning activities, and the hypothetical learning process—a prediction of how the students’ thinking and understanding will evolve in the context of the learning activities.

As the above quote suggests, a HLT consists of three components: learning goals that determine desired direction of teaching and learning, the activities to be undertaken by the teacher and students, and a hypothetical cognitive development process. Simon (1995) defines hypothetical cognitive process as a “prediction of how the students’ thinking and understanding will evolve in the context of the learning activities” (p. 136). Simon used the term hypothetical to suggest that all three parts of the trajectory are likely to change with the changing knowledge of the teacher.

As a team we worked together to propose a sequence of ideas, skills, knowledge and attitudes that the teachers hoped their students would construct as they participated in planned activities. As part of the planned activities it was expected students would need to evaluate statistical investigations or activities undertaken by others, including data collection methods, choice of measures and validity of findings. We anticipated this would involve students asking critical questions about how the data was collected, who collected the data, what was the sample size and so on.

As part of this process and prior to teaching, we designed and conducted a whole class performance assessment with two groups of Year 9 students. The purpose of the assessment was to obtain data on students’ current understanding of statistical literacy that would then inform our hypothetical cognitive process. In this way student thinking and understanding was given a central place in both the design and implementation of teaching. For each cycle the goal was to improve the design by checking and revising conjectures about the trajectory of learning for the classroom community and for individual students.

The Teaching Experiment

There were two cycles of teaching experiments. They took place as part of a normal teaching unit, one in the first year and one in the second year of the study. In each case the teaching activities were spread over eight lessons and two weeks to suit the school schedule.

Before the lessons, the team briefly discussed the particular ideas or activities planned for a lesson. Two team members were present in the classroom during the lessons. Each person focused on a different aspect of what was happening. For instance, one member would follow the teacher while the other monitored a particular student or group of students. We found that with different people focusing on different aspects, it was possible to generate different perspectives on what was happening in the classroom, which contributed to a richer understanding of statistical activity in the classroom.

The data set consisted of video-recordings of the classroom sessions, collection of copies of all of the students' written work, audio recorded mini-interviews conducted with students during class time, and field notes. Semi-structured interviews were also conducted with selected students in groups of three after lessons. Group interviews were used as a way of providing support for the students to share their ideas. The interviews focused on students' interpretation of classroom events with a particular emphasis on the identities they were developing as consumers of statistics.

Each teacher-researcher kept a logbook of specific events that took place during the data collection period. These logbook entries helped the research team identify and keep track of which strategies seemed to work for students and which ones were less successful.

Retrospective Analysis

The research team engaged in conscious reflection and evaluation of the lessons as they unfolded and important findings were incorporated in future lesson design and refinement/redirection of the HLT. The team also performed an analysis of the HLT as a whole after an entire teaching experiment has been completed. The continually changing knowledge of the research team informed ongoing changes in the HLT.

In the longer term, the team analysed transcripts of the planning meetings and student interview data using thematic analysis. This process involved the team reading and re-reading transcriptions of the data set, noting down initial themes and then gathering all data relevant to a theme. Video recordings allowed the team to record and analyse moment-by-moment interactions, facial expressions, physical artefacts in use, as well as content of talk (critical questioning and explanations). The video review allowed the team to study and reflect on what happened in detail after the teaching sessions. To analyse the video data, the research team watched the videos to identify critical events which were transcribed and coded and a storyline constructed. To provide triangulation of data the team validated themes and findings using student work and researcher field notes, where available. Through this process the team reflected further on student learning and then revised aspects of the HLT. Knowledge gained from the first cycle was used as a basis for planning the next cycle.

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REFLECTIONS ON THE DESIGN-RESEARCH PARTNERSHIP PROCESS

Establishing a Joint Enterprise

As lead researcher, I was clear right from the first meeting that the project was collaborative. I explained that the contribution we would make would not be to the project alone, but also to the mathematics community. As outlined above, the study was structured as a series of cycles of classroom teaching and observation, interspersed with teacher and researcher meetings. For the classroom work the team worked together to collect data and reflect on the impact of the activities they had jointly designed on student and teacher interactions and on student learning. The meetings allowed for collaborative planning for teaching and collaborative interpretation of data and discussion of theory. They enabled us to develop and extend our shared understanding of events, to propose and test out explanations and ideas, and to refine the research and teaching focus in light of evidence. Collective consideration of emerging research findings, teacher plans and student work samples prompted rich conversations about the impact and implications of different teacher and student actions, intentions and interactions. Taken together, the cycles of interpretation and planning involving all team members led to the development of robust shared understandings and explanations. We believe that when teachers experience both sides of a research project—as someone involved in data collection and analysis and as a teacher—they gain unique insights to contribute to the research because they experience the process from multiple perspectives.

The Changing Nature of Teachers' Research Contributions and Confidence

As mentioned earlier, an important aspect of participation in design research is the notion that the participants and researchers jointly contribute to the knowledge that emerges from the project. Initially we found it difficult to articulate what contributions we each had made to the research environment. However, as our discussions and reflections continued we collectively encouraged each other to acknowledge the contributions we had made within the classroom, and then to the profession, and eventually to research knowledge. Over time our dialogue shifted to reflect greater mutualism and collaboration. As an illustration, teachers began to comment that their teaching expertise might have complemented a gap in my experience and hence started making important contributions to the research activities. Like Makar and O'Brien (2013) we refer to this transformation in the nature of contributions as 'reflexivity' as both university researchers and teachers were co-producers of knowledge and the teachers became key stakeholders in the research process, and I as a researcher became key stakeholder in the teaching process (Shaughnessy, 2014).

A Shared Repertoire of Resources

As pointed out earlier, members of a community of practice develop and use a shared repertoire of resources that have specific meanings for that community. In

our project, the shared repertoire included a shared definition of statistical literacy and tools such as the ‘Questioning the Data’ poster and statistical literacy assessment. These were built up and shaped over time by the research team. In the beginning, we had a narrow view of statistical literacy. However, as we gained more experiences, our definition expanded to include aspects such as asking critical questions about data. A *Questioning of Data* poster was developed to provide scaffolding for the development of student statistical literacy and the assessment was developed to assess students’ critical thinking and knowledge skills for questioning.

Value from the Inclusion of a Teacher-mediator

The ex-head of mathematics from the school was a full project team member and played a very important role in ensuring the teachers engaged with the research as active participants and partners. Using knowledge from his recent Masters study he was able to explain the collaborative design of the research to the school principal and teachers. The teachers trusted him and respected his opinion and so he played a central role in brokering my relationship with the group, something that may have been particularly important in establishing my credibility as a Pasifika researcher who worked with Pasifika teachers and students. Additionally, he was able to liaise with me and help explain and clarify ideas in an on-going way, in particular ideas referring to collaborative nature of the project.

Collaborative Dissemination of Results

Kieran et al. (2013) argue that researchers can close the researcher-practitioner gap by finding ways to improve access to and use of research by practitioners. Collaborative dissemination was important in our partnership. As a team we held it as a shared responsibility to provide information about our findings to teachers. We have given five workshops at mathematics teacher professional days. A co-authored summary for practitioners entitled, “Statistics is boring ... because it makes you think!” has been posted on the TLRI website and printed for wider distribution (Sharma et al., 2011a). We have presented a paper at the New Zealand Association for Research in Education (NZARE) conference (Sharma et al., 2010) and a talk titled *Enhancing Statistical Literacy through Critical Questions and Real World Examples* at a New Zealand Statistics Association Conference Statistics Education day (Sharma et al., 2014). A paper on collaborative research was presented at the British Society for Research into Learning Mathematics (BSRLM) conference in 2013 (Sharma et al., 2012) and four papers have been published in journals for teachers and academics. A chapter has also been published in a book titled *Excellent Teaching in Mathematics and Statistics (Years 7–10)*. This chapter was co-authored by all members of the research team (Sharma et al., 2015). Two members of the team are now involved in a follow-up research project.

With respect to student engagement in statistics, Shaughnessy (2014) raised concerns about assisting students to develop “Statistical Habits of Mind”.

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According to Gal (2004), as consumers of statistics, students should be able to ask, “worry questions” without being prompted when evaluating media reports. Our collaborative project has contributed to this agenda by developing a statistical literacy poster that lists frequently asked questions to help students evaluate a statistically based report. This is available on the TLRI website <https://goo.gl/Pb6wPe>

Given this breadth of dissemination, we consider that New Zealand students and teachers have benefited from this research partnership through the conscious effort we have made to share findings in a manner accessible to teachers.

CONCLUDING REMARKS

It is hoped that the findings reported in this chapter will generate more interest in design-research partnerships where teachers are regarded as key stakeholders in the all aspects of the research process. There is a need to focus on documenting the opportunities, challenges and difficulties that researchers face in the process of conducting collaborative studies and how cultural contexts can influence researcher and practitioner activities and research outcomes. In the current political and social climate, we need to generate new ideas for collaborative and cross-cultural research between practitioners and researchers so we can improve outcomes for all our students. In the current study, the head of department mathematics provided a link between the teachers and the researcher. By working together we were able to support Pasifika students to develop a questioning stance. We were fortunate to receive TLRI funding to release the teachers for planning meetings and data analysis. However, this might not be the case in all settings. Teachers, curriculum developers, researchers and funders need to continue to work together to find ways to help all students develop critical statistical literacy.

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DONELLA COBB AND ANN HARLOW

7. RETHINKING THE ASSOCIATE TEACHER AND PRE-SERVICE TEACHER RELATIONSHIP

Powerful Possibilities for Co-Learning Partnerships

INTRODUCTION

This chapter challenges the notion of the associate or school-based mentor teacher and pre-service teacher relationship as an expert/novice construct. It uses legitimate peripheral participation as a framework to understand the nexus between associate teacher and pre-service teacher relationships and the development of teacher identity within the various practicum communities of practice that pre-service teachers experience. The chapter presents a longitudinal case study of a pre-service teacher who experienced a collaborative university-school programme (CUSP) in his first year of Initial Teacher Education (ITE). It concludes by affirming legitimate peripheral participation as a powerful way to reconceptualise the practicum experience as a mutually beneficial co-learning partnership and considers the benefits that this reconceptualisation could bring to the future of ITE.

REDEFINING PRACTICUM PARTNERSHIPS

There is overwhelming agreement that the relationship between associate teachers and pre-service teachers is critical to the success of the practicum experience for pre-service teachers (Bloomfield, 2009; Bradbury & Kobala, 2008; Ferrier-Kerr, 2009; Keogh, Dole, & Hudson, 2006). While frequently described as an expert-novice or a mentoring-apprentice relationship (Ambrosetti & Dekkers, 2010), the power structure inherent in this form of relationship has received widespread criticism (Bradbury & Koballa, 2008; Patrick, 2013). Conceived this way, the relationship often “assumes the unidirectional transmission of expert knowledge and practice” (Bloomfield, 2009, p. 37). This hierarchical relationship not only situates the pre-service teacher as the solitary learner (Bloomfield, 2009; Ambrosetti & Dekkers, 2010) but also comes with the expectation that a ‘successful’ practicum is evidenced by the degree to which a pre-service teacher can replicate the associate teacher’s teaching practices (Keogh et al., 2006; Patrick, 2013). Patrick (2013) maintains that such relationships breed compliance and conformity, and do little to challenge the cycle of reproductive teaching practices. Furthermore, since conformity neglects to strengthen the professional learning and autonomy of the pre-service teachers, they can fail to develop their own professional image of teaching (Keogh et al., 2006; Patrick, 2013). This is of

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particular concern as pre-service teachers need to gain an understanding of who they are as teachers before entering the teaching profession.

Research has identified factors that create flatter hierarchies to strengthen pre-service teacher learning in the practicum experience. One key factor is that pre-service teachers appreciate being seen as a valued practitioner and welcome opportunities to make a meaningful contribution to the classroom and school environment (Keogh et al., 2006). Having freedom to enact personal philosophies of teaching is another key factor, with lack of freedom to do this being cited as a significant source of tension for pre-service teachers (Adoniou, 2013; Patrick, 2013). Associate teachers disregarding the prior knowledge, experiences and ideas that pre-service teachers bring with them to the practicum experience disempowers the pre-service teacher from growing in their personal image of teaching.

With the challenges of building an effective relationship between associate teachers and pre-service teachers clearly evident, a growing number of academics have argued that the quality of the practicum experience will only improve with a change to the structure of the practicum experience (Bloomfield, 2009). Adoniou (2013) suggests that it is the nature of the relationship between universities and schools that needs to change with Bloomfield (2009) going further to argue that this relationship needs to be reconceptualised as a mutually beneficial co-learning partnership. Reconceptualising the practicum experience as legitimate participation within a community of practice (Lave & Wenger, 1991) is one way of situating both associate teachers and pre-service teachers as co-learning partners. The potential for mutual learning tends to be neglected in explanations of the complexities of the associate teacher and pre-service teacher relationship. This chapter argues that this consideration is critical in redefining the nature of the practicum experience.

This chapter will build on this idea to examine the nature of associate teacher and pre-service teacher relationships to understand the possibility of a co-learning partnership.

LEGITIMATE PERIPHERAL PARTICIPATION IN COMMUNITIES OF PRACTICE

Legitimate peripheral participation provides “a way to speak about the relations between newcomers and old-timers” as part of understanding the entry of newcomers into a community of practice (Lave & Wenger, 1991, p. 29). According to Lave and Wenger (1991), the relationship between old-timers (mentors) and newcomers (apprentices) within a community of practice is one of mutual learning through active participation in the activities of the community. Pre-service teachers are newcomers to both the teaching profession and the practicum context, and so legitimate peripheral participation provides a way of understanding the nature of their learning and the process through which they become a more central participant in the teaching profession. Legitimacy of participation, Lave and Wenger (1991) argue, is central to learning and competency in a community. This ‘belongingness’ provides access to the knowledge, ways of knowing, and implicit ‘codes of practice’ (Wenger, 1998) that are central to the conduct of ‘old-timers’. Old-timers, as gatekeepers, play a key role in providing access and denying access

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to resources, information and the ways of being of a community. Their actions influence the learning curriculum for newcomers; they can restrict or enable the movement of newcomers from 'outsider' to 'insider' in a community. The extent to which old timers provide newcomers access and support to move centripetally within a community of practice largely determines the breadth and extent of their learning trajectory.

Lave and Wenger (1991) maintain that learning in a community of practice is inextricably linked to both participation and the construction and reconstruction of identities. Thus, in the practicum context, learning to become a teacher is aligned to the construction of a teacher identity where this involves active participation as 'a teacher' in all facets of teachers' work. For example, access to resources, information and opportunities for participation can be seen as evidence of legitimacy of participation. For associate teachers learning is linked to the construction of an associate teacher identity or identity as a teacher educator. With this in mind, we need to consider the way Lave and Wenger (1991) draw attention to the cycles of social reproduction that are inherent in communities. Because communities of practice, as social constructs, are geared towards their reproductive future, newcomers play a vital role in their transformation and regeneration. Tension between old-timers and newcomers is almost inevitable as newcomers seek to transform the current status quo through the enactment of their emerging identities, while old-timers endeavour to maintain the status quo as a way of preserving their current identities. However, successful continuation of communities ultimately requires increasing participation of newcomers and the eventual replacement of old-timers. As newcomers and old-timers work together, both need to become agents of change in the reconstruction of identities and the construction of knowledge as part of mutual learning. The following section uses a case study from a larger study of the development of teacher identity in eight pre-service teachers (Cobb, Harlow, & Clark, forthcoming). It demonstrates how legitimate peripheral participation can be used to understand the process of learning through relational partnerships within the practicum context.

JAMES' STORY: A CASE OF LEGITIMATE PERIPHERAL PARTICIPATION

In 2012, The University of Waikato in Hamilton, New Zealand reconceptualised its Bachelor of Teaching (BTchg) (primary) programme so that the first year of this three-year degree was reconstructed as a collaborative partnership between the university and local partner schools. Initial findings from research that explored this integrated ITE experience found that pre-service teachers developed an early sense of teacher identity from their continued involvement in an integrated community of practice (Harlow & Cobb, 2014). In the second and third year of this ITE programme, pre-service teachers returned to a more traditional programme structure where they had full semesters of university-based lectures and tutorials, with one practicum in each year. Research findings revealed that pre-service teachers who developed a sense of teacher identity in their first year of the integrated programme strengthened these identities in their second and third-year practicum (Cobb, Harlow, & Clark, forthcoming). A vignette of a pre-service

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teacher called James (a pseudonym) is used to demonstrate how one pre-service teacher individually perceived and navigated access to relationships and participation in each of his practicum schools. This vignette was developed from interviews over three years.

Looking back on his first year of the integrated school-university ITE programme, James described his relationship with his two associate teachers as that of a shadow. As a newcomer to the teaching profession, he perceived that his role was to replicate the practices of his associate teachers, and he considered that his success as a teacher was determined by the extent to which he was able to 'get this right'. Over the year, James experienced the teaching practices of two very different associate teachers. This difference, along with the discussions he had with his peers in the integrated university-school professional practice course, led him to conclude that there was no 'recipe book' for teaching. This caused him to question the extent to which he needed to replicate his associate teachers' practice. By reflecting on the teacher he aspired to be in his professional practice course, James came to understand that to enact this personal image of teaching it was important for him to be an active participant in the classroom. Resultantly, he began to express his desire to have more opportunities to participate 'as a teacher' in both the class and the school. Because he was able to pursue wider teaching opportunities when working with his second practicum teacher, James concluded the first year of his ITE programme feeling that he had a good understanding of what it meant to be a teacher and he had begun to see himself as a teacher.

Prior to starting his second-year practicum, nearly nine months later, James identified that the success of this practicum would be determined by his relationship with his associate teacher. He noted that working with two different associate teachers in his first year had allowed him to understand the importance of this relationship. He decided that actively working to build a positive professional relationship with his associate teacher would increase his chances of enacting his own emerging philosophy of teaching.

James attributed the success of his second-year practicum to his associate teacher. He noted that she gave him the freedom to be the teacher that he wanted to be, and he valued the opportunity to implement his own ideas into his lessons. During this practicum, James actively sought opportunities to engage in the wider life of the school. He volunteered to help with lunchtime and afterschool clubs; he assisted with school events, ran school assemblies and went back in his holidays to assist with the school production. Through these actions, James made a deliberate effort to engage with teaching staff as a way of affirming his sense of belonging in the school community. James reflected on the value of the opportunities he had taken to engage with other teaching staff during his practicum. It was evident that he gained key insights about the nature of teachers' work and, in particular, the breadth of

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responsibility associated with the profession. It was these insights that shaped his approach to his third-year practicum.

Before his final third-year practicum, James described himself as an active learner rather than a teacher. He believed it to be his responsibility to access sources of knowledge within his practicum school. Again, he maintained that his relationship with his associate teacher would be critical to the success of his practicum; however, he now saw that it was equally important to build collegial relationships with all teaching staff in order to access a wider range of knowledge sources. He noted the need to engage in professional conversations with a range of teachers so that he could access key information about the nature of teachers' work and demonstrate to significant others that he had the necessary knowledge and professional qualities of a teacher. James saw himself as a teacher and it was of utmost importance to him that he presented himself as one throughout his teaching practicum. By now James had a clear understanding of his own teaching philosophy and was determined to actively look for opportunities to implement his own 'stamp' on his practicum class and school. James recognised that associate teachers were also learners and that he had a valuable role to play in also contributing to their learning environment. In this sense, he saw his relationship with his associate teacher as one of reciprocal learning.

James also considered his third year practicum to be a success. He talked of the strong collegial relationships he had formed with his associate teacher and the wider teaching staff. During his practicum, some university lecturers had taken professional development meetings with the school staff. He reflected on the realisation that the content of these meetings was a small part of his recently completed course at university and, therefore he was knowledgeable in this particular field. He felt empowered, during his relatively short time on practicum, to be a source of expertise within the school community and valued the opportunity to contribute in this way to the collective learning environment. His relationship with the school continued well past his practicum. He was asked to return on several occasions to assist with school camps and school events. He was later employed in a short-term relief-teaching role at this school before he began his first teaching appointment.

Reflecting on James' Experiences

Legitimate peripheral participation provides a way to understand the change in how James perceived his relationships with his associate teachers as he strengthened his sense of teacher identity. As a newcomer to the teaching profession, James initially believed that learning to teach involved replicating the teaching practices of his associate teacher. This notion was somewhat challenged when he experienced working alongside two different associate teachers over a sustained period of time in his first year of an integrated ITE programme. While he referred to himself as a

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shadow of his associate teachers, he had become aware of the varying approaches of his associate teachers and this had begun to challenge his perception that there was one 'right' approach to teaching. At the same time his desire to participate in as many different aspects of class and school life was evident. James was aware, even at this early stage of ITE, of the peripheral nature of his own participation within the school context and he was concerned to gain access to more central participation. At the conclusion of his first year, James had developed a personal image of teaching and had begun to consider how this image of his teacher 'self' could be enacted in his second-year practicum.

During his second year practicum, it was of great importance to James that he was able to enact his own vision of teaching. It is here that we see that James has gained an understanding that his own learning could be enhanced through the exploration of his vision of his teacher 'self'. This seemingly small point significantly changed the way that he approached his second year practicum. He recognised that the success of his practicum was strongly dependent on the kind of relationship he established with his associate teacher as he attributed a strong collegial relationship as central to gaining the access and freedom needed to implement his personal vision of teaching. As a newcomer to the school community of practice, James sought to mitigate the inevitable tensions that enacting his personal image of teaching might cause as he recognised that this would challenge his associate teachers' current practice. He believed that if he presented himself as 'a teacher' he would be more likely to gain the trust and respect from his associate teacher and would more likely be perceived as a credible learning partner. Demonstrating the qualities, dispositions and actions embedded in the implicit 'codes of practice' (Wenger, 1998) valued by the teaching profession was his way of gaining insider access to the school community of practice. Alongside this, James' unprompted agency to involve himself in the wider life of the school demonstrates both his appreciation that there were multiple sources of knowledge within a school and his attempt to reduce his peripherality more generally. In other words, it can be seen to indicate his awareness of the strong interplay between practice and identity. Of particular interest is that the knowledge and understandings James gained from his access to conversations with other teaching staff significantly informed his understanding of what it meant to be a teacher and changed the way he approached these relationships on his final teaching practicum.

Prior to entering his third, and final, year practicum, a noted change had taken place in James' understanding of how to approach practicum. James referred to himself as an active learner. Having realised that all members of a learning community are active in their own learning journeys, he considered it was his responsibility to actively seek out knowledge and experience from across the school community of practice. This shift in thinking changed the way that James saw his relationship with his associate teacher. While he continued to see this relationship as of critical importance, he understood that his relationships with other teachers in the school needed to take a more prominent place. In order to gain access to the knowledge of other teachers, James recognised the need to demonstrate the 'right discourse' and ask the 'right questions' so that he would be

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recognised as an ‘insider’ by his associate teacher and these teacher ‘old-timers’. Once again, his contributions to the corporate life of the school was his way of ensuring recognition as a legitimate participant, and a strategy intended to assist his movement further towards the centre of this community of practice. Another key shift in this practicum was the way that James increasingly saw himself as a valuable resource to the school learning community. He now had a much clearer sense of who he was as a teacher and he was acutely aware of the strengths he could bring to the learning community. He took the opportunity to share his knowledge and expertise in a way that added value to the school community and this further contributed to his own sense of identity and belongingness. In this sense, James gained an understanding that learning was a central, reciprocal and continuous process within a teacher community of practice and that identity as a teacher was inextricably linked to a trajectory of participation.

RETHINKING THE ASSOCIATE TEACHER AND PRE-SERVICE TEACHER RELATIONSHIP

Using legitimate peripheral participation as a lens to understand the pre-service teacher and associate teacher relationship, this case study provides an understanding of how identity and agency play an important role in defining this relationship. As highlighted by Ferrier-Kerr (2009), this case study also demonstrates that pre-service teachers can play a leading role in establishing a positive collegial relationship with their associate teacher in a way that supports the identity development of pre-service teachers. It also demonstrated how agency influences the extent to which pre-service teachers gain access to a breadth of knowledge and experiences ‘as teachers’ within the practicum setting. Furthermore, Lave and Wenger’s (1991) belief that identity is at the heart of the old-timers’ and newcomers’ relationship suggests that creating opportunities for identities of collaboration may be at the centre of reconceptualising the associate teacher and pre-service teacher relationship into a powerful partnership for the transformative future of the school community.

In sum, this example challenges the notion that pre-service teachers are passive recipients of expert knowledge within their practicum experience. Viewing learning as more central participation within a community of practice rather than as a one-way transfer of knowledge between the associate teacher and the pre-service teacher redefines the nature of this relationship (Adoniou, 2013; Bloomfield, 2009; Patrick, 2013). Furthermore, viewing learning through the lens of legitimate peripheral participation allows us to consider the powerful possibilities for communities of practice such as how pre-service teachers as newcomers might play a role in community transformation and regeneration. As newcomers, pre-service teachers might work together with old-timers within the practicum learning community so that both become agents of change in the reconstruction of identities and the construction of knowledge.

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POWERFUL POSSIBILITIES FOR COLLABORATIVE PARTNERSHIPS

This chapter has demonstrated that legitimate peripheral participation can provide a valuable way to reconceptualise the practicum experience as a mutually beneficial co-learning partnership between pre-service teachers and school communities of practice. This opens up new possibilities for the ways in which ITE practicums might be approached and could be experienced. We maintain that a focus on developing and strengthening pre-service teacher identity and agency as a teacher is needed so that the practicum experience supports pre-service teachers to actively develop and enact a personal image of teaching within their practicum school communities. This focus on developing teacher identity could be promoted in two ways. Firstly, as Harlow and Cobb (2014) have shown, by looking more widely at the experiences of all stakeholders. Reconceptualising ITE as a collaborative university-school partnership provides a strong foundation for the early development of teacher identity. Secondly, by focusing on the enactment of a personal image of teaching as an integral component of the practicum experience. This has the potential to motivate and enable pre-service teachers to work collaboratively with associate teachers to strengthen and challenge their emerging teaching philosophy. Opportunities to implement their philosophy-in-action, and to reflect on process and outcomes, may create avenues for pre-service teachers to better understand and refine their personal image of teaching. Such an approach expands the opportunities pre-service teachers have to access the breadth of sources of insight and expertise within a school community and therefore supports their movement from the periphery towards the centre of the school community. At the same time, this approach may also encourage and engage associate teachers in reflecting on, and transforming their own image of what it means to be an effective teacher.

Patrick (2013) asserts that pre-service teachers need to position themselves as contributors of educational change and that this will only be possible if they conceive themselves as more than just a replicator of knowledge. Reconceptualising the pre-service teacher and associate teacher relationship as a co-learning partnership allows for this and is essential if we are to provide pre-service teachers some autonomy in professional decision-making prior to their entry into the teaching profession. It is in the presence of a power structure reconfigured as a process of reciprocal learning that pre-service teachers will have the freedom to nurture and test their own teaching philosophy, and to develop a stronger sense of teacher identity. This form of mutually beneficial partnership not only provides the opportunity for pre-service teachers and associate teachers to form meaningful, collaborative and professional relationships, it also allows both groups to make a valuable and valued contribution to the future of the school community. As such, this reconceptualised relationship presents a set of dynamic and powerful possibilities for the future of ITE and teaching.

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8. RESEARCH AS A CATALYST FOR CROSS-DISCIPLINARY PARTNERSHIPS AMONGST UNIVERSITY LECTURERS

INTRODUCTION

This chapter presents a reflective discussion of ideas related to ‘partnership’ at the tertiary level. We examine the nature and enactment of successful cross-disciplinary partnerships in two Ministry of Education funded research projects involving university-based education researchers and lecturer-practitioners from a number of other disciplines. Ideas about the structure, issues and rewards of research partnerships will be explored.

In the first project, *eLearning Across the Disciplines* (*eLearning* from hereon), education researchers partnered with lecturers across different subject-area disciplines to study and document their uses of various eLearning tools. The project examined issues of tertiary-level pedagogy, e-pedagogy and research across disciplinary boundaries over a two-year period (Johnson, Cowie, & Khoo, 2011). During the first year information and communication technology (ICT) and eLearning practices within four case studies (Education (postgraduate), Earth & Ocean Sciences, Screen & Media Studies, and pre-degree academic literacy) were examined. The data were analysed to discern and distil pedagogical practices where technology played a key role. In the second year, additional case studies (Education (undergraduate), Engineering, Applied Linguistics, Tourism, and History) were added. The research was designed so that eLearning capacity could be refined and extended, scaffolded by the first year findings. A key aspect of the project was its team-based approach to data gathering, analysis and reflection, and the systematic manner in which the research collaboration was managed and sustained.

The second project, *Re-envisioning Tertiary Teaching and Learning of Threshold Concepts* (*TC* from hereon), focused on lecturer-selected threshold concepts as the basis for investigating learning across four disciplines (English, Engineering, Leadership, and doctoral writing). The main objective of the partnership was to engage tertiary lecturers, through collaborative action research, in rigorous examination and redesign of curriculum and pedagogy through an exploration of threshold concept theory (TCT) (Meyer & Land, 2003; 2005). Over a two-year period the conceptualisation of this partnership included the understanding that researchers and lecturers were equally responsible for the development and synthesis of the emergent knowledge about threshold concepts and relevant pedagogies (Peter, Harlow, Scott, Johnson, McKie, & McKim, 2014).

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According to threshold concept theory, concepts that are troublesome to learn can also be transformative when mastered. Their acquisition can catalyse major change in a student's understanding of a discipline, usefully unsettle the meaning of being a disciplinary expert and uphold long-term learning.

Both projects were co-directed by two education researchers (co-principal investigators) who used researcher-practitioner partnerships to forge better understanding of tertiary pedagogy, develop innovative approaches to curriculum design and assessment, and improve student learning outcomes. Reflections from the education researchers, interviews with lecturer-practitioners, and team meeting notes informed our cross-project analysis. Insights from the projects will be discussed in this chapter under four main themes: project enactment, leadership and power, lessons learned, and implications for practice.

COLLABORATIVE RESEARCH PARTNERSHIPS

Before exploring the themes it is important to discuss ideas related to collaborative research partnerships as we, the co-directors of these projects, understood and enacted them. Much that has been written about education research partnerships focuses on university-based researchers and school-based teachers. A key issue that has emerged from those partnerships is the perceived difference in status and expertise amongst the participants (power relationships). A power or prestige differential (actual or perceived) between participant groups can be detrimental to a collaborative project's success (Bevins & Price, 2014). In our researcher-practitioner partnerships, while power and expertise differentials did exist in relation to the various knowledge domains involved in the projects, they did not manifest as disruptive within the projects, as will be evidenced throughout the chapter. Rather, our successful collaborative researcher-practitioner partnerships depended on reciprocal and recursive elaboration of ideas. In our projects all researchers and practitioners participated as equals, with different but complementary knowledge and experience. The team members wanted to work together because they all shared a common goal—the improvement of tertiary teaching and learning. Across both projects, for all team members, the lived reality was the building of collegial relationships, which evolved incrementally through regular interaction and explicit opportunities for reflection.

THE ENACTMENT OF THE RESEARCH PARTNERSHIPS

Although the projects had distinct differences—one moving from pedagogy to theoretical interpretation of findings (*eLearning*) and the other unfolding from theory to reinterpretation of pedagogical practice (*TC*)—there were essential common elements around how both were enacted. All researcher-practitioners were dedicated to the projects and participated for their and others' mutual benefit. There was some research funding made available to participants, but certainly not enough for us to claim that money was a motivation; instead, people *wanted* to learn from and with each other. A brief overview of salient elements follows.

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Goals

The goal of *eLearning* was to understand and document how different lecturers across the university adopted and used eLearning technologies to enhance their teaching practice. The goal of *TC* was to redesign curriculum and pedagogy by exploring teaching and learning from a threshold concept theoretical perspective. Both groups—one working from a practice base and the other from a theoretical base—were engaged and challenged to apply constructivist, qualitative research approaches to the study of curriculum and their teaching contexts so that they could better understand and transform curriculum and pedagogy.

Project Initiation

In *eLearning* the education researchers approached lecturers over the space of a couple of months to form an interdisciplinary research team. In *TC* the team formation emerged over a longer time period and built upon a smaller research project. Then additional lecturers were actively recruited to join a larger project. In both projects individual case studies were lecturer practitioner-led; in neither project was there an education researcher-led intervention. The education researchers managed the day-to-day operation of the projects and mentored and supported lecturer practitioners in the use of educational research methods and theory. Thus, for the purposes of this discussion, ‘researcher’ refers to the education researchers who initially defined and shaped the overall structure of the project, including how it would be managed, while ‘practitioner’ refers to the lecturers. In effect though, all of the participants were researchers in partnership.

Project Focus

eLearning was not theory-driven, but curricular refinements were guided inductively through cycles of practice, reflection and discussion as the team progressed from examining e-mediated pedagogical practice to interpreting it within a flexible design-based research (DBR) framework (see also chapters by Bicknell & Young-Loveridge; Cobb & Harlow; Sharma). *TC* was informed by a strong theoretical perspective from which the team worked deductively to understand and transform curriculum and pedagogy to help students learn ‘hard-to-grasp’ concepts. In both projects individual and team reflections and discussions were vital; both projects included end-of-year full-day retreats so that researchers and practitioners could discuss overall ideas, accumulated findings, emergent challenges and also plan ahead.

Challenges

Both projects faced the need to collect, store and then interpret data within and across case studies. Both groups also faced the communal and individual demands of scheduling meetings for groups of busy practitioners, accommodating absences

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from the university (study leave, annual leave) and the effective coordination of cross-disciplinary teams across time (two years for each project).

Initial Stages/Cycles of Research

In *eLearning* the practitioners did not have deep knowledge of each other's content area and they were at different levels of expertise in terms of ICT/eLearning skill and familiarity. A defining goal of the project was for more experienced practitioners in the use of ICTs and eLearning to scaffold their less experienced colleagues. Thus, having diverse levels of eLearning expertise was a critical feature of the research design. It is worth noting that all lecturers were experienced practitioners; three were recipients of tertiary teaching awards after the project ended.

Similarly, in *TC*, participants did not share the same content-knowledge expertise and were at varied levels with regard to their understanding of threshold concept theory. This study made use of a facilitated practitioner action research methodology, which "focuses on collaborative knowledge building by practitioners in the university and in the field as they together systematically investigate issues and challenges that matter to them" (Groundwater-Smith, Mitchell, Mockler, Ponte, & Rönnermann, 2013, p. 2). Again, all lecturers were experienced practitioners, and four from this group were also recipients of tertiary teaching excellence awards.

Across both projects, all of the practitioners were similarly dedicated to inquiry about their teaching in their respective disciplines, but they did not know each other very well at the beginning of the projects. Therefore, in the first few months of both projects team members were establishing working relationships and were developing a sense of research fellowship. It was exciting to witness and participate in the development of a strong sense of working together in partnership to extend our insights into pedagogy.

As the Research Unfolded

Possibly, because of the practitioners' similar perspectives on researching their own teaching and motivation to participate in the enhancement of tertiary pedagogy, there were no disruptive personality problems amongst the group members in either project. We believe that the multidisciplinary nature of the teams, our regular face-to-face meetings, and the sharing, debating and reflecting upon curriculum, teaching and learning, raised team members' understanding and awareness of their pedagogy and how it might be refined (a key goal of both projects). The regular, iterative and discursive practice of the research process supported motivation and engagement, and at the same time helped minimise the potential effect of power differentials within the teams.

The project approaches to researcher-practitioner partnerships were consistent with Patel's (2010) definition of the scholarship of teaching in tertiary contexts. In this process practitioners engage in ongoing critical reflective practice about

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teaching within a public interdisciplinary forum, and with the explicit goal of designing teaching activities such that meaningful learning can occur. The benefit of having educational researchers leading both projects is that they already had deep understanding of the scholarship of teaching and learning (SoTL) and could communicate such ideas to the practitioners.

Although the research methods in the projects differed, both had a qualitative, interpretative component. *ELearning* used a design-based research (DBR) approach (Sandoval & Bell, 2010) through which the cyclical sharing, debating and reflecting upon teaching raised participants' awareness of possible pedagogical refinements and led to improvements (Johnson, Khoo, & Campbell, 2013). *TC* used an action research approach in which the research leaders played key roles in assisting with research instrument development, and data collection, analysis, storage and interpretation. This group also shared, debated and reflected upon their teaching and assessment and student learning outcomes as the project unfolded. This type of approach could provide a general model for tertiary research into the scholarship of teaching and learning.

LEADERSHIP AND POWER

Both projects functioned as researcher-practitioner partnerships where the education researchers provided the intellectual thrust for the projects, led and managed the research and were responsible for the achievement of the research objectives. They were not external administrators whose function was to process paperwork for the funding organisation (although they did manage administrative responsibilities). The educators as research leaders had framed the projects and recruited participants. They were clearly interested in the development and actions of individual group participants and were there to support them throughout the projects. A key role of the leaders was to secure the necessary resources to help the teams achieve overall project goals, but the leaders also actively contributed to the design of individual case study methodologies, data interpretation and journal/report writing.

Upon reflection, we found that in both projects we, as education researchers, had followed the four phases of leadership as described by Haslam, Reicher, and Platow (2011). These included establishing that the education research leaders were integral group members, the explicit building of a relationship amongst team members, the celebrating of group achievements and the bringing of the outside world to the group. When these are present then the resultant structure represents partnership (rather than performative management). Our research projects achieved their overall goals because we worked in partnership and followed a participative leadership style, including group decision-making and individual practitioner decision-making and accountability.

From the outset, in both projects, the education researchers highlighted the overall purpose of the group—why the various team members were included and what they brought to the projects. In *eLearning* peer scaffolding was an essential element of the DBR method as new case studies joined the existing group after the first year of research. With guidance from the education researcher leaders, the

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existing team members were able to exercise leadership and new team members to contribute to cycles of curricular design, teaching practice, reflection and refinement. In *TC* the leaders facilitated individual practitioner's pedagogy, orchestrated discussions to clarify the situated meaning of threshold concept theory and assisted with practitioner action research.

Other key leadership roles exemplified in both projects included affirmation of practitioner activities (via sharing of information), celebration of participants' achievements (publications, conference acceptances) and regular sharing of information about what the team members were doing. The research leaders documented and highlighted individual learning with respect to others in the group; they built bonds across the group members by requesting individual reports from practitioner members at each team meeting (and documenting them); and through regular, repeated conversations built a sense of trust and transparency across the teams.

Finally, in both projects, the leaders brought the outside world to the group as well as representing our ongoing research 'stories' to the funders through regular reporting. Importantly, group members published regularly throughout the projects, as individuals and in different co-authoring teams. All members attended domestic and international conferences. In the case of the *TC* project, we also hosted a two-day conference that attracted international and New Zealand researchers and practitioners.

Importantly, in both cases, the project leaders complemented each other in terms of varying research experience, administrative expertise and depth of theoretical understanding. Nevertheless, there was considerable balancing of roles during the first year of the research in both projects. By the second year the education researchers were more intuitive in terms of working together and leading their respective teams. Within our two different projects, it was clear that partnership emerged through the 'doing' of collaborative work and the building of relationships with others. Our versions of partnership were remarkably similar; the leaders created, nurtured and sustained partnership across diverse teams and imposed a strong degree of accountability, which all team members accepted.

LESSONS LEARNED

It would be fair to say that the researcher-practitioner cross-disciplinary partnerships in both projects functioned well, but given that both projects aimed to transform pedagogical practice, one would hope that such transformations actually occurred. It could be the case that the team members enjoyed each other's company, attended meetings regularly, discussed and debated, and yet continued teaching in precisely the same manner as they always had done. Fortunately, this was not what happened; both projects, through their collaborative approach to research, deepened lecturers' understanding of teaching and learning in ways that led to transformed practice that enhanced student learning. A few examples of what was learned are reported in the next section.

Lessons from the eLearning Project

As stated above, in the first year, there were four case studies (Education (postgraduate), Earth & Ocean Sciences, Screen & Media Studies, and pre-degree academic literacy). In the second year, three of the first-year case studies continued (Education, Earth & Ocean Sciences, and Screen & Media Studies) while five other disciplines (History, Education (undergraduate), Tourism, Engineering, and Applied Linguistics) joined, giving a total of eight case studies.

In the Tourism case study, the lecturer had very little prior experience using technology. During the project, her focus changed from the ICT tools to pedagogy and student learning outcomes. This practitioner was able to refine her teaching philosophy and through the writing of ongoing reflective research notes, she began to ascertain personal professional changes. She explains:

All of a sudden, the penny has dropped for me in terms of the role of pedagogy when using eLearning tools. My focus is not on the tool but on the pedagogy and learning now. From regular reflections of my practice and being involved in a learning research process, I am now thinking more about pedagogy and learning. I have moved from a sole focus in the sphere of the tools to consider, what do I want to achieve in their learning? Am I doing too much? Do I need to give students a glossary every week? It is finding a balance between teacher and student contribution in class. The tools have given me the breadth but I need to balance this with the depth in students' learning.

From the initial pre-course reflection interview, to posting weekly reflections, to being involved in the research, this lecturer developed deeper thinking about pedagogy, learning and learning outcomes. Her new approach, in which student collaboration and interaction were enhanced, led to a more authentic learning experience for the students.

In the Screen and Media case the lecturer (very experienced) was teaching a large first-year undergraduate class, the aim of which was to develop students' visual image manipulation skills. The challenge for his department had been to design first-year courses that could provide a foundation in basic image processing skills within a curriculum that needed to address a wide range of student pre-existing computing competencies. The department had been using proprietary software (Adobe Photoshop), the effect of which was to restrict teaching to the few on-campus computing labs where it was installed. The case study involved the adaptation of the existing curriculum to one in which an open source software (OSS) graphics package, the GNU Image Manipulation Program (GIMP) and the university's learning management system (Moodle) were used. GIMP could be downloaded onto individual student's computers.

Contrary to what the lecturer expected, the flexible nature of the first GIMP layering assignment (no fixed submission deadline) did not encourage students' autonomous learning behaviour. He expounded on this challenge as part of refining his course curriculum and pedagogy:

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Having all semester to do the assignment and the bulk [of students] did it in the last few days. Despite reminders they trickled in, then a big clump of them at the end. Feedback from students was that they overestimated the task and put it off or underestimated it and decided to do it later.

The lecturer also remarked that in previous versions of the course he would have known all the students because everyone would have cycled through the labs. Now that students could download software to their own computers, they could work more independently. They only attended labs if they needed a tutor's assistance.

Both of these practitioner realisations about how technology affected pedagogy were gained through the cross-disciplinary project conversations that helped the researcher participants make explicit their reflections and insights. From those ongoing, critical discussions, practitioners gained valuable insights into how teaching could be transformed through classroom-based research (Bruce, Flynn, & Stagg-Peterson, 2011).

Lessons from the Threshold Concept (TC) Project

Facilitated collaborative practitioner action research (Groundwater-Smith et al., 2013) was key to sustaining lecturers' engagement in researching their own practice and understanding their students' learning. The four case studies were all informed by TCT, which asserts that concepts that are troublesome to learn can also be transformative when mastered. Working within a common theoretical framework prompted practitioners to critically examine the basis of their own expertise, their pedagogy and the subject-specific nature of the learning process.

Throughout the project, understanding the examples from the other disciplines required and enabled practitioners to clarify their own thinking about teaching and learning. In all cases, the cross-disciplinary discussions helped lecturers consolidate their understanding of how they could reconceptualise pedagogy to make subject-specific threshold concepts explicit and meaningful to students. TCT also helped practitioners develop new ways of assessing students' understanding. Thus, in this project, although there was less scaffolding than in *eLearning*, rich cross-case research mentoring did occur amongst practitioners. The leadership practitioner's comment best illustrates the participants' experiences:

From a common frame, we went each our own way then came together again. What have we learned as a group—it is quite metaphoric.

In terms of what had been the most value of working in the research team, the comments of the Engineering lecturer were particularly insightful:

It was enormously helpful trying to see similarities between Engineering, English, and post-graduate study, because in a sense they all have similarities and differences. It's like you don't know your own country until you have lived in some other countries. You get out and find out what the territory that other people occupy is.

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In the case of the doctoral writing practitioner, it was the collegiality of the research project that provided inspiration and encouragement; the shared conversation led to insights that could not otherwise have been obtained.

For me, it's just participating in the conversation, and keeping it going on my own, I would be working in this space anyway, but I probably wouldn't be looking at threshold concepts in the same way, I wouldn't be thinking about it the same way. I'd be doing something, but this has helped me to really more deeply understand what we need to do with doctoral students in order that they can do what they need to do.

Given that the research focus spanned disciplines, the interaction amongst the participants meant that the knowledge they gained was socially accountable (Gibbons, Limoges, Nowotny, Schwartzman, Scott, & Trow, 2010). Its development was cumulative and engendered growth in the research capacity of the practitioners. As for the education researchers, they deepened their understanding of pedagogical challenges and the reality of actually using TCT as a tool to investigate tertiary learning and teaching. The results from this project suggest that the focus on threshold concepts and the collaborative cross-disciplinary discussions influenced the personal development of tertiary lecturers.

IMPLICATIONS FOR PRACTICE

Differences in subject disciplines, faculties and student populations enriched the collaborative relationships amongst practitioners in both projects. The collaborations resulted in the creation of distinct partnership cultures that celebrated and valued the unique characteristics of each participant's instructional context. Further, these new cultures illustrated for all participants the shared benefits that derived from working in partnership.

Conditions for Successful Partnership

A common condition that underpinned both projects was that each case study research focus was practitioner-led, but with education researcher assistance as needed. There were no externally introduced research interventions although the practitioners joined the projects with the goal of enhancing their teaching. Overall, in both projects, everyone was committed to the same goals—the enhancement of university teaching practice, the sharing of practice insights and the enhancement of student learning.

The projects provide an insight into how researcher-practitioner partnerships can be usefully structured in a tertiary setting. In both projects regular documented meetings provided both feedback and feed-forward for all participants. Both projects used iterative cycles of reflection and refinement and both focused on building trust and collaborative relationships, and incorporated mechanisms for individual and group accountability. The partnerships embraced a flat power

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structure, based on collegial respect and trust in one another's professionalism in particular areas of expertise. We believe that the structure and format of the projects made it possible for deeper understanding of effective pedagogy to emerge over time. Further, the cross-disciplinary nature of the projects taught each team member about each other's subject content and the context of their expertise. It was exciting to contribute to the scholarship of teaching and learning in general and to enhance learning and understanding of one's own practice in particular. Nevertheless, issues emerged from the projects and they have implications for practice.

Issues

The most critical issue identified in both projects was how to sustain researcher-practitioner partnerships in the absence of a research agenda and funding. In both projects, the research leaders had obtained external funding support and the projects had clearly defined goals and obligations to the external funding organisation (accountability). This raises the question of what institutional systems and policies need to be effected to encourage, support, develop and sustain this kind of research-practitioner partnership to both contribute to and extend our understanding of the scholarship of teaching and learning.

Although tertiary institutions expect staff to be active researchers within their particular subject-area contexts, there is less encouragement or value assigned to research that explicitly relates to the development of deeper pedagogical knowledge in its own right. Developing institutional structures in which cross-disciplinary research partnerships focused on curriculum and pedagogy can flourish and be recognised and rewarded, will extend and deepen tertiary pedagogy, contribute to the scholarship of teaching and learning (Shulman, 1999; Whitworth, 2006), and can enhance student learning outcomes.

Tertiary-level pedagogical change is complex, intellectually demanding and takes time, but as we have learned, it can be fruitfully encouraged through cross-disciplinary research partnerships. In this, leadership is key. As was found in both projects, team members needed multiple opportunities to reflect on and share their teaching experiences within a supportive collegial environment. Further, the transformation of university teaching, whether through innovative applications of technology or the use of theory to inform curriculum renewal, must be student-focused so that tertiary pedagogy is based on enhancing student learning. As our experience illustrates, careful curriculum design, monitoring, reflection and discussion can be facilitated through cross-disciplinary research partnerships that acknowledge the messiness of complex teaching environments (Hoadley, 2004) and the individual and collegial demands on teachers.

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SECTION COMMENTARY

Learning in and from Intentional Partnerships between University Researchers and Teachers

INTRODUCTION

The *Partnerships with Teachers* section offers vivid images of university researchers and practitioners mutually engaged in drawing on the skills and knowledge of a range of educators to strengthen the links between research and practice and improve instruction for a range of learners. While such collaborations intuitively make sense, partnering is complex and it involves players from very different social and cultural contexts who hold different forms of knowledge, play out different professional roles and experience different demands and rewards in their work settings. The successes that these stories of collaboration relate are relatively uncommon. In this brief response, I highlight several partnering practices in these projects that appear to create opportunities for participants to co-construct new knowledge about teaching and learning.

DEMOCRATISING KNOWLEDGE THROUGH PARTNERSHIP ACTIVITY

The partnerships in this section can be situated within historical and contemporary scholarship on the nature of experience and activity in the building of knowledge about educational practice. Long ago, John Dewey (1938/1997) urged educators to draw on experience as a source of knowledge both for themselves and for those they are charged to teach. More recently, many academics and practitioners have been drawn to socio-cultural theory and rich descriptions of what it means to co-construct communities of practice and learn through joint activity in each others' company (Lave & Wenger, 1991; Tharp & Gallimore, 1991). Teacher educators have built on these ideas, emphasising the need to learn in and from practice (Ball & Cohen, 1999) and for academics to work with teachers to study core elements of pedagogy (Grossman, Compton, Igra, Ronfeldt, Shahan, & Williamson, 2009). Recognising the complexities of professional practice has also led teacher education policy-makers to shift their gaze to practice-based "clinical" settings as the context for reform-based teacher education (National Council for Accreditation of Teacher Education, 2010).

These scholars and others, quite reasonably, have pointed out that if we are going to improve educational practice we must pay attention to what it is that teachers actually do. Yet doing this kind of exploratory but disciplined inquiry

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requires participants who can navigate research processes *and* embed themselves in the everyday work of teaching. Most of us do one or the other of these things well, but not both. We need each other to do the work with integrity and we need content, processes and contexts for this joint work if we are to honour the contributions of all participants. As Kenneth Zeichner points out in his 2015 article on “democratising” teacher education, university-generated knowledge continues to hold a hegemonic position in the world of education and particularly in teacher education. Carefully designed partnerships between academics and teachers have the potential to challenge this historical positioning of whose knowledge ‘counts’.

The authors of each of the chapters in this section deliberately described their efforts to create content, processes and contexts for democratising the creation of new knowledge (Zeichner, 2015). In each project the collaborations between academics and practitioners drew, in different ways, on academic, school-based, and community-based knowledge in intentional, collaborative activity with multiple players, all of whom contributed to the complex work of facilitating the growth of learners. Authors of all four chapters described co-learning contexts and practices where participants held and contributed different types of knowledge as they worked to mutually solve problems of practice. As we mine these projects for partnering practices that hold the potential to democratise knowledge, two practices seem particularly significant: 1) explicitly drawing on the varying expertise of partners; and 2) engaging around the construction and enactment of curriculum.

EXPLICITLY DRAWING ON THE VARYING EXPERTISE OF PARTNERS

Partnerships are often temporary. They often have defined time frames and named purposes. People with common goals yet disparate skills join together to solve problems, do focused work together, and then disband to return to their original contexts. If we intend to push at traditional perspectives on whose knowledge counts, we must enter into partnership ready to notice, name, and put to use the differing skills and assets of various partners (Reischl, Khasnabis, Boerst, & Stull, forthcoming). The projects described in these chapters paid attention to this key aspect of partnering.

The narratives in these four chapters tell the stories of people who held different resources, skills and responsibilities coming together to explore problems of practice. Frankly recognising these differences and the different ways that participants can contribute to common goals appears to have been a useful partnering practice. For example, Bicknell and Young-Loveridge framed their work as a small-scale, design-study research project involving university researchers and teachers and focused on the teaching of multiplication and division concepts to young children. Their analysis emphasised the nature of the co-learning that took place among teachers and researchers, and highlighted the expertise of teachers, as academics joined them in first identifying a problem of practice and then working collaboratively through multiple iterations of curriculum development, teaching and reflection. Their findings, which were disseminated in a resource for teachers, represented the hybrid knowledge that they generated through complex joint activity over time.

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Participants in this study appeared to be highly attuned to the potentially volatile aspects of boundary crossing that were part of a project where university researchers entered teachers' space. Teachers' questions about math pedagogies they had genuine concerns about generated the study; academics offered the structure and processes of design study methodology as a means to iteratively co-construct new learning throughout the research process. Teachers offered their practical pedagogical skills and took risks as they publicly tried out new curricular practices; academics took up invitations from teachers to join them actively in their lessons and offered structures for disciplined inquiry the group reflected together on their findings. Significantly, the authors highlighted the importance of attending to communication and the building of trust and respect as key factors in collaborative settings where participants brought different strengths to the table.

Similarly, the statistical literacy project described by Sharma drew on the varied strengths and abilities of its various players. Analysing a design-based research project involving teachers and university researchers investigating the teaching of Year 9 statistical literacy in two Pasifika dominated classrooms, the chapter explored the nature of learning within this partnership from a community of practice lens (Wenger, 1998). The author offered a particularly vivid description of the multiple ways that the research process itself drew on the knowledge of teachers, a teacher-mediator, and researchers. Sharma described the participation of both researchers and teachers in an iterative cycle of planning, enactment and reflection that led to refinement of teaching processes and the development of theory. Outcomes of this project included collaborative dissemination of results through jointly created and presented workshops and presentations and co-written publications. These artifacts appear to be highly symbolic of the joint work and co-constructed knowledge created through this project. A community of practice depends on contributions from a range of community members.

Johnson, Khoo, and Peter's chapter describes two projects where researchers and university lecturers from multiple disciplines partnered to explore and develop innovative approaches to university-level pedagogy and improve student learning across subject areas. Their analysis emphasised the role of mutual engagement in reflective research practices as a context for partnering and, again, highlighted the varied roles that participants played. Finally, in a single case study, Cobb and Harlow analysed the nature of a partnership between a pre-service teacher and his associate teacher as a case of mutually beneficial co-learning where the less-experienced participant was positioned as contributor to educational change in the setting rather than as a follower or emulator of his associate teacher's practice. Recognising roles and explicitly drawing on the expertise of various partners opens up the possibility for co-constructing new forms of "democratised" knowledge.

ENGAGING AROUND THE CONSTRUCTION AND ENACTMENT OF CURRICULUM

People tend to work well together when they engage together to solve a compelling problem; in these projects curriculum development became a context for developing a common tool that embodied the knowledge that was being generated.

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Joint enterprise was central to the partnering in the four chapters presented in this section, and in three of the four projects, academics and teachers mutually engaged in the construction of curriculum. Tools are central to partnering. Where tools come from and how they get used over time matters to the work of partners. Building a common tool in the form of curriculum can create structures that allow for expertise to flow in multiple directions (Leslie, 2011). Placing curriculum development at the centre of the joint activity in partnering creates a space where jointly constructed ideas can be recorded, held up to the light, modified and disseminated. Curriculum, by its very nature, is intended to be enacted—ideally, it is an itinerary for activity that represents the cumulative thinking of its creators.

Partners build common discourse, patterns of behaviour and a shared history as they construct and reconstruct curriculum. The act of curriculum building becomes the act of partnering. In her analysis of the work of partnering in the statistical literacy project, Sharma emphasised the importance of building a shared repertoire of resources that represent the joint understandings of the community and are constructed over time. For example, she named the importance of a “Questioning the Data” poster that was created to scaffold students’ work with statistics, but also represented the joint work of the individuals involved in partnering. Within this community of practice, the poster was both a practical tool and a symbol of the participants’ shared history and learning over time.

Improving educational outcomes for children and adults appeared to be an orienting force for participants in these partnerships and the development of curriculum represented a meaningful common endeavour for the diverse participants. Science educator David Hawkins (2002), drawing on the work of theologian Martin Buber, reminds us of the importance of recognising the challenges people face as they encounter each other, and the importance of adding a third thing—an engaging “it”—to this equation. In a science class, this might look like adults and children exploring the nature of physics by careening cars down an incline and speculating about velocity. In school/university partnerships, this engaging around the “it” might look like researchers and university-based lecturers examining qualitative data collected from a class session and proposing new ways to use electronic resources in response. It might further look like academics and teachers co-planning and co-presenting findings from their work or composing a paper on some aspect of the development and enactment of the curriculum. The jointly produced, examined and modified curriculum serves as both a repository of work that has accumulated over time and as a symbol of identity and shared history for the partnership as a whole.

SUMMARY COMMENTS

Partnerships between university-based academics and teachers hold promise as contexts where people who approach the work of educating from different angles can come together to build new knowledge. Explicitly drawing on the skills and expertise of partners—emphasising the differences as well as the commonalities that partners bring to the table—can affirm the contributions that the various players have to make to a common exploration. As academics and teachers enter

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into partnership, creating structures where the participants' unique contributions can be noticed, named and drawn upon may be useful. Further research on the specific types of research structures and deliberate interactions that foreground various partners' strengths while building trust and respect could support the work of others engaged in partnering between academics and teachers.

Joint activity within educational partnerships that are focused on improving teaching practice may be particularly well supported through the mutual development of curriculum. Teachers and their academic colleagues are people who do—who deliberately act to create the conditions that will ensure the growth of the range of people they are entrusted to teach (Dewey, 1938/1997). When university and school partners develop principled practices and encode these practices in curriculum, partners have tangible evidence of their collaborative work over time. Such evidence is important to people who are engaged in the messy work of human improvement.

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SECTION III

RESEARCH PARTNERSHIPS WITHIN AND ACROSS ORGANISATIONS

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BRONWEN COWIE

INTRODUCTION

Partnership as Knowledge Building and Exchange amongst Stakeholders

INTRODUCTION

As we have come to better understand the complexity of the challenges associated with enhancing the learning of *all* students, attention has turned from working with individual teachers to working with groups of teachers, with whole school staff, and with schools and their communities. There has been a recognition that teacher decisions are taken and enacted with reference to the complex, multilayered social and material contexts of their immediate, and the wider, policy and practice setting for action (Coburn & Penuel, 2016; Falk, Dierking, Osborne, Wenger, Dawson, & Wong, 2015; Hewston & Smith, 2015; Nolen, 2011). Put another way, a teacher's practice is negotiated, both explicitly and tacitly (enabled and constrained), with students, families, colleagues, school leaders, the school's community, the professional development providers and resources available to them, and with national curriculum and assessment bodies. The chapters in this section reflect this understanding and current thinking that innovation and improvement relies on interaction and knowledge exchange amongst all stakeholders in the issue at hand. They acknowledge that capacity building for innovation and change is a dynamic social process that evolves within and through networks of interaction that optimally include those involved in the generation, dissemination and use of knowledge. The chapters describe partnerships that encompass strategic alliances for mutual benefit. There is a focus on different partners contributing their respective knowledge and expertise and on enhancing practice and developing theory. The authors also recognise that institutions matter: research on change, like change itself, is not a linear process but rather the result of complex interactions between people and institutions. Establishing and maintaining productive learning relationships between partners requires competent leadership along with attention to how the partnership is structured, responsibilities defined and work distributed (Lillejord & Børte, 2016).

The section includes five chapters where researchers describe and discuss the partnerships they established as part of collaborative research projects with a whole school staff (Chapter 10 by Anne Hume and Jane Furness; Chapter 9 by Dianne Forbes and Steve Dunsmore), with teachers from a number of schools (Chapter 13 by Viv Aitken and her collaborators), and with schools/early childhood centres and their communities (Chapter 12 by Janette Kelly and her collaborators, Chapter 11 by Mere Berryman and Therese Ford). Each of these chapters, in various ways, and

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drawing on different framings for partnership, emphasise the importance of a shared vision for student and teacher learning, of mutual benefit and accountability, of complementary expertise, of reciprocity and co-learning, and of trust and respect. They each illustrate that partnerships are dynamic and continuous processes rather than static entities. Unsurprisingly then, the researcher's role is dynamic and fluid.

Threaded through the chapters is the notion that research partnerships involve identity work whereby all partners understanding of themselves as well as the issue at hand shifts and evolves in response to what they are doing and learning together. Students, teachers, leaders, families and communities are challenged to consider what it means to be a teacher, a learner and a researcher. The researcher-researched dichotomy is problematised, and the researcher as insider or outsider binary is troubled as researchers take up different roles and identities as part of being immersed in and committed to learning and growing within a particular community/setting. Thomson and Gunter (2010) draw on Bauman's (2004) notion of 'fluid identities' to understand how their researcher identities multiplied and shifted throughout their project. They comment that the identity of the researcher when solo is often presented as stable; however, in a partnership the identity is more fluid in response to changes in relationships, practices and priorities. Bauman (2004) perhaps sums up best this dynamic challenge of close partnership research when he suggests that 'we will have to confront the task of 'self identification' over and over again ... [with] little chance of ever being brought to permanent and satisfactory completion' (p. 98). Within the chapters it is clear that the university based researchers took on different roles, being positioned and understanding themselves as more or less knowledgeable and responsible for the progression of different aspects of the partnership's aspirations and agenda. The chapter by Berryman and Ford in particular highlights the need to carefully consider where power and knowledge are actually and apparently located. Berryman and Ford foreground the need for sensitivity and respect towards the worldviews, history and cultural practices and aspirations of those individuals and groups researchers are seeking to partner with. They alert us to need to think deeply about when and why a relationship between individuals and groups comes to be termed a partnership and who gets to decide. They foreground the need to be sensitive to the worldview and values of those we are partnering with. Drawing directly on their own work, Berryman and Ford point out home-school relationships have the potential to harness everyone's contribution and support learning but that poorly understood they also have the potential to do harm

Acknowledging this complexity, the contribution by Hume and Furness highlights the way a thoughtfully designed framework, when used in conjunction with practices that foster the exchange of ideas and sharing of experiences, can serve as a productive forum for collaboration that supports the co-generation of knowledge and teacher ownership of the ideas and actions that flow from the partnership process. Forbes and Dunsmore highlight that when a partnership has a broad vision and a number of participant groups, reciprocity and mutual benefit is not always, and does not need to be, an immediate gain or direct exchange. This matter is likely to become central to our thinking about partnerships if we are to

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succeed in developing partnerships that include the diverse groups of stakeholders and participants involved in and who can contribute to the complex problems of practice facing teachers and schools today. All the more so if these partnerships are to be sustained over time, as is often advocated (Coburn, Penuel, & Geil, 2013).

The chapter by Kelly and collaborators raises the question of if and how partnerships might involve a more direct consideration of place. More directly, this chapter prompts us to consider the extent to which the physical setting as the focus and context for research collaboration can be considered a partner in any substantive sense. Aitken and her co-authors trace the development of a ‘ground-up’ partnership driven by a shared interest in a particular pedagogy—Mantle of the Expert. The partners achieved a lot over six years but Aitken points out that due to changed circumstances many aspects are now in jeopardy. This contribution reminds us of the influence of context—personal, institutional, organisational and policy-driven, on researcher and teacher participation in partnership activities. It is of note that in this section many of the research projects were initiated by the school or arose as a consequence of longer-term engagement between the university-based researcher(s) and/or school leaders and teachers. In these projects the partners came together to explore a topic of mutual interest that drew on and then expanded and enriched their interpersonal relationships through dialogue in both school/centre and university settings.

How to ensure that research findings are shared in ways that make them accessible and more likely to be seen as relevant and used by others is an important consideration for all those involved in educational research, all the more so for those involved in research partnerships with a social justice/change agenda. On the other hand policy makers often support researcher-practitioner partnerships as a mechanism to help ensure that research findings are perceived as relevant. James (2013) sums up this concern as follows: “It is often not knowledge that we lack; it is implementation” (n.p.). Given this, it is of note that three of the chapters in the section are co-authored by the university-based researcher and the school/early childhood centre participants, and within the book four other chapters are co-authored by research partners. Here again we see the fluidity and permeability of roles and identities; researchers and those they are partnering with can all take on the role of writer/author. Teacher participation in dissemination in this way offers an increased likelihood that findings will be expressed in a language and in ways and formats that the peer group of teachers and school leaders will understand (Hart & Wolff, 2006). Importantly, however dissemination can happen in ways other than written papers such as via blogs, websites, and the development of teacher resources. The teachers Aitken collaborated with used collegial meetings and presentations of various kinds to share and disseminate their work throughout their network of schools. Structured and deliberate sharing within and across the school was a feature of the digital legacies approach adopted by Forbes and Dunsmore. On the other hand, teachers and researchers in the Hume and Furness study achieved engagement combined with dissemination throughout the development of a school-wide plan that served as a framework for teacher and school action after the research team had left the field.

COWIE

To summarise, readers of this section will gain insight into some of the ways researchers might engage in partnerships that involve groups of teachers from across a school and or all teachers in a school or early childhood setting. They offer insight into how teachers and school community members might come together beyond individual school/early childhood settings to contribute to research and change at the wider local level. Through their depictions of partnership in action the authors convey a view of change that acknowledges and engages with teachers as members of a community that extends beyond their individual classroom walls. That is, they can be seen to take a systems view of innovation and change that acknowledges that innovation is the result of an interactive process that benefits from a diversity of inputs. There are indications that all partners were aiming for what Coburn (2003) describes as deep and lasting change and paying attention to the factors that Coburn argues are essential to this kind of change. These are: the nature of change in classroom teaching/ student learning; issues of sustainability; the spread of norms, principles, and beliefs; and a shift in ownership. Reflecting the complexity and dynamic of partnership and change there is not only evidence in the chapters of how these factors might be enacted but also of the challenge in doing so. Both aspects are likely to be of interest to readers.

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PARTNERSHIPS WITHIN AND ACROSS ORGANISATIONS

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DIANNE FORBES AND STEVE DUNSMORE

9. SHARING AT KAIPAKI SCHOOL

Inquiry and Digital Legacies

INTRODUCTION

For two years, we (the authors) have worked in partnership as a teacher educator and a principal of a small rural primary school. This chapter relates the story of our partnership, initiated by the school and based upon shared interests in innovative pedagogies and learning through digital technologies. In the course of our partnership we have discovered that ours is only one of a multitude of partnerships inherent in the school's mode of operation, and that each of these partnerships is characterised by sharing. Indeed, sharing permeates the learning of all members of the school community, and is the basis for pedagogy, and decision-making about professional development and curriculum planning. Our inquiries have identified six facets of sharing that are evident in our work in the school. These are presented in this chapter and illustrated with quotes from focus group discussions with students and teachers and between the researcher (Dianne) and the school principal (Steve). The uniqueness of our partnership is that it has been led by the school (Edwards & Mutton, 2007), is characterised by generalised and open reciprocity (Graeber, 2001), and has enabled insight into the fundamental and pervasive sharing that occurs throughout the school.

OUR PARTNERSHIP IN CONTEXT

Kaipaki School is a small country school on the outskirts of Cambridge in central New Zealand. Since Steve Dunsmore (co-author of this chapter) was appointed as Principal in early 2011, the school has enjoyed considerable growth, from a roll of just 42 to 99 by the end of 2016. A large number of factors have contributed to this success but at the forefront of these has been a specific focus on achieving improved learning outcomes for all children attending the school. Kaipaki School's approach has been to adopt digital technologies as an enabling mechanism for promoting sharing of learning between classes and to facilitate children's access to their learning at home or elsewhere. Kaipaki has engaged parents in their children's learning and has developed a wider audience for the sharing of their learning. The confluence of a number of elements allowed this vision to be attainable. Firstly, Kaipaki School was nearing the end of an ICT professional development project when Steve was appointed. Secondly, the school benefitted at a relatively early stage from Ministry of Education sponsored infrastructure and network upgrades.

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Thirdly, and most critically, was the informal partnership Steve had fostered with the University of Waikato, Faculty of Education, over a period of five years. With infrastructure secure, access to adequate hardware, and willing teachers, supported by the University, the stage was set for fundamental change to teaching and learning at Kaipaki School.

Steve's contacts at the University introduced him to Dianne Forbes (Teacher Educator and co-author), who regarded a partnership with Kaipaki School as an opportunity to reconnect with a school and cultivate a long-term relationship in keeping with the service element of her role as an academic. Dianne sought a renewed understanding of the realities of school life, after 12 years out of the classroom, and embarked upon the partnership to inform her teaching, while making a contribution to the school as a community service, progressing a post-doctoral research agenda, and building upon a mutual interest in innovative pedagogies.

OUR PROCESSES OF PARTNERSHIP

At the outset of our partnership, following negotiations with the Kaipaki staff, it was decided Dianne would personally teach the Year 7–8 students as a group and negotiate a mathematics inquiry, utilising the affordances of ICT to generate digital legacies for wider sharing. In this way, sharing was a focus of our partnership from the outset, since our partnership was premised on shared interests with outcomes including student-generated projects for sharing with peers, parents and the wider community.

During the first six months of the partnership, while on sabbatical, Dianne visited the school three times a week for hour-long sessions (Monday, Wednesday, Friday), meeting with the children in the school library. To each meeting, the children brought an iPad and worked at a round table. The group talked, shared ideas, discussed problems, and worked on group projects in mathematics that were co-constructed by the students, Dianne, and the classroom teachers. As a group, we (Dianne and the Year 7–8 students) designed and administered a needs analysis survey to identify the mathematics needs of younger children in the school. In response to the identified needs, some of the children designed electronic mathematics games for the younger children to test out and play. Others filmed a series of mathematics vignettes and constructed an iMovie showing transactions in a shop—giving change, calculating discounts and so on. Between visits, contact between Dianne and the students was maintained via GoogleSites and group emails. The students continued independently with their projects, supervised by their teachers, who were able to refer to the documentation in GoogleSites for an indication of their learning in progress. The following year, Steve continued with similar projects at the school, for example, involving senior students producing maths videos for the purpose of explaining key concepts. Ideally, student-generated videos help their creators to clarify and articulate understanding of mathematical concepts, and serve to demonstrate and report evidence of understanding to others, while also functioning as a peer-teaching tool when shared with other learners.

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Similar digital artefacts have been generated in literacy and language learning (Mandarin).

What follows are some of the processes involved and the learning apparent in Kaipaki School's approach to curriculum inquiry and the production of digital artefacts. Our case study could be used by other schools to inform practice, and contributes to the evidence base underpinning the drive to incorporate digital technologies and inquiry processes in New Zealand schools. As well as documenting the potential of these processes and the learning gains, the case study sheds light on critical aspects such as pitfalls, challenges, planning considerations and resourcing constraints involved in such an undertaking. Fundamentally, we asked the following:

- How might children produce digital artefacts for learning?
- What makes a quality digital artefact for learning?
- What do individuals learn through generating digital artefacts?
- How might teachers and students drive the processes of inquiry and digital legacies?

While we embarked on our partnership with a focus on digital artefacts and legacies, we found recurring mention of sharing in various ways throughout the school. We have become interested in the different ways sharing occurs, how it is augmented by technology and how it supports learning. For us, sharing is fundamental to partnership.

HOW PARTNERSHIPS ACCORD WITH SHARING

The role of sharing in teaching/learning contexts is a departure from traditional emphases on independence, 'doing your own work, keeping it to yourself', and associated notions of cheating in academic contexts (Lang, 2013). It is important to note that our understanding of sharing includes, but is not limited to, collaboration within a group. Students at Kaipaki often work in groups and for a variety of learning purposes, including the creation of digital artefacts. The same students, however, also work solo before sharing their videos, writing or other artefacts for feedback. Lest the reader be under the impression that such sharing is banal or lacking in substance, our intention was to promote a variety of sharing that is rigorous and inviting of critique. Feedback is an essential element in learning and necessitates sharing of work to elicit feedback from other parties (Bell & Cowie, 2001). To share can be risky and can render the learner vulnerable. At its heart, in our context, sharing is peer review.

Standing back to look at the sharing within our partnership, one other factor was crucial. That is, mutual benefit is implied but is not always immediate or directly reciprocal. Rather, our partnership, like many of the partnerships that permeate Kaipaki School, is characterised by generalised reciprocity. This is a departure from the norm of reciprocity, as it exists in western economic thought and in some interpretations within cultural anthropology. Rather than sharing for immediate gain or direct exchange, partners share as a service to the community, with faith

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that wider benefits will eventually accrue. Partnerships in this view are imbued with generalised and open reciprocity: generalised because mutual benefit is implied but is not always immediate or direct; and open because it implies a relation of permanent mutual commitment (Graeber, 2001). Our investigations of digital learning at Kaipaki School have generated the following understandings of sharing as partnership. These are presented below with illustrative quotes from students and teachers, gleaned from focus group discussions.

SIX FACETS OF SHARING

Sharing by children was widespread, and children were eager to share their ideas, work and learning—both processes and products. When Dianne visited Kaipaki, children shared their videos and talked readily about their work. A highlight of our partnership was the sharing by children at a university conference. First and foremost, however, children shared with their peers.

Children Share with Peers to Scaffold Learning

The first facet of sharing involved children sharing presentations, videos and stories with peers. As Teacher C explained, the benefits of sharing with peers include student access to exemplars of work as a stimulus for creativity.

They [students] create presentations and stories, they share lots of their stories with each other, which has really spurred on the less able students. (Teacher C)

Children shared frequently in order to help each other and to satisfy curiosity. Very often, children shared writing with peers, in two distinct ways – i) by writing independently and then sharing with a peer for feedback; or ii) by sharing a document via GoogleDocs and writing collaboratively with a peer or peers within the same document. As student K explained,

If you are at home and have been busy working and you want your story checked, you can ask your friend to read it by sharing through GoogleDrive or email. (Student K, Year 8 boy)

Similarly, another male student two years younger, explained this type of sharing:

We can comment on each others' work if they share it with us and allow comments. We can tell them what mistakes they have made and help them to fix it up. I do like having people comment on my work because when the teachers look at it, they don't tell you to fix it up because it is already fixed. (Student R, Year 6 boy)

Children articulated the benefits of sharing as including:

- learning to explain better;
- receiving feedback to inform improvements, and

– helping others.

According to one student,

We learn how to explain it better and how to get better at sharing with other people. Not just keeping your work in one place, like in your book, keeping it to yourself or maybe the teacher would look at it. If you make a maths video, everyone can see it and you become a lot more comfortable with sharing your work with others and it becomes a lot easier to explain things. Like with Explain Everything, so everyone else can see how you did it. (Student K, Year 8 boy)

For Steve, the principal, student support for sharing was indicative of a fundamental shift in learning at Kaipaki School, related to the ownership of learning. Instead of producing a ‘performance piece’ for a teacher, the ownership of digital artefacts was retained by the child, even while being shared with others for feedback.

In addition to stories and other writing in digital form, sharing was integral to the research process as children shared their topics with others, so that there was a common awareness of what everyone was doing. This then led to more sharing of information since, when a student found information relevant to a peer’s project, they readily passed it along. For example,

Kids know what others are doing. So J knew that D’s topic was the heart, and he was on YouTube one day and found a fantastic clip of the human heart and sent it to D and others who were studying the circulatory system. (Teacher C)

Alongside writing and research, children created video tutorials for sharing with peers. There are high profile examples of the use of video tutorials for learning, particularly in mathematics, notably Khan Academy (<https://www.khanacademy.org/>). Increasingly, schools like Kaipaki are adopting an organic approach to video creation—where children produce their own video content to teach others. The videos the children produced demonstrated content knowledge in a curriculum area such as mathematics and procedural expertise in terms of how to operate particular digital tools. Sometimes the videos took an inverse approach by teaching about pitfalls to avoid when learning through technology. In relation to mathematics, on one occasion, the children created a video showing how to convert decimals to percentages and sent it to peers at another school (in Taranaki) for comment. This led to an interschool discussion of rounding decimals, and collaborative problem solving in mathematics. The principal encouraged students in the senior school to create video tutorials for teaching teachers and students alike. As one teacher explained, “Steve has had them creating tutorials to teach us” (Teacher N). In this activity, key pedagogies of sharing included problem solving with help from peers. Exemplars and feedback played a central role. Sharing was creative, generative and formative.

A further example of the creative use of exemplars, mentioned earlier, was the sharing of mistakes so that others could learn. At times this was a deliberately

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constructed opportunity to share experience, devise guidelines and leave a legacy for new learners, as when the children made videos demonstrating how not to make a video. As the students explained,

We made videos about how to make a bad video, with incorrect answers and breaking all the rules ... We planned lots of mistakes. (Student J, Year 8 boy)

We have a document called constraints for videos with rules to help us make videos. We helped to make it. (Student R, Year 6 boy)

Creating videos to demonstrate learning functions as a summative task for the children involved, as they explain the culmination of a period of learning. In turn, the production of videos generated a legacy of learning for the children to share with others and to leave behind when they moved on from the school. As well as a gift to the next cohort of students, children enjoyed the legacy as they looked back on their own early creations, effectively sharing with their future self. As a year 8 in his final weeks of attendance at the school (prior to transition to high school) explained,

Back when I was a year 6, we made a frame by frame movie with lego, like an animation. We wrote the script, made the characters and the scenes. It took us a while. We had to move it inch by inch. We finally finished it, and it's in GoogleDocs. It's so cool to see what we had done so long ago. It's going back a while! (Student K, Year 8 boy)

This notion of learning legacies has been explored with students in tertiary education, whereby students generate learning materials that are then used and updated by students in subsequent cycles of the course (Forbes, 2015). James (2009, p. 94) characterises this as a “generational” approach, since classes share their work, while accessing the work of previous generations or cohorts, and producing work for future generations. In this way, every student is a “contributing student” in Collis and Moonen’s (2007, p. 19) terms. To contribute, one must share. Sharing leads to knowledge building (Scardamalia & Bereiter, 2003), and communal constructivism (Holmes & Gardner, 2006), whereby “the learners involved deliberately contribute their own learning to a community resource base for the benefit of their peers and future learners” (p. 11). As one of the few proponents to extend the legacy approach to younger students, November (2012) articulates the goal as to enable students “to drive aspects of their educational experience, shape their involvement within it, and seek higher purpose by making educational contributions that benefit others” (p. 14). Of course, those who benefit may be at a different age and stage to the learner, as in the following examples.

Older/Younger Children: Collaborating and Sharing Feedback

In addition to leaving a legacy for subsequent cohorts of students, the children also worked closely with younger children to share learning and expertise by tutoring on a regular basis.

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And we teach the juniors what we know. On Mondays we share with the five year olds and I feel like a wise old person. We taught the 5 year olds to sign in and to write their name and change the font. I noticed that some 5 year olds didn't know capitals, only lower case. They didn't recognise letters on keyboard. (Student D, Year 6 girl)

We taught the little ones how to use *Explain Everything*, how to get stuff from the Net for their work, using screenshots, how to save to GoogleDrive and how to export. (Student K, Year 8 boy)

In addition to basic skills, children also shared interests and became intrigued by the learning of older students and siblings. As D explained,

My World War One presentation came from my brother being interested in it, and I never knew what he was talking about so I thought I'd find out more about the war. (Student D, Year 6 girl)

Children Share with Teachers for Feedback

While students have always shared work with teachers and this was central to traditional student-teacher relations, the sharing of digital artefacts took a different form. Electronic sharing happens across distance, whether the distance is between computers in the same classroom or between various devices between home/s and school. Students at Kaipaki often shared documents electronically via GoogleDocs and this simple approach gave rise to significant productivity benefits. As the students explained,

Writing in a book is so much harder because you've got to wait in line for the teacher to read it. Whereas you can just write it on the computer and share it with her and she's got it. (Student C, Year 8 girl)

You can also share it with the teacher and she can highlight the word you got wrong and put a comment saying you need to fix this, and you can click a little button that says 'resolve' and that makes it right for you. So you don't have to write it again. She highlights the word and suggests a change and we can accept it with resolve. (Student D, Year 6 girl)

From a teacher's perspective,

I can look at their writing and make suggestions without disturbing them. They might even be in the next room. The formative assessment process is going on. The interactions are different and I see that as positive. And they take their writing home. They carry on. They write in the holidays when something happens. (Teacher J)

While Teacher J's students share their writing for his instructional feedback, they were also eager to share more widely, as Teacher N explained,

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I taught some of J's kids last year and so they still share. They invite me and share some of their writing with me in GoogleDocs. I comment electronically. They are proud of their work. (Teacher N)

When sharing their writing with teachers, children were also sharing responsibility for learning. Sometimes teachers instigated the writing projects and digital video artefacts, and children followed the teachers' lead with a topic. Often, teachers shared learning intentions, rationales, and assessment criteria. At other times, however, students chose to make movies and were allowed to follow up a personal interest, as with a child who studied rocks. In this way, the teachers and children shared responsibility and decision-making, balancing the choices and directions followed.

Teachers and children shared responsibility for determining appropriate resources to support learning. As Teacher C explained,

Kids often find apps and look at them, and have a play, then share it with me and we look at it together to make sure it is safe with the other systems. One app crashed GoogleDrive, so now we say "before we download an app, let's look at the reviews for it.

We can google the app and read the comments of people who have used the app (Teacher C).

While generating their digital artefacts, children learned to share credit for their ideas, in keeping with copyright regulations and appropriate attribution of sources. As the students discussed,

We aren't allowed to use art from the Internet because it's stealing something that someone else puts their hard work and time into, and saying "I did this, it's my work. (Student T, Year 6 girl)

It's copyright. (Student K, Year 8 boy)

Because you shouldn't say that someone else's work is yours. (Student R, Year 6 boy)

So, if we copy and paste from the Internet we have to put the link under it, so that people know where we got it from. So that people can find out more and because of copyright because someone else wrote it and not you. (Student D, Year 6 girl).

By sharing learning decisions (Sewell & St George, 2012) and tackling modern concerns around cybersecurity and copyright infringement, the children were deeply immersed in authentic learning. They impressed their teachers with what they could understand and do. After many years of teaching, Teacher N reflected,

I have learned to make my expectations higher for the children because they've proven they can do it. My expectations are going up. (Teacher N).

Children Share Learning with Families

The affordances of GoogleDocs as a means for electronically sharing artefacts between home and school have already been touched upon briefly. As the teachers discussed,

GoogleDocs enables sharing of the work between school and home. They can access their work on any device at home. They photograph their artwork to keep in a digital portfolio so that it is fresh when shared at home, rather than being crumpled up at the bottom of their bag and faded after six months on the classroom wall. And they can send it to their grandparents too. (Teacher C)

It's instant and accessible to anyone, it can go anywhere in the world. (Teacher D)

Yes, like when R's great-aunt was travelling in Scotland. He was doing a project on Scotland, and emailing her to show her, and he sent her to their family castle to photograph it for his project. It made everything real. He was so proud of that work. He showed us at assembly too, he shared his learning with the school. (Teacher C)

An audience is important for anything we do. (Teacher D)

They are doing things at home too. They are actually taking their learning home and saying 'I found a whole lot of volcanoes'. They create a document and add to it at home. They do research and add photos and share it. (Teacher J)

Amy in my class, who is five, writes on GoogleDocs at home. (Teacher D)

The students also valued the opportunity to share with family, and Student D explained an instance of sharing in multiple directions,

I made a presentation about World War One, and I spent ages and every writing time on it and Mum sent me photos from her Gdrive of her grandfather from the war and I used those and excerpts from a book he wrote. I felt pretty cool. He got a medal. I shared the presentation with my mum and my teacher, and I sent it to my nana and poppa. They thought it was pretty cool. And Mr D. (Student D, Year 6 girl)

School and Home Share Learning Time

A key challenge mentioned by both children and teachers was the shortage of time to finish projects and the time constraints inherent in the school day. The children were clear that editing video projects was time consuming, and the most frustrating projects were those they did not get time to edit and complete them. This was

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partially overcome by co-constructing some constraints to the digital artefacts the children were producing, placing limits on the length of each piece and setting specific expectations for elements within the content. Nevertheless, the teachers agreed that catering for diversity could be daunting, as Teacher C explained,

It's like herding cats, 25 kids doing 25 projects at different stages. (Teacher C)

Since students work at different speeds,

One of the challenges is giving the kids enough time to actually finish. (Teacher N)

To further remedy the shortage of time to finish digital projects, Kaipaki School opted to move away from set homework for students in the senior school, in favour of a self-directed home learning approach. As Teacher C explained,

There is no formal homework. And since we've done that the engagement from home on the projects that they're working on has just been phenomenal!

We said, "That's it, we're not doing any homework". The kids have spelling every week (words shared through teacher's GoogleDrive) and we've said you are old enough now that you should be reading every night for pleasure. It shouldn't be something I have to set for you. You can learn your words at home at night if you want, or at school.

The parents are more involved now. It is as though they didn't really know what we do at school. But now that the children are continuing their projects at home, the parents can see the quality of writing and referencing and they say "I can't believe my 10 year old has done that! It's like what I did at university!"

And the parents help with photos and sending in material to help with the presentations.

It has involved home in a meaningful and authentic way, rather than being just 'set' homework. (Teacher C)

A key idea in the sharing of time and responsibility for learning between home and school is to value the diversity of approaches taken by families. Parents need not support children's learning in precisely the same way in every case, and involvement may take many complex forms (Kim & Sheridan, 2015). Seen this way, partnership need not and does not involve schools telling parents what to do at home. One of the most practical and empowering approaches in this study was to allow children and parents to determine how time was used at home. By sharing learning time and sharing responsibility, Kaipaki children and parents decided what

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the children would work on or learn, which projects they would finish at home and which new ones they might embark upon.

Professionals Share with Colleagues

In a similar way to the children's sharing of writing, teachers also engaged in collegial sharing around planning, teaching and assessment, via the sharing of documents and online discussion in GoogleGroups.

Amongst ourselves, we share. We use GoogleDocs to communicate as a staff. We have a discussion going on as part of our teaching inquiry. It is a really efficient way of communicating. We are looking at the most up-to-date versions of documents. We do our reports online, they are reviewed and checked, and changed online. It's a huge step forward with the cloud computing. (Teacher J)

Just as responsibility was shared between teachers and students, this was also a feature of the dynamics between adults in the school, where decision-making was shared between the principal and teachers. As Steve explained,

To kick something off we talk it through and mull it over collegially, so I am not arbitrarily calling the shots. We discuss it as part of teaching as inquiry, e.g., adopting GoogleDocs. So, you are modelling what you want kids to do, e.g., Staff appraisal is based on a Google group and sharing resources, and it is linked to targets and is coherent. Also shared with rural cluster. Not based on computers, based on professional learning from any source, and professional discussion. We capture our discussion for appraisal. (Principal)

Steve has willingly shared the successes and challenges throughout the process of change at Kaipaki School. A number of local schools have visited to see how digital technologies are used at the school to promote learning, and to learn from some of the pitfalls that have been overcome. In future, Steve would like to facilitate further collaboration between children from other schools, and with interschool learning groups. The partnership with the Taranaki school is a first step in this direction, and a continuation of the drive to share learning within and outside of school boundaries.

PAYING IT FORWARD: FUTURE-FOCUSED PARTNERSHIPS

Our school-university partnership was initiated by the school, and premised upon shared interests in innovative pedagogies and learning through digital technologies. In particular, we sought to explore the use of ICT in inquiry processes, student-generated digital artefacts and legacies for learning. What has emerged from our partnership to date is a bigger picture of multi-faceted sharing, pervasive in the school's mode of operation. At the core of each of the examples discussed in this chapter is the sharing of learning, feedback, resources, time and responsibility for learning and decision-making. We are inspired by the generosity of learners and

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teachers, and will continue our partnership in the same spirit of open and generalised reciprocity.

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10. A SCHOOL-RESEARCHER PARTNERSHIP WITH PRAGMATISM AT ITS CORE

INTRODUCTION

This chapter recounts how a unique partnership addressing a specific educational issue emerged out of a broader relationship that had been previously formally established between a university and local primary schools to support initial teacher education. What is distinctive about this particular partnership is the manner in which university researchers and the teaching staff of a primary school first identified common issues in the context of science education and then used their respective strengths to design and enact possible solutions to the problems these issues presented for the school community and for pre-service teacher education. In essence, together they sought to strengthen and more closely align the school's science education programme with the intent of a national curriculum and 21st century learning principles. The resulting year-long collaborative investigation featured the use of an intervention known as Content Representation (CoRe) design, as a means of professional learning for the teachers within their own school and as a curriculum design tool. The researchers provided expertise in science content, inquiry learning in science, and CoRe design facilitation while the teachers were knowledgeable of their students, their school context and its complexities and how best to introduce the intervention and determine its impact. Findings revealed the repeated use of CoRe design in curriculum design and implementation (at classroom and school-wide levels) resulted in processes for: successfully strengthening aspects of the primary teachers' pedagogical content knowledge (PCK) for science teaching; improving their feelings of self-efficacy in science teaching; and achieving their school curriculum goals through coherent school-wide science programmes. The subsequent establishment of a science leadership group in the school and their development of a school-wide science education plan were manifestations of the collective professional learning by these teachers and further evidence of the intervention's positive impact on their science education practices and ability to mentor initial teachers.

SCHOOL-BASED INITIAL TEACHER EDUCATION

The school-based component of an initial teacher education (ITE) programme is significant in the preparation of pre-service teachers for their eventual role as fully registered teachers undertaking their profession in schools (Le Cornu & Ewing, 2008). School-based ITE adds to the research-informed, university-based part of

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pre-service teachers' ITE by giving pre-service teachers opportunities to gain insight from the practice of experienced teachers (called mentor or associate teachers) and to have hands-on teaching experience in authentic settings whilst being supported in their development by these teachers. Along with the clear benefits, the school-based component of ITE can also pose challenges. One of these challenges is the ability of mentor teachers to model high quality teaching in specific curriculum areas as they support pre-service teachers to develop their curriculum-specific pedagogy. These curriculum-specific capabilities underpin optimal teaching and learning and they are the manifestation of a rich form of professional knowledge known as pedagogical content knowledge (PCK). It follows that the quality of mentor teachers' PCK is very likely to affect their ability to foster rich PCK development in pre-service teachers. High quality mentor teacher PCK is therefore important in ITE. It is also critically important for schools as entities as they strive to achieve their primary purpose of providing successful educational experiences for their students.

In the primary sector (Years 1–8) teachers typically need to develop PCK for a range of learning areas, so their development of rich PCK in specific areas of curriculum may need further support. To address such challenges, Borko and Mayfield (1995) suggested that university supervisors could help associate teachers become more effective teacher educators by modelling particular practices such as pre-service teacher classroom observation and giving feedback to pre-service teachers. This instance of how universities and schools might work together is now regarded as good practice for enhancing the school-based component of ITE for everyone involved. Rather than a supplementary form of ITE, the school-based component is increasingly viewed as an opportunity for bringing academic and practitioner knowledge together to create “a transformative space where the potential for an expanded form of learning and the development of new knowledge are heightened” (Le Cornu & Ewing, 2008, p. 152). These transformative spaces can happen through the bringing together of the different communities—teacher educators, teachers and pre-service teachers—who seek ways to best support pre-service teacher learning in changing environments. Through a negotiated practice, where shared goals and processes are established, the result can be the design and provision of ITE programmes that build on the partners' mutual strengths and address identified problems of practice (Le Cornu & Ewing, 2008).

COLLABORATIVE SCHOOL-UNIVERSITY PARTNERSHIP

These perspectives underpinned the development of a collaboration between the Faculty of Education in a New Zealand university and the schools it worked with to deliver the school-based part of an ITE programme—the Collaborative University School Partnership (CUSP). The faculty was responding to calls to reconceptualise the school-based component of ITE in a changing educational context and to strengthen the partnerships between the university and the schools involved in the ITE programme (Harlow, Cooper, & Cowie, 2013). The CUSP programme was also designed in recognition of concerns expressed by principals of the schools providing school-based ITE learning that aspects of the

microteaching requirements were disruptive to their teaching programmes. This disruption was due to changes in the ITE programme timetable and related to significant changes in the *New Zealand Curriculum* (NZC) (Ministry of Education, 2007) with its strengthened focus on literacy and numeracy. In the CUSP partnership the Faculty of Education staff collaborated with school mentor teachers to co-construct a more coherent and relevant school-based experience for pre-service teachers enrolled in the first year of the primary teacher undergraduate programme. The goal was to improve the school-based experience of the pre-service teachers and of the children they worked with by providing a negotiated placement that integrated more seamlessly with school programmes.

School-based experience in New Zealand ITE programmes usually comprises ‘placement’—short periods of time in a school, up to a day, or one day per week for a period of time—and ‘practicum’—longer periods of continuous time in schools (e.g. 2–7 weeks). The CUSP model aimed to leverage and reinforce the role school placement and practicum periods played in the overall preparation of pre-service teachers. The CUSP programme involves first-year pre-service teachers being placed in pairs in a classroom for one day a week in the first of each year’s two semesters (Semester A), in another classroom for one day a week in Semester B and in a three-week practicum in the same classroom. The CUSP pattern of placement and practicum involves increased time in classrooms compared to previous years. Another new feature is the *shared* teaching and support of the pre-service teachers by the faculty teacher educators, the associate lecturers who are teachers in the school, and the associate teachers (mentor teachers) in whose classrooms the pre-service teachers are placed. Associate lecturers are experienced teachers and often hold the position of deputy principal.

The CUSP pattern of placement and practicum is designed to give the pre-service teachers experience of day-to-day classroom programmes, time to carry out required tasks and observations and practical experience in teaching linked to the professional practice and curriculum courses that make up their ITE programme. As well as overseeing the overall CUSP programme in their school, the associate lecturers work with faculty staff to co-teach the professional practice components. They may invite other teachers, with particular expertise, to contribute to the school-based co-teaching. This co-teaching of the professional practice component takes place in Semester A. Curriculum microteaching occurs in Semester B. Curriculum lecturers are responsible for clarifying with the pre-service teachers and the school staff the tasks the pre-service teachers are to undertake for this.

Research alongside the development and implementation of CUSP has shown many positive outcomes such that faculty and many school staff and pre-service teachers clearly prefer the new arrangements (Harlow, Cooper, & Cowie, 2013). However, the new format for school-based ITE raised challenges in some curriculum areas. One challenge has been the variability in the PCK of associate teachers in the arts and science curriculum areas. This came into sharp focus when associate teachers took on their partnership roles as teacher educators during newly developed school-based curriculum tasks and assessments. What eventuated in response to this challenge is testament to the enabling nature of CUSP and innovative in that the response was rapid, collectively owned, school-wide,

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research-informed, and collaborative. What emerged was a working partnership within the CUSP structure focused on finding solutions to an identified and shared problem of practice, notably primary teachers' science PCK.

THE CHALLENGE IN THE SCIENCE CURRICULUM AREA

When first introduced CUSP caused science curriculum lecturers to reconceptualise aspects of the school-based components of their courses and their assessment. Prior to CUSP, school-based learning experiences in science had involved carefully scaffolded lesson planning, delivery and reflection opportunities where the lecturers had considerable input via content and workshop modelling of reform-based science teaching. The pre-service teachers then had the chance to enact the pedagogies promoted in the university-based course in real classrooms and were assessed on aspects of their planning and reflection processes. While the pre-service teachers were able to experience and experiment with reform-based science teaching in classrooms in this earlier model of school-based ITE for science, there was little responsibility on associate teachers to contribute. This was a weakness. The CUSP model, on the other hand, did offer the promise of associate teacher input, but it posed some initial problems for the science lecturers. Alignment of the existing science ITE programme with the CUSP aims meant significant changes to the learning and assessment processes the lecturers had developed for their pre-service teachers. In an attempt to maximise the benefits of greater associate teacher input and the best aspects of the university-based course, the university lecturers modified the school-based science experiences and assessment, such that:

- Pre-service teachers first carried out a diagnostic assessment of some students' prior knowledge in their class for a science topic to determine learning goals for these students. The pre-service teachers had to negotiate a suitable science topic with their associate teachers.
- The pre-service teachers then each designed a 50-minute science lesson with the assistance of their associate teacher, taught the lesson and then reflected on the teaching and learning.

The diagnostic assessment and reflection components of these classroom-based activities were assessed for the ITE science course.

The success of the CUSP project lies in the delivery of coherent messages and practices across the university and school-based course work. In science, if the school-based component was to successfully complement the university-based programme then the associate teachers needed strong science PCK to support their students' active engagement with ideas and investigations where the students are thinking and working scientifically (Tytler, Osborne, Williams, Tytler, & Cripps Clark, 2008). Evaluation of the first trial of the new science school-based ITE suggested the PCK of many associate teachers' did not support achievement of the aims and practices of reform-based science education, as modelled by lecturers. For example, the associate teachers experienced difficulties in understanding the

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science tasks set by the university for the school-based component. In addition, there was a general absence of authentic scientific inquiry learning opportunities in the associate teachers' science programmes. Overall, the science teaching and learning had a low profile in school science programmes, particularly in the Material World (Chemistry) and Physical World (Physics) learning strands of the science curriculum. Anecdotal evidence from the pre-service teachers suggested many found themselves in situations where their associate teachers seemed either reluctant to collaborate on the science tasks, or happy to let them take sole responsibility for planning and teaching the science lessons. These situations resulted in significant numbers of pre-service teachers being unable to work collaboratively with their associate teachers designing reform-based science pedagogies.

THE RESPONSE TO THE CHALLENGE IN THE SCIENCE CURRICULUM AREA WITHIN CUSP

The teacher educators recognised this situation might be symptomatic of wider issues in science education where there is mounting concern nationally and globally over falling levels of student engagement and achievement in science. These falls are thought to have their origins in the primary sector of schooling and in the New Zealand context they are being attributed to: the low status of science in primary school curricula; the widespread lack of knowledge and confidence in teaching science amongst primary teachers; and minimal systemic support for New Zealand science teaching (Bull, Gilbert, Barwick, Hipkins, & Baker, 2010). Research findings into teachers' professional learning in science education also pointed towards possible ways to redress the situation, and the teacher educators saw opportunities to take affirmative action under the CUSP umbrella. To explore possibilities, one of the university lecturers approached the Principal of a CUSP school with a proposal for enhancing teachers' science PCK through a small research project. The Principal was very positive about such a project and invited the lecturer to meet with her and the school's science curriculum leader.

In her introduction to a potential research project the teacher educator raised the school-based learning experiences for pre-service teachers in science as an issue within CUSP and identified them as an area for enhancement. She revealed how few pre-service teachers reported seeing classroom teachers model science teaching on their teaching practice, while other pre-service teachers found working with their associate teachers problematic in science compared to other subject areas. It appeared many associate teachers were less certain about their role in providing and supporting pre-service teachers' learning opportunities in science education, especially when it came to assisting with classroom planning and teaching episodes. The teacher educator expressed the view that this situation might be symptomatic of wider issues in primary schooling and shared key research findings from national and international sources with the Principal and the science curriculum leader that might shed light on the pre-service teachers' practicum experiences in science.

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In response the Principal and science curriculum leader openly acknowledged the need to strengthen science education in their school. They appreciated such moves would in turn increase their teachers’ capabilities as associate teachers. In particular, the school leaders wanted to support their teachers’ science pedagogy, and more closely align the school science education programme with the intent of the recently revised *New Zealand Curriculum* (NZC) (Ministry of Education, 2007) and with 21st century learning principles (e.g., Bolstad et al., 2012) that were a focus in the school’s futures-focused curriculum plan. After further discussions, the school leaders came to the view that improvements in science education, and hence ITE science education at the school, were best addressed through enrichment of all associate teachers’ PCK at the school and redevelopment of the school science plan. At this point in the discussion, the teacher educator thought it opportune to introduce the notion of a collaborative research project featuring an intervention known as Content Representation (CoRe) design as a means for enhancing teachers’ science PCK and initiating curriculum redevelopment.

The teacher educator explained that a CoRe, as originally developed by Loughran, Berry and Mulhall (2006), is a strategy for making key features of the PCK of an individual teacher, or group of teachers, obvious to others (see Table 1). This exposure of the knowledge underpinning the teaching of certain science content to specific groups of students is achieved via the use of a framework or template, which teachers are asked to fill in. It contains what the teachers consider are the big ideas of the topic to be learned by students, and a series of questions/prompts that reveal the reasoning and actions of these teachers as they help students to develop understanding of the big ideas.

Table 1. Template for a Content Representation (CoRe), as developed by Loughran, Berry and Mulhall (2006)

Pedagogical questions/prompts	Big Idea 1	Big Idea 2	Big Idea 3
What you intend the students to learn about this idea			
Why is it important for the students to know this?			
What else do you know about this idea (that you do not intend students to know yet)			
Difficulties connected with teaching this idea			
Knowledge about student thinking which influences teaching about this idea			
Other factors that influence your teaching of this idea			
Teaching procedures (and particular reasons for using these to engage with this idea)			
Ways of ascertaining student understanding or confusion about the idea			

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The teacher educator pointed out that not only did CoRe design have a proven record for exposing the PCK of experienced science teachers, but it was also proving effective in her experience for enhancing teachers' capabilities in science teaching (e.g., Hume & Berry, 2011). She also saw its potential for assisting teachers in curriculum design if the intervention was introduced within a whole school science curriculum redevelopment. The Principal immediately seized the opportunity to collaborate and within a week a plan was negotiated that involved five university researchers (including the teacher educator as Principal Investigator) and all 25 teachers at the school who embarked as a team in a joint research project featuring CoRe design.

The primary research question was: How can CoRe design promote primary teachers' PCK development to support quality teaching for student inquiry learning in science?

USING DESIGN-BASED RESEARCH IN THE SCIENCE DEVELOPMENT PARTNERSHIP

The university researchers knew from research that most successful teacher development programmes take place inside school-based professional learning communities (PLCs) and use collaborative models of inquiry involving cycles of research and development (Timperley, Wilson, Barrar, & Fung, 2008). In these PLCs teachers participate as self-regulated learners with opportunities to engage in deep discussion, open debates, and the exploration and enrichment of possibilities for action. Through these experiences, teachers shift their primary purpose from teaching to learning. At the same time, they come to know they need to provide empirical evidence of the impact of their collaborative efforts on students' learning to inform and improve their own professional practice (Eaker & Keaton, 2008). Characteristics of successful PLCs include: shared values and vision; collective responsibility; reflective professional inquiry; collaboration; and group, as well as individual, learning (Bolam, McMahon, Stoll, Thomas, & Wallace, 2005).

Fortunately, as a member of CUSP, the school in this partnership project had an established culture of collaborative professional learning. Since the research focus was on an identified practice-based problem, the study employed a pragmatic methodology featuring a design-based research (DBR) approach (Anderson & Shattuck, 2012). The DBR approach has the potential to enrich a PLC experience by offering a bridge between research and practice in education via a collaborative partnership between researchers and practitioners. Adopting this approach, the project team was able to negotiate the study with all its phases "from initial problem identification, through literature review, to intervention design and construction, implementation, assessment, and to the creation and publication of theoretical and design principles" (Anderson & Shattuck, 2012, p. 17). It also allowed a set of contextualised design principles, for conceptual understanding and practical dissemination, to be developed by the teachers during the school-based professional learning programme that reflected the conditions in which the teachers worked and learned (Anderson & Shattuck, 2012). On a pragmatic level, teachers' key intent was to trial the CoRe design intervention as a precursor to planning,

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implementing and evaluating a series of related science lessons featuring inquiry-based learning. The findings were to inform their planning of a whole-school science education programme, to be called the Science Implementation Plan (SIP), at the end of the year of which teachers at the school had authorship and ownership. For their part, the researchers focused on the impact of CoRe design on the teachers' PCK in science because they sought to increase the impact, transfer, and translation of their research around science PCK enhancement through CoRe design into teaching practice. They hoped working with teachers to build new theory and develop design principles that guide and improve the teachers' practice would inform education research generally. It was anticipated that the richer science PCK of the associate teachers would in turn enhance the learning opportunities of the pre-service teachers on teaching practice in their classrooms under the CUSP project umbrella. The strength of the partnership lay in the underlying synergy of the purposes and goals each partner sought to achieve by participating in the project.

The initial research design (including purpose and goals, relevant literature, professional learning opportunities, data gathering, discussion of findings and time) was co-developed by the university researchers and the Principal and Science Curriculum leader from the partner school. As the plan unfolded classroom teachers made the pragmatic research decisions related to the day-to-day implementation of the plan, for example, the topics for CoRe design, unit planning processes, and the timing and nature of classroom implementation of unit plans and reflective/evaluative opportunities with researchers. The project took place over a year and involved distinct phases over two cycles or iterations—for a full account of the research design, how it unfolded and the findings see Hume (2015).

The Lead-up to the Development of the School's Science Implementation Plan (SIP)

CoRe design proved to be a catalyst for rich professional learning at a number of levels within the school-based PLC of teachers, when supported by knowledgeable facilitators and high quality resources. Many teachers spoke of the process improving their science content knowledge and PCK, and increasing their feelings of self-efficacy and positive dispositions towards teaching science. Individual teachers attributed this growth, especially in their confidence and belief in their ability to teach science, to accepting and overcoming the challenges offered by CoRe design through collaboration with colleagues and researchers. The input of the researchers in the process was openly acknowledged and valued by the teachers. Although somewhat misunderstood during the first cycle of the study, most teachers came to recognise CoRe design in the second cycle as a useful tool for collaborative thinking and sharing of teaching expertise and knowledge within the teaching teams before conventional unit planning began. These experiences ultimately led to school-wide ownership by teachers of the need for a conceptually based science education plan for the school promoting learning in ways that mirrored authentic scientific inquiry.

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Teachers welcomed the redevelopment of the SIP and made a number of suggestions and recommendations about its structure and content. The researchers also made observations from the project findings, which they raised for the school to consider when developing the plan and meeting teachers' professional learning needs.

The Design of the School's Science Implementation Plan

Late in the year of the project, a group of interested teachers known as the Science Development Group (SDG) met on three separate days to design the school's SIP. The Principal Researcher was asked to facilitate the process, not in her role as researcher but as a science education teacher developer. Other members of the research team participated, either as active contributors as past teachers at the school, or as observers. It was gratifying to the research team and the Principal that after they provided some 'seeding' ideas and broad direction for the plan, the SDG effectively took over the planning session. On the basis of findings from the project, including their colleagues' views on what form of guidance they sought as teachers of science, this lead group designed a detailed set of guidelines for teaching science. The SIP combined flexibility of contexts, content and delivery with a structured progression of conceptual development through the schooling levels. The recommended pedagogy featured inquiry-based learning that mirrored authentic scientific inquiry. The draft SIP was aligned with the school's mission statement and vision, and was to be introduced to, and trialed by, the teaching staff during 2015.

DISCUSSION AND CONCLUSIONS

From the findings in this DBR study, teachers and researchers together generated five generic principles (Wang & Hannifin, 2005) for strengthening teachers' PCK and primary science education programmes in the study school. These principles, which were enacted in the SIP development process, included:

- Collaborative CoRe design and unit planning as a means of strengthening teachers' science content knowledge, PCK and feelings of self-efficacy.
- A school-wide science implementation plan with a conceptual framework that provides direction and guidance for students' learning progressions in science as they move through their six years of primary schooling.
- Pedagogies where students engage in inquiry-based learning that mirrors authentic scientific inquiry.
- The development and fostering of scientific capabilities and dispositions in students (i.e., engage with science and ask questions, design investigations, gather and interpret data, use evidence, critique evidence, and interpret representations).
- School-wide assessment of sufficient depth to allow students to show that they can perform in increasingly more complex ways from school entry to Year Six. Evidence in any year to include a range of data to exemplify conceptual

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development, and science capabilities and dispositions linked to the school's SIP.

After the three-day planning session in November, the Principal encapsulated how these principles and the collaboration with the researchers underpinned the construction of the school's SIP and teachers' professional learning.

The three days spent by the development team in designing a new school implementation plan were a real gift to the school. The strong partnership that had developed with the researchers became a true collaboration. The researchers provided really helpful analysis and expert support. Rarely do lead teachers have such quality time for reflection, professional learning support and co construction of school curriculum. Working together where everyone contributed; being able to clarify progressions for concept development in science in the New Zealand curriculum for our implementation plan; making resource links and a purchasing plan; exploring and capturing examples of assessment practice from online sites such as the MOE, NZCER and the old NEMP exemplars were integral to the completion of our work for the year.

We've agreed as a team that the year has been hard work but rewarding. We will continue to meet again next year to manage progress with the implementation plan and keep science learning on track. The research partnership and the plan we co-constructed to carry this out were instrumental in our success. (Principal's written exit comments)

In conclusion, this study illustrates how a unique partnership was forged between university researchers and teachers around a shared and authentic problem of practice, which produced outcomes that were immensely satisfying to all parties. Each partner brought specific skills and knowledge to inform the problem-solving process. As a result, collaborative CoRe design within the school-based PLC contributed to enhanced teachers' PCK in science and development of a coherent school-wide science curriculum plan. This plan was co-developed and owned by teachers in partnership with researchers, it contained key elements of reform-based, future-oriented science education and its implementation should give higher status to science in the school curriculum. More importantly, teachers' positive dispositions towards science teaching were increased, and they were more confident and proactive in their attempts to create purposeful and meaningful science learning experiences for their students. Evidence from these teachers' classrooms verified that their students were engaging in science inquiry with interest and enthusiasm—certainly students were not turning away from science. Such teachers clearly have greater potential to be effective mentor teachers in the provision of school-based ITE in science. The research team feels strongly that this partnership experience and the outcomes can serve as a model for other primary schools, given the support of school leadership and outside expert input where deemed appropriate.

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MERE BERRYMAN AND THERESE FORD

11. CULTURALLY RESPONSIVE RELATIONSHIPS PROMOTING PARTNERSHIPS BETWEEN SCHOOLS AND INDIGENOUS MĀORI FAMILIES AND COMMUNITIES

INTRODUCTION

This chapter considers home school relationships in the context of New Zealand's *Kura Kaupapa Māori* (indigenous Māori language immersion schools), in order to begin to think about relational partnerships. When and how a relationship between groups may be termed a partnership and who gets to define these parameters are both *critical* if we are to usefully apply these understandings to *Kura Auraki* (English medium or regular school settings) where the majority of Māori students are educated.

Findings from a range of iterative research and development studies, which support teaching and learning programmes in each of these settings, suggest that effective home-school relationships have the potential to harness everyone's contribution and thus more effectively support all students, even those experiencing, the greatest challenges. While partnerships might exemplify contexts such as these, home-school relationships, when they are poorly understood, also have the potential to do harm (Alton-Lee, Robinson, Hohepa, & Lloyd, 2009).

From the perspective of Māori students and families, we have learned that home-school relationships, as the basis for developing partnerships, require leaders and teachers to recognise that from within their own discourses, many grounded in historical colonial contexts, are preconceptions and assumptions that need to be challenged before more participatory relationships with these home communities may begin to be negotiated (Bishop & Berryman, 2006). We discuss the importance of establishing culturally responsive relationships with these home communities if trust, new understandings and the harnessing of the potential located within these diverse communities can be realised, and the concept of power-sharing, relational partnerships can begin to emerge.

RECOGNISING WHERE OUR OWN DISCOURSES ARE POSITIONED

The development of power-sharing relationships with indigenous students and families begins with the ability of school leaders and teachers to recognise that their own discourses are often grounded in the assumptions and beliefs of wider society, that is, in the very systems, structures and ways of relating and engaging by which many contemporary societies have been constructed and continue to

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exist. To change the very fabric of societies such as these requires us to recognise and understand that these systems are often driven and defined by a narrowly focused mono-cultural view of the world; that what is considered to be normal and regular may not necessarily be right or just, or fair for all who live within these societies (Berryman, Nevin, SooHoo, & Ford, 2015).

If indigenous peoples are to benefit, the historical colonial contexts upon which these societies are built and continue to be perpetuated should not be ignored (Smith, 2012). These colonial systems and structures are often inextricably linked to notions of independence and power over others, whereas indigenous societies were and continue to be more often linked to notions of inter-dependence and power with others. If more effective relationships with these home communities are to be negotiated then ways to respectfully challenge the pervasive and longstanding discourses, which continue to marginalise these communities, must first be understood and then negotiated through the development of more respectful relationships (Berryman, 2008). Seeking to develop educational partnerships with indigenous families and their communities today is best understood against a backdrop of the historical discourses that underpin contemporary education and schooling. For example, in New Zealand successive governments have tried to address the ongoing issues of cultural and language marginalisation experienced by Māori; however, a wide range of ongoing evidence from the social, health and education indices indicates that while some progress has been made, disparities between Māori and non-Māori persist.

Historical Discourses

Although the signing of the Treaty of Waitangi promised power-sharing and self-determination for both treaty partners, relations between Māori and non-Māori (Pākehā) have “been one of political, social and economic domination by the Pākehā majority, and marginalisation of the Māori people” (Bishop & Glynn, 1999, p. 50). The formal education system, which applies principles derived from deficit colonial discourses, has served through the generations to guide teachers’ actions and explain the basis for those actions. From this pattern of images and principles, many education policies and rules of practice were developed that required indigenous students to metaphorically leave their culture at the school gate in order to succeed in education (Bishop & Berryman, 2006). Indigenous languages, values, beliefs and practices have not been represented and legitimated within New Zealand’s classrooms and schools; instead, the Māori language and cultural practices have been marginalised and belittled. This has resulted in the education provided by the state playing a major role in destroying this indigenous language and cultural identity and replacing it with that of the colonisers. For Māori, the result of this overpowering stance by the Pākehā majority continues to result in an inequitable share of the benefits that New Zealand education has to offer, while at the same time continuing the suppression and belittlement of Māori knowledge, language and culture (Bishop & Glynn, 1999). Relationships such as these are hardly the basis for successful partnerships.

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Government educational policies aimed at assimilation, integration, multiculturalism and biculturalism, determined largely by the Pākehā majority, have resulted in Māori sacrificing more and more of their own indigenous knowledge, educational aspirations, their culture and their language to the needs and goals of the majority partner. Participation in education in New Zealand has come for Māori at a cost of their culture, language and identity (Bishop & Glynn, 1999).

UNDERSTANDING RELATIONSHIPS FOR LEARNING PARTNERSHIPS

In more recent times New Zealand's Ministry of Education has identified the need for and benefits of involving Māori parents, families and whānau (extended family) in the education of their children; however, the Ministry acknowledges that there are challenges and suggest that "many do not know how best to go about establishing learning partnerships" (Ministry of Education, 2013, p. 28). This story is not unique to New Zealand. The belittlement of indigenous knowledges, together with contexts that maintain power imbalances, perpetuate cultural deficit explanations of low performance about indigenous or cultural minorities are prominent across the globe. These discourses continue to maintain power over what is determined to be legitimate pedagogy and knowledge in classrooms (Bishop & Berryman, 2006) and how parents and families should or even could contribute in their children's education.

Educational programmes that spring from deficit models address the under-achievement of indigenous and other ethnic minority students by providing activities and experiences to compensate for those perceived to be lacking in the students' own homes, families and cultures. Additional educational input from the majority culture (either from home or community-based pre-school enrichment programmes, or from school-based remedial programmes) was considered essential for children from indigenous cultures to succeed. Such programmes typically involved more frequent or more intensive teaching of knowledge and skills, which the majority culture judged as essential for success. Uncritical imposition of such *remedial* programmes can undermine the capacity of minority cultural groups to maintain their own language and culture, which further impacts negatively on achievement.

KAUPAPA MĀORI

Given the historical discourses around being Māori as defined above, groups of Māori began working within a discursive position of proactive theory and practice known as Kaupapa Māori. This movement grew out of the relocation of Māori into urbanised communities throughout the 1950s and 1960s. Then, through the 1970s and 1980s, it developed into increasing political consciousness amongst Māori that resulted in the revitalisation of Māori cultural aspirations, preferences and practices as part of a philosophical and productive stance of resistance to the dominant, mainstream discursive positioning. Smith (1997) suggested that "Māori communities armed with the new critical understandings of the shortcomings of the

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state and structural analyses began to assert transformative actions to deal with the twin crisis of language demise and educational under achievement themselves” (p. 171).

Transformative actions such as these resulted in the foundations of a Kaupapa Māori system of education that emerged and grew from outside of the state system. Kaupapa Māori theory suggests that reconnection with one’s own heritage enables greater opportunity and ability to reclaim the power to define oneself and, in so doing, to define solutions that will be more effective for Māori, now and in the future. Many Māori researchers and educators have now begun to generate a way forward based on the application of traditional Māori metaphors and discourses as legitimate and valued ways of working (Berryman, 2008).

Kura Kaupapa Māori

At all levels of the compulsory education sector, Māori began to exercise their agency and self-determination for language and cultural revitalisation in a more purposeful and strategic way. The development of *Kōhanga Reo* (pre-school settings immersed in Māori language and cultural practices) drove the development of *Kura Kaupapa Māori* (school settings immersed in Māori language and cultural practices), *Kura Rumaki* (Māori immersion in general stream schools) and, in recent years, *Wharekura* (Māori language and cultural immersion high schools). These initiatives have focused on the promotion of higher levels of achievement for Māori students and the revitalisation and maintenance of the Māori language. According to the Ministry of Education’s, July 1, 2014 roll returns (Education Counts, n.d), 7.1 percent of Māori students are enrolled in total Māori immersion schools including Kaupapa Māori schools.

One of the basic tenets of the Kaupapa Māori education movement was to afford Māori learners and their families, self-determination over what constitutes an appropriate model of education, including the language medium of that education and the practices and philosophies by which that education is presented. Across the world a number of researchers have also been interested in the degree to which parental contributions to their children’s education have been seen as legitimate and valued. Promoting self-determination for Māori learners and their families aligns with an overseas model that considers the range of ways that families may participate with schools, including the ability of parents to be able to negotiate how and when they will participate.

AN OVERSEAS MODEL

In the United Kingdom, Dale (1996) identified five possible partnership models (*expert, transplant, consumer, empowerment* and *negotiating*) between schools and their home communities.

In the traditional *expert* model, Dale posits the professional as the expert, and thus there is an assumption that they are the best person to decide what needs to be done. Within this model, the involvement of parents is not of prime importance

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except to provide the information as required by the expert and then follow the experts' instructions.

In the *transplant* model, parents are viewed as an untapped resource for helping to teach the child. The professional's role is to transplant their own skills and expertise to the parents. Whilst parents may become more knowledgeable, the professionals remain in control of the decision-making.

In the *consumer* model, power is shifted from the professional-as-service-provider to the parent-as-consumer. As consumers parents have the power to draw upon their own expertise and knowledge about their children in deciding what services they need for their child.

In the *empowerment* model, the rights of the parent-as-consumer are combined with a professional recognition that the family is part of their own social system. Families can rely on their own informal networks of support (family members, wider family members, friends and neighbours), as they can rely on the formal network of professional support. Within this model the role of the professional is to recognise the family's own support network and empower family members to meet their own needs, with professional support.

Finally, in the *negotiating* model, both parents and professionals are understood to have important contributions to offer. Negotiating over the differences is understood to lead to better decisions for children. For too long in education it has been the professional who maintains the power to define how parents will engage. Relationships such as these do not lead to partnerships, in fact the risk is they will do the opposite and prevent parents from engaging in the first place.

Dale's (1996) consideration of the location of power is useful for examining and understanding other home-school arrangements, including those that have emerged from the Kaupapa Māori movement. Home school relationships in *Kura Kaupapa Māori* settings are more likely to resemble Dale's *negotiating* model. Not because they are following an overseas model, but because they are adhering to traditional Māori cultural principles that Māori understand. *Whanaungatanga*, for example, is the process of establishing links or making connections with people one meets by identifying in culturally appropriate ways, points of engagement, *whakapapa* (genealogical) linkages, or other connections, relationships or responsibilities. Establishing *whānau* (familial) connections is kinship in its widest sense, including in a metaphoric sense. *Whanaungatanga* reinforces the commitment and responsibilities that members of a *whānau* (familial or metaphoric) have to each other. *Whanaungatanga* relationships with schools must go both ways if parents are to have the power to make decisions. Decisions will include whether or not they wish to become a partner with the school in their child's learning.

KURA AURAKI (ENGLISH MEDIUM SCHOOLS IN NEW ZEALAND)

The importance of the inter-relationships between the processes of families in their homes and their children's/students' progress at school has been an important focus in New Zealand for a considerable time now. The importance of the language and cultural practices of families are understood to be critical for the educational and psychological wellbeing of individual students and their families, and consequently

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for the wellbeing of society. New Zealand's Education Review Office contends that the quality of relationships between the home and school is an important factor in influencing student achievement, and educators in New Zealand have policies that mandate they must do this. However, it would be fair to say that home-school relationships in the context of *Kura Auraki* are more likely to represent the range of Dale's five models and that they are more likely to be restricted to the first four models (*expert, transplant, consumer or empowerment*) especially as students get older and move through the education system.

RESEARCH FINDINGS

Research showing the benefits of schools working with families and communities in support of learning and behaviour has been well documented over the past 30 years. Successful outcomes from these studies challenge the perceived deficiencies of working with families from ethnic minority-cultures. Specific studies continue to offer strong reasons for believing that families from across the cultural and social spectrum have the potential to provide a valuable, additional resource in supporting students who experience difficulties (Berryman, 2001).

For example, research by Berryman et al. (2002) identified five sites, both *kura Kaupapa Māori* and *kura Auraki* where Māori family members were able to make valid and worthwhile contributions to their children's schooling. Their voices provide strong evidence of educational professionals listening to, and working collaboratively with, Māori families in order to take careful account of the range of influencing factors within the child's environment and understand how one setting, and the players therein, could learn from in order to support the other. A direct consequence of this strategy was that the relationships between family members and professionals were developed on the basis of mutual respect for what each other were able to contribute.

Across the five sites, a number of common features or general characteristics of effective practice emerged. These included effective working partnerships between parents and educational professionals that demonstrated collaborative, culturally competent and responsive approaches to understanding and resolving problems, and where each group was able to contribute effectively. Family members were able to bring their own experiences to the intervention and have their ideas listened to, valued and incorporated into the intervention. This, in turn, helped to ensure that the intervention was more relevant for families, and thus they were more inclined to collaborate with the professionals. This research found that the key to professionals working effectively with Māori families was their ability to listen and maintain responsiveness. In this way, professionals were able to understand and respect the inter-dependent relationships between cultural values and practices as the foundation for working in ways that were respectful and collaborative (Berryman et al., 2002). In contrast to traditional Western models that have all too often disempowered and subordinated families, this approach enabled Māori families through the sharing of power.

The critical importance of establishing these learning relationships has been highlighted in numerous New Zealand based research studies. Biddulph, Biddulph,

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and Biddulph (2003) in their compilation of the Best Evidence Iteration on family and community engagement, surmised that parental, family, whānau and community involvement in education could influence opportunities for greater improvement in learning outcomes for students than the school could do on its own:

The research evidence suggests that effective centre/school-home partnerships can enhance children's learning in both home and centre/school settings. The positive impacts of such partnerships (especially those focused in the early years) on children's achievement can be substantial, compared with traditional institutionally-based educational interventions alone. (p. 172)

Furthermore, within chapter seven of the Best Evidence Synthesis on school leadership Alton-Lee et al. (2009) drew from extensive research to provide three reasons which describe why school leaders should concentrate on developing partnerships and connections with family, whānau and communities. This specific chapter is entitled, "*Creating educationally powerful connections with families, whānau, and communities*" (p. 142). The first rationale for developing these connections is consistent with the suggestion offered by Biddulph et al. (2003) that school-family partnerships have the potential for large positive effects on learning outcomes of students. Alton-Lee et al. (2009) outline two additional considerations:

Second, some kinds of engagement with families and communities can be counterproductive. Schools can invest considerable time, energy, and resources in activities that end up having minimal or even negative impact on student outcomes. It is important that school leaders promote engagement that is effective.

Third, by establishing educationally powerful connections, leaders gain access to a greater range and depth of resources to support the work of their schools. (p. 142)

Alton-Lee et al. (2009) base their discussion about the impact of whānau-school connections on student achievement on 37 studies, syntheses and meta-analyses. Effect sizes, using Hattie's (2009) benchmark of .35 from a year of *average* teaching and .60 for a year of *excellent* teaching, were applied to illustrate the impact of these connections on student achievement. Their study found that the overall effect of family, whānau and community connections (excluding homework) on student achievement was .42, which reflects a moderate impact; however, their analysis of different types of family, whānau and community connections indicated that there was a large degree of variance in the effectiveness of individual strategies that schools used to make connections. For example, joint interventions involving parents and teachers had the largest impact on student achievement with a very high effect size of 1.81, while homework had a weak effect size of .22. In relation to Hattie's benchmark an effect size of 1.81 is most

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impressive, especially when the effect was achieved over a ten-week intervention rather than the entire school year.

The findings from the research analysed by Alton-Lee et al. (2009) provide important statistical evidence that family, whānau and community connections with schools have the potential to dramatically raise student achievement. It is very clear that “there is great potential for leaders to counter patterns of under-achievement by building school-family connections that are explicitly related to the core business of teaching and learning” (Alton-Lee et al., 2009, p. 143).

Within The Māori Education Strategy—Ka Hikitia Accelerating Success (Ministry of Education, 2013), the drive to connect schools with their Māori parents, whānau and community can be seen within the concept of *Productive Partnerships*, which is one of five guiding principles that underpin the strategy. A productive partnership is defined within Ka Hikitia as being a two-way, mutually respectful relationship that:

starts with the understanding that Māori children and students are connected to whānau and should not be viewed or treated as separate, isolated or disconnected. Parents and whānau must be involved in conversations about their children and their learning. They need accessible, evidence-based information on how to support their children’s learning and success. (p. 17)

Addressing disparity and raising the achievement of Māori students is currently a high priority for New Zealand schools.

CULTURALLY RESPONSIVE AND RELATIONAL CONTEXTS FOR PARTNERING WITH FAMILIES

For many people of colour, especially those who live within dominant cultures, affirming our own cultural identity requires us to examine and understand the evolving forms of culture and language; this includes our seeking to understand the losses, exclusions and transformations of our own culture by those around us. According to renowned Māori academic Linda Tuhiwai Smith (2012):

Every issue has been approached by indigenous peoples with a view to rewriting and righing our position in history. Indigenous peoples want to tell our own stories, write our own versions, in our own ways, for our own purposes. It is not simply about giving an oral account or a geographical naming of the land and the events which raged over it, but a powerful need to give testimony to and restore a spirit, to bring back into a system a world fragmented and dying. (pp. 29–30)

These understandings are essential for those seeking to establish relationships of trust and respect with these home communities. Culturally responsive contexts are important if trust and the harnessing of the potential located within these diverse communities is to be realised. Culturally responsive contexts have been theorised by Bishop and Berryman (2006) in pedagogical settings, and they have also been applied in the development of home-school relationships (Berryman & Bishop, 2011). In these settings this can be accomplished when the cultural experiences of

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all are seen to have validity, when schools are prepared to engage in ways that are interactive and dialogic in order to begin to establish relationships of trust, where parents and families can be more self-determining, where knowledge is actively constructed, and where participants collaborate interdependently towards the achievement of a shared vision for what constitutes true collaboration between schools and their home communities.

CONCLUSION

Relational partnerships such as these are consistent with a Kaupapa Māori whanaungatanga approach where parents have greater opportunities to determine themselves how they will participate in schools and where schools seek to work interdependently with families and on the families' own terms. Benefits can accrue from the development of culturally responsive contexts, where each group is able to listen respectfully to the other and is able to determine themselves the parameters of the partnership including how they will participate and what they will contribute.

This chapter suggests that when school leaders and teachers are prepared to learn the values and practices of these communities, by spending time in them and learning from them, relationships from which to establish partnerships are more likely to emerge. Partnerships with diverse cultural communities such as these have the power to enrich understandings of both parties and, in turn, both parties can begin to benefit.

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JANETTE KELLY WITH MARION DEKKER, KATHRYN HAWKES,
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12. 'IT'S A LIVING, BREATHING ENTITY'

Research Partnerships, Young Children and the Environment

INTRODUCTION

In the context of New Zealand early childhood education, natural environments have played a significant yet informal role in providing contexts for young children to explore and examine the world from their perspectives. Davis (2009) highlights that although it is known, and often assumed, that learning takes place in these contexts, little research exists which examines the pedagogical approaches and foundations that support this learning to occur. She calls for urgent action to address this “research hole” (p. 227). The genesis for this research comes from two places—first, a European Forest Kindergarten tour that several teachers had undertaken, and second the Kindergarten Association’s espoused commitment to sustainability in their mission statement. They believed that taking children beyond the kindergarten gate on a regular basis would lead to greater connections to and care for the natural environment. The project was underpinned by principles from *Te Whāriki*, the Aotearoa New Zealand bi-cultural early childhood education curriculum (Ministry of Education [MoE], 1996) and consequently founded on the notions of Relationships and Family and Community. Initially seeking to profile their current practices, a group of teachers invited two researchers from The University of Waikato to collaboratively investigate their teaching practice and in doing so they sought what is described by Kemmis and McTaggart (2005) as academic partnership and complementarities of expertise.

The Māori word ‘ngahere’ meaning the bush was specifically chosen to differentiate between our unique research around excursions into the natural environment in Aotearoa New Zealand and the ‘Forest Kindergarten/School’ movement in the UK and Europe (Knight, 2009). From the outset, we were conscious how little research there had been into early childhood outdoor pedagogy in this country despite its relevance and increasing profile. The project and research findings have been well documented in many guises (see Kelly & White, 2012; Kelly & White, with Dekker, Donald, Hart, Mackay, McMillan, Mitchell-King & Wright, 2013; Kelly, 2013, 2014). This chapter focuses specifically on the partnerships that were created within *The Ngahere Project* and explores how these relationships in the form of partnerships were integral to, and extended by, the research. Findings from the separate inquiries of three of the six distinct early childhood education contexts (two kindergartens and a home-based setting who

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shared the same management) are drawn on to illustrate key elements of three distinct partnerships in action—with people, with places, and with things (MoE, 1996).

METHODOLOGY

The purpose of the study was to better understand what nature-based pedagogy looked like in a range of early childhood education settings across Aotearoa New Zealand. We also wanted to examine the relationship between sustainability and learning in natural environments within and beyond the gate of these settings. Reciprocal and responsive relationships with places, and people and things are also a significant feature of *Te Whāriki* (MoE, 1996). The project considered the following overarching questions (hereafter referred to as the central research questions):

1. What might nature-based learning look like in diverse Aotearoa New Zealand early childhood education services that are committed to sustainability?
2. What are some of the pedagogical issues and provocations teachers face when they engage in learning partnerships with the environment?

The project was co-directed by Jayne White, my colleague at The University of Waikato and me, Janette Kelly the lead author, and received ethical approval from The University of Waikato, Faculty of Education Research Ethics Committee. The research was an ambitious partnership because of the size and diversity of the research team. Our research partners included 20 teachers-as-researchers from two education and care centres, three kindergartens and a home-based early childhood education service. As well, in the research team were several management representatives from their employer bodies—a kindergarten association and a crèche trust. Approximately 200 children, between one and a half and five years old, and their families were also involved in the research. All of these participants consented or assented to involvement in the research project and subsequent publications and presentations.

The participatory action research had an activist focus as teachers and researchers were keen to critically investigate and promote children's learning in natural environments. The meta-project lasted for more than a year during which time a number of research activities took place in each of the distinct phases—reconnaissance, intervention and integration. The project began with an initial meeting where participants (researchers, teachers and management representatives) described their current practice of nature-based learning and engaged in an audio-recorded focus group where they discussed the central research questions. Following this initial meeting, teachers worked in partnership with one of the two university researchers (Kelly or White) to identify their setting's specific research question and to negotiate and plan relevant interventions. Data generation followed in individual settings over the next two months during teachers' field based interventions with young children (mini research projects). The meta-project concluded with teachers reporting findings from their settings followed by a final

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audio-recorded focus group where they discussed what they had learned, and revisited the central research questions. The individual education settings and their specific research questions are outlined in Table 1 reproduced here with permission from the Wilf Malcolm Institute of Educational Research (WMIER), Faculty of Education, The University of Waikato who hold the copyright for final research report (Kelly & White et al., 2013).

Table 1. *The Ngahere Project Mosaic*

Setting	Context	Research question	Method
Campus Creche Preschool	Regular outings to Pukemokemoke Reserve	How do teachers ‘see’ children’s dispositions being affected by nature-based curriculum experiences?	Assessment documentation i.e. – Learning stories – Video diaries
Campus Crèche Teenies	Regular outings to adjacent university campus	What professional judgments do teachers make during outings with children, and why?	– Video diaries
Papamoa Kindergarten	Regular outings to Brann’s Farm and local neighbourhood	How do children express their working theories after regular engagement with nature outside the gate?	Assessment documentation i.e. Learning Stories – ‘Group- time’ videos following visits
Paengaroa Kindergarten	Regular outings to Brann’s Farm and local neighbourhood	How does the nature environment influence teacher pedagogy?	– Audio-recorded staff meetings – Reflective diaries
Maungaarangi Kindergarten	Mostly on-site nature-based experiences explicitly linked to teaching philosophy	What can local tikanga Māori teach a kindergarten learning community about engaging with nature?	– Oral interviews (local elders) – Assessment documentation i.e. Learning Stories
Home-based ECE service	Regular outings known as Kimi Haere or learning journeys	What do children ‘see’ in nature-based education beyond the gate?	– Photo generation – Stimulated recall interviews with children

Research Design: Partnership with Things

The ‘mosaic approach’ coined by Clark and Moss (2001) in their research with young children was specifically designed “for listening and responding to children’s perspectives” (Clark, 2007, p. 76). As Table 1 illustrates, each setting had their own specific research question and relevant methods chosen by teachers, hence our partnership extended to the research design. A mosaic of participatory research tools was used in the meta-project about nature based pedagogy and

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sustainability and in the mini projects within each of the settings. The findings indicated that the mosaic approach provided flexibility and opportunities for ownership and partnership as participants worked together with a commitment to protecting the environment.

Combining a range of participatory methods encouraged researchers and teacher-researchers to co-construct meaning about a range of topics, throughout *The Ngahere Project* (Kelly & White et al., 2013, particularly with young children, as well as families and each other. Recognised for its accepting nature and used repeatedly by Clark (2007) and others (for example Pascal & Bertram, 2009; Stephenson, 2009) the ‘mosaic approach’ was perceived as empowering by Senior Teachers as described by Marion in the following vignette.

From my perspective, the ‘mosaic approach’ meant that each teaching team was able to drive the investigation of nature-based learning in their specific context. They each identified an issue and crafted a research question that was relevant to their current pedagogy. Some teaching teams courageously chose issues that they were willing to challenge themselves about. For example, the Paengaroa team looked at learning beyond the kindergarten gate in relation to how teachers perceive risk; an unsettling and challenging issue for the teaching team individually and collectively. Because the university researchers were not prescriptive about what teacher-researchers could do, the team were able to focus on a highly relevant challenge they faced which was around whether their teaching pedagogy changed once they took children beyond the gate. Choosing their own research question and methods afforded them an opportunity to address a critical issue for them. This ability empowered them and was typical of the partnership approach that characterised *The Ngahere Project research*. (Marion Dekker, Inspired Kindergartens, formerly known as Tauranga Region Kindergarten)

The ‘mosaic approach’ meant that sometimes teachers gathered Learning Stories—a form of narrative assessment (Carr, 2001; Carr & Lee, 2012), sometimes they recorded their reflections after a trip, or they analysed photographs that they or the children had taken alongside children. This flexibility gave teaching teams a sense of comfort according to Marion. She observed:

I don’t think the research disturbed what was actually happening because they [the teachers] decided the methodology, and ways of gathering that information so it was embedded in this natural context. It was what they were doing as a matter of course and not additional to their usual work.

This decision-making ability significantly increased teachers’ ownership of the action research in her view, a factor that is sometimes problematic when external researchers are involved in education settings and teacher-release time is limited. Hence the partnership overall was enhanced by the flexible innovative participatory research design.

Partnership with Place/Physical Spaces

Wattchow and Brown (2011) argue “our experience of place is always a combination of a specific physical location, our embodied encounter and cultural ideas that influence the interpretations that we make of the experience” (p. x). These ideas can be seen throughout the research including when teachers from Papamoa Kindergarten, committed to place-based pedagogy, regularly took children to Brann’s Farm—a privately owned farm in their locale to promote learning beyond the kindergarten gate. In the following vignette, Julie the kindergarten Head Teacher spoke about the research and people associated with this location.

One of the best things for me about the research was sharing the learning that happens at their place with Jill and Geoff, the landowners. I have had the privilege of taking children to Brann’s Farm for more than fifteen years and am so grateful for their fabulous place with its stream, and bridges, and grove of redwoods and cabins, and much more. I am humbled by their generosity; sharing it with us and countless others over all of this time is amazing. ... It is a very special place and to be able to give the Brann’s a copy of the final research report, and to see them in the audience as our special guests at the [annual kindergarten association] conference where we presented our research findings was awesome. Jill has often shared articles or readings that she has come across about the benefits for children in natural settings, so I know how much she values the experiences our children have in their place. And to now have research that supports outdoor learning means a great deal to us all. (Julie Sullivan, formerly at Papamoa Kindergarten)

Julie’s role was important in terms of partnerships with people and place. She was responsible for brokering the relationship with the landowners on behalf of her kindergarten community, other kindergartens, and the association as a whole. On hearing this place celebrated in the research, other teachers have also shared this unique ‘Brann’s experience’ with children and families in their learning communities.

Place-based pedagogy and sustainability are strongly linked to kaupapa Māori ways of knowing and being. Their findings illustrated that cultural ideas influenced teachers’ pedagogy in numerous ways and were consistent with the expectations of the curriculum framework *Te Whāriki* (MoE, 1996). Sustainability principles are aligned with Māori views of the living earth known as Papatūānuku and associated accountabilities of guardianship, and care for her. Knowing about the local land features from traditional Māori and non-Māori perspectives was found to support teachers to be, and become, more ‘place responsive’ in their teaching outdoors and ‘beyond the gate’. Our findings also confirmed that children’s knowing of the land and its features related to their lived, embodied experiences with particular places they experienced—the storytelling tree, the rolling down hill, the stepping stone, the troll bridge and the monster’s tree (Kelly & White et al., 2013). Each of these places earned its name from the children based on what typically happened there,

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and the name became entrenched over time as child-experts inducted novices into the place reinforcing the learning that was situated there.

Throughout the research, the potential for enhancing children's learning in natural environments was explored across the six early childhood education settings. The researchers and the teachers recognised the multiple possibilities and opportunities for exploration and play. The natural environment was also identified as the primary context for learning rather than the focus of learning. In keeping with the curriculum learning outcomes, children in outdoor classrooms were supported to “enquire, research, explore, generate and modify their own working theories about the natural, social, physical and material worlds, working theories about the living world and knowledge of how to care for it” (MoE, 1996, p. 90). Children were encouraged to use their imaginations and think magically as well as scientifically (Hedges, 2003) and their dispositions and working theories were strengthened when teachers were reflective about their practice—not hijacking or letting their agenda dominate children's learning (Peters & Davis, 2011).

Bringing Past Partnerships into the Present—The Voices of Local Māori

The teachers at Maungaarangi Kindergarten investigated what local tikanga¹ could teach their learning community about engaging with nature. Children's understanding of the kindergarten's kaupapa² and tikanga was illustrated throughout the research and over time the teachers realised the extent and the consequences of the partnerships they were fostering. Local elders identified that the kindergarten was creating and reinforcing tikanga drawn from local and wider Māori ways of knowing, illustrating a dialectical relationship as the following vignette suggests.

I was full of self-doubt about my ability to interview our highly esteemed kuia.³ As a Scottish woman with my own deep-rooted cultural beliefs I questioned what authority did I have to interview her about tikanga Māori? My relationship with her to date had been one of tuakana/teina⁴ with me as the learner. She soon put me at ease though when she began her talk full of observations and praise for the tikanga we had been working so hard to develop at Maungaarangi. “What you are instilling into the children in the kindergarten, inside and out is what I am familiar with from all those years ago”. I was intrigued to hear that she believed we were developing a strong tikanga Māori of our own at the kindergarten. On reflection I could see examples of this in the data we recorded such as when a child named James, without any prompting, asked Papatūānuku⁵ if he could remove sticks from the earth to use for his ephemeral art (see Kelly, 2013 for a fuller description).

The importance of intergenerational knowledge and learning struck me. “It looks like the children have participated in growing and gardens which was a big thing when I was growing up; those traditions” our kuia told me. From the vantage point of my Scottish heritage, I appreciated that for a culture or

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language to survive, there has to be intergenerational transmission of knowledge like what I was seeing children enacting on a daily basis at Maungaarangi. I was humbled by the observations of our kuia; not only because she believed our environment and what we were teaching was a genuine reflection of Māori culture, but because she valued it. She suggested that we were creating our own tikanga in the kindergarten and its programme, not simply reflecting the tikanga of the local community. (Fiona Mackay, formerly of Maungaarangi Kindergarten)

The Learning Partnership Extends to Involve Families

Fiona also noted that the kindergarten’s ways of doing things resulted from the guiding principles of *Te Whāriki* (MoE, 1996) that the teachers adhered to, in conjunction with forty different families bringing their tikanga into the kindergarten. This tikanga was clearly evident to all of the manuhiri⁶ who came to the kindergarten in Fiona’s view. According to Moll, Amanti, Neff, and Gonzales (1992) recognition and acknowledgement of families’ funds of knowledge can have the potential to mediate children’s experiences between home and the ECE setting. Through Gill’s narrative, it is evident how a child’s learning was mediated by relationships with people—significant adults in their life; places—namely Brann’s Farm, kindergarten and home; and things such as trees, leaves, reference books and the Internet (MoE, 1996). This scenario was captured in a poster that Gill presented at an environmental education conference in 2012 during the research. Her vignette describes learning in partnership with others showing the three-way relationship a child had with the environment, her kindergarten teachers and peers, and her family.

During *The Ngahere Project*, Caitlin, a four-year-old child, had an on-going working theory about deciduous and evergreen trees that originated at Brann’s Farm. Over several months she theorised in partnership with her teacher Gill, her peers, her parents, and several other adults at the kindergarten. ... Caitlin’s dad gave her the terminology—deciduous and evergreen, and explained their meanings. This new knowledge started her thinking about trees in her home garden and she questioned whether her olive tree was evergreen or deciduous?

Observing lots of leaves on the ground led her to conclude it was a deciduous tree. A parent suggested otherwise, and with the help of a teacher Caitlin confirmed via the Internet that the parent was correct and that she was not. To determine whether the leaves on the ground were from the olive tree, Caitlin’s mum supported her to collect, and document samples of leaves to make comparisons from underneath and on her olive tree. Caitlin’s teachers and peers shared her research findings along with a book about tree types that she got from the local library. A class visit to Caitlin’s olive tree followed with children contributing their ideas and theories in an attempt to answer her next question ‘why are the leaves falling off if it’s evergreen?’ Caitlin’s

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working theories developed in conjunction with her teachers who consciously tried not to hijack her thinking. Her peers, parents, and a parent-helper also helped through dialogue and research. Caitlin came to see herself as a competent and capable researcher and theorist whose self-perception changed from ‘novice’ to ‘expert’ in this area. (Gill Wright, Papamoa Kindergarten)

Like Caitlin, children in other settings were also involved in documenting their learning. However, unlike Caitlin’s chart with leaves on it made at home, other children documented their learning through photography. Insights from stimulated recall interviews, related to the photographs, were shared with children’s parents to grow a learning community. In the following vignette, Kathryn the service co-ordinator reflects on the real and genuine partnerships that developed in her setting during *The Ngahere Project*.

Partnering with Children and Their Families to Co-construct Knowledge

Answering the Home Based early childhood education service’s question “What do children “see” in nature-based education beyond the home-based gate?” involved data generated by children in small groups on *Kimi Haere*⁷ with their educator.

The children were considered to be our co-researchers and they assented, and their families consented, to their involvement. To generate data, each child was given a digital camera and asked to “take photographs of what you see” while out on *Kimi Haere*. Their photographs provided a window into the child’s thoughts and perceptions ... reflecting children’s relationships, current interests, curiosity, wonder and aesthetic beauty. Favourite images selected by each child formed the basis of short interviews with their educator. During these interviews children revealed their thinking processes, knowledge and perceptions based on their prior experiences. Although the four children often photographed the same person, place or thing, their interpretations, perceptions and thinking were unique to them. I made assumptions on behalf of the child/children of what they saw, and often my assumptions were wrong. To form what I considered an authentic partnership with the child I needed to set aside my assumptions and listen with fresh purpose and intent. This listening involved genuine attempts to see and hear the child—seeing their verbal and visual language; that is the language the child expressed through their body and their silence.

Everyone involved in the project attended an evening presentation of the research findings. The intertwining of the partnerships became evident as more knowledge was created within this shared learning space. Together we viewed the children’s photographs. The families gained new knowledge and deeper understandings of their children. In return, the information they shared exposed fresh layers of their child’s understandings to the research team. Subsequently the educator revised her assessment process to include multiple perspectives, ensuring that children and families were active participants and co-documenters of learning. ... I came to see how educational programmes

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and research endeavours can be enhanced through three way relationships; teachers/researchers, children and their families. (Kathryn Hawkes, Inspired Kindergartens, formerly known as Tauranga Kindergartens, Home-based early childhood education service)

CONCLUSION

Our distinctive research was characterised by three interrelated notions of partnership in keeping with *Te Whāriki*: partnerships with people, with places, and with things (MoE, 1996). During the research partnerships were created or reinforced between people – children, teachers, families, researchers, landowners, and Māori tribal elders. We deliberately engaged all those who had a vested interest in the environment. Local relationships with the land were fostered and reinforced: the partnership engendered a special sense of place that drew on both Western and Māori worldviews. Adults saw the earth and the life it supported through children’s eyes and they developed a fresh appreciation from different ways of seeing and knowing things that are unique to young children. Things such as trees, sticks, leaves, books, cameras, and the Internet supported individual and collective learning. In collaborative learning communities in our unique Aotearoa New Zealand early childhood education context, the complex mosaic of learning partnerships with people, places and things came alive through reciprocal and responsive relationships. The multiple voices heard explicitly and behind the scenes in this chapter show how innovative research partnerships can be, when they involve partners with agency and a shared commitment to a greater good.

NOTES

- ¹ Māori customary practice.
- ² Māori theoretical framework, philosophy.
- ³ Older woman.
- ⁴ Expert/novice.
- ⁵ Mother Earth.
- ⁶ Visitors.
- ⁷ The name they coined to describe small excursions into the local community and natural environment.

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13. THE ‘MANTLE UNDERGROUND’

*A Case Study in Informal School–University Partnership*¹

INTRODUCTION

Since 2009 the author, a university lecturer, has worked with a number of teachers from around New Zealand (mostly from primary but some from early childhood, intermediate, high, tertiary and community contexts) to develop a distinct informal teaching and learning community—nicknamed by some of its own members, the ‘Mantle Underground’. The goal of this ground-up partnership has been to provide ongoing professional development and support for teachers interested in the drama-based teaching approach, Mantle-of-the-Expert (Aitken, 2013; Heathcote & Bolton, 1994). In the last six years the group has convened an international conference, established a website, run a series of professional development workshops and instigated informal ‘cluster group’ meetings in a number of schools. These endeavours have involved significant sponsorship from the author’s employer, the University of Waikato, as well as goodwill and support from schools. The partnership has carried risks for the University and school partners but has ultimately resulted in benefits for both, including increased enrolments in postgraduate study, new opportunities for initial teacher education and authentic research collaborations. After telling the story of the Mantle Underground, with input from some of those who participate in it, this chapter will attempt to identify the features of this partnership model and assess it against the criteria for effective University–School partnerships offered by Ruddock (1992). As well as being a chance to identify and reflect on this longstanding partnership, the chapter is also an opportunity to look forward at new possibilities. For, at the time of writing, while teachers continue to use the approach in their classrooms, and continue to meet informally in cluster meetings, there are changes afoot. The author has left her University position and the Mantle Underground in its current form has gone into recess. It is timely, therefore, to ask what future possibilities might be found to continue to support teachers to learn about Mantle-of-the-Expert in the current social and political climate.

MANTLE-OF-THE-EXPERT: A BRIEF DESCRIPTION

Before outlining the activities of the Mantle Underground, we describe the pedagogy that inspired it: the teaching approach known as Mantle-of-the-Expert. For a fuller description, refer to *Drama for Learning* (Heathcote & Bolton, 1994)

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or *Connecting Curriculum, Linking Learner* (Fraser, Aitken & Whyte, 2013). In brief, Mantle-of-the-Expert is a cross curricula teaching approach designed for teaching over sustained periods rather than in discrete curricula areas or within traditional lessons. A full-blown Mantle-of-the-Expert experience will last days, weeks, a term or even longer. It combines the features of inquiry learning with the strategies and conventions of drama, and as such it is sometimes referred to as ‘dramatic inquiry’ (Edmiston, 2014). In Mantle-of-the-Expert, teachers and students use their imaginations to move in and out of role to explore multiple perspectives. As part of this, they take on the position of experts in a fictional company, enterprise or responsible team. From this position, students are commissioned to undertake an important job for an important client. The company, commission and the client are fictional: selected by the teacher to lead to meaningful engagement with curricula learning areas. Dramatic tensions, either naturally arising or planned by the teacher, lead to further opportunities for engagement with curricula. As well as these core infrastructure elements, Mantle-of-the-Expert is sustained by key pedagogical principles including valuing process over product, an emphasis on active learning, positioning the learner as ‘competent’, valuing co-construction, seeing the learning process as messy, long term and socially constructed and a continual reflection on the ethical implications of human actions (Aitken, 2013; Heathcote & Bolton 1994).

For a teacher in New Zealand, the decision to include Mantle-of-the-Expert pedagogy may not be an easy one. It is not simply that the approach is complex and the dramatic, elements can be challenging and take practice. Many teachers report a struggle to justify the use of the pedagogy, citing the pressures of an overcrowded curricula and a perceived emphasis on reporting and raising learner achievement in the ‘core’ areas of reading, writing and mathematics as assessed in New Zealand’s National Standards. This is despite the fact that Mantle-of-the-Expert is celebrated as an ‘effective pedagogy’ on the Ministry of Education’s website (Ministry of Education, n.d.) and despite a range of research showing positive results for learning in classrooms where Mantle is used—including in reading writing, science and maths (Fletcher, 2012; McGregor, Anderson, Baskerville, & Gain, 2014; Swanson, 2015). In light of this, teachers report that a community of likeminded practitioners provides an important support:

It’s really important for me to include Mantle-of-the-Expert and its participants in my community of practice. As a beginning teacher, I wanted to be in on something good from the start in my teaching career (pedagogically speaking). Mantle is alive and kicking and I need a finger on the pulse if I want to teach with difference! (SS, personal communication—email to author)

ACTIVITIES OF THE UNDERGROUND—BOTTOM UP PARTNERSHIP

The initiative for the ‘Mantle Underground’ began with the first international conference in Mantle-of-the-Expert, *Weaving our Stories 2009*. This event,

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convened by the author and hosted at significant financial cost, by the University of Waikato, coincided with the first offering of a Masters paper in in Mantle-of-the-Expert at Waikato. It featured international presenters including a live link with the progenitor of Mantle-of-the-Expert, Prof Dorothy Heathcote (1926-2011). The one hundred or so New Zealand teachers who attended the conference identified a desire to stay connected with the approach and with like-minded individuals. It was at this point that the nickname of the 'Underground' was adopted—using a metaphor from UK practitioner Luke Abbott in his keynote address (Abbott, 2009).

Initially it was hoped that clusters of teachers would form in different centres around the country. Following the conference, meetings were held in Christchurch, Auckland, Wellington and Waikato where approximately seventy people discussed the form of support and networking that they felt would work best for them, then fed back to each other through a combined Skype meeting. A decision was made to avoid committee structure or incorporated society status as teachers felt they did not need another set of obligations and accountabilities. Instead, the idea was mooted for cluster groups in each region to be headed by someone with experience of working in the approach.

Another decision made at an early stage was that the community needed a website to serve as a sister site to the UK-based site and to provide a repository for information and discussion between teachers, while reflecting the distinctiveness of the cultural setting in New Zealand. A website was opened in 2010 with design, hosting and technical support provided by the University of Waikato and this continues to operate today (Mantle of the expert Aotearoa, n.d.). With the growth of new social media options, Facebook is also used, with a public page and a closed group for sharing information about meetings, photographs, lesson ideas, questions and planning resources. For a time, Skype was used to hold meetings for high school specialist teachers spread out across the country. However, while some good discussions were held in this format, technical issues and some difficulty getting people to commit to the meetings saw the Skype network die away.

After initial interest, it became clear that the sustaining of regional cluster meetings relied on the presence of someone with expertise in Mantle-of-the-Expert and the energies to co-ordinate the event. Cluster groups in Hamilton and Tauranga have been the most long-lasting, partly for these reasons and because their numbers have been 'refreshed' by new students emerging from courses in Mantle-of-the-Expert on the University of Waikato's two campuses.

The format and content of cluster meetings varies but generally they involve an introductory discussion in which teachers share their experiences in Mantle-of-the-Expert since the last meeting, followed by a focussed professional development opportunity such as the viewing of a video, or collaborative planning opportunity. Sometimes an experienced practitioner runs a session on some aspect of their practice, such as drama conventions, ideas for hooking students in or questioning skills. Whatever the focus, sessions are generally a combination of whole group discussion and practical tasks carried out in pairs or small groups. Usually there is at least one practical drama activity included.

On reflection, a feature of the cluster meetings and, perhaps, a reason for their success is that they manifest the philosophies underpinning Mantle-of-the-Expert

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itself. As mentioned earlier, key pedagogical values of Mantle-of-the-Expert include: valuing process over product, an emphasis on active learning, positioning the learner as ‘competent’, valuing co-construction, seeing the learning process as messy, long term and socially constructed and a continual reflection on the ethical implications of human actions (Aitken, 2013; Heathcote & Bolton, 1994) and it is possible to see all these values at work in the way cluster meetings operate. This alignment of the pedagogy within cluster groups and the overarching Mantle-of-the-Expert pedagogy was not conscious, but arose from participants enacting their beliefs about what ‘works’ and what ‘matters’ in teaching. Lakoff and Johnson (2003) have suggested that we all operate or live by certain metaphors that inform our discourse, relationships and actions. The form and content of cluster groups evolved and developed as a lived expression of the metaphors of Mantle-of-the-Expert within the social, cultural and geographic context of Aotearoa New Zealand.

SUSTAINING THE UNDERGROUND—FUNDING.

Up to now, everyone in the Underground has contributed as a volunteer. This lends a particular quality to the partnership, as it’s clear everyone is involved for the good of the profession rather than personal gain. Having said this, of course, there are always costs and overheads involved in a network and the Underground has depended on ‘in kind’ support from a number of sources. Between 2009 and 2015 the Mantle Underground community received substantial support from the University of Waikato—both directly in its significant sponsorship of the international conference and indirectly through providing space for meetings, technical support for the website and support for the author to visit and work in schools. Schools also supported the partnership by providing space for meetings and in some cases, making opportunities for teachers from other schools to visit classrooms. One school played a significant role in supporting pre-service teachers to learn about the approach. This is discussed below. While this school was a ‘Normal’ school and therefore in receipt of funding, their provision of space for Mantle-of-the-Expert classes went above and beyond these requirements. In 2013, the Waikato cluster group received a small amount of network funding from the Ministry of Education and used this to offer a full-day professional development session at a local school. The funding was used to pay teachers’ release time, transport costs and food. Organisers and providers of the professional development were not remunerated.

Another form of support enjoyed by the Mantle Underground has been a close alignment with Drama New Zealand, the professional subject society for Drama Education in New Zealand. In 2013, members of the Mantle ‘Underground’ partnered with this society to host their annual teachers’ conference and provided a dedicated ‘stream’ of presentations and workshops related to dramatic inquiry, including Mantle-of-the-Expert. This allowed a number of the teachers from the Underground to present on their work.

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RISKS AND BENEFITS OF THE PARTNERSHIP FOR SCHOOL AND UNIVERSITY

The Mantle underground with its professional development workshops, website and cluster meetings has fostered reciprocal relationships between schools and the University, with risks and benefits to both.

For the University, the hosting of the 2009 conference and the ongoing costs of sponsoring the activities of the author represented a significant financial risk. The institution had to wait several years before the direct benefits of sponsoring the Mantle Underground became obvious. Over time, however, the University has benefitted from postgraduate enrolments from teachers undertaking further university study as a direct result of the conference, workshops and cluster meetings. Of the 28 students enrolled in the Masters summer school in 2014, the majority had either been active members of a local cluster group or had been inspired by a visit to their schools and most said they had not have considered postgraduate study before (personal communication to author). To date, two students from the 2009 Masters course have gone on to conduct their Masters and PhD research into Mantle-of-the-Expert (Swanson, 2015; Stoate, 2013), with others from other intakes intending to do the same in future. As well as providing income for the University, these studies and the resultant publications will add significantly to the research base for this under-researched pedagogy.

Schools have carried some risk in being involved in the ‘Mantle Underground’ partnership in terms of time, space and resources. The informal nature of cluster groups has sometimes meant that host schools are unsure about numbers attending meetings, so that on one or two occasions this investment may not have seemed worthwhile. Nonetheless, schools clearly derive benefit from opportunities for professional development and ongoing support for their staff, particularly those who find themselves asked to take leadership within in their schools after completing their studies in Mantle-of-the-Expert. The following comments, all from former students, illustrate how they valued the cluster groups for ongoing support, inspiration and extension:

An issue for me is having support myself when I’m considered ‘the expert’ and I’m not. (Anon—workshop survey)

I am leading professional development in our school this year, and this term every teacher is trying their first mantle!!! So far so good (RD—personal communication—email to author)

The most valuable way for teachers to support each other is to visit each other—for me especially being the only teacher doing it in my school. (Anon—workshop survey)

Alongside the cluster meetings, another partnership arose with one particular local school, which resulted in reciprocal benefits for both school and university. Over a three-year period, the deputy principal of the school (which was very close in proximity to the university) arranged for the author to teach one of her university courses at the school. This involved spending six weeks per year working alongside a classroom teacher to plan, implement and reflect on a Mantle-of-the-

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Expert programme, with pre-service teachers included in the implementation. Blog accounts of these experiences were published on the Mantle website (Mantle of the expert Aotearoa, n.d.). This opportunity provided a potent combination of professional development for the teacher, preservice education for the pre-service teachers, engaging learning for the children and a site for research for the university lecturer. The deputy principal describes the benefits of this arrangement for her school.

Imagine blending a university paper on Mantle-of-the-Expert and actual practice in the classroom using the skills of the lecturer in drama Ed and the pre-service teachers to explore the theory first hand! It was adventure which ignited passion in the teachers, the children and the parents and deep learning based on an issue which was engaging and exciting. It was the beginning of a school wide exploration in "Mantle", gifting kids the power and the opportunity to take control of learning in authentic way ... To say that it was a success is an understatement. (GG—personal communication—email to author)

Another ongoing benefit to both university and schools was the opening up of spaces for research within schools by university academics. At the time of the 2009 conference, academics from the University of Waikato including the author were formulating a TLRI funded research project exploring arts-based integration in local schools (Fraser, Aitken, Price, & Whyte, 2012). All seven participating teachers attended the conference and five decided they would experiment with Mantle-of-the-Expert for the research. Thus, Mantle-of-the-Expert became a key focus for this project. This in turn led to publication of a book presenting case studies of Mantle-of-the-Expert and other approaches used in the project (Fraser et. al., 2013). This reciprocal relationship between university and schools has continued, with teachers from the project continuing to work together on research projects, co-authoring written work and co-presenting at conferences.

Overall, while the partners, particularly the University, encountered some risks in this partnership the long term reciprocal benefits have been most worthwhile.

THE PARTNERSHIP MODEL

The Mantle Underground is about strong partnerships based on authentic relationships and sustained interaction to foster meaningful outcomes. This chapter concludes with a series of lists, proposed as a model. The first shows the features of the partnership as manifested in the Mantle Underground. The second gives the outcomes of this partnership and the third identifies the attributes of professional development activities. While the Mantle Underground was a specific response to a particular set of circumstances, some if not all of these features might be replicated in another situation.

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Features of This Partnership

- Genuine relationships based on a shared passion.
- Authentic purposeful opportunities for academics to visit schools and for teachers to visit universities.
- Teachers becoming postgraduate researchers—contributing to research in the field.
- University becoming associated with the approach—offering courses as a point of distinctiveness.
- University and school sponsorship of professional development opportunities—both direct (e.g., conference) and indirect (e.g., providing spaces for meetings).
- Long-term payoff for investment.

Outcomes of This Partnership for Schools and University

- Increased enrolments from teachers enrolling in study.
- Teacher resources published online.
- Increased use of blogging.
- Sites for research opened up in schools.
- Research outputs including co-authored papers, books and conference presentations.
- New sites for practice-based initial teacher education.

Attributes of Professional Development Activities within This Partnership

- Responsive approach—accepting invitations rather than pushing for opportunities.
- Walking the talk—matching the values of the thing being espoused with practices in the professional development groups.
- Authentic, genuine relationships between very committed people working in a volunteer capacity.
- Culturally familiar principles—(‘give it a go’ mentality, manaakitanga, bring a plate, korero).
- Low key structure: No formal structure, no committee, no meetings, no RSVPs—just setting the next date and focus.
- Rotations of meetings between schools—sharing hosting, sharing costs.
- Mix of informal and formal professional development/research dissemination including alignment with subject society conferences as appropriate.
- Promotion of university courses as opportunities to gain formal qualifications in the approach (but no requirement to attend these).
- Use of website and social media to disseminate information, provide central information hub, collection for teacher blogs, Active subscription rather than email lists.
- No hierarchy of experience—all contributions treated as equally valid—with regular links back to literature and theory to ensure rigour.

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- Encouraging teachers to celebrate the struggles and mistakes rather than striving for excellence.
- Fostering naturally arising opportunities for synergies between schools and universities—opening spaces for research, PD and Initial Teacher Education.

It is important to note that this approach to partnership and community has developed from the ground up, rather than being conceived as a model and then implemented. Nevertheless, it does comprise a model and as such, it may be worth considering how it compares with other models of professional development and partnership in the field.

The Mantle Underground would seem to have some similarities in function to a subject society or professional association, in that it provides a space for development of existing practices and a space for “theorizing change”, through “endorsing local innovations and shaping their diffusion” (Greenwood, Suddaby, & Hinings, 2002. p. 58). The voluntary nature of the group and its reliance on a few committed volunteers does make the Mantle Underground similar to a subject society such as Drama New Zealand (with whom the Underground has worked closely). However, rather than being organised around a specific curriculum area such as Maths, Drama or Sciences—a structure that works well for high school teachers—the Mantle Underground is trans-disciplinary. It was formed by a shared interest in a particular pedagogy and its philosophical underpinnings. In this way, it meets the needs of primary generalist teachers in particular. Another crucial difference is the conscious decision to avoid institutional status or accountability structures. As such, the model is closer to that of an informal interest group such as the Curriculum Integration group which meets regularly at the University of Waikato’s Tauranga campus, or the various principals’ groups that meet informally around the regions of New Zealand. Such groups depend entirely on the energies of the people who run them, with the risk that once the dedicated people move on the model may be hard to sustain. This is something that the Mantle Underground is currently grappling with.

The model of partnership represented by the Mantle Underground can be assessed against the outcomes for effective school-university partnerships in professional development as offered by Rudduck (1992). They claim that ‘the coherence and usefulness of such partnerships’ depend on the following:

1. The readiness of the partners to give up their traditional mythologies about each other, and learn survival.
2. Building a shared commitment to well-judged change, to exploring alternatives and to pushing back the limits of possibility in learning.
3. Building a shared commitment to clarifying principles and purposes, and to understanding the social and political contexts in which those purposes and principles are set to work.
4. Accepting a shared perception of teaching as one of the ‘impossible professions’—impossible because it has ideas which admit no easy realisation.

THE ‘MANTLE UNDERGROUND’

5. Recognising that the pace of worthwhile change—change that achieves new cultural coherence and significance—is slow and that ways have to be found of keeping up the momentum. (Rudduck, 1992. p. 207)

These criteria provide a lens to examine the ‘coherence and usefulness’ of the Mantle Underground. On point 1, The Mantle Underground certainly encourages genuine, respectful relationships and collaborations between school teachers and academics, so that any ‘traditional mythologies’ have been reduced, if indeed they ever existed. The shared commitment to change and exploration identified in Point 2 is evidenced by the relative longevity of the learning community. Point 3 throws up an interesting challenge: Given the shifting social and political context, the Mantle Underground Community needs to clarify its principles and purposes and perhaps completely change its structure if the longterm goal of sustaining professional development in Mantle-of-the-Expert is to be achieved. Point 4 is something embedded in the pedagogic principles of the Mantle-of-the-Expert approach, which sees teaching as complex and never to be ‘perfected’. As for point 5, the slow pace of worthwhile change and the need to sustain momentum is a reality of which the group is very much aware. Rudduck’s five criteria provide both a useful tool for review and a possible starting point for negotiations on possible ways forward.

WHERE TO NEXT: CHANGES AND POSSIBILITIES

At the time of writing, the Mantle Underground is going through a time of transition. Teachers around New Zealand are still engaging in Mantle-of-the-Expert teaching in their classes and courses and professional development opportunities are still being provided through Waikato University but the particular interplay of circumstances that allowed for the Mantle Underground to thrive are no longer present. So, it is time to consider new opportunities. Teachers are realistic about the risks:

Few teachers are aware of Mantle and even fewer have the time to attend cluster meetings let alone commit to learning how to Mantle—this in turn means that there are few ‘experts’ around who can drive successful and meaningful cluster meetings—unless coverage can be increased and expertise is proliferated, Cluster meetings will die out. (JJ personal communication—email to author)

In the Bay of Plenty, cluster group members are considering aligning with the Curriculum Integration group mentioned earlier. Another proposal is to consider technological solutions. The Underground has tools available today that were not imagined six years ago: “An option could be for the ‘experts’ (who cannot physically cover the whole country) to hold termly webinars or similar where attendees can log in and contribute to the discussion—or even have all cluster groups meet on the same day with webinar access for each group—have a 45 min session with the expert and then let each group do their own thing” (JJ personal communication—email to author). There are many possibilities. In the short term,

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a Mantle-of-the-Expert symposium, sponsored by a local school was held in Hamilton in 2016. This provides further opportunity for members of the ‘Underground’ to re-gather, reassess and discuss how their ongoing goals can be realised.

Another key question for the community is how to align with the Ministry of Education’s current *Investing in Educational Success* (IES) initiative (refer <http://www.education.govt.nz/ministry-of-education/specific-initiatives/investing-in-educational-success/>). In this model, ‘expert’ teachers are identified and paid to provide formal and targeted support and professional development for colleagues in other schools. On the face of it, the IES initiative may seem to eliminate the need for informal, self-selecting groupings of teachers like the Mantle Underground. However, it is difficult to imagine how workshops offered under the IES initiative could effectively convey the complexity and, artistry of teaching in Mantle-of-the-Expert and it is uncertain whether networks would be funded for the extended timeframes that the Mantle Underground has sustained. It also remains to be seen to what extent members of the Mantle Underground who entered into the sanctioned networks of the IES initiative would be able to retain the beneficial features of their previous partnership experience: Would the IES allow for the features identified in the model above: informal, non-accountable, non-hierarchical, trans-sector professional development opportunities based on authentic relationships with a culture of celebrating struggle and failure as much as success? There are many unanswered questions and perhaps the most important of all is this: whether the current educational climate makes networks like the Mantle Underground redundant or more important than ever.

NOTE

- ¹ With input from Delia Baskerville, Renee Downey, Stephen Hall, Jon Jenner, Robin Kermode, Jodie Moore, Sophie Stevenson, Gaenor Stoaite, Carrie Swanson and others.

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SECTION COMMENTARY

Reflections on Tiers of Partnership Possibilities

REFLECTIONS ON TIERS OF PARTNERSHIP POSSIBILITIES

This section of the book focuses on a reflective examination of the New Zealand university-school partnership examples. Using authentic partnership models suggested by research literature and in recent practice in Australia, the five New Zealand partnership examples were studied with respect to the elements of partnership exhibited in each case. A focus on the possible tiers of partnership highlighted how different cases were differentiated and led to suggestions for future partnership development.

A variety of models of university-school links can be found in research literature, nationally and internationally, each having its own partnership arrangements, approaches, theories, learning and assessment objectives and outcomes. Although Trent (2012) found that an earlier common aim for partnerships was for concurrent renewal of both schools and tertiary education institutions, he commented that this varied across the world. He summarised partnership trends in the United States as responding to concerns about the quality of educational systems, whereas he believes that the partnerships in the United Kingdom, prescribed by government, are to allow schools greater input into teacher education. Partnerships in Australia tend to deal with professional learning of teachers and teacher education.

Partnerships require groups, individuals or organisations to be working towards a common or shared vision or goal. Rossner and Commins (2012) describe partnership, in the context of school-university relationships, as “a collaboration of professional conversations, collegial learning and aligned processes” (p. 2). Prior to this, Kruger, Davies, Eckersley, Newell, and Cherednichenko (2009) had presented the idea that successful partnerships relied on the key factors of trust, mutuality and reciprocity. Trust is constructed as the commitment and understanding of stakeholders that the partnership will bring anticipated benefits to each stakeholder, with a reliance that each partner will act as they say they will, to the benefit of the project. Mutuality is understood to depict the affinity and support of each partner for the project and recognises that partners understand that working together does lead to gains for each—‘we’ achieve more than ‘I’. Reciprocity speaks to the value each partner holds for the other and to the contribution the other brings to the partnership while recognising that each is different and distinctive (Kruger et al., 2009). Successful partnerships share a vision, use available resources equitably,

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and balance power in decision-making processes between stakeholders (Hobbs et al., 2015).

Baker (2011) also analysed both research literature and 36 school-university partnerships to arrive at three models of successful partnerships: single-tiered partnerships, which existed between school staff and academics; multi-tiered partnerships, which involved middle level and system-level arrangements; and complex brokered partnerships, which involved the recruitment of partners external to the university or the school who may offer other levels of expertise.

This section (Chapters 9–13) of the book deals with the experiences and research partnerships developed across a number of different school-related projects in New Zealand: learning that occurs between people, places and things; effective school and university partnerships; the impact of partnership on curriculum; reciprocal academic-teacher relationships, and school and parent relationships. All of these partnerships have synergies with the broader literature on partnership and resonate with an Australian research project, Science Teacher Education Partnership in Schools (STEPS). As one of the educational researchers on the STEPS project, contributing to all aspects of the research and its conclusions, I feel comfortable to draw on aspects of this project and the broader literature to make comment about the partnership experiences detailed by the other authors of this section.

THE STEPS PARTNERSHIP

The STEPS Australian project examined school and university partnerships, developing an interpretive framework based on the data from the project which considered all aspects of a partnership arrangement. Within this, a set of partnership principles were articulated (refer <http://www.stepsproject.org.au/>), which can be broadly applied when discussing the above New Zealand examples.

Responding to international concern about primary teachers' knowledge and confidence to teach science, five universities had independently developed school-based programmes relating to science education of pre-service teachers (PST). The STEPS original project set out to investigate what aspects of these five school-based science education models were beneficial to PST learning and which effectively connected theory with practice. It simultaneously investigated the confidence and competency of PSTs to teach science. These key elements are expressed as national and international concerns in teacher education programmes.

All five university-school models were reliant on the partnership established between the school professionals and the academics involved—outside of normal practicum (placement). The models represented different approaches to the school-based delivery of science education but each had a history of successful implementation and evaluation. Locally grounded with specific contexts, each model reflected the academic educators' beliefs and knowledge about effective science pedagogy. Across the five models, there were differences in:

- the ways PSTs engaged with science pedagogy;

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- reflective practice—how PSTs reflected on their teaching and children’s learning;
- how the approach was informed by the theoretical understandings of the university academics;
- assessment of PSTs and the purpose of the assessment;
- the nature of the partnership; and
- the nature of professional learning offered to the teachers in the schools by the universities.

The STEPS project team, consisting of members from all five universities, undertook a meta-analysis of all aspects of the research. While each university collected its own data, the data were shared and the entire research team came together to discuss and analyse the entire data. This included interpreting the methodologies, theories informing practice, and any principles associated with establishing and maintaining strong working relationships with schools. The project research team collated and analysed the deliberations of teacher educators, teachers and principals in the partnership schools, and pre-service teachers. A close analysis of the data was undertaken to consider the nature and benefits of the partnership in terms of PST development and school improvement. The analysis informed the development of a set of partnership principles and a framework that can guide the establishment, maintenance and growth of partnerships in general.

The Principles of Partnership Practice (Hobbs et al., 2015, p. 41) derived from the data, and which enabled the partnerships to grow and flourish included: 1) risk-taking and trust; 2) reciprocity and mutuality; 3) recognition of respective goals; 4) respect; 5) adaptability and responsiveness; 6) valuing the diversity in partnership representations.

In developing the framework, it was found that there existed a number of types of partnership practice that are based on the purpose for the partnership, the embeddedness of the partnership structures, the nature of collaboration or cooperation, and the links to reflective practice around theory praxis. These types—described as Connective, Generative and Transformative—describe differing levels of commitment and types of practices, each with its own value and arising out of the desired purposes and educational outcomes:

- Connective partnerships are cooperative in nature where each partner recognises a value from working together. They are often short-term in nature but provide opportunities for more extended partnerships.
- Generative partnerships are ones in which the stakeholders offer a greater level of commitment to the partnership. Benefits are mutual to all partners and partners seek to adjust to each others’ needs by approaching the partnership in a flexible manner. They are often longer term partnerships.
- Transformative partnerships require that all stakeholders commit to each other and to active involvement in goal-setting. These partnerships are embedded in the programmes of the collaborating institutions.

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While there could be an interpretation that these ‘types’ of partnerships are hierarchical, it was found that this was not the case in the STEPS project: each type of partnership fulfilled a need for the stakeholders involved.

CONSIDERING THE NEW ZEALAND CASES

In the case of the project conducted via a collaboration between Kelly and White and the leaders and teachers of a number of early childhood centres (Chapter 9–13), it is clear that the partnership demonstrated many of the aspects provided by previous literature and the STEPS research. For example, Janette Kelly discussed the idea of engagement with all stakeholders and collaborative learning communities—aligning with the key idea of a partnership expressed by Rossner and Commins (2012)—collaborative, professional conversations, collegial learning and aligned processes. Using language such as ‘reciprocal and responsive’, ‘agency, and ‘shared commitment’, this project highlights how it responds to key ideas presented in the partnership principles of ‘risk-taking and trust’, ‘reciprocity and mutuality’ and ‘respect’. In particular, this project highlighted partnerships that were developed across a number of groups: early childhood teacher-researchers, children, families, management representatives and researchers.

The nature-based approach to learning in outside environments allowed children and educators to connect to physical items, places and spaces and enabled a partnership to develop between participants around the common goal of protecting the environment. Janette Kelly commented that the partnerships that developed were with things, place/physical spaces, and with those who have longstanding partnerships with the land (the voices of local Māori), and included learning partnerships with families and between families and children. While the latter elements involving people are clearly partnerships, it is less clear how a partnership can exist between inanimate objects/places and people. If we consider the elements of respect, mutual understandings and goals, and reciprocity highlighted in the international research literature, we would need to question if these were partnerships, even at the lowest level. Some research would suggest that a relationship can exist between people and environments or objects, but this is usually implied as a one-way relationship and thus lacks the element of reciprocity central to genuine partnerships. On the other hand, the human partnerships described by Janette Kelly resonate with the Principles of Partnership Practice and are enacted at the level of multi-tiered. Nonetheless, the partnership involved a complex net of partners, but existed over a short-term, finishing as the project goals were accomplished.

In Chapter 13, Viv Aitken discusses the partnerships engendered by the project ‘The Mantle Underground’, identifying key elements within the partnerships as being ‘authentic relationships’ and ‘meaningful outcomes’. The author provides a list of specific partnership features that can be considered against international understandings and those of the STEPs project. Features of ‘The Mantle Underground’ project include:

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- genuine relationships based on a shared passion;
- authentic purposeful opportunities for academics to visit schools and for teachers to visit universities;
- teachers becoming postgraduate researchers—contributing to research in the field;
- university becoming associated with the approach—offering courses as a point of distinctiveness;
- university and school sponsorship of professional development opportunities—both direct (e.g., conference) and indirect (e.g., providing spaces for meetings); and
- long-term payoff for investment.

Aitken considers the features of the partnership against a set of school-university partnership criteria offered by Rudduck and Hargreaves (1992) and determines that using these as a lens offers possibilities for a review of the partnership as well as a means of moving forward. However, these criteria are based on developments from over 25 years ago, and while many of the criteria are relevant, they cannot represent fully the situation and relationships between schools and university in present times. If we consider the defining characteristics of partnerships as described by Rosser and Commins (2012), Kruger et al. (2009) and Hobbs et al. (2015), we do find that the partnership presented by Aitken fulfils most of these—professional conversations, collegial learning, aligned processes, trust, mutuality, reciprocity, shared vision, equity. In addition, the partnership showed elements of being a ‘transformative’ partnership, deeply embedded in practices of the collaborating institutions. It had grown and persisted across six years. However, with Aitken stating in the chapter that the project had ‘gone into recession’, it is suggestive that the project partnership was not well enough embedded at the university level. In referring to Baker’s work (2011), this was a single-tiered project, which may have benefitted by a more complex partnership, fixed at the level of system.

Anne Hume and Jane Furness (Chapter 10) describe a connective school-university partnership which was initiated to provide professional learning for teachers and the development of school curriculum. It connected at the level of school teachers, the school principal and university researchers—what Baker (2011) called single-tiered. The purpose of the partnership was “engagement for the provision of a service or need” (professional learning and curriculum development) where the partnership activities were “short-term, opportunistic and sit within an existing structure” (Hobbs et al., 2015, p. 25). In this partnership, where both partners recognised the school site as important for linking theory with practice, “both partners provided short-term services with a focus on one partner’s needs but with mutual benefits and value for all” (Hobbs et al., 2015, p. 25).

The partnership displayed many features of a successful partnership as described by the STEPS Principles of Partnership Practice. In highlighting aspects such as the identification of common issues and the use of respective strengths, Hume and Furness provide evidence that the partnership related strongly to the STEPS principles of ‘reciprocity and mutuality’ and ‘recognition of respective goals’.

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Comments from the principal, which included ‘strong partnership’, ‘co construction of school curriculum’ and ‘a true collaboration’, confirmed that the sense of partnership was mutual. The principal’s comment, ‘Working together where everyone contributed ... integral to the completion of our work for the year’, indicated that the collaboration provided opportunities for adaptability and responsiveness to the school needs.

Dianne Forbes and Steve Dunsmore (Chapter 9) describe a single-tiered, connective partnership. The partnership was bounded in time, related specifically to the shared goals of developing and promoting innovative pedagogies through digital technologies. Both partners entered the arrangement with a keen interest in sharing knowledge, understanding and experiences. In their chapter, they identify the sharing as ‘permeating’ the school culture, wherein student learning is enabled by the way all teachers share. Through this partnership arrangement, Forbes and Dunsmore have identified at least six aspects whereby sharing occurs:

- Children sharing with peers to scaffold learning.
- Older/younger children collaborate and share feedback.
- Children share their learning with teachers for feedback.
- Children share their learning with families.
- School and home share learning time.
- Professionals share with colleagues.

Clearly, the idea of sharing relates strongly to the Principles of Partnership Practice, as highlighted through STEPs and to the understandings of Kruger et al. (2009). Indeed, Forbes and Dunsmore emphasise two other important aspects—those of mutuality and generalised reciprocity. While recognising that benefits will occur, both partners undertake the partnership for the wider, generalised benefits to the school community. The individual benefits are less tangible. The open reciprocity relates to a broader commitment to mutual values.

An interesting aspect of this chapter was that in explaining the ways sharing occurs in the school, Forbes and Dunsmore have described what they call ‘multi-tiered’ partnerships—complex arrays of partnerships existing within the school itself. While they are complex, they may be transitory, existing for the achievement of a single goal and may be disbanded once the goal has been achieved.

Chapter 11 describes a partnership arrangement between community and school members. Mere Berryman and Therese Ford describe the partnership as relational—based on school teachers and leaders establishing a respectful relationship with parents and community members. For the school, the benefit is seen to be the development of more culturally responsive curriculum and pedagogy. For the community, the benefit is for all their students. The relationships are developed through a negotiation of understandings to enrich the partnership such that both partners can begin to benefit. Consistent with a kaupapa Māori whanaungatanga approach, the community members determine for themselves the amount and type of interrelationship they have with the school members.

Berryman and Ford used partnership descriptors developed in 1996 to aid in the recognition and description of their partnership with home communities. These

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partnership models were labelled: expert, transplant, consumer, empowerment and negotiating and related to the level and type of contribution made by the partners. Berryman and Ford identified the ‘negotiating’ model as best approaching the way their partnership developed, where parents, community members and professionals (teachers) had contributions to make. This partnership recognition of each contribution fits with the idea of mutuality and reciprocity common to the more recent principles of partnerships (Kruger et al., 2009; Hobbs et al., 2015). In addition, they used the term ‘transformative’ to describe the type of partnership developed through these negotiations—again, this fits into the partnership models described by Hobbs et al. (2015). It would be interesting to see if this transformative partnership continues into the future.

Overall, each of the chapters identifies features commonly associated with partnerships, both from the STEPs model and from current international understandings. The international literature on partnerships acknowledges the challenges facing people and institutions attempting to establish and maintain partnerships, particularly embedded partnerships which exist over extended periods and those which lead to transformative practices. The case studies illustrated here provide insight into some of those challenges but offer hope that effective partnerships can exist.

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SECTION IV

RESEARCH PARTNERSHIPS WITH COMMUNITY

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TERRY LOCKE

INTRODUCTION

Community Partnerships Creating Spaces for Democratising Enterprise

The four chapters that follow this introduction are diverse in content yet to a large extent share a common vision of what community partnerships are and what they have to offer. Situated in Christchurch, post the trauma of two destructive earthquakes, Rachel Hawthorne (Chapter 15) describes a project involving a high school and a community organisation (White Elephant Trust) working together to foster youth leadership. Brian Findsen (Chapter 16) offers a retrospective, detailing an adult and community education (ACE) initiative bringing together a university's continuing education facility and a local Māori education trust aimed at meeting the learning needs of older Māori. Karen Barbour (Chapter 14) describes a partnership established between a university department and community-based dance exponents to collaboratively produce a dance work—*The place is here*—celebrating the university's 50th anniversary. Claudio Aguayo and Chris Eames (Chapter 17) report on the former's doctoral research, which concerned a project initiated by the researcher engaging a range of local collaborators in Chile to generate and implement an education for sustainability project.

In what follows, I reflect on these commonalities, focusing first on the construction of community and then on salient qualities of the partnerships as evoked in these accounts. While Aguayo and Eames report on a project situated in Chile, I will be arguing that some of these commonalities can be couched in terms of a Māori worldview, i.e., in terms of certain concepts central to Māori tikanga (ways of working and thinking).

COMMUNITY

Barbour shares a view of a community as a “group of people with shared interests, values and practices, sometimes living in the same rural or urban area, sometimes engaged locally or internationally or virtually”. So, while a community may occupy a geographical locale, it is not essentially defined in terms of place (though place will be part of it, especially for indigenous people). The widely disseminated concept of a *community of practice* (e.g., Wenger, 1998), while focused on repertoires of practice, does not apply here, since it suggests something more homogeneous that we are referring to. The nature of community suggested by the notion of *funds of knowledge* (Moll, Amanti, Neff, & Gonzalez, 1992) is closer to the concept of community we are adopting here, especially because it is not constructed as homogeneous and because it is viewed as both knowledge resource

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and as problematically related to a formal institution whose agenda and practices may be antithetical to it (typically a school).

The theme of power suffuses all of these chapters. In terms of the wider social context, the health and wellbeing of the communities participating in these projects are affected, mostly negatively, by manifestations of both sovereign power (exercised by the state or other large-scale corporate interests) and pervasive forms of discursive power. Findsen refers to discourses of neo-liberal economic rationalism underpinning government policies which signalled the death-knell of the continuing education programmes which enabled the partnership with the Rauawaawa Kaumātua Charitable Trust to be established in the first place.

Of course, one of the great lies of neoliberal discourse is that the autonomous chooser really *is* free to choose. In fact, the members of the communities referred to in these chapters have their freedoms circumscribed by a variety of arrangements. The young people Hawthorne focuses on view themselves as having scant opportunities for leadership development in their formal schooling situation. The older Māori learners in Brian Findsen's study have endured a colonising legacy which has in many cases served to compromise their access to traditional, indigenous skills and knowledges. In the study by Aguayo and Eames, the southern Chilean community had lacked the consciousness-raising opportunity that was provided by the project's educative enterprise, which became a platform for collective, environmental action. For Karen Barbour's community-based participants, the lack of opportunities to engage collaboratively in arts-based enterprises was itself a form of *disempowerment*. If unity is strength, as these chapters assert, then a lack of unity (social fragmentation, isolation, anomie) is conducive to powerlessness.

QUALITIES OF PARTNERSHIP

So what are the qualities of partnership espoused by these four chapters? I identify seven, which are not mutually exclusive, and discuss them below.

A respect and recognition of the 'other' is reflected in a focus on negotiation. The principle of negotiation is at the heart of the decision-making process here for very good reason. No one person or organisation has a monopoly on the knowledge required for wise decision-making. In a true partnership, knowledge is to be viewed as multi-perspectival. For some partners, an invitation to the negotiating table may be a first step in a journey towards empowerment. Effective negotiation is conducive to all partners experiencing a sense of co-ownership of the project or enterprise. As Barbour points out in her chapter, co-ownership extends to both process and product. So we see the project dancers focused not just on the dance as product but on the collaborative process which established the meaning or ethos that would underpin the performance and govern the development and rehearsal process.

What becomes clear also is that negotiation is an ongoing process and requires a commitment to continual engagement. We see this reflected in Hawthorne's sustained engagement with her research partner (the White Elephant Trust). We see it in the careful groundwork undertaken by Findsen with the Rauawaawa

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Kaumātua Charitable Trust, which respected the *mana* (prestige) of the local people (*tangata whenua*). We see it in Aguayo and Eames' determination to engage in networking as a way of maximising the diversity of the collaborative partners in their sustainability project.

A focus on negotiated decision-making helps foster a second characteristic of partnership as illustrated in these chapters. This is summed up in the Māori concept of *whakawhanaungatanga*—a sense of belonging defined by Hawthorne as “the development of relationships through shared experiences and working together”. Her project with the WE Trust illustrates the way a sense of belonging was experienced by the young people who participated in a community-based leadership course that was in marked contrast to the alienation most of them experienced in the context of their own schools. Personal empowerment, as described here, becomes related to a growing sense of identifying with something *bigger* than the individual self, and which enhances the self's sense of meaningfulness.

In each of these projects, the researcher has been outward looking. Traditionally, the locus of power resides in the research institution, which thereby becomes, in a sense, the primary research site, even when the *object* of research is elsewhere. In a research project conducted in accordance with participatory ideals, the locus of power shifts to the community itself, which is then conceived of as a host inviting the researcher in, i.e., offering (in ethnographic terms) a kind of provisional insider status. In Hawthorne's project we have a clear sense of her journeying *out* into the community, as she realises that it is in the community where her marginalised, high school subjects are (literally) more at home. A key aspect of the project Findsen describes is its location in “a supportive Māori-oriented context where collaboration rather than competition holds sway”. There is, as Aguayo and Eames point out, an important corollary here. If learning is to become (in a Freirean sense) learning in action, then this is far more likely to occur if the learning/research is situated in the *scene* of the action.

There is a fourth quality of the partnership ideal, which I would like to draw attention to. We might call it the principle of inclusion, even though the focus is somewhat different than what is usually conveyed by expressions such as *inclusive education*. In terms of the latter, inclusiveness typically refers to differences based on culture, ethnicity, class, gender, or some form of physical/cognitive impairment. However, the kind of inclusion I am referring to here, and which is most clearly spelled out by Barbour, might also be termed the ‘everybody can’ principle. One form of social injustice perpetrated by many educational institutions is the labelling of many students as either non-achievers or worse as innately incapable of achievement. The *everybody can* principle of partnership proclaims, for example, that everyone can write, everyone can be a dancer, everyone can be a musician, and so on. The project Barbour undertook was underpinned by what Koppers (2006) called an “aesthetic of access”, which redefined “who can dance, what dance is, the nature of beauty and pleasure, and appropriate ways of appreciating dance” (p. 3). Similarly, the young people in Hawthorne's study learnt that they, too, *could* be leaders, the older learners in Brian Findsen's study learnt that they *could* learn *te reo*, make cloaks and artefacts from flax, sing *waiata*, and make speeches, and the

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community in Aguayo and Eames' study learnt that they *could* take environment action.

I will term the fifth quality characterising this partnership ideal as the principle of complementary expertise. Hawthorne touches on this principle in her reference to “strength-based delegation”, that is, a practice which acknowledges that partners in a project bring different kinds of expertise, and that delegation is best based on this expertise (i.e., fitness for task). It can be readily seen that this principle is fundamental to the democratising force of community partnerships as we are conceptualising them here. Everyone brings something special to the negotiating table. Everyone has something to offer. A metaphor for this principle might be the Orff musical ensemble, where every player, regardless of his/her level of technical excellence, contributes to the overall effect (Locke, 2016). As Findsen points out, this principle engenders a win/win situation. In the case he reports on, the expertise in curriculum delivery of the mainstream provider was complemented by the indigenous, philosophical knowledge of the Māori partner. A similar win/win situation was achieved by Hawthorne, who successfully coupled the curriculum delivery expertise of her school with the grass roots, community-based knowledge of the White Elephant Trust. A corollary of this principle, that Aguayo and Eames draw attention to, is the need to reconceptualise what leadership means. They describe leadership, reconsidered as a kind of expertise, as a form of initiation and pathfinding, “not necessarily directing and controlling, but enabling and facilitating”.

A sixth quality of partnership is cultural responsiveness as embracing *ako*, a Māori concept which views teaching and learning in relational terms as reciprocal or dialogic. Where expertise can be thought of as *know-how*, cultural knowledge can be thought of as *know-what* or *know-that*. In Bakhtinian terms, truth is always provisional and resides not in a particular individual but in the relationship created when two or more people enter into dialogue with each other. Truth (or meaning) in this sense is always in a state of becoming. So, in the project Barbour describes, the meaning-making enterprise (the development of the dance as product) is fundamentally reciprocal. There is an improvisatory aspect of *ako*, which underlines its open-endedness, its responsiveness to changing conditions and its willingness to incorporate the unanticipated.

There is a telling point in Hawthorne's chapter where she admits having adopted a mode of communication (written), which was found to be ineffective in relation to the partnership relationship she was aiming to forge. In her case, the preferred mode of communication required “immediate reciprocation, such as face to face meetings or phone calls”. The seventh characteristic of the partnership ideal I am describing here is, then, a carefully negotiated communicative mode and style. In the project reported on by Aguayo and Eames, digital modes were ascertained as fit for purpose in relation to the needs of participants and the aims of the project. However, for Findsen and Barbour, where the project foci embraced indigenous perspectives and preferences, there was a clear emphasis on orality and, in Brian Findsen's case, on Māori *kawa* (protocols) in the negotiation process.

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CONCLUSION

The qualities of partnership identified here can be viewed as offering an antidote to the forms of social alienation and disempowerment that are antithetical to a communitarian ideal. They also offer pointers to educational institutions, such as schools and universities, who are prepared to reflect critically, both on their relationships with their communities and on the quality of the educational experiences they offer. There were certainly lessons to be learnt by the schools attended by the young participants in Hawthorne's project, most of whom felt marginalised and unvalued. On the other hand, and more promisingly, the other authors of these chapters engaged in community outreach in ways which brought about significant changes in their own practices and orientations, with positive potentials for their own institutions.

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KAREN N. BARBOUR

14. DANCE ON CAMPUS

Partnerships and Participation in Tertiary Dance Education and Community Dance Practice

INTRODUCTION

In this chapter I discuss the development of partnerships in education with reference to a specific example of community dance on a university campus. As dance education practices in tertiary institutions are diverse, I will briefly introduce the particular educational context in which I operate and my approach as critical feminist pedagogue. To provide a context for this discussion, I will discuss understandings of ‘community’, ‘participation’ and ‘partnership’, before outlining the values and practices of community dance. Both tertiary dance education and community dance practice offer a rationale for the development of partnerships and fostering community participation from which empowerment may potentially arise. I illustrate this discussion with an example developed in my local context of The University of Waikato and the dance community within the Waikato region, referring to a particular dance project called *This place is here* (2014).

THE CONTEXT OF TERTIARY DANCE EDUCATION

Dance offered in tertiary education environments in Aotearoa New Zealand reflects a breadth of practices and purposes. Tertiary dance education has evolved beyond a traditionally narrow focus on technical training for the professional dance industry to also include educating students to become life-long learners, active community artists and educators within the breadth of dance activity. This evolution reflects the development of dance education in New Zealand schools and the expansion of perceptions about community dance practice. New Zealand tertiary dance educators can anticipate working with students who have had at least some primary school dance and potentially also high school dance education (Ministry of Education, 2007), alongside experiences of dancing in family, studio, social and cultural contexts.

A passion for dance is shared amongst the students I work with in tertiary dance. I see my role as offering them opportunities not only to extend their embodied knowledge in dance, but arguably more importantly, to stimulate them to critically consider the ways in which they participate in dance and to imagine how they might contribute back to their communities throughout their lives. As a consequence, I am concerned to foster experiences of community, participation,

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empowerment and collaborative process through dance. Aligned with international practices in Western tertiary dance education, I have developed pedagogical approaches that embrace critical feminist perspectives, foster student centred learning environments and strive to develop embodied ways of knowing in dance (Barbour, 2011). Approaching dance education as an opportunity for critical engagement, I encourage students to value their existing knowledge and training in varied movement styles/genres, to respect and learn about the diversity of dance, to reflect and think critically, and to develop personal and collaborative creative processes for expression through dance. I have found myself increasingly drawn to contextualising tertiary dance education in relation to community dance practice, and my goals are to foster a sense of community, support participation and engagement, and to model dance partnerships.

COMMUNITY, PARTICIPATION AND THE ARTS

A community can be broadly understood as a group of people with shared interests, values and practices, sometimes living in the same rural or urban area, sometimes engaged locally or internationally or virtually (Kay, 2000). My interest in community relates to the groups of students, staff and wider public who have shared interest in dance in relation to our university campus. I value community development agendas that aim to engage members to have a public voice and to participate in raising community issues (Talo, Mannarini, & Rochira, 2014). Within community development women, and particularly feminist women, have been concerned about issues of social justice and specifically motivated to engage in practices that support and empower women in their everyday lives (Clover, 2007).

Community participation can be understood in a number of ways, encompassing more than formal political participation in voting, running for office or political protest (Talo et al., 2014). Civic community participation involves social involvement in local groups with shared interests or philosophies or alternative lifestyles, as well as civic engagement such as volunteering or participation in environmental and social programmes (Talo et al., 2014). It is civic forms of community participation that I particularly want to stimulate dance students to consider. As a feminist educator, I aim to encourage women to be present and to advocate for dance in general, and to raise awareness about embodiment, place, culture, identity, safety and empowerment for women.

Many innovative community development programmes have focused on community arts (Clover, 2007). These programmes often bring professional artists together with people in local communities to create art works that foster community identity and belonging, provide an opportunity for expression and raise awareness of, and initiate processes to, address issues (Barr, 2013; Clover, 2007; Houston, 2005; Kay, 2000). Darlene Clover describes a common premise and process in community arts projects:

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Figure 1. Embodied practice: Dancers in This place is here (2014), The University of Waikato campus. Photograph by Chloe Palmer

A group of people come together to share aesthetically their individual and common perceptions, they collectively design with the assistance of an artist a focus for their expressions and create artistic representation. This means both process and product revolve around the arts ... Healing ... belonging ... acting politically together and having fun are also key foci of projects. (Clover, 2007, p. 515)

A public event, celebration or performance is often the culmination of such community arts projects, allowing the art works to be shared, community artists to be acknowledged and to raise awareness about relevant issues (Clover, 2007). Thus, community arts projects have the potential to foster civic engagement: social involvement and participation through shared interest in the arts, sense of community and belonging, and empowerment through artistic and political expression of relevant social and environmental issues. I move now to discuss the more specific ways in which community dance practice has developed, drawing on a growing body of research.

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COMMUNITY DANCE PRACTICE

Community dance practice has developed within Aotearoa New Zealand, drawing initially on practices in Britain and in relation to broader community development agendas (Houston, 2005; Kupperts, 2006). Within the literature on community dance, some shared practices and values have been identified relating to social justice advocacy, including access, inclusiveness and participation in dance for all, and particularly for those previously unable to participate in dance (Barr, 2013; Houston, 2005). Like community arts practice, community dance values community voices rather than individual or institutional voice, process and inclusive dance practices for diverse communities. At the heart of these values is genuine belief that dance is for everyone and that there is value and meaning for everyone through dance. Anthony Peppiatt comments:

the most central place of radical value and meaning within community dance at this time ... lies in the body as site. The powerful and transforming experience of discovering pleasure through movement and through the body, of developing physical abilities, of expanding the physical imagination, and of a new liberation of the physical, mental, emotional, and spiritual self ... For a society in crisis, art in general and art in the community must have an increasingly significant part to play. (Peppiatt, cited in Houston, 2005, p. 167)

However, as dance researcher Petra Kupperts pointed out, defining community dance may be contrary to shared practices and values which require community- and context-specific understandings to emerge and guide dance activity (Kupperts, 2006).

Considering 'Process' and 'Product'

Within Kupperts' (2006) community dance resource file for New Zealanders, she outlined her perspective on community dance practice and highlighted the importance of process:

I understand community dance to be movement work that facilitates the creative expression of a diverse group of people, for aims of self expression and political change. Community dances are communally created, they are not individually authored ... Equally important ... is that community dance's power rests in process rather than product; in the act of working and moving together, allowing different voices, bodies and experiences to emerge. A new way of understanding 'art making' can emerge from this: an aesthetic of access that redefines who can dance, what dance is, the nature of beauty and pleasure, and appropriate ways of appreciating dance. (Kupperts, 2006, p. 3)

Process is highly valued in community dance, needing to be "participatory, empowering, creative, dynamic, and fluid to be effective" (Clover, 2007, p. 519). However, I agree with Darlene Clover that if there is a public performance, it "must be of a quality that makes the creator proud and the audience take notice ... If quality is recognized in the product, then the message carried is better able to

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permeate the consciousness of the viewer” (Clover, 2007, p. 519). Regardless, valuing both process and product in community dance does in no way require dancers to conform to particular dance aesthetics, or to exhibit specific styles/genres or certain levels of mastery.

Irrespective of whether I am working in the professional dance industry or in tertiary dance education, I am drawn to foster process throughout my endeavours. Focusing on process in community dance nevertheless takes time and opportunities for encounter (Buck & Barbour, 2007). One of the challenges for both students I teach and professional artists in the wider community seems to be initially distinguishing community dance from other dance activity.

Considering Community Contexts

Rather than embracing all forms of dance, community dance practitioners distinguish their context from that of professional dance operating within industry financial models with a focus on ‘products’ for touring theatres and the associated training for such professional performance (Peppiatt, 1996). Rather than “Everything FOR performance”, Peppiatt goes on to argue that community dance encompasses “Everything AND performance” to embrace dance activity that does not lead to performance (p. 3).

Community dance advocates also distinguish their context from that of dance educators working in primary and high education in which dancers are part of institutional settings and learning in relation to government- (or state-) defined curricula. Further, dancers within wider social communities are often still engaged in learning in relation to style- or genre-specific syllabi and pursuing qualifications involving examination criteria and/or competition rules.



Figure 2. Campus community members watch dancers in This place is here (2014), The University of Waikato campus. Photograph by Chloe Palmer

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In contrast, community dance advocates strive for community autonomy to define forms of participation and process in dance, leaving outcomes open rather than prescribed in advance and allowing for communal creation of any potential creative ‘products’ (Barr, 2013; Houston, 2005; Kupperts, 2006). I am not alone in observing that this may be the hardest distinction for tertiary students to appreciate, likely because they have been immersed within institutional dance contexts of various types all their lives and may never have encountered the possibility that they might contribute to the ways in which dance is practised (Barr, 2013). Barr writes,

If university student dancers are to benefit from opportunities offered by community dance practices, students must first be willing to flatten traditionally accepted choreographic hierarchies. This is a not simple task. Students typically want chances to perform as opposed to opportunities to reimagine choreographic hierarchies. (2013, p. 116)

Further, for those students with experience in dance studios and understanding dance as defined by external syllabi, performance and examination requirements, there is the additional challenge of shifting the perspective that mastery of skills taught by the expert teacher is the main purpose of dance and the only pedagogical approach (Barr, 2013). This is a big shift for many dancers.

Participation and Empowerment

Community dance advocates strive to foster participation, being inclusive and embracing diversity in dance practice: participation is a fundamental value. Again, I observe that this challenges some tertiary students’ understanding of what it means to be a dancer, as their years of examinations as a child in a private studio may not elevate their status ahead of the new dancer participating next to them. Inclusivity and respect for diversity can be seen in a generosity of spirit: acknowledging all people as dancers irrespective of age, culture, dance style/genre, ability or gender; in challenging perceptions about dance aesthetics and the boundaries of what might be considered professional or amateur dance; and in locating dance beyond theatres or dance studios and moving into alternative venues such as community halls, parks, unusual sites and environments (Kupperts, 2006). In terms of participation, Sara Houston (2005) comments:

the idea of widening participation here goes beyond the goal of inclusion to a concept of active engagement not only in dance, but also in society at large. Dance, therefore, so the logic of the argument goes, becomes a medium through which participation in society can start to be accomplished. (p. 171)

It has been argued that community dance participation offers a context for empowerment (Barr, 2013; Houston, 2005). In community dance the potential is for both enhanced individual empowerment and a group sense of empowerment—that is, individual dancers may become more capable of managing their own lives

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as well as experiencing “a group-based, participatory, developmental process through which marginalized or oppressed individuals and groups gain greater control over their lives and environment, acquire valued resources and basic rights, and achieve important life goals and reduced societal marginalization” (Maton, 2008, p. 5)’ (cited in Christens, 2012, p. 542). Houston (2005) comments that in community dance “it is believed that active participation—doing, making, sharing, watching, reflecting—is fundamental to the personal, social and artistic development of young people. Importantly, empowerment comes from the feeling of ownership of the process and product” (p. 169). However, while individual empowerment from social and embodied participation in dance may appear likely, she also notes, there is a greater leap required of dancers into empowerment through civic participation in the wider community. Supporting a sense of community, modelling participatory collaborative partnerships, shared leadership, inclusion and respect for diversity is useful preparation for this leap into wider civic participation.

PARTNERSHIP AND COLLABORATION

Within the many forms of partnerships, my interest has been in partnerships that are genuinely collaborative and responsive to the needs of those involved (Savan, 2004). Beth Savan writes that “collaborative projects also provide the greatest and most diverse benefits to the community. They enhance the capacity of community groups to engage in long-term advocacy on particular issues and to redefine issues in their own terms” (Savan, 2004, p. 379). Certainly it may take time and multiple encounters to develop processes that are valued by academics, students and community members, given the different ways in which university and community groups operate (Buck & Barbour, 2007). Some initial considerations in developing collaborative partnerships include providing the opportunity for a shared mission, purpose or goals to arise, developing effective communication methods, immersion in shared creative processes, considering compatibility of values carefully, supporting partnerships through an individual or established group and engaging individuals with relevant skills and knowledge (Barbour, Ratana, Waititi, & Walker, 2007). Like collaborative research and collaborative practice in the arts, a focus on creative process and the fostering of relationships is particularly important. Collaboration may offer “a context for our community of artists to contribute to personal transformation and to re-imagine our world” (Barbour et al., 2007, p. 71). Petra Kupperts contends that community dance

often aims to enable change both within individuals and within wider social structures. In some form or other, many community dance practitioners understand their work to be a form of **political labour**: facilitating creative expression as a means to newly analyse and understand life situations, and empowering people to value themselves and shape a more egalitarian and diverse future. (Kupperts, 2006, p. 5)

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Over the last decade as my interest in community dance has grown and my pedagogical practices have expanded, I have been committed to developing a community of contemporary dancers that aligns students on campus with dance enthusiasts and professional dancers resident in the Waikato region. The example I share relates to other research projects undertaken in tertiary institutions aiming to support dance students' learning and to facilitate the development of skills for community dance practice (Barr, 2013; Buck & Barbour, 2007; Houston, 2005).

AN EXAMPLE OF A COMMUNITY DANCE PARTNERSHIP

Working alongside friends, former students and dance colleagues outside the University, we became interested in how we might focus our activity in ways distinct from other institutional, studio or professional company models. Our discussions led to the establishment of Waikato Contemporary Dance Projects Trust (WCDPT), a registered charitable trust. Four trustees, myself included, support the development of a range of activities, and artists, dancers, students and other community members participate. Our challenge initially was to articulate our shared values and practices as trustees, without prescribing what we might do. The following statement of principles became the basis for building our collaborative partnerships:

Mātāpono/principles (mission): The Trust is committed to growing dance in the Waikato region through creating empowering opportunities to work in contemporary and creative dance. In attaining its purposes, the Trust is committed to respecting the cultural diversity of all peoples and in relation to Te Tiriti o Waitangi (the Treaty of Waitangi).¹

While the status of a charitable trust does allow us to access funding as a legal entity and to fulfil some purposes, we have endeavoured to avoid our community focus becoming subsumed by the need to fulfil the agendas of funding bodies or to focus on partnerships only with government organisations. Our intention has been to remain focused on collective decision-making and collaboration within the trust, and to be responsive to and vocal about community needs and concerns, particularly in relation to concerns for women, youth and environmental issues.

In this context WCDPT members and myself offer expertise to be used with the community collaborative partnerships. "This expertise, manifest in terms of believing in people's artistic quality and pushing them beyond their own set boundaries, counters the effects that many have experienced of being told in school that they will never be artists" (Clover, 2007, p. 519). We offer our expertise generously in following the mission and fulfilling the purposes of the trust.² Since establishing WCDPT in 2008, we have expanded to develop partnerships with The University of Waikato, and with regional, national and international groups.

This Place is Here (2014)

As an illustration of a particular community dance partnership, I discuss a project occurring during 2013–2014, within a longer-term partnership between the University and WCDPT. The focus of this project was around a particular event significant to the wider campus community: the celebration of the 50th anniversary of The University of Waikato and the blessing of site-specific sculptures commissioned for the anniversary. Senior university staff members invited me to undertake a celebratory project around the sculptures, involving liaison with the campus art curator, grounds staff and the facilities management team, the sculptor and the art committee. While the project did involve a performance called *This place is here*, my intent was to maintain a focus on enhancing a sense of community and sharing dance as a means of celebrating this significant community event. The project included students enrolled in an optional undergraduate dance course called *Dance, Community and Environment*, student scholars in dance and dancers involved in WCDPT, together collaborating and performing to the wider campus community.



Figure 3. *Performing collaborative choreography in This place is here (2014), The University of Waikato campus. Photograph by Chloe Palmer*

For the students enrolled in the undergraduate course I teach called *Dance, Community and Environment*, one assessment normally involves collaborative creation of a site-specific dance on campus. I invited the students to consider being involved in this project as part of a larger ensemble, site-specific dance alongside other dancers. Discussion with the students resulted in an adapted assessment outline and careful consideration of time commitment, as they needed to be available for workshops and rehearsals outside scheduled classes. We arranged alternative class times and re-negotiated assessment criteria together. Students were encouraged to participate collaboratively and to apply their shared knowledge

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in developing short group choreography, as well as to work collaboratively with other dancers. The opportunity to discuss and negotiate schedules, assessments and criteria was a pedagogical highlight for me, and a new learning experience for the students.

This process of discussion and negotiation modelled the kind of process appropriate in community dance settings that students had been learning about. I observed the students' willingness to take on new challenges, even when they were aware they might be working outside their perceived comfort zones in collaborating with unknown dancers and rehearsing as well as performing in public places, and their appreciation in being able to negotiate their learning. In their conversational feedback to me, and formal institutional feedback about the dance course, students commented that participating in something bigger than an assessment was really valuable to them, and that they appreciated the opportunity to learn from and work with other dancers.



Figure 4. Extending leadership and performance skills while collaborating in This place is here (2014), The University of Waikato campus. Photograph by Chloe Palmer

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For student scholars there was the opportunity to explore leadership and personal development goals within a collaborative creative process and extend their performance through this project. We also negotiated workshop and rehearsal times, informal tasks the students might lead within the larger group and opportunities to extend their embodied and theoretical knowledge alongside their learning within formal university courses. Student scholars were encouraged to participate collaboratively with others in the group, and to observe and learn from the practices of the WCDPT dancers as they participated in more complex choreography. For the student scholars, they were able to make valuable pedagogical links between their experiences as dancers to date and the opportunity to work in a diverse group of dancers and to begin considering how they might extend their own leadership skills and perceptions of community dance practice, including how they might potentially initiate dance in their communities.

For experienced dancers from WCDPT, there were various opportunities to teach open classes on campus in 2013–2014 to share knowledge and skills with the campus community, to develop new choreography collaboratively, to take informal and formal leadership and mentoring roles, and a period of paid employment. In this context WCDPT members were able to extend their own skills and demonstrate their expertise as artists, teaching, choreographing and performing while substantially supporting students' learning and a wider sense of community beyond the campus boundaries.

On many levels there were opportunities for all participants to reflect and to consider this celebratory project as an instance of community development through dance. As described above, we were able to experience collaboration and partnership between diverse dancers, modelling the kinds of processes desirable in community dance practice. Community members experienced inclusion and respect for diversity amongst local dancers, and contributed to collaborative creative processes as well as taking leadership roles and exploring personal development aspirations. These experiences can be viewed as a preparation for dancers to leap into wider civic participation, taking with them values and skills that may transfer into other community settings. A sense of empowerment grew through participating publicly in a community project, alongside a broader sense of empowerment experienced as a group working together to establish and affirm the place of dance in the university environment and the wider community. For academic and professional staff, and other students and people associated with the campus, the project offered an opportunity to celebrate the anniversary of the university, the launch of the sculptures and the vibrancy of campus life through the activity of dancers publicly inhabiting the campus.

REFLECTIONS

Collaborative partnerships between university dance programmes and community dance organisations offer a unique opportunity to engage dance students in experiences that support them to critically consider how to contribute to their wider communities. Likely, dancers may experience personal empowerment through dancing itself and through the public affirmation of dance and the expression of

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dancers' voices. Potentially, they may also experience empowerment within a collaborative, participatory process, and this may prompt them to recognise a role for dancers in advocacy and education about social and political issues. While dancers may learn useful skills in choreography, performance, leadership and mentoring to enhance their employment prospects, and they may achieve personal development goals, arguably more importantly, they experience the values of partnership through collaboration, participation, inclusion and respect for diversity. Thus, offering dancers an experience of partnership in a local community dance project prepares them towards making their own leaps into civic engagement and participation in community life.

NOTES

- ¹ *Te Tiriti o Waitangi*, The Treaty of Waitangi, was signed in 1840 by representatives of the British Queen Victoria and representatives of ngā iwi Māori (indigenous tribes in Aotearoa). This treaty became the basis for partnership relationships within Aotearoa New Zealand, with a particular focus on participation and protection (Orange, 1989). Te Tiriti is acknowledged within government and our university documents, and sets out the basis for interaction between indigenous peoples and colonial settlers from the United Kingdom (initially, and subsequently all other immigrants). Te Tiriti offers guidance in the form of three principles of participation, protection and partnership (Robertson & Masters-Awatere, 2007). For myself, as a tertiary educator, I understand the principle of partnership to refer to the aim for people, indigenous and immigrants both, to function together in a mutually beneficial relationship to determine the basis upon which participation and protection occur. The principle of participation relates to me to the basic civic right of all people to be part of democratic decision-making and to be active in all aspects of social and community life, including education. I understand that the principle of protection guarantees the right for cultural, aesthetic and spiritual values, practices and beliefs of all people to be protected and respected. As an educator these principles provided the broad context in which my pedagogical practices have developed and offer a filter for my ongoing decision-making about which practices in teaching and learning, in community engagement and in professional activity are appropriate.
- ² <http://waikatodance.org/> and <https://www.facebook.com/wcdpt>

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15. ENHANCING YOUTH LEADERSHIP THROUGH COMMUNITY PARTNERSHIPS

A Case for Christchurch

The city of Christchurch, New Zealand was struck by devastating earthquakes in both 2010 and 2011. This tragic line of events led to the deaths and injury of many, and significant destruction of buildings and resources, destroying many key organisations and places youth relied upon for connection with one another and with their communities. Christchurch was, and still remains, in a prolonged phase of rebuilding damaged infrastructure, redesigning the central city and creating relationships to reinvigorate community connectedness. However, the resulting disruption to lives, dislocation of people, and reconstruction of the city's infrastructure and broken spirit, while creating significant challenges for communities, has also provided many ongoing opportunities for leadership at a number of levels. The chance for youth to engage meaningfully in service opportunities during the recovery efforts (e.g., via the Student Volunteer Army), and consultation processes during the rebuild (e.g., via Christchurch Earthquake Recovery Authority Youth Jams) has helped to reshape the way youth participate in and how they are viewed by the wider Christchurch community, and also how they view their own contributions in aiding community reconnection. Hayward (2013) acknowledges the situation in Christchurch as providing a powerful opportunity for collective action, leadership and social justice. However, she advocates that more social equity at a government and local policy level is required in order to "free young people to act collectively to effect change and discover the process of forging new community visions" (p. 38). Central to that notion is the sharing of power and the building of strong collaborative partnerships at many levels, including contexts where youth leadership learning takes place.

There has been much research focused on adult conceptions and experiences of leadership within a range of organisational and business contexts. What has not been investigated as fully is youth leadership and the contexts within which young people's leadership experiences and emerging understandings develop. Most opportunities for youth leadership are centred within educational contexts, which can be bound by traditional leadership structures limiting access for all but an elite minority. This chapter presents an innovative research project focusing on youth perceptions and practices of leadership that took place as part of a collaborative project between a community organisation and a school in post-earthquake Christchurch. It puts a case for community-school partnerships as an accessible and

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authentic context that provides meaningful and experiential leadership learning for youth that is inclusive and socially just.

YOUTH LEADERSHIP DEVELOPMENT CONTEXTS

Many researchers and practitioners hold the view that leadership is a developmental phenomenon (Dempster & Lizzio, 2007; Fertman & van Linden, 1998), and having leadership opportunities while in adolescence is a key part of that process (Karnes & Chauvin, 2005). It is suggested that youth leadership should be conceived as a process of personal enhancement developing positive competencies and capacities, including self-knowledge, commitment to relationships, confident communication, teamwork, initiative, independence and responsibility (Bragg, 2013). Understanding youth leadership as “the involvement of youth in responsible, challenging action that meets genuine needs, with opportunities for planning and decision making” (Kress, 2006, p. 51) highlights the importance of providing opportunities for leadership development that are relevant and responsive to youth perspectives and their position in our communities.

Unfortunately, it would appear that many existing leadership development opportunities for youth in schools reflect exclusivist beliefs, with access to leadership development opportunities thereby restricted to only those who are already seen by adults to exude leadership potential. Given that leadership development is a process, it would be premature to deny some youth access to leadership development opportunities on the basis that they do not *appear* to be leaders. Roach et al. (1999) warn that practitioners “risk overlooking youth who may display potential outside academic environments and alienate young people who may benefit from a deeper understanding of leadership” (p. 16). Correspondingly, there is an increasing call for schools to attend to developing leadership potential in all students by prioritising equality of access and opportunity (Archard, 2011; McNae, 2011). This poses a challenge for schools to look critically at who they see as leaders, what they believe youth leadership to be and how they ascribe value to it (Karnes & Chauvin, 2005; Karnes & Stephens, 1999; McNae, 2011). Traditional selection criteria that are adult-driven and tend to favour sporting and/or academic excellence, and hierarchical structures that create elitist positions of power within schools, such as prefects and head students, may then be reviewed and adapted to become more inclusive.

Adolescents are aware that within school contexts, leadership opportunities are limited. Bragg’s (2013) study indicated that youth, who are seen by adults to have exhibited leadership characteristics adults value themselves, are being handpicked to partake in formal leadership roles. Their leadership roles confer them status, privilege and sometimes power over their peers who are not chosen or identified as leaders (Fertman & van Linden, 1998; McNae, 2010). Within community contexts, however, the power dynamic between peers who have and those who have not been identified as having leadership potential, is not so clear-cut. Often young people are involved in activities outside school where they have opportunities to demonstrate and grow their leadership abilities because of the context of their activities. Some youth express frustration regarding the limited contexts provided

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by schools and choose to put their efforts in areas of interest elsewhere where they believe there may be more challenge, less hierarchy and more opportunity to effect change (Conner & Strobel, 2007; McNae, 2011; Mitra, 2006).

In New Zealand there appear to be few ongoing, structured leadership development opportunities for youth (McNae, 2011). Instead, what seems to prevail are one-off, one-size-fits-all approaches by large foundations, or conferences for emerging leaders co-ordinated by individual schools or not-for-profit groups in the community, where large numbers of selected students nominated by teachers, sit passively in auditoriums and listen to motivational speakers. Some researchers advocate offering leadership courses as legitimate curriculum classes. However, with overloaded timetables and stretched resources, current school structures struggle with the logistics of legitimising leadership development via a formal curriculum. Accordingly, there is a belief that the current extra-curricular context for structured leadership development of youth is the most practical and authentic setting (Roach et al., 1999).

The research at the centre of this chapter supports Pfeiffer and Wechsler's (2013) assertions that *all* adolescents should have access to structured leadership development opportunities as they can all benefit from them. This premise informed the decision for this research project to take place within a community setting where it was anticipated discourses of exclusivity were less present, and more young people could gain access to the leadership development programme offered.

ACCESSING AUTHENTIC YOUTH LEADERSHIP OPPORTUNITIES

MacNeil and McLean (2006) identify a difference between learning *about* leadership and learning to *practice* leadership. They contend that learning to practice leadership happens experientially, through involvement in opportunities to practice skills, experiment with approaches and actively try out various leadership roles. The idea that small group environments provide a supportive and authentic context for leadership learning is commonly endorsed (Roach et al., 1999). Providing an environment where youth are part of a supportive group, and where opportunities for active participation are facilitated, encouraged and valued by all, increases the likelihood of successful outcomes for youth and their communities (Kress, 2006). Such ideals demand authentic contexts rather than theoretical or pretend simulations for developing youth leaders, and this call is backed by many others (Dempster, Stevens, & Keefe, 2011; Mitra, 2006; Roach et al., 1999).

There is also a need to increase the visibility, applicability and inclusivity of available programmes, making them something to which all youth aspire to be a part (Kress, 2006). Bragg (2013) discusses adult perceptions of youth from deprived backgrounds as having “cultural deficits” (p. 6), and the attribution of poverty to personal inadequacies (such as lack of education, skills or ambition). Such beliefs restrict access to opportunities and perpetuate inequities for youth.

To ensure a wide range of young people have access to leadership opportunities, programmes need to be offered in a range of contexts, to a broad catchment of youth and need to provide a variety of experiences within which to develop

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competencies (Bragg, 2013). Appreciation of diversity, awareness of prior knowledge and acknowledgement of experiences that may be relevant beyond traditional perceptions of what has traditionally constituted youth leadership are required (McNae, 2011).

These were key considerations for the collaborative partnership involved in this research when considering the design of the leadership programme. By positioning the leadership programme (named WE Lead) in a youth-centric, culturally responsive community context, and through offering the opportunity to a diversity of youth, the leadership programme provided an innovative example of an alternative, authentic leadership development programme with broad access and potential for impact.

DEVELOPING SCHOOL-COMMUNITY PARTNERSHIPS FOR AUTHENTIC YOUTH LEADERSHIP LEARNING

Fertman and van Linden (1998) suggest that youth leadership development ought to be a community-wide initiative, as the community is an authentic and meaningful context for learning about leadership, community and self. Leadership development for youth can also give the community a new perspective on the valuable contributions that young people have to offer, as the positive things that young people do may be more readily identified and widely acknowledged than in a school context. Schools of the future are being described as hubs that have many links into communities, agencies, businesses and homes, where legitimate learning can occur (Bolstad & Gilbert, 2012). In this form the school then becomes “an educational broker in arranging, facilitating, guiding and monitoring learning activities beyond its walls” (Jennings, 2005, p. 6). In terms of teaching and learning, community-based education aims to make learning more relevant and meaningful to youth by situating it in local and familiar issues, contexts and challenges (Cole, 2010), and by doing so these school-community partnerships will have the potential to enrich, expand and authenticate learning environments for youth.

The literature shared thus far points to the fact that if educators and administrators are wanting to provide future-focused, inclusive leadership learning opportunities for all students, they must find ways to remove traditional barriers between schools and communities, and allow youth to participate in active, authentic work outside school walls. In response to this challenge, the research collaboration presented in this chapter, provides one example of how the creation of a school-community partnership can deliver leadership learning inclusively and in an authentic context.

RESEARCH PARTNERSHIP CONTEXT AND APPROACH

This research took place in Christchurch, New Zealand, two years after a major earthquake devastated much of the central city. Christchurch was in a prolonged phase of rebuilding damaged infrastructure, redesigning the central city and creating relationships to reinvigorate community connectedness. In response to the

extraordinary physical and emotional circumstances facing youth in the city, this research was developed in collaboration with the White Elephant Trust, a community youth organisation in central Christchurch. The White Elephant Trust brings together youth from a range of backgrounds for a variety of purposes, including at the time the research took place: event management for youth, music production, care and protection at raves, CV workshops and youth advocacy via the Ōtautahi Youth Council.

Having observed the positive impact that involvement with White Elephant had for a diverse range of young people whose needs were not necessarily being met within their educational contexts, I approached them to see if they would be open to a collaboration to deliver a leadership development programme to a broad catchment of youth in Christchurch as part of my research into youth leadership perceptions and practices. They were hugely receptive and we embarked on a partnership that created a new context for Christchurch youth to access leadership development and community connection. White Elephant was to be the umbrella organisation within which the WE Lead programme would be offered; Hagley Community College provided physical and teaching resources, including necessary administration to offer qualifications; and my role within the partnership was to bring expertise in teaching and offering authentic opportunities for youth leadership development. Staff at White Elephant and I drew on past experiences delivering leadership development programmes for youth to develop a potential programme structure, incorporating feedback from young people who had been involved in various courses that they had offered, and utilising knowledge gained from experiences of Hagley's Leadership Laboratory students over recent years. It was also a key belief that the young people who participated in the course, would themselves co-construct course content with me, in order to meet their learning and leadership development needs.

The 12-week White Elephant Winter Youth Leadership Development Programme (WE Lead) was facilitated by me, the researcher, at the high school where I was employed as a teacher. The choice of location for the WE Lead Programme was a critical consideration because of its pedagogical and methodological foundations, and the post-earthquake context in Christchurch. Programme sessions took place in the whānau (family) rooms at Hagley College as The White Elephant Trust had been displaced after the major earthquakes. It was near the central city bus exchange, providing easy access for a range of people from all over Christchurch, and because of its curriculum based leadership programme, had excellent existing resourcing for all programme needs.

Practising culturally responsive pedagogies, such as engaging a whānau learning environment,¹ is a key consideration within educational environments in Aotearoa New Zealand (Bishop, 2007). Firstly, it was important for this research because it acknowledged the tangata whenua (indigenous people of the land) as first people of our nation and honours Māori (indigenous people of New Zealand) participants' rights to learn in an inclusive and respectful way (Ware & Walsh-Tapiata, 2010). It also prioritised Māori tikanga (cultural practices) around learning and, in particular, the notion of ako (reciprocity of the teaching and learning process), and from my point of view also, reciprocity within the researcher and research

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participant relationship. In addition, it allowed for whakawhanaungatanga (the development of relationships through shared experiences and working together), providing people with a sense of belonging. This was evidenced by the sharing of kai (food), emphasis on establishing caring relationships with all, and the recognition of, and respect for, diversity (Glynn, Cowie, Otrell-Cass, & Macfarlane, 2010). In this research partnership, a communal whānau setting also helped to break down the traditional cultural and spatial barriers classrooms have. It assisted with participants gaining a sense of inclusive physical and relational belonging to the space and to the group, and ownership of the programme, learning processes and experiences through their participation within that context (Pere, 1982).

The context of a local community youth organisation circumvented traditionally narrow leadership development structures, such as those traditionally embedded in a high school, by bringing together youth from a diversity of backgrounds, leadership experience and learning needs. The programme was designed to grow leadership effectiveness and build experiential learning opportunities that would be authentically challenging at an appropriate level for all the youth involved, and included elements of co-construction with participants to negotiate content they felt would meet their needs as effectively as possible.

Benefits of Collaborative Leadership Learning

The benefits of this collaborative research partnership were mutual. The most noticeable benefit came in the form of access. As a researcher I was able to draw on the clientele of the White Elephant Trust and had access to a diverse range of youth from all over Christchurch to offer a leadership programme to, and with whom I could conduct my research. The White Elephant Trust extended their reach to include youth who otherwise would not have engaged with their organisation considering the post-earthquake circumstances for youth in the city, and, importantly, they could also utilise the practical and physical resources that the school-community partnership offered while they were searching for a new venue. This partnership also increased the capacity of The White Elephant Trust to offer meaningful, authentic learning experiences for young people and, for the first time, the possibility of offering NCEA credits² to youth involvement in one of their projects, as specifically identified by Nate (CEO) in his evaluation of the partnership:

Working in partnership with an education provider was extremely beneficial for us. It brought a higher level of resources in regards to space, it added credibility to what we do and also gave us access to NCEA credits ... it increased our capacity around leadership development and it also helped us build relationships with young people that we may not have ordinarily met. Also, the young people got a wider view of the topic with the inclusion of the different worldviews and they got to go through the experience with a more diverse group of peers.

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In addition to the school-community partnership at play here was the added bonus for both parties of the creation of a collaborative research relationship that had the potential to reach and influence others who work with youth through knowledge created and disseminated and, ultimately, to improve the opportunities offered to young people to learn and grow in terms of their own effectiveness and leadership capacity. Seb Francis (White Elephant Trust) appreciated this aspect of the partnership: “Working alongside schools, while offering forward thinking learning opportunities is important to us. It’s great that we were able to help something youth focused that will yield research based results and information”.

Building a partnership between a local school and a well-established local community youth organisation to deliver a 12-week youth leadership development programme (WE Lead) provided an opportunity for the collaborative partners to foster positive youth development, facilitate participant self-selection into a leadership learning opportunity, legitimise extra-curricular learning, provide an alternative forum to the more traditional and elitist programmes for youth leadership, and, above all, it opened an avenue for representing youth voice as the research focused on exploring young people’s perceptions of leadership and their own leadership practices.

In terms of gaining access to a diverse range of youth and opportunity to gather deep, rich data that reflects participant perspective, the community context is considered to be of significant value (Carver & Harper, 1999), and that proved to be the case in this instance. However, what also became clear during the research process is that such collaborations do need careful navigation in order to be effective (Cole, 2010).

The Challenges of Establishing and Working with Community Partnerships

A small number of challenges were experienced during the formation, development and engagement of the school-community partnership. The need for concise and timely communication along with the establishment of clear expectations regarding what role each party in the relationship had to play were important considerations in hindsight. For example, I quickly learnt that my preferred mode of communicating with the White Elephant Trust was not the most effective way to gain clarity or momentum during our collaboration. Because they were methods I was most comfortable with, I deferred to reaching them via written modes, such as sending emails and SMS or Facebook messages, whereas the most effective method of communication proved to be those involving immediate reciprocation such as face to face meetings or phone calls. In order to keep the research project moving forward, I needed to adapt responsively to the culture of the organisation and the individuals I was liaising with and adopt methods that worked more efficiently.

The adult members of the partnership also had to navigate the territory of expertise and autonomy firstly, with regards to the nature of the youth they interact with and, secondly, the programme structure and content. I needed to trust their experiential knowledge of how to best reach young people to recruit for the

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programme, and, in turn, the White Elephant Trust needed to hand the design and delivery of the WE Lead programme over to me, knowing that I had years of experience delivering youth leadership development programmes to inform my programme design. What resulted was a partnership wherein negotiation and strengths-based delegation maintained autonomy where required, and also allowed each party to focus on their particular strengths which were then aligned to key roles, as Nate Durkin, CEO of the White Elephant Trust noted, “White Elephant were lucky to have an association with the project without it taking away from any capacity we had to continue the work we were already doing”.

SCHOOL-COMMUNITY PARTNERSHIPS AS A WAY TO INCREASE SOCIAL JUSTICE IN 21ST CENTURY EDUCATION

It has long been acknowledged that educational systems and practices have often served to entrench existing societal inequalities by privileging particular social groups, for example, Pākehā middle class New Zealanders, and have further disenfranchised students who are already disadvantaged or marginalised by their social or cultural status, including Māori or Pacific Island peoples and working class New Zealanders (Bishop, 2007). Discussion is more recently focused on notions of social justice in education; how to address inequity in educational delivery in ways that engage and build success for all students in the 21st century (Black, 2007; Sandretto, 2007).

Black (2007) identified three models for deeper change to create educational environments that are socially just. They include student centred schools where learning is personalised and culturally responsive; schools as learning hubs that create partnerships and collaborate with groups and organisations in the community and shared community responsibility for young people’s welfare and learning. Leadbeater (2008), too, identifies that schools need to become increasingly networked, collaborative and open in order to build networks of relationships. Facer (2011) describes this as a “wider educational ecosystem” of the future (p. 106) where students, schools and communities work together to build equitable and sustainable futures for all.

The acknowledgement that schools and practitioners can do more to create socially just educational environments in the 21st century is important. Identifying the key future-focused principles of personalising learning, and building effective collaborative partnerships between a range of people and organisations is a valuable starting point for anyone wanting to design and deliver inclusive and authentic leadership learning opportunities. Such considerations formed the foundation upon which this innovative research collaboration was based.

School-community Contexts Provide Relevance and Authenticity

Findings from the research endorsed the context within which it took place and also indicated the need for change in current practices to move away from adult-centric concepts of leadership development to a more youth driven approach. The majority of the youth participants had a negative view of how schools approached

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leadership development, and a more positive perception of community contexts for leadership learning. They had clear ideas about how they learnt best, and what constituted relevant and authentic leadership learning experiences that would build their confidence and capacity. They identified that traditional, hierarchical structures and tokenistic, one-off or adult-designed opportunities currently offered within schools, created limited benefits. These perceptions are key considerations for practitioners who are willing to be responsive to youth voice and to deliver effective education in a 21st century context.

School-community Contexts Provide Equity and Inclusion

Given that school is the most common context for youth leadership development (Fertman & van Linden, 1998), the frequency and depth of perceived injustice and inequity surrounding opportunities in school environments articulated by the youth in this research is cause for question and concern for practitioners in schools. If young people actively seeking leadership development opportunities experience exclusion and a lack of recognition within school contexts and are looking instead to community contexts to provide meaningful leadership opportunities, there is an implicit challenge to schools to consider how to better meet their needs.

Participants' unanimous endorsement of the WE Lead programme's inclusive nature suggests that school-run leadership opportunities are less successful in this respect. Every participant specifically attributed value to the inclusive nature of the community context, as reflected by one participant, when she noted, "I got an appreciation for a range of people from different walks of life". The experience of the youth in this research is in alignment with Dworkin, Larson and Hansen's (2003) finding that community based youth activities "appear to be a context for adolescents to meet and learn about peers who are different from them in ethnicity, race and social class" (p. 18), and highlights the need for schools to consider a change in practice and possibly redesign opportunities to be more inclusive, more authentic and more collaborative in order to engage students effectively. This will mean challenging traditional practices that privilege a selection of high profile, popular and successful students into formal leadership roles, and discarding them in favour of practices that celebrate and include a diversity of students from different backgrounds and with a wide variety of community connections, skills and aspirations.

Kress (2006) asserts that "a different elitism, not tied to talent or ability but to who has access, has emerged" in relation to youth leadership development opportunities (p. 53). She identifies that income, race and gender all influence participation and high-achieving, middle-class youth are often over-represented among youth leaders, while those from low socio-economic communities have less access to a well-supported and wide array of leadership development opportunities. Kress's (2006) key point that "to have the opportunity of youth leadership, one must first participate, and the reality is that programmes must be attractive and relevant to target audiences" (p. 53) throws down a challenge for more equitable

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practices and diverse opportunities to be offered in a range of contexts in order to provide socially just leadership development for youth.

Practitioners need to think about how to create contexts for youth leadership development that are more inclusive, and it is important to consider both how that could occur and why it should occur. The experiences of the youth who participated in the WE Lead programme as part of this study offer a clear example that collaboration between a school and a community organisation can provide benefits for both individuals and communities as they learn about how to be more inclusive and share power more fairly.

Prioritising strong youth-adult partnerships and building collaborative relationships with a range of community organisations could positively assist with the creation of more inclusive opportunities. Until this occurs many students desiring to grow and contribute through experiential leadership opportunities will continue to go elsewhere to be challenged and nurtured as leaders, and both the school's community and the students themselves will remain limited by the nature of opportunities on offer.

CONCLUDING COMMENTS

A key component in meeting the needs of 21st century learners is the development of partnerships and collaborations where individuals and groups work together to ensure that every learner is developed to their full potential (Bolstad & Gilbert, 2012). For constructive learning partnerships to be built in ways that benefit all in our wider communities, individuals, schools and local authorities need to have a shared vision in terms of what they would like to achieve and how they can be inclusive in working together for the common good. The partnership between The White Elephant Trust and Hagley Community College presented in this chapter provides a successful example of a community organisation and a school collaborating to provide a meaningful and inclusive learning context for youth leadership development.

The WE Lead programme encompassed future-focused principles within both its context and design to provide an exemplar for a new way forward in the provision of inclusive leadership learning opportunities. It sought to provide a diverse group of young people with access to a leadership learning opportunity in the wider community. In practice the school and community organisation partnering together meant increasing access by abandoning approaches that only targeted specific youth who are already privileged high achievers. It meant acknowledging a wider range of contexts for youth leadership contributions to be recognised within, and it also meant reaching out beyond traditional structures and programme designs to invite, include and engage a diversity of young people in leadership learning opportunities, and listening to their voices regarding what constitutes effective leadership learning.

Hagley Community College and White Elephant partnering together to create the context and programme design of the WE Lead Programme demonstrated that one way to broaden access to leadership learning opportunities for New Zealand youth is for schools and community organisations to collaborate in the creation of

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socially just and culturally responsive educational opportunities that are inclusive for all. The perceptions gathered by the youth involved in this research collaboration have implications for the future provision and design of leadership development opportunities that are meaningful. They call for a shift in much current practice to provide opportunities and programmes that are more inclusive, broader in context, increasingly sustainable and socially just. If more schools actively seek collaborative community partnerships of the kind that Black (2007), promote, as evidenced by this study, it is possible that more youth will have access to leadership development opportunities, and wider school communities will gain benefit from their increased involvements.

NOTES

- ¹ “Whānau learning environment” refers to preferencing Māori concepts of creating a sense of belonging and reciprocity within a learning context. This can be facilitated by using a space that has provision to practise Māori tikanga (cultural practices) such as having a space for welcoming visitors, a shared learning space, and a separate space for kai (food), and through the way respectful relationships are nurtured, as described.
- ² This terminology refers to New Zealand’s National Certificate of Educational Achievement. Level 3 credits are usually attempted in one’s final year of high school. 60 Level 3 credits are required to complete the Level 3 certificate, so the 6 credits offered was a substantial amount.

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16. COMMUNITY ENGAGEMENT THROUGH CONTINUING EDUCATION IN A UNIVERSITY

Older Adult Education with Māori Elders

INTRODUCTION

The development of partnerships between educational providers, especially in the poorly funded arena of adult and community education (ACE), can enhance opportunities which otherwise may not exist. Further, collaboration between a largely *Pākehā* (European)-managed tertiary educational institution and a Māori (indigenous)-based community organisation is a rare occurrence. This chapter examines the relationship between the University of Waikato and local Māori (indigenous New Zealanders), especially the close association of the Centre for Continuing Education with the Rauawaawa Kaumātua Charitable Trust, a specialist *kaumātua* (seniors), largely urban community initiative that supports holistic development for the Tainui *iwi* (tribe). The longstanding relationship is prefaced by understanding the wider dimensions of neo-liberal reforms, historical development of adult and community education in broader New Zealand society (for both *Pākehā* and Māori) and continuing education at the University (as a subset of continuing education in universities in general). The partnership emphasises strategic negotiation from both partners based on principles and processes consistent with their respective heritages and to developing a ‘win-win’ outcome in line with Māori *kaupapa* (philosophy) and *tinu rangatiratanga* (self-determination). While the relationship has recently ceased due to governmental cuts to funding for university adult and community education (ACE), the processes of engagement illustrate how a marginalised group can prosper from a beneficial negotiated agreement to promote their *kaupapa* for collective wellbeing.

The two institutions reviewed later in this chapter (the University of Waikato, particularly its Centre for Continuing Education (CCE) and the Rauawaawa Kaumatua Trust) are themselves subject to neo-liberal reforms which have been pervasive in most westernised countries as governments have rationalised resources to create ‘the minimal state’ (Olssen, Codd, & O’Neill, 2004). The education sector has been especially subject to increased monitoring and surveillance to maximise efficiencies from early childhood through to tertiary education agencies.

In universities across New Zealand, all primary functions of teaching, research, administration and community service have been subject to constant review and some cost cutting. In community service and engagement, the focus of this chapter,

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universities have struggled to maintain relationships with local networks, including Māori, for both internal and external reasons. Internally, universities have placed more emphasis on research funding and have increasingly striven for high returns in research bidding to maximise their allocation from the Tertiary Education Commission (TEC), the principal funder of tertiary education on behalf of the New Zealand Government, for research funds. Externally, the internationalisation of universities has meant that overseas connections and engagement often have assumed major importance ahead of local networking. Hence, the partnership described in this chapter illustrates the benefits of local networking and collaboration.

In this chapter the term ‘adult and community education’ (ACE) is considered as a component of ‘continuing education’. In some quarters the terms may be used interchangeably. Here it is acknowledged that ACE traditionally denotes largely non-vocational adult education; continuing education, as that part of education beyond compulsory schooling, has become increasingly professionalised and vocationalised (Findsen, 2001). To understand continuing education in a university context, that is, the context in which this bi-cultural programme has been developed, it is imperative to comprehend how the wider field of ACE has developed in this country.

THE CONTEXT OF ADULT AND COMMUNITY EDUCATION IN AOTEAROA NEW ZEALAND

It is prudent to locate the engagement of a university in the context of adult and community education developments in Aotearoa New Zealand to better understand university and community relationships.

Pākehā Adult and Community Education

New Zealand education historian James Dakin undertook an analysis of New Zealand adult education in which he traced European history and associated education and contrasted it with innovative education/learning, principally indigenous. In his rendition Dakin (1992) emphasised how the organisation, institutions and methods of adult education in the colony mirrored those of the parent country. When British culture was in ascendancy in the new country, the adult education agencies, such as mechanics’ institutes, universities, the Workers’ Education Association (WEA), literary societies, schools of mines, were established for respective groups of new settlers. This copying and adapting was hardly surprising, given the tendency for new immigrants to reproduce social institutions from their previous homelands. Eventually, more diverse forms of adult/continuing education emerged such as in Māori education, parent education (including the parents’ centre movement), women’s education, in community arts, trade union education and rural development.

The trend that is observable currently in older adult education is the successful dissemination of the University of the Third Age (U3A) movement throughout New Zealand and Australia. Indeed, the CCE at Waikato developed a vibrant 60+

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movement (akin to U3A) in both Hamilton and eight regional towns, consistent with this tradition. While older adults can often participate in general adult education, it is common for older people to want to learn alongside age peers in less competitive environments (Findsen, 2005). Accordingly, those older people with substantial social capital (Field, 2003) have been adept at organising their own educational opportunities as well as taking advantage of providers who also meet their expressive and instrumental learning needs.

Māori Adult and Community Education

Māori (or iwi) adult education development is less well documented, primarily because indigenous knowledge has been based on an oral language foundation. Traditional Māori knowledge and learning have always been perceived by Māori as life-long and life-wide. Māori academics who have focused their attention on continuing education have been largely absent in universities. A prominent exception is Ranginui Walker (1990) (who at one point worked at the University of Auckland in adult education) and, more recently, Linda Tuhiwai Smith (1999) and Graham Hingangararo Smith (2000) have provided much fuller understandings of the development of Māori knowledge within a *kaupapa Māori* (Māori philosophical) context. Their insights are applicable to adult/continuing education as for any other sector of the New Zealand education system. Kaupapa Māori has been embedded in cultural practices and in teaching and learning processes throughout all branches of education. The Māori word for teaching and for learning, *ako*, reinforces that people learn in a variety of contexts (formal, non-formal, informal) in either role of teacher or student (Smith, 2000).

It is necessary to understand that Māori society is largely hierarchical and collectivist, structured along ancestral lines linked to original migration to Aotearoa in *waka* (canoes). Different iwi settled in different parts of the country, with the Tainui iwi as *tangata-whenua* (hosts—literally, people of the land) in the Waikato where the University of Waikato and the Trust are based. Emergent from iwi are *hapu* (sub-tribes) and *whānau* (extended families). These structures provide the learning context for the majority of Maori with some, usually urban, having lost their kinship ties. Traditionally, *kaumātua* (elders) have occupied places of high status and been revered for their cultural knowledge and wisdom. In (post)modern society, much of this traditional respect for elders has been eroded in both rural and urban contexts.

Older Adult Education in the Context of Māori Pedagogy

Much learning for older people, including Māori, occurs outside educational agencies in informal or non-formal contexts (Jarvis, 2001). Within formal education provision the vast majority of older adult education agencies in Aotearoa New Zealand are more derivative than indigenous, that is, based on European models incorporating individualistic goals. On the other hand, indigenous education is typically organised along a collectivist orientation according to Māori

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ideology and educational contexts (Smith, 1999). Elders' status and identity have been sustained through the exercise of proscribed roles related to a lifelong learning agenda. Older Māori continue to be respected, especially in terms of their knowledge of *Māoritanga* (Māori matters), including *whakapapa* (genealogy).

While Māori language and education practices were largely suppressed historically (Smith, 2000), in the 1980s the revitalisation of Māori language emerged primarily through an orchestrated programme of cultural/educational initiatives. Under the impetus of *tino rangatiratanga*, Māori education developed strongly at both tribal and national levels in ways consistent with a lifelong learning structure. Important distinguishing features of these new forms of Māori-oriented education structures were their involvement of Māori at local (in cities) and/or tribal sites, that is, local community participation and development; pedagogy and curricula which resonate with daily life issues; and inter-generational engagement (Smith, 1999). Hence, older Māori (more often women) themselves have returned to formal study to be better equipped to speak *te reo* with confidence to their *mokopuna* (grandchildren). The Certificate in Māori Studies at the University of Waikato, described below, was an example of this opportunity.

CONTINUING EDUCATION IN UNIVERSITIES: THE BROADER CONTEXT

Historically, continuing education in New Zealand universities has had a proud if sometimes fragmented history. In earlier days the system of adult education in universities was inherited from the United Kingdom as university extension (Findsen, 2001) in the main urban centres (Auckland, Wellington, Christchurch, Dunedin). Subsequently, other newer universities emerged such as the University of Waikato, and set up continuing education units (centres for continuing education, CCEs), mainly in the 1970s. Within the tertiary education system, the ACE sector has been a 'poor cousin' and remains resource-depleted.

Once the field of ACE joined the TEC, the regulations impacted upon university-based continuing education, inclusive of programmes at the University of Waikato. The Tertiary Education Commission (TEC, 2012), as the funder of ACE to universities, expected universities to adhere to five priorities:

- Providing specialised and research informed higher-level learning that contributes directly to the creation of an advanced and rapidly evolving knowledge community.
- Contributing to the knowledge society through the preservation, dissemination and application of university research.
- Promoting the development of critical and reflective thinking, and active and informed citizenship locally, nationally and globally.
- Facilitating pathways into and through university education.
- Building capacity in the wider ACE sector.

All proposals for new courses/seminars were required to be assessed against these priorities and at least one of them met to be judged appropriate. These criteria have changed very slightly since the inclusion of universities in the TEC funding mix

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but in 2012 were expressed as above. As expected in a tertiary education context, the research component is highly emphasised, especially in a Performance-Based Research Fund (PBRF) environment. In an enrolment economy, the priority of facilitating pathways into the universities encouraged adult learners to ‘progress’ from non-credit continuing education to credit-bearing programmes.

In the early 1990s when the ACE sector entered the TEC, funding to universities became part of this arrangement. The impact of ACE joining the TEC was fairly immediately felt throughout the universities. Rationalisation and surveillance became the order of the day (Olssen, Codd, & O’Neill 2004). Liberal adult education was reduced and more vocationally-oriented and professional programmes took precedence (Findsen, 2001). Consequently, previously expansive programmes of the CCE shrank, including the provision of academically lower level certificate programmes which encouraged mature-aged, often diffident but capable students to enter the University. Longer-term relationships and developmental projects became more difficult to sustain in adult and continuing education (Findsen, 2001). Into the 2000s the neo-liberal environment hardened, programmes became more instrumentally oriented and centres for continuing education in universities throughout the country were continually restructured and reduced in size.

CONTINUING EDUCATION AT THE UNIVERSITY OF WAIKATO

The University of Waikato, which in 2014 celebrated its 50 years of existence, originally adopted the American model of a centre for continuing education as part of the University’s intent of disseminating relevant knowledge to communities and making university expertise accessible to its regional publics. The notion of taking the University to the people—university outreach—was one of the founding sentiments of the first Vice-Chancellor, Don Llewellyn. The author joined the CCE as a programme planner/curriculum developer in the late 1970s, prior to what many adult educators see as the heyday of the field in the 1980s. The Centre at that time established a reputation for innovation and creativity. It was prominent in the then marginalised fields of women’s studies, trade union education and Māori studies. It was an important incubator of new ideas where its relative marginality in the academy worked to its advantage (Thompson, 2000). It could experiment in ways that the mainstream credit programme could not—in structure of courses, in more dialogical teaching-learning methods and in streamlined academic processes.

During the 1980s the CCE developed two credit programmes—the Certificate in Continuing Education and the Certificate in Māori Studies—which eventually linked into the mainstream credit provision of the University in the humanities and social sciences. Together with the then Māori Department of the University, the CCE developed a Certificate in Māori Studies (six papers, usually taken part-time by mature students in the regions and in Hamilton) wherein both *te reo* (Māori language) and *tikanga* (culture and customs) were studied. Participants included Māori from a variety of iwi, more typically older women, already with some fluency in *te reo* looking for a credential to validate their prior knowledge and competence. Other students were a minority of Pākehā with a virtual blank slate in

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terms of prior Māori language capability. The curriculum was co-constructed by Māori academics from the University and local senior kaumātua from the iwi of the region. Hence, the programme was ‘co-owned’ by the University and local Maori—in the instance of the former, in line with what constituted university knowledge; from the position of the latter, what satisfied local Māori in terms of the *mana* (prestige) of the *tangata-whenua* (people of the land i.e., local people). The point in accentuating this programme is that the CCE was a major interface with various publics and had a long tradition of working effectively with local iwi.

Both certificates, discussed above, ceased before the end of the 1990s, but in the case of the Certificate in Māori Studies, the positive impact would be experienced for considerable time afterwards as some graduates taught the language in local *marae* (communal meeting places), according to Māori protocol. This credit programme was a forerunner to the exciting new developments in tertiary education spearheaded by the establishment of *kohanga reo* (language nests) in the 1980s, *kura kaupapa Māori* schools (those placing high emphasis on a Māori ethos and prevalent use of *te reo* in teaching and learning) and eventually *whare wānanga* (Māori tertiary education providers). These have been Māori-controlled institutions under the jurisdiction of Māori themselves supported by public funding and subject to monitoring from government (Smith, 2000).

University ACE Priorities

When the Tertiary Education Commission was established in the 1990s, it did not originally include adult and community education as a line item in funding. ACE Aotearoa, the national organisation for the field, after discussion within ACE stakeholders and negotiation with the TEC and publication of the report of the Adult Education and Community Learning Working Party (2001), *Koia! Koia! Towards a learning society*, decided that it would be beneficial for ACE to become part of the mainstream, resulting in its inclusion in TEC policy-making and funding for tertiary education. Hence, the University of Waikato adhered to the criteria for funding outlined above.

Criteria from the TEC were crucial in terms of the CCE’s educative functions and allowed for a broad interpretation of possibilities for continuing education events. In terms of the learning aspirations of older Māori adults (participants in the programmes of the Rauawaawa Trust), the five priorities had only a loose connection. As Māori, participants within the Trust readily fitted the priorities of the TEC. Their status as older people was more problematic. Arguments for public support for older adult education related to the TEC priorities would usually stress that older people are certainly part of a learning society; they have the same rights as younger citizens to be informed about societal issues; they could become mainstream credit students in the university if pathways were to be made more transparent and accessible. For the general public, the philosophical basis for older adult education is not well understood (Findsen & Formosa, 2011), so it is hardly surprising that such arguments as above were not fully appreciated by the University hierarchy.

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The remainder of this chapter concentrates on the relationship between the CCE at the University of Waikato and the Trust as an exemplar of an effective negotiation between two institutions with very different cultures and orientations.

THE PLAYERS IN THE PARTNERSHIP

The educational partnership is specifically between two subsidiaries of the parent institutions. In the case of the University of Waikato, the Centre for Continuing Education (CCE); in the case of the Trust, the educational arm of this multi-faceted institution geared to meet the needs of predominantly urban-based older Māori. The antecedents of the CCE at the University of Waikato have been outlined above. It is important to reiterate that in its early years (especially the 1970s and 1980s), the University earned a very good reputation for its commitment to regional and community development, strongly supported by the then Registrar, Norman Kingsbury, who was committed to university outreach.

The Rauawaawa Kaumātua Trust was established in its present form in 1997, but its origins go back to Te Puna o te Ora, a “gathering place for Māori where their concerns and needs could be discussed and addressed” (Ministry of Education, 2008, p. 60). According to Thompson and Barnett (2007), Te Puna o te Ora was originally a hostel set up to accommodate increasing numbers of Māori coming from rural into urban environments, an institution supported by Princess Te Puea. The impetus for development historically and currently has been to meet the diverse social, cultural and educational needs of local kaumātua through a range of provision, some in conjunction with social agencies.

The Rauawaawa Charitable Trust has as its major remit the task of strengthening cultural identity through activities among elders and provision of services to them in the Waikato region (Thompson & Barnett, 2007). Its primary kaupapa is unique in that it focuses on older Māori community development rather than the normal emphasis on youth. Its mission statement, encapsulated in the title *Hei manāki nga kaumātua* (caring for elders), is “to enhance the quality of life and well-being of kaumātua by providing health, social, educational and financial services” (Thompson & Barnett, 2007, p. 27). Since 2004 it has carried out educational programmes in facilities located in a largely-industrialised Hamilton suburb.

The Relationship between the CCE and the Kaumātua Trust

The uniqueness of the Trust’s partnership with the University has resided in meeting learning needs of older Māori in the Waikato region, demonstrating how an indigenous programme can be delivered successfully from a mainstream provider while retaining a *kaupapa Māori* ethos (indigenous philosophical base). The concentration on the needs of kaumātua (as opposed to youth) is a key point of differentiation from other Māori-oriented agencies.

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The relationship was forged over many years and crystallised around the joint kaupapa (philosophy) of providing community education to local people but especially for marginalised groups (Māori; seniors). As explained by Thompson and Barnett (2007, p. 27): “The Centre works towards strengthening the University’s capacity to meet community learning needs and reduce social inequalities of Māori and Pacific communities through the Māori and Pacific Development portfolio”. The above researchers who were engaged in reviewing the work of both parties identified five main themes upon which a workable relationship could be further developed:

- a unique learning environment;
- social cohesiveness;
- gaining useable skills;
- cultural revitalisation; and
- holistic wellbeing.

The arrangement between the Trust and the University began at an informal level in the early 2000s, became more formalised in 2004 and was further legitimated after the publication of the Thompson and Barnett report (2007) by the incorporation of a memorandum of agreement in which both parties agreed to carry out particular responsibilities. In essence, the University agreed to clauses involving academic and funding approval, standards of delivery and student records. (These components were considered by the TEC to be mandatory requirements for a university in the use of its ACE funding.)

The Trust became the employer of teachers, provider of an appropriate learning environment and record keeper of enrolments. Funding was provided from the TEC through the CCE to the Trust. Each year the nature of the agreement was revisited. Usually this annual review would involve the director of the CCE and the director of the Trust, with discussion mediated through a Māori CCE staff member. Typically, the review would determine the size and scope of the programme for the following year, based on a TEC formula for Equivalent Full-time Students (FTEs) and on other competing priorities of the CCE. The location of the education programme of the Trust at its Frankton urban headquarters was a key factor in its success—a safe, non-formal context in which kaupapa Māori principles for teaching and learning could be implemented. In this location Māori elders felt entirely comfortable among fellow participants as opposed to a less amicable university environment of mainly Pākehā academics and administrators.

The Nature of the Programme

The TEC, the funding arm of government to tertiary education, set the economic and pedagogical context for the support to the Trust via the CCE through the five previously-mentioned ACE priorities. In pedagogical terms the curriculum was heavily orientated towards a kaupapa Māori agenda and validated by the University through a high level approval system. Kaumātua participated eagerly in the varied learning activities of *rorohiko* (computer literacy), *He oranga kai* (healthy eating),

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te reo (language learning), *taonga* (cloak making), *waiata/whaikorero* (songs and speech-making), *korowai* (cloak-making), and *harakeke* (flax-making for baskets). These subjects reflect the real educational, health and social needs of elders in this particular iwi.

Approval for specific courses was not always straightforward. Some courses, devised to help meet community learning needs, were not often associated with the University's credit programmes and may have been perceived as "not appropriate to a university". However, as long as staff could argue for a match with at least one of the TEC's priorities, the course was eventually approved.

The teachers for the programme were recruited intentionally from within the kaumātua themselves, some, but not all, having university-level credentials. Emphasis was placed on a peer-learning environment where kaumātua worked with kaumātua in a capacity-building exercise in accord with Tainui values (e.g., kinship, respect, collaboration). A woman Māori staff member from the CCE took responsibility for training needs of kaumātua and visited the site frequently to discuss any emergent issues with the manager of the Trust. In effect, she functioned in an unobtrusive manner as a quality assurance enhancer.

The entire approach taken in this relationship is consistent with Gramsci's (1971) notion of *organic intellectuals* where leaders emerge from within certain, usually marginalised, cultural groups. The primary interest of such intellectuals is to foster the collective social and cultural capital of adherents (Field, 2003). In this case, kaumātua consolidated their identity as Māori learners but because the learning approach was based on peer-learning and related to everyday realities, the student-teachers readily became teacher-students (Freire, 1984).

The opportunity to participate as an older age cohort often frees participants from any cultural embarrassment as they (re)learn cultural and spiritual components, which in turn can be passed on to younger generations (*te rangatahi*) (Findsen & Formosa, 2011). The Trust continues to act as a resource for older Māori in an urban context where tribal links may have weakened; understandably, most activities are carried out according to the dominant tribe's *kawa* (protocols), those of Tainui. As some items produced in classes (e.g., cloaks) were sold to the public at an adjoining shop, this learning engagement helped to foster modest business knowledge/skills and economic sustainability.

A relationship of this type, that is, a university with local iwi which focuses primarily on the learning needs of kaumātua, is rare. It has been innovative in terms of the arrangement between the two parties, the curriculum and pedagogy employed and the explicit goal of engendering leadership for older Māori, many of whom would experience unease in a Pākehā-oriented programme. Learning occurs in a supportive Māori-oriented context where collaboration rather than competition holds sway.

The Demise of the Partnership

In 2011 the funding base from the University was reduced as the CCE was dramatically downsized late in 2010. Unfortunately, 2012 was to become the final

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year in which the University provided funds to continuing education as a result of the Government curtailing all funding to universities for ACE. After more than 40 years, as a provider of continuing education, the University of Waikato closed the CCE. The University itself, under financial duress, decided to close the CCE at the end of 2012 and hence the memorandum of agreement between the partners was terminated. Despite this closure of the CCE, the Trust's programme has persisted in a reduced manner based on the generosity of volunteers among the Māori elders.

Governmental economic rationalism impacted directly on this convivial relationship. Given the small amount of funding to ACE in universities, it seemed rather whimsical that this funding should cease. One of the ironies of this disappointing act is that the TEC's stated priorities are for Māori, Pasifika and under 25s (TEC, 2012) and yet this Māori-based programme has been directly affected. The Government's decision to stop funding might be explained by the field of adult and community education's perceived failure nationally to fulfil the over-arching neo-liberal agenda of developing/sustaining a skilled and competitive workforce to capitalise on innovation for a knowledge-based economy. These narrow TEC objectives seem to be in tension with traditional university goals, particularly those of liberal education and the enhancement of an informed and critical citizenry. On the surface the Trust education programme fitted the criterion of Māori development but older adults have been and still are the forgotten sub-population in this country in terms of any formal education provision (Findsen & Formosa, 2011).

CONCLUDING REMARKS

The original establishment of the Rauawaawa Kaumātua Trust is related to the wider cultural renaissance of indigenous self-identity as *tangata whenua* of Aotearoa New Zealand. It is part of a social movement aligned to self-determination in which kaupapa Māori principles are practised (Smith, 1999). The Trust's education programme is illustrative of a paradigm of bi-culturalism where goodwill and commitment from both partners resulted in a win-win situation. It is important to reiterate that the Trust's educational programme is still operating in a reduced fashion, very much connected to volunteer kaumātua teachers' willingness to participate with minimal financial reward.

The Trust's educational work exemplifies collective practice fundamentally linked to sustaining local Māori tribal kaupapa. The partnership outlined in this chapter also demonstrated that older adult education is not restricted to the Pākehā middle-classes and can be sensitively developed in an indigenous environment through appropriate co-investigation of issues (Freire, 1984). From the University's standpoint the programme supported its social equity goals outlined in its charter. It represented an important component of engagement with a local community. However, there needs to be active debate about what the purposes of adult education in universities should be as a subset of what or who universities are for.

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The issue of sustaining effective relationships between universities and third sector organisations (in this case, of indigenous origins) is often problematic. Much of the energy required to keep this programme going was sourced from enthusiastic individuals from both sides of the relationship. Some of these relationships between individuals are ongoing despite the official closure of the CCE and the agreement. While the government's decision to curb funding to universities for ACE was foreshadowed the year before by dropping the amount available by 48 percent, it was nevertheless disappointing, given the tiny proportion of Vote Education directed to adult and community education.

Throughout the period of the relationship described in this chapter, commitment from both parties in this scenario to co-construct and negotiate a suitable pedagogical response to local issues enabled a unique education programme designed with and for Māori to continue. Fortunately, the closure of the CCE did not translate into closure for the kaumātua programme. In other spheres outside of continuing education (e.g., research), the University still has engagement with the Trust albeit on a more sporadic basis. Hence, there is potential for other partnerships of engagement in the future.

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CLAUDIO AGUAYO AND CHRIS EAMES

17. COMMUNITY PARTNERSHIPS IN SUSTAINABILITY EDUCATION RESEARCH

INTRODUCTION

Sustainability education emphasises that empowerment of learners is essential to foster the transformations in ways of living that are necessary for individuals and society to move towards a more sustainable future. Empowerment has roots in the forms of democratic participation that can be embodied in community partnerships.

In recent years a number of significant community-based movements have arisen that seek to guide society towards more sustainable lifestyles. Examples such as transition towns, food rescue and community gardening are forging partnerships that reconnect individuals with each other and with the planet that sustains them. These show the power and hunger of communities to work together and to have a stronger determination of their own futures.

In this chapter we extend this thinking to working with communities in sustainability education research and provide an example from a project that engaged with a small community in Chile in learning about sustainability issues in a local lake. We highlight how community-based participatory research, in this case, enhanced the reciprocity of learning between researcher and the community to foster sustainability education.

SUSTAINABILITY EDUCATION WITH COMMUNITIES

Over the last 50 years there has been a growing realisation of the degradation of our natural environment and the concomitant understanding that our social, cultural and economic systems are ultimately dependent on the integrity of that environment. Technological advances coupled with rampant population growth have combined to put pressure on the ecosystems that are the lifeblood of this planet. An economic model that emphasises growth based on the fallacy of unlimited planetary resources is exacerbating the situation (Daly, 1996). There are now an increasing number of indicators, such as loss of biodiversity, habitat change and degradation of agricultural land, pollution of water and climate change that point towards a critical need for change in ways of thinking and acting for the sustainability of our social and ecological systems.

Education has been promoted as a means for change since the recognition of these sustainability challenges. It has been argued that education can create a more ecologically literate citizenry, one which understands and values their place in ecological systems, and which acts in sustainable ways (Orr, 1992). There is

seemingly no debate with this argument. However, despite growing attention to education for a more sustainable world, both at formal levels (Tilbury & Wortman, 2005) and non-formal/community levels (Falk, 2005), as well as at local grassroots (Enviroschools, 2015), national curriculum and policy development (Ministry of Education, 2007) and international forums, it would seem that many environmental and social problems are little closer to being resolved.

Why education has so far failed to create a more sustainable world is beyond the scope of this article to explore. Suffice to say that earlier theories stating that provision of knowledge about environmental issues would lead to more sustainable behaviour amongst the populace have proven inadequate (Heimlich & Ardoin, 2008). More recent theoretical approaches have emphasised engagement of the learner in holistic and critically reflexive examination of issues (Wals & Dillon, 2013), promoting knowledge inquiry, personal experience and taking action (Jensen & Schnack, 1997). These approaches seek to empower and emancipate democratic participation in the learning process, creating an action orientation that provides skills for lifelong learning and lead to transformation.

When these theoretical approaches are applied to communities, we see examples of groups accepting responsibility to act for sustainability. Transition towns, a grassroots movement in communities that are responding to the environmental, economic and social challenges arising from sustainability challenges, is one such example. Similarly, food rescue operations in first world countries are focusing on the enormous amount of food waste generated by food outlets and supermarkets which could be instead 'rescued' for members of the community who are afflicted by poverty. Community gardening initiatives are redeveloping skills of self-reliance and sharing in many communities.

It follows then that sustainability education in communities should also model these theoretical approaches. These approaches led us to consider a set of characteristics that might underpin community education for sustainability, as shown in Table 1. Many of these characteristics emphasise the importance of partnerships.

Studies have indicated positive outcomes from community education for sustainability partnerships (Lishawa, Schubel, Varty, & Tuchman, 2010). A US study that partnered a university environmental studies programme with local EcoVillages in the community found far-reaching benefits for each partner that went beyond the expectations of the participants (Allen-Gil, Walker, Thomas, Shevory, & Shapiro, 2005). A Turkish study indicated that a partnership of teachers engaging with their local communities enhanced collective knowledge of the biological and cultural diversity of local natural environments (Eryaman, Yalcin-Ozdilek, Okur, Cetinkaya, & Uygun, 2010).

How then could these characteristics of community education for sustainability be adopted in research with and for community partners to empower them to think and act on their locally-based sustainability issues? One such approach that holds promise for this is the Community-Based Participatory Research (CBPR) approach which has been used in health research (Israel, Eng, Schulz, & Parker, 2012). This approach emphasises that communities have unique identities, strengths and assets

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*Table 1. Characteristics of community education for sustainability
(adapted from Aguayo, 2014)*

<i>Social interaction</i>	Social interaction is regarded as a key condition for both social learning and social transformation, and is a key requirement in effective partnerships.
<i>Transformative process</i>	Community education involves a critically, reflexive process that can bring partners together to examine assumptions and relationships and take action for change.
<i>Active participation</i>	Community education for sustainability involves active participation and involvement by community members, working in partnership.
<i>Real-life, local context and relevance</i>	Community education for sustainability focuses on a community's needs, problems and issues, involving immediate, relevant and locally rooted issues.
<i>Free-choice learning</i>	Community education for sustainability generally offers a free-choice learning context, characterised by being self-directed, voluntary, and depending on partners' needs and capacities.
<i>Diverse partners</i>	Community education for sustainability interventions work with diverse partners, which demands a range of types, intensity and sophistication of interventions.
<i>Political literacy</i>	Community education for sustainability emphasises democratic decision-making processes to enhance participation from, and empowerment of, partners.
<i>Learner conceptions</i>	Community education for sustainability acknowledges that a range of alternative conceptions may be held by learners
<i>Affective domain</i>	Community education for sustainability addresses emotions and the affective domain for learning.
<i>Challenging beliefs</i>	Community education for sustainability challenges beliefs held by diverse partners to help the adoption of new information through cognitive dissonance.
<i>Networking and partnership</i>	Community education for sustainability promotes networking and partnership.
<i>Positive ways of communicating</i>	Community education for sustainability adopts positive ways of communicating and disseminating information and knowledge about sustainability issues and challenges amongst partners and the wider community.

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which can be drawn upon in a collaborative, equitable research partnership that empowers and builds capacity for all involved. CBPR focuses on local solutions through an iterative process, including regular feedback loops leading to durable outcomes. There is some evidence of recent application of approaches like this to sustainability objectives other than human health. In a Japanese study, a similar participatory action research approach brought together university staff and students and community members to address coastal sustainability education in Tokyo Bay (Kawabe et al., 2013). In this chapter we explore the value of such approaches through addressing a sustainability issue with a community in Chile.

A MODEL FOR COMMUNITY-BASED RESEARCH IN EDUCATION FOR SUSTAINABILITY

As part of a doctoral study, Aguayo (2014) explored how to promote ecological understanding and action taking for sustainability with a community in southern Chile. Information and Communication Technology (ICT) tools, such as online Education for Sustainability (Efs) websites, were theorised to have the potential to be designed, shaped and delivered in a locally-relevant and meaningful way based on social and cultural perspectives and needs. These considerations resulted in the development of a theoretical model for the design of ICT-based online learning systems for community education. The objective of applying this model was to empower community members through development of ecological literacy and action taking to address relevant sustainability issues affecting their local community.

The model (see Figure 1) drew on the characteristics of community education for sustainability (see Table 1) as being effective for the achievement of transformative learning and socio-ecologically sustainable communities. Education

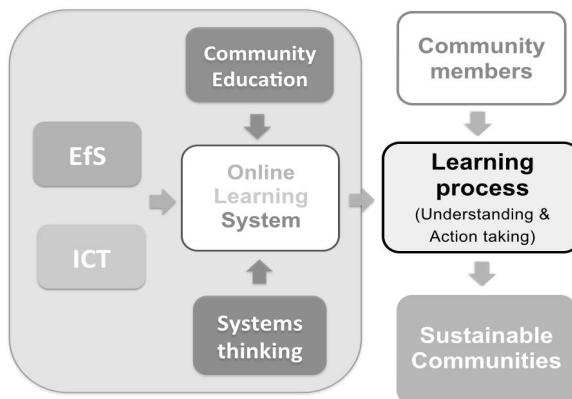


Figure 1. A model for the use of ICT for community education for sustainability (adapted from Aguayo, 2014)

COMMUNITY PARTNERSHIPS IN SUSTAINABILITY EDUCATION RESEARCH

for sustainability (EfS) emphasises active participation, acknowledges learner conceptions and the affective domain, and development of political literacy. Community education incorporates the need for social interaction, a focus on local issues through free choice learning and development of partnerships with diverse partners. Theoretical approaches in ICT stress the importance of maximising the range of affordances (i.e., ‘possibilities’) that ICT tools and technology have to offer at a particular time, within the level of ICT literacy existing within local communities. A systems thinking epistemological approach guides the combination of these characteristics into the design and use of a locally meaningful and culturally responsive online learning system for community EfS.

This model acknowledges that the process of learning and the concept of community are connected and dependent on social interaction and communication. In the community EfS literature, the concept of social interaction is regarded as a key component for both social learning and social transformation towards ecological sustainability. From a systems thinking and social learning point of view, the learning process emerges when learning actors come together in a shared action. Davis and Sumara (2005) highlight the following key conditions for the creation and nurture of educational systems: interactivity, diversity, familiarity with the learning issue, means for learners to affect each other, and a decentralised control structure. Community-based partnerships are an important way to promote such conditions for social interaction and the learning process to occur. In this context, leadership is a critical component to facilitate partnerships that contribute to the emergence of self-nurturing learning systems and to guide the learning process, empowering community members towards sustainable ways of living. Leadership here implies being a “facilitator of information exchange rather than its gatekeeper”, where “the leader is simply the one who goes first and shows the way” (Morrison, 2002, p. 19), not necessarily directing and controlling, but enabling and facilitating.

The design of self-nurturing online learning systems that promote diversity, interactivity and bring learning actors together to enhance social learning are central within this model. Online learning systems not only can be seen as a learning actor *per se*, but also they ought to act as an *educational leader* and *facilitator* in the process of empowering community members for sustainability through transformative learning and action (Aguayo, 2014). Such a learning system must be designed with the community, addressing problems and challenges according to locally-rooted needs with the involvement of community members as both co-designers and end-users of the learning system. Networking and partnership within a bottom-up and decentralised control frame are essential elements for the co-design process associated with the development of online learning systems for EfS.

To achieve a successful and transformative learning experience using ICT tools for community EfS, it is critical to clearly understand the range of factors, issues and root causes associated with, and interrelated within, local socio-ecological issues. It is also critical to have a sound understanding of the existing range of learners’ prior conceptions and misconceptions associated with such sustainability issues present in the local community. This involves an assessment of the range of

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cognitive frameworks (i.e., conceptual structures) and of existing levels of ecological, educational and technological literacy within the community to inform the design of culturally meaningful online learning systems. By being aware of learners' cognitive frameworks, educational interventions based on ICT affordances can be designed to actively address prior conceptions and challenge misconceptions in a way that enhances the learning process (Ballantyne & Packer, 2005). Addressing affective and emotional domains through real life and locally-relevant issues can also enhance learners' motivations to engage with socio-ecological sustainability issues.

Lanahue Lake in central-south Chile was chosen as the target community to work with to trial the theoretical model that proposed the use of ICT for EfS at the community level. The community in this area met the following three conditions that are required to apply the model: (1) the existence of a socio-ecological sustainability issue affecting a local community, (2) the need for an EfS intervention to address the issue, and (3) the presence of ICT infrastructure and ICT literacy within the target community. The main sustainability issue at Lanahue Lake is the accelerated eutrophication of the waters of the lake due to the increase in levels of organic nutrients in the lake, caused principally by factors related to the anthropogenic activity within the catchment of the lake.

APPLYING THE MODEL WITH A CHILEAN COMMUNITY

In the case of the Lanahue Lake, applying the ICT for the EfS model involved engaging with community members and key stakeholders at three different stages: during the initial pre-design research phase, where the goal was to achieve a deep understanding of the local socio-ecological characteristics and needs to inform the design process; during the design phase of the EfS website *Lanahue Sustentable*, where the goal was to co-design, create and develop an online learning system addressing local sustainability issues in a collaborative and participatory way in partnership with key participants from the local community; and researching with community members their developing understanding and motivation to act on the sustainability issue. These three phases and their outcomes in relation to working in community-based partnerships are further expanded in the coming sections.

Pre-design Research Partnerships

This phase involved a data collection process with the target community as a means to retrieve all the relevant information for the design, development, implementation and use of an EfS website. The data collection process involved investigating local social, cultural, technological, educational and ecological characteristics and the needs of the target context and community (Aguayo, 2014). Interviews with local experts in ecology and ICT, surveys and observations in the local community regarding ecological and ICT literacy levels, and document analysis around the ecological issue and the community were useful approaches to achieve an understanding of the target community and local contexts.

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Through networking and partnership with such local collaborators, key individuals and organisations became willing to genuinely get involved, collaborate and contribute to the research process. They could see how a community EfS intervention could potentially achieve a transformative learning process to improve the local socio-ecological understandings and conditions, realising real benefits for the local community and ecosystem. They also recognised how their involvement was critical for the achievement of the project. Genuine community-based partnerships emerged and were successfully maintained based on shared enthusiasm, interests and motivations. Through this process of partnership-building, the researcher was able to expand his knowledge regarding local characteristics and needs. Time spent in the target community, informally talking to people and listening to what they have to say, helped to get a feel for the existing local socio-ecological issues, to understand them, and develop a clearer picture of local cultural perspectives and conceptions.

Note that this target community was unknown to the researcher, and therefore networking and partnerships with key stakeholders and community members had to start from scratch. Key individuals and organisations were initially identified through word of mouth and through the review of local media (i.e. local newspaper and social media spaces). Looking back in retrospective, we believe success factors to critically engage in partnerships with the local community were associated with being clear and transparent in regard to the research plan and expected outcomes, and providing local members the opportunity to genuinely contribute, while acknowledging their perspectives at all times.

At the end of the pre-design research phase, it became evident that similar concepts and ideas started to repeat themselves within the local discourse across all stakeholders. It also became evident that the research process had achieved a good understanding of the local characteristics and needs, as we were able to account for the key concepts from Table 1 in relation to the context of the target community. From a systems thinking point of view, it is critical to know when the right amount and balance of information has been retrieved from the contextual environment. Dynamic learning systems rely on contextual information to adapt to the changing conditions of their environment. Too little, as well as too much information, can lead to inaccurate adaptation based on misinformed decision-making processes. Sharing the research framework and outcomes with local partners assisted in the process of deciding when the right understanding of the local characteristics and needs had been achieved, and therefore when the research process was ready to move onto the next stage.

Design-phase Partnerships

Once understanding of the characteristics and needs of the target community had been achieved, the design and development of a culturally-responsive online learning system followed. This involved developing an EfS website for community education addressing a range of issues related to the accelerated eutrophication of the lake.

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Key partnerships from the pre-design research phase were brought into the design phase. Specifically, those community members and strategic stakeholders that were identified as being highly interested and who had demonstrated willingness to participate in this phase were invited as co-designers/partners within an approach focused on use of the website by the community members. These participants were actively involved throughout the design process, with constant feedback loops between the design team (researcher, web designer and graphic designer) and the local collaborators regarding pedagogical approaches, website structure, content, graphics and aesthetics, multimedia production and so forth. During this process community-based partnerships were further consolidated, transforming into genuine and long-lasting (in some cases post-research) collaborations between the researcher and members of the target community.

The outcome of the co-design process was the EfS website *Lanahue Sustentable* (i.e., <http://lanahuesustentable.cl>). This website was then employed as the research instrument during the third phase of Aguayo's doctoral study to explore the potential of this ICT tool for the promotion of local, socio-ecological sustainability. The initial commitment to, and understanding of, the study goals and the importance of the website for addressing the eutrophication of the lake by key members of the local community from the very beginning (i.e., pre-design research phase), was central to wider community engagement with the site. This ensured the design process was able to incorporate the 'local voice' and perspectives through these partnerships, and thus making the website locally and culturally relevant, responsive and meaningful (Aguayo, 2014, 2016).

Implementation-phase Partnerships

Once the first version of the website was online, partnerships established during the previous phases were critical for data collection using the website as the research instrument, and for the implementation and dissemination of the website at the local level. Through these partnerships the researcher was able to access and invite some participants to the data collection phase. Data collected from participants and feedback received from the wider set of partners was key to improving the website towards its final online version. Similarly, previous partnerships contributed to the communication and dissemination of the website within the local community. Some of the partners were based at different local organisations, including public and private sectors, academic institutions, local NGOs and local media (i.e., newspaper and radio). Such a network of partners was helpful in implementing the website at the local level, either through word of mouth, or by actively sharing and disseminating the website within their own set of local networks. This created the best opportunities to enhance the community education objectives of this research.

DISCUSSION

Findings from the study at Lanahue Lake indicated the use of ICT for community education for sustainability could promote transformative understanding and action

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taking for community members regarding locally-based sustainability issues (Aguayo, 2014). A key condition for the design of an effective ICT-based online learning system for community EfS was to have an in-depth understanding of the local, social, cultural, ecological, technological and educational characteristics and needs of the target community. Socio-ecological sustainability issues and challenges are not only complex and intertwined within these and other dimensions in dynamic and unpredictable ways, but also are culturally defined by context, place and time (Aguayo, 2016). It is in the process of understanding the local context through ethnographic community-based participatory research (CBPR) that partnership with key local members, strategic stakeholders and relevant community NGOs and groups becomes vital. Transformative learning interventions for sustainability using ICT tools following the above approach can attend to local needs in culturally responsive ways. This is possible to achieve when the intervention is designed in partnership with members of the community for whom the sustainability issue is a lived experience, and who are actively involved in the research and co-design processes through multiple, iterative feedback loops associated with the development of online learning systems for sustainability. Interaction, networking and collaboration through CBPR with members of the target community are essential to custom design and implement online learning systems that are locally relevant and meaningful.

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SECTION COMMENTARY

Partnerships with Communities

INTRODUCTION

The authors exploring partnerships with communities are active partners as well as scholars of partnership. While the core thematic work of their partnerships represents education, arts, leadership development and research, their interest in explicating the essence of partnership-working and learning unifies this section. The care, compassion and commitment expressed by the authors is evident throughout their chapters. As scholars and practitioners of partnerships, they have held the tension of scholar and actor cautiously in their hands. They have explored the nuances and details of their own work and the challenges and opportunities they experienced. In doing so, they have provided thoughtful inspiration and wisdom for others considering embarking on similar journeys. It has been an honour, from the other side of the world, to receive and reflect on these chapters. The authors successfully manage to make the geographical distance between my home in London (UK), and New Zealand and Chile feel like a neighbourhood away. This feat is only made more impressive by the authors' willingness to allow readers to, almost, join their partnerships, if even only very briefly.

As the authors ably delve into the research literature and practice of partnership, I wish to focus my own reflections on the tensions raised and lessons derived from looking across all four papers. Building on the themes emerging from the papers themselves, I frame my comments in five sections: inspirations and initiation; foundations; pragmatics; context, possibilities and outcomes.

INSPIRATION AND INITIATION

Some partnerships are catalysed by and/or develop quickly as a result of times of destruction or difficulty. Others may build more slowly as actors attempt to find meaningful ways to connect their interests and work. While the underlying rationales for organisation/community partnerships may vary, the authors highlight several key factors that influence their initiation. The locus of initiation of a potential partnership appears to be secondary to the perceived success of a partnership. Similarly, the motivation for a partnership does not need to be equally or jointly identified by both partners, as long as there is mutual commitment and understanding. Based on the chapters, the most important initiation factor is that the organisation and community agree that working together on a shared project

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provides a compelling enough reason to embark on a partnership journey and warrant the exploration of its potential.

FOUNDATIONS

Throughout the chapters, the partnerships provide active examples of the foundations upon which meaningful collaborative work is established. The authors articulate the deep care, passion and personal connections that often predicate two organisations coming together. Most authors are familiar with the role of champion and leader, having personally served in this role during the inception and delivery of their partnerships. This role requires energy and enthusiasm. Concurrently, partnership champions must also support their organisations and colleagues in sharing information, developing visions for working in new ways, understanding how different organisational and contextual legacies will influence the shared work and goals. This role, and the authors' explanation of the evolution of partnerships, firmly places people at the heart of partnership-working and success—individuals who come together across traditional disciplinary, sector-level and institutional boundaries to find new ways of solving problems. The role of champion is underpinned by a vulnerability that echoes that of most partnerships. Constant and wise caretaking of the partnership and the people involved is required throughout. These leaders and innovators require time, support and encouragement to ensure that the legacy of their work can be captured, shared and enjoyed by all. The authors, in their dual roles of champion and scholar, have found an accessible way to make that happen.

PRAGMATICS

The authors highlight well-recognised elements of successful partnership working, each with its own nuanced permutations that make the chapters' contributions so worthwhile. Throughout, the authors proffer their experience, nested in the wider academic research, to outline the pragmatics of what contributes to successful partnerships without prescription. The authors highlight the importance of

- appointing/recognising individuals who will champion the partnership, seek solutions and bring the organisations together;
- recognising the challenge and opportunity of long-term relationships from the early design stages;
- developing opportunities for shared creative processes, informal or formal Memorandum of Agreement to set out expectations and aspirations;
- ensuring expertise and skills required for partnership are prioritised;
- understanding the needs of each partner;
- prioritising negotiation and reciprocation between partners at all stages of the partnerships;
- establishing early, open and regular communication within each organisation and between partners;

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- creating regular opportunities for reflection and observations about the partnership with explicit opportunities to re-envisage and remodel the partnership, assumptions and values;
- implementing quality assurance systems that promote dialogue and improvement and recognise the needs of both parties;
- seeking and securing funding continuity to promote stability.

CONTEXT

Context plays an important influence on the inspiration and mechanics of a partnership. Importantly, the authors capture the essence of why cultural, economic, historical and social legacies of each partner are important elements within the collaboration. The authors illustrate, with great care, how their partnership-working has acknowledged, honoured and celebrated the contributions and challenges each partner has brought to their shared working. These illustrations provide helpful reference points for others wishing to work in partnerships. Finally, to varying degrees, the chapters highlight how the political climate can influence the working within a partnership. Shifts toward efficiencies, measurement of outcomes and fiscal retrenchment can influence the choices organisations and/or community groups are able to make about who, when and where to partner. Global trends that support internationalisation versus local working, for example, provide concrete examples of the tensions that may arise between institutional and individual priorities.

POSSIBILITIES

Throughout the chapters, the authors illustrate how working in partnership can offer each partner an opportunity to pause, reflect and readjust. The partnerships described offer insight into partnership-working as a strategy to bolster inclusion and work across sectors/organisations to create new pathways and relationships to benefit those who have, perhaps, not always been included. Therefore, partnerships can often be the only way to advocate for often unreached or unprioritised groups. These examples argue for the centrality of partnership-working to the generation of new and innovative work. Multi-level, personalised and co-constructed collaborations all appear to be underpinned by a commitment to social justice and finding ways to create more and better opportunities for understanding, learning and development. The importance of partnerships as vehicles to recognise and celebrate local voices echoes throughout the chapters.

OUTCOMES

The authors illustrate how partnerships can foster short and long-term outcomes that by far exceed what a single organisation or community group could have achieved in isolation. Partnership, as a process, creates opportunities for those engaged to serve as teacher, leaders and innovators who can reaffirm commitments to working across barriers, serving those in need and establish new ways of

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creating and sustaining policy and practice. As evidenced in the chapters, partnerships create opportunities for learning, evidence gathering, expression, communication and mutual understanding. While complex and requiring often herculean effort to launch and sustain, partnerships can also remove barriers between schools, universities, organisations and communities by providing opportunities to spend time with and in new organisations. Partnerships as learning-rich sites of advocacy and political change demonstrate how capacity amongst all members can be developed. Partnerships as disruptors of common ways of working are invaluable to organisations and communities alike. The time required of those leading and facilitating partnerships should not be underestimated and should, in fact, be celebrated and championed by organisational leaders.

CONCLUSION

Readers will, as I have, leave this collection of chapters on organisation-community partnerships feeling hopeful and inspired. The authors remind us that partnerships are, when at their best, built on a foundation of mutual respect. From this vantage point, partners can navigate the challenges and opportunities of creating shared sites of empowerment and expanding previously unrecognised or realised opportunities. It was a true honour to learn more about these four organisation-community partnerships. Reflecting on the lessons from their experience has refocused my own thinking and work and, with some deliberate action, will make our current eight country research partnership flourish under the guidance distilled above.

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SECTION V

RESEARCH PARTNERSHIPS WITH MULTIPLE INSTITUTIONS

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ROGER MOLTZEN

INTRODUCTION

Multi-Institutional Partnerships: A Global Agenda

INTRODUCTION

Starting in the 1980s and continuing through to the early part of this century, universities around the world seemed to become obsessed with entering into partnership agreements with as many overseas universities as they could. It appeared to be a numbers game, with the primary objective being to acquire as many agreements as possible, seemingly based on the notion that part of a university's standing and credibility was connected to the number of 'friends' it had. The relationship agreements were not limited to universities but were also with other institutions of tertiary learning, businesses, science and health organisations, schools, etc. The filing cabinets in universities bulged with memoranda of understanding, heavy on aspirational ideas but light on tangible outcomes.

More recently there has been a noticeable change to this and the trend is much more towards entering into a smaller number of relationships with some concrete commitments. The projects included in this section reflect that shift in approach and offer excellent examples of effective and *sustainable* institutional partnerships. As faculty dean when three of the four projects reported on here were developed, I was less interested in the status, reputations and rankings of the proposed partner institutions and much more concerned with compatibility of interests, strengths and values.

There has been a parallel and not entirely disconnected shift in universities' approaches to internationalisation. The focus on 'internationalisation' historically could be seen at times to be very self-serving. Haigh (2014) provides an insightful perspective on the development of different layers in the process of internationalisation that highlights both a concern for the university's own internal welfare as well as with its external role in ever-wider arenas of society and environment. "This development has been characterised by a sporadic, if progressive, expansion of concern from narrow pragmatic, institution-based financial issues to the role of higher education in global terms" (Haigh, 2014, p. 57). As Haigh notes, many of the early layers were motivated by materialistic goals. The early focus was on off-shore enrolment as a revenue raising exercise and in response to declining government funding. The upsurge in international enrolments presented universities with a challenge to ensure that students from other countries achieved academic success in an environment where "... only local

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learners understand the rules and, until they overcome this obstacle, [international students'] grades suffer and many fail" (Haigh, 2014, p. 10). This reflected a 'cultural deficit' approach and saw the development of compensatory initiatives to bridge a perceived knowledge shortfall. Universities have also become increasingly concerned about their international reputation and the striving to be 'world class', believing that "attracting high-quality international students is a hallmark of a world-class university" (Russell Group, 2010, p. 7).

In contrast, the recent attention by universities to global citizenship is not about competition and marks, "... a more idealistic and communitarian step change in thinking about internationalization and its purpose in higher education" (Haigh, 2014, p. 13). Rhoads and Szelenyi (2011) maintain that it is the responsibility of universities to "... advance a view of citizenship in which the geographic reference point for one's sense of rights and responsibilities is broadened, and in some sense, complicated by a more expansive spatial vision and understanding of the world" (p. 160) and that "... the engagement of individuals as citizens reflects understandings of rights and responsibilities across three basic dimensions of social life: the political (including civic aspects), the economic (including occupational aspects), and the social (including cultural aspects)" (p. 17).

There is recent evidence that many universities have made a commitment to the more widely held principles associated with global citizenship. How this is translated into practice is extremely variable but, in most instances, it is centred on giving students access to courses, programmes or experiences, specifically designed to raise their awareness of global challenge and, in some cases, opportunities to respond to these. What is generally lacking is a wider institutional commitment to, and manifestation of, the importance of global citizenship. An exception to this comes from Mallea (2008) who reports on work undertaken at the University of British Columbia to establish global citizenship as an international goal. "A university's intellectual, moral and social mission in developing global citizenship needs to be translated into concrete and sustainable policy and practice ... The goal of global citizenship is embedded within each of the [UBC's] core functions: teaching, research, and service" (Mallea, 2008, pp. 54–55).

The corporate model of universities will inevitably clash with a commitment to global citizenship. In many instances, the genesis of institutional international partnerships is the identification by two or more colleagues of shared research interest, often during attendance at an international conference. The potential for a collaboration to be extended to other colleagues is typically part of the process. This often leads to a proposal for an institution-to-institution agreement. When such proposals are considered at a management level, the business imperatives often surface—not something that is usually at the forefront of the thinking of academics. Where a university is committed to the values and principles of global citizenship, there has to be room for collaborative ventures that are developed where any financial return is secondary. Luker (2008) says we must "... acknowledge the damage of colonialism and commercialization of higher education" (p. 10) and calls for universities to move away from global citizenship programming based on financial self-interest. "The question of how to balance the bureaucratic funding and administrative structures with the more equitable vision

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that [global citizenship] programs seek, creates a growing tension for educators and administrators alike” (Jorgenson & Shultz, 2012, p. 7).

In New Zealand our notion of ‘partnership’ is very closely connected to the Treaty of Waitangi (English)/Te Tiriti o Waitangi (Māori), the country’s founding document. Signed in 1840 by representatives of the Crown and of Māori, The Treaty is a ‘living document’, central to New Zealand’s past, present and future. It establishes a relationship ‘akin to partnership’ and confers a set of rights and obligations on each partner. This relationship has been described as “the promise of two peoples to take the best possible care of each other” (Human Rights Commission, 2003). Reflecting this sentiment, the Faculty of Education has a very simple statement of mission: ko te tangata or ‘for the people’. We have had a long-held commitment to the principles of equity, inclusion and social justice and an interest in research with the potential ‘to make a difference’. The four projects reported on in this section are consistent with these values and principles. A feature of the Faculty’s international partnership relationships is the way our partners embrace our bicultural heritage and take a keen interest in Māori culture, knowledge and values. There are some excellent examples of this in the chapters that follow.

The Pedagogies of Educational Transitions (POET) programme involved the University working in partnership with an Australian university and three northern hemisphere universities over a four-year period. This research focused on educational transitions. The objective was to take existing knowledge and through collaboration develop new ways of knowing and working. Central to POET was spending time as a group in each other’s country. The author identifies the value of this experience in understanding how culture impacts on the development of knowledge, policy and practice. This also provided an opportunity for wider engagement by including researchers and research students from the host university. This chapter includes perspectives from three participant researchers: one experienced, one mid-stage and one an early-stage researcher. These offer interesting personal as well as academic insights from three different perspectives. The chapter provides a good reality check on partnership *challenges*, and anyone thinking it is primarily international travel would do well to consider these. However, the author explains how these were addressed and the *benefits* section illustrates why such projects are well worth supporting. As with the University of Central Oklahoma—University of Waikato Partnership, the development of a community, where individuals felt a sense of belonging, was one of the most positive outcomes. The relationships developed were both collegial and personal. It is clear that the development of a supportive community, which included mentoring and guidance from more experienced to less experienced researchers, was an important element of this initiative.

The University of Central Oklahoma—University of Waikato Partnership had very small beginnings and involved a meeting between myself as dean, and Dr Paul Haxton (the chapter’s co-author). Paul had thoroughly researched the Educational Leadership programme at the University of Waikato and proposed starting with a study tour and growing the relationship to faculty exchanges, and collaborative teaching and research. As the authors’ note, this was a responsive and

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evolving relationship, rather than one that was prescribed. While this approach sounds positive, it does hinge on a high degree of commitment and motivation of at least one person from each respective partner institution. The two chapter authors exemplified this. The core component of this partnership has been study tours, but these have been more than just an overseas experience. The tours have had a clear focus and the participants have followed a rigorous and well thought out programme of study. A relatively unique aspect of this partnership has been the commitment to researching the relationship and, in particular, trying to understand what makes it a success. A feature of this collaboration is the way it led to the development of communities of learning. This initiative has generated new knowledge and in areas where the literature is relatively sparse.

The partnership between the School of Education at the Solomon Islands College of Higher Education and the School of Education (now Faculty of Education) between 2006 and 2011 remains the Faculty's most comprehensive Pacific initiative. This work, led by the chapter author Emeritus Professor Noeline Alcorn, involved a significant number of Faculty staff. Although the project ended five years ago, many of the staff involved still recall the life-changing nature of the experience for them. A key to the success of this partnership is exactly that—it was a partnership. It would be easy to conceive at a different time and/or with different personnel the approach could have been much more 'colonial'. As the author highlights, it was about learning from each other and the sharing and valuing of different forms of knowledge. This was clearly much more than rhetoric, and end-of-contract reports provided evidence from both partners that their knowledge was both valued and blended into new knowledge. This author notes the role shared social activities played in relationship development. The motivation for partnering with another institution is critical and where it is seen as primarily for the financial gain for one, it can definitely impact on the attitude of the other. A significant shift occurred when the Solomon Island partners found that the University of Waikato staff were not being paid as consultants but were only receiving their academic salaries while undertaking the work. The challenges associated with this partnership, particularly in bridging cultural divides were ongoing and what is very evident reading this chapter is the importance of commitment, consistency and continuity. Equally important to the success of this project were clarity of vision and purpose, and effective leadership.

Places And Spaces For Embodiment: Developing An Aotearoa New Zealand/Swedish Collaboration is about 'doing' internationalisation, in contrast to what the authors suggest is more akin to the neoliberal interpretation of the concept. This chapter tells the story of an evolving research collaboration between Aotearoa New Zealand and Sweden. The team leading the Embodiment, Places and Education: From early childhood to higher education (EPE) research is made up of a professor, an early career academic and a doctoral candidate. What stands out in this account is how the shared interest in philosophy of education not only informed the research focus, but is central to the nature of the partnership relationship. Also unique is the way the researchers made strategic connections between their project, and the priorities and goals of their respective institutions. The focus on early childhood education and early childhood teacher education, and

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the meanings made or given to spatial formation is very timely and has the potential to speak to a range of educational contexts. As the authors point out, this research is about complexities and that makes for an interesting story. For emerging researchers in particular, authentic and honest accounts of the collaborative research process can provide valuable guidance and important affirmation.

This section includes four quite different accounts of international partnerships. While the projects are vastly different, there are also many similarities. The benefits to the research of cross-national and cross-cultural experiences are evident in each one. The contribution to research from people from diverse backgrounds not only adds to its rigour and enhances its richness, it also broadens its relevance.

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NOELINE ALCORN

18. A CROSS-CULTURAL PARTNERSHIP IN A TERTIARY SETTING

INTRODUCTION

This chapter describes and analyses a partnership between the School of Education at the Solomon Islands College of Higher Education (SICHE), the sole provider of teacher education in the Solomons¹ and the School of Education at the University of Waikato between 2006 and 2011. It provides a critical description of development of the partnership process and its achievements, features that were imperative for success and the constraints that caused frustration.

BACKGROUND

The Solomon Islands, which became independent from British rule in 1978, is a small state in the Pacific comprising over 1000 islands, approximately 350 of which are occupied. Its mountainous terrain makes travel difficult, many village communities remain isolated and there are 87 languages. Although English is the official language, only a small number speak it, communicating instead in Solomon Island pijin and local languages. The capital city, Honiara, with around 65,000 inhabitants, is the only large urban centre. Since independence the population has expanded rapidly from 195,000 in 1978 to over 500,000 in 2009. The country remains poor, with most living at subsistence level, and external aid is crucial. It is also susceptible to exploitation by international companies and individuals who strip forest and minerals leaving land waste.

The high birth rate increased the demand for education exponentially. Most children start school between seven and nine years old and end their formal schooling by 13 or 14. The development of community high schools, built by local people and staffed by the Ministry of Education and Human Resource Development (MEHRD) has facilitated wider access, especially for girls (Sikua & Alcorn, 2010). Before independence there were only six high schools across the country, all of which required students to leave home and travel. However, the period of severe civil unrest from 1998 to 2003 saw many schools closed, along with the teacher education college. Teachers were often unpaid or were forced to flee from Honiara to their local villages. Vital infrastructure, such as buildings, communications and transport, was badly damaged. From 2003 the Regional Assistance Mission to the Solomon Islands (RAMSI), a coalition of Pacific nations led by Australia and New Zealand, working to support the Solomon's government, began to establish greater stability and security so that international aid could be

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targeted at rebuilding and restoration. “[RAMSI] brought together multiple government agencies and departments in a massive effort to bring stability and development to one of the smallest and most impoverished nations in the world” (Hayward-Jones, 2014, p. 2).

Education was a key priority. In 2004 the MEHRD set up an external review of the School of Education, which had recently reopened, to look at ‘issues and barriers to the provision of quality teacher education’. The reviewers recommended a three-year development programme to build capacity and capability (Taylor & Pollard, 2004). They suggested partnering the School of Education (SOE) with an international institution to identify needs, and develop and implement strategies to address these. This would require substantial external funding. In 2005 SICHE, the Solomon Islands government and New Zealand Aid, advertised a contestable tender for a twinning arrangement. This was awarded to the University of Waikato School of Education.² While the partnership was being negotiated, a local weeklong workshop, including a range of stakeholders, undertook an internal review of all SOE programmes, which provided a useful basis for the work that was to follow.

Both NZAID and the Waikato staff involved were anxious to develop a true partnership in which both partners learned from each other to produce new knowledge and sustainable action. This was consistent with recent literature. Baumgart (1994) promoted a co-operative approach to projects with the expectation of mutual benefits, and Thomas (2002) proposed that sustainability would come from collaborative approaches. They were aware also that colonial discourses were still pervasive and needed to be avoided. Rather, it was important that the external partner became cognisant of traditional educational approaches to find culturally suitable new practices (Coxon & Munce, 2008; Sanga, 2003; Sanga & Taylor, 2001) and identified local traditions and ways of knowing (Bishop & Glynn, 2003; Thaman, 2003). At the same time they were aware that the two governments involved would expect tangible and timely results.

THE BEGINNING OF THE PARTNERSHIP: FINDING OUT ABOUT EACH OTHER’S GOALS

Once the contract with NZAID was finalised, the University of Waikato team made an initial visit to scope issues and begin to establish relationships. Two staff arrived in Honiara in June 2006 soon after riots in the city during which a number of businesses, mostly in Chinese ownership, were burned down in an aftermath of the general lawlessness that had prevailed earlier. NZAID provided valuable support and briefing, but the New Zealanders found that most of the staff of the SOE were unaware of the purpose of their visit as they had not been consulted in the planning stages and were suspicious of yet another aid project. Morale was low; staff worked with inadequate facilities and resources and carried heavy teaching loads. There was little sense of strategic planning. The focus of this visit was therefore “to clarify the parameters of the partnership and how we envisaged working together” (Strachan, Maezama, & Simi, 2011, p. 97). A series of focus groups probed the views of SOE staff on how they would like to work with Partnership staff, how

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they perceived the SOE and what they would like their institution to become. They indicated that they would like to teach high quality programmes of teacher education that were relevant to the Solomon Islands context. Visits were also paid to the MEHRD and to the Minister of Education, who held a doctorate from Waikato and was well known to one of the visitors. A second visit focused on the change process and its potential to be chaotic and unsettling, unlikely to proceed in a planned, linear fashion. It would demand give and take and ongoing problem solving. A number of SOE staff indicated that they themselves were looking for change

The contract director, a Waikato academic who had spent two years as a volunteer in another Melanesian island nation, Vanuatu, and was fluent in pidgin, planned the next stage of the contract carefully. She was adamant that Waikato staff who worked on the project needed not only professional expertise but also a commitment to inclusiveness and collegiality.

PROGRAMME DEVELOPMENT AND NEW TEACHING STRATEGIES

Very early in the contract, the MEHRD determined that the SOE should design and implement a new intensive on-campus programme to meet the needs of the huge numbers of untrained teachers working in Solomon Island schools. In some ways this was a fortunate occurrence for the Partnership, as it provided an immediate focus and purpose and a deadline for completion. It provided opportunity for teams from both institutions to work together on an immediate task.

Before the end of 2006 a larger team of Waikato staff visited the SOE to begin working with SOE colleagues on what the new programme, Teachers in Training (TiT), would look like. The two groups agreed that the first task was to develop a conceptual overview, to work backwards from the learning goals for students. There were major shifts involved for the SOE staff: from a content-heavy, teacher-centred model to a student-centred model, which fostered social interaction in the classroom, from over-assessment to a more formative approach. The Waikato staff had to come to terms with a new social and cultural environment and lack of resources they took for granted at home. Each subject department worked as a team with New Zealand colleagues. One of them wrote, “We were all involved in designing the overall programme and then the courses themselves. This gave us a sense of the big picture and of being responsible for the changes” (Edwards, Pita, & Porakari, 2011, p. 63).

A key priority, if the Partnership was to be successful, was for the partners to learn about each other. Especially in cross-cultural partnerships failure to work through this phase is likely to result in *Talking past each other: Problems of cross-cultural communication* (Metge & Kinloch, 1978). It was also vital for the ‘parity of esteem’ posited as foundational to the Partnership in initial discussions. It was important for different forms and sources of knowledge to be shared and accepted. Commitment to this way of working was clear, but the successful development of the TiT programme would depend on its embeddedness. The Waikato team, already familiar with the Māori concept of ‘ako’ (incorporating both teaching and learning), knew they had a great deal to learn about Solomon Island society and

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culture, the importance of Christianity, of family obligations (wantok) and the way these impacted on teachers' work. They shared their knowledge of educational theories about interactive teaching, formative assessment, the importance of classroom relationships and of developing enquiry rather than memorising content.

Written reports from the end of the contract (Strachan & Simi, 2010; McGee & Rodie, 2011) confirm that both partners believed that mutual respect and sharing of knowledge occurred and that new knowledge, blending their expertise and looking to the future, was generated. For instance, the mathematics team, while anxious that the new programme

... reflected a Solomon Islands view of mathematics and traditional pedagogy, was clear that education in general was a means for Solomon Islanders to connect and interact with the rest of the world, as well as it being for the development of thinking and understanding. (Calder, Beuka, & Ngatulu, 2011, p. 49)

Thus, they determined that both an international view of mathematics and local content and contexts should be meshed “in a pragmatic way that compromised neither as much as possible” (p. 50).

Laughter and sharing of food and experiences became important components of the collaboration. The first large group of Waikato staff to visit Honiara completed its work shortly before Christmas. The farewell party they hosted at the SOE, complete with Santa Claus, small presents and copious amounts of food shared with all staff, was a key icebreaker and cemented relationships that were already starting to develop. Shared food needed to be blessed, a custom the Waikato staff were familiar with through interaction with Māori colleagues. Photographs taken by the New Zealand team were prized. Around this time, too, the SOE team realised that their Waikato colleagues were not paid consultants—a category of people some of them had cause to resent. Instead, they were paid only their normal academic salaries though their travel and accommodation were covered. This was significant.

Not only happy events were shared. A Waikato team was present when a disastrous earthquake and tsunami hit the country. They observed the anguish of their Partnership colleagues unable to contact relatives in other provinces or to travel to be with them. Other staff lost houses. Members of the team visited the Minister of Education and discovered that in one province almost no schools were left standing. While they could offer little but empathy and personal donations, this cemented the relationship further. There were smaller tragedies, too, that brought the partners closer.

A year after the first visit came a reality check, the implementation of the TiT programme. In July 2007 200 untrained teachers arrived at the SOE from all across the country for the first of four six-week intensive blocks on campus. Some travelled by small boat from remote village schools. They brought with them knowledge of their local environments and experience of trying to teach in overcrowded and extremely under-resourced classrooms. The new methods and the teacher education curriculum were implemented. In spite of difficulties caused by

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the wide range of experience, ability and formal education the students brought with them, the programme was a resounding success. A compulsory course developed by English Department staff explored learning and teaching and developed study skills. The course leaders, who initially had disclosed that they were stale and looking for change, wrote:

After the first week we knew what to do; it made sense and we were enjoying teaching again. The cohort while having limited opportunities to develop their own education, had a passion for teaching, and they too enjoyed the experience, challenging though it was. The PTL course's readings, discussions and reflective activities assisted them greatly to learn more. (Maneipuri, Runialo, & Wright, 2011, p. 25)

The teacher education students in the programme returned to their schools with new ideas to trial. They reported on progress when they attended the further three blocks of the course. Science lecturers were particularly pleased that their students had begun to realise that pupils could learn from experience as well as from books, with teachers taking their children to investigate reefs and other local features. Another teacher reported that he had set up an experiment with his class to investigate the effect of thermal heart on the same sized potatoes.

The early success of the new way of teaching was key to the subsequent dynamics of the partnership. Without it the partners could have pursued longer-term projects without any real indications of their ultimate effectiveness, not really certain they would work. The TiT programme demonstrated that the new curriculum and ways of teaching resulted in more engaged student learning. Staff felt empowered. They were delighted by the success of the new strategies they were using and the practical value the students saw in them. The implementation of the TiT Certificate and the mutual reflections on the lessons learned thus underpinned and provided impetus for ongoing work in programme development and implementing teaching strategies that continued throughout the project.

Once the TiT programme began there was pressure to update the two-year diploma programme for the intake of students in 2009. The new ideas, adapted by the experience of the intensive programme, were incorporated. But this was not always easy. Not all staff had been part of the development teams and there was some resistance from those not involved. Key staff won scholarships to study overseas and new staff had to be inducted into student-centred learning methods. Time together was precious for the partners but often there were frustrations when Solomons staff were unable to free themselves from other responsibilities to meet with their Waikato colleagues during their in-country visits although the dates had been negotiated long in advance.

EFFECTING ORGANISATIONAL CHANGE

To be effective the new programmes and teaching methods needed to be consistently applied and accepted. This necessitated new systems such as greater use of written communication, preparing handbooks and course outlines,

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assessment schedules, a new timetable, which provided for greater coordination and less repetition of lectures for different groups. In addition, it was important that written policies should be developed for course review and development, assessment and professional development. Both the MEHRD and NZAID made it clear that greater efficiency and more effective use of time were expected.

While successive Heads of School (the first Head left to take up a scholarship in New Zealand shortly after the contract began) were supportive of these developments, they did not find it easy to develop the necessary communication strategies as staff were more used to gaining their information through informal contact than through regular scheduled meetings, and attendance at staff meetings fluctuated. Few department meetings were held, so although new policies could be endorsed by programme coordinators and Heads of Department, dissemination of new ideas to other lecturers was sometimes slow.

In spite of their desire to be culturally responsive, Waikato staff found it difficult at times to know whether, in fact, they understood the assumptions from which their SOE colleagues were operating. This is a recognised challenge in cross-cultural partnerships (Sanga & Chu, 2009). Sometimes the Waikato staff wondered if the Solomon Islanders gave the answer they thought was expected rather than expressing their true views. Many of the SOE staff appeared uncomfortable with constructive critical discussion during meetings. They were diffident about sharing the new ideas with other stakeholders like school principals and the MEHRD. They were not accustomed to calling meetings and they were aware of cynicism about the ability of teacher educators to effect practical change. The MEHRD itself was in the process of change, unclear about its teacher education priorities and unaware of the need for time if effective change was to occur. This meant the Ministry provided little professional support although NZAID staff were helpful.

Both sides had difficulty adjusting to different concepts of time. The Solomon Islanders, in common with other Pacific peoples (Whyte, 2011), considered relationships the most important issue and time as elastic. The Waikato staff, on the other hand, were conscious of deadlines for NZAID and their accountability to ensure these were met. Waikato staff had been briefed that it was important not to show anger or frustration when meetings began long after the scheduled time. They learned to take other work with them or chat to colleagues so they did not feel they were wasting time. The appointment of a local project coordinator to ensure key tasks, such as the printing of course outlines at the beginning of a course, were completed on time was a major step forward. The coordinator was also valuable in promoting discussion at middle management level. While a number of the SOE staff had studied abroad and absorbed Western concepts of time, others found it difficult to understand that if a task was not completed by the agreed due date, there were consequences for others. For example, if marking was not completed, then students were not eligible to graduate and would begin teaching on the lower salary scale for untrained teachers. On the other hand, the practical difficulties of punctuality were brought home to the New Zealand team when the beginning of one of the new programmes had to be delayed because storms meant that students who depended on travel in small boats were unable to travel.

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Another issue the Solomon staff faced was the operation of the wantok system that demanded absolute commitment to wider family. This could cause major dilemmas. For example, family expectations were that SOE staff would ensure that relatives gained entry or passed examinations. If they refused to change a failing grade they could be accused of losing their culture. Those in leadership positions found it difficult to explain that their responsibility was to all students not just those to whom they were related. The selection criteria for the first intake of TiT students was deliberately set higher than for previous programmes, but a number of less qualified students were given entry by the MEHRD. Often these students struggled to keep up and sometimes failed. Their selection was blamed on the wantok system.

As the Partnership developed, a number of the SOE staff shared their dilemmas with their Waikato colleagues and discussed possible strategies to address them. A staff member under pressure from a colleague to raise a failing grade for a relative refused to do so and was supported by senior staff. Waikato colleagues also helped school leaders to make new appointments on merit rather than mere seniority. Strachan, Maezama and Simi (2011, p. 103) commented:

While it was unlikely that the Partnership would change the wantok system, or should, there was an increasing willingness on behalf of the SOE staff to both engage in practices that were fairer and more equitable within the professional setting of teacher education, and to challenge occasions when they perceived other staff were abusing the wantok system.

This period of organisation change was an essential stage for the partnership. New programmes were established and steered through the academic approval processes of SICHE; ongoing reflection and professional development around the new teaching programmes and methods continued and a substantial amount of documentation was completed. However, this systemisation was largely confined to the SOE: its parent organisation, SICHE, and the MEHRD continued to operate without clear systems and documentation. This was particularly frustrating to the SOE since guidelines for student selection were sometimes ignored and budgets were altered without discussion.

PROMOTING LEADERSHIP

If change was to be embedded it was essential that the Partnership supported leadership patterns which enabled the SOE to take longer-term strategic positions that would allow new ways of working to continue to develop. It was important that school leaders and their staff did not feel that once the Partnership was officially completed they could relax and feel their work was done. Here, too, the partners found their expectations and assumptions varied. Waikato expectations were that leaders, appointed on merit, “should work through institutional processes through which they convey their vision to others and plan strategies that will help implement these strategies, including professional development for staff” (Alcorn, 2010, p. 457). Solomon Islands’ leadership, while not necessarily hereditary, has

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traditionally been based on the ‘big man’ concept (Sanga & Walker, 2005). Under this tradition leaders hold status on the basis of birth, wealth or the accumulation of respect and are, in turn, responsible for the welfare of their people. In most parts of the country, women have no official leadership status although women played courageous and important roles as peacekeepers during the troubles. During the period of the Partnership there were no female members of Parliament. (Freda Soriacomua, the first woman MP, was elected in 2014). Women leaders in schools faced major difficulties (Akao, 2010). Since the three people who successively held the position of Head of the SOE during the Partnership were all female, they faced additional challenges in asserting their authority and gaining support for the changes.

The Partnership addressed leadership issues at many levels. Clearly, it was vital for the Waikato partners to support the senior leadership team. A Waikato staff member worked as mentor to this group throughout the project, and the Waikato Project Director also provided ongoing and valued support. Regular phone calls took place between the HOS and her mentor as well as more intensive work during in-country visits. However, for some time it proved difficult to build a leadership team within the SOE: the deputy leaders had been appointed largely on seniority as was traditional. Their entrenched views that female leadership was inappropriate led to obstructive behaviour, failure to exercise delegated responsibilities and a lack of support for agreed new policies. This left the Head of School to face a variety of performance issues on her own. Partnership mentoring and the support of the Waikato contract director helped ease the loneliness of the role and provided an opportunity for confidential discussion about ways forward. Little understanding or support was provided from the SICHE, the parent institution, which sought to avoid difficult issues. In the final year of the project, a new Head of School finally felt able to appoint two deputies on merit. This team worked cohesively together, providing mutual support and planning for the future. Gradually, other staff were inducted into leadership roles to oversee developments such as programme review, ICT and development of a degree programme. Some of these positions went to staff who had recently returned to the Solomons with advanced degrees, some of whom had studied educational leadership. They were keen to put their new knowledge and skills into operation.

The Waikato team believed the Partnership also provided scope for more general leadership education and understanding. This was made possible by several developments. SOE staff indicated that they would like to include a leadership and management course in the undergraduate diploma programme. Students in training were likely to have leadership thrust upon them at an early stage in their careers but several studies (Akao, 2010; Malasa, 2010; Ruqebatu, 2010) had identified poor professionalism among teachers and lack of leadership training as national issues. Absenteeism was rife but often condoned, working conditions were poor and salaries low.

Writing the new course engendered discussion, and allowed for the development of new thinking about leadership. For example, the idea that leadership was a shared activity and that delegation or distributed leadership provided opportunities for individuals to grow was initially a foreign concept. Some staff felt that the HOS

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was shirking her role if she delegated a responsibility. The partners negotiated the development of three participatory leadership modules offered by the Waikato team. “Activities were designed so they could be used by the SOE staff when teaching the leadership and management course. Discussion took place as to how the activities might be adapted using local material and knowledge” (Strachan, Maezama, & Simi, 2011, p. 102). This work also fed into the development of a Certificate course in leadership for practising teachers, which had been requested by MEHRD.

This was an example of scaffolding the learning the SOE staff experienced during the Partnership and demonstrated their willingness to take leadership. Their excitement at being involved in the development of the qualification was also indicative of their improved morale and professional confidence” (Strachan, Maezama & Simi, 2011, p. 102).

PARTNERSHIP AND RESEARCH

Both members of the Partnership were aware that a Government ambition was to establish university education in the Solomons. Consequently, the Partnership was concerned to seed a research culture at the SOE. The foundations for this were the critical reflective approach adopted during the programme development stage and the use of data to underpin further development and change. Quality assurance strategies required by NZAID entailed collecting student perceptions, analysing assessment and progress, and staff discussion of teaching experiences. Critique of practice did not come easily, especially for female SOE staff who were diffident about expressing their views in a climate where males were expected to be leaders and spokespersons. The Waikato team were required to file quarterly reports to NZAID and individual members prepared a reflective report for the Waikato project director on each visit to Honiara. In addition, Waikato team members developed the habit of meeting for a sharing session each evening before dinner to report on the day and reflect on ongoing challenges. After each person had spoken others would ask questions, probe assumptions or make suggestions so that self-examination was kept honest. The effect on the ongoing implementation of the project was far-reaching. It engendered collective reflexivity which allowed the New Zealanders to justify and refine their practice, and it built a collective understanding of the whole project so that they understood each others’ challenges as well as their own.

One of the difficulties for the New Zealand partners was the paucity of written material about Solomon Island education written by Solomon Islanders. During the Partnership the Curriculum Development Centre (CDC) was producing resources for schools designed specifically for local conditions but there were few texts examining local practices (Sanga & Chu, 2009; Sanga & Walker 2005). As the Partnership developed, the Waikato team became increasingly aware of the number of SOE staff who had completed masters or doctoral degrees in Australia, New Zealand, or the University of the South Pacific (USP). They had completed field work in the Solomons, normally interviewing participants in pijin but their

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research, contained in academic theses, was not readily available to students or teachers. This provided impetus for a new publication in which SOE staff wrote chapters about their research and its significance. They worked together with a Waikato team member to translate their findings into a more accessible form, a learning experience for all. The resulting book, *Oloketa tingting fo apem education long Solomon Islands*, was launched during one of the final visits. A later shared research outcome was a special edition of the Waikato Journal of Education in 2011 that focused on the Partnership.³ Most articles were jointly written by SOE and Waikato staff, reflecting on their work together.

CONCLUSION

The formal Partnership between the two institutions, extended from three to four and a half years, came to an end in 2010, when the NZAID funding ceased. The aim of the Partnership was to increase the capacity of the SOE so that the changes made during that time could be sustained without external help. An external report commissioned by NZAID (Calderwood & Taylor, 2011) identified a number of outcomes resulting from the Partnership. A comprehensive review and redevelopment of teacher education programmes had been completed, along with substantial professional development for SOE staff and institutional strengthening—with established processes, new leadership understandings and successful academic programmes. The reviewers attributed this to the development of mutually respectful relationships, the SOE staff having time to have input into and reflect on the changes, and creating a sense of ownership. Sustainability would depend on ongoing leadership and support from local agencies, but the Partnership had laid a firm foundation through the commitment to mutual respect and learning, and to parity of esteem by both parties from the beginning.

Relations and friendships have continued—particularly through the ongoing involvement of SOE staff in postgraduate study in New Zealand and the concomitant commitment of the Waikato project director to their wellbeing. A formal memorandum of understanding was signed with SICHE in 2011 and informal leadership mentoring continued for some time. But of necessity distance and lack of visits to Honiara have meant looser ties.

The success of the Partnership rested on relationship building, mutual cultural respect and willingness to learn from each other, and the focus on common tasks that needed to be completed within a particular timeframe to meet the needs of students, teachers, the MEHRD and the aid agency. The commitment and integrity of the director of the project and the three successive Solomon Heads of School were vital. The advice and support of NZAID was also significant. The early implementation of the new ideas and evidence of their enthusiastic reception by students was a crucial turning point. The partnership was hampered by lack of resources and time, lack of understanding from other local agencies, suspicion from other parts of SICHE that the SOE was being favoured, resistance to change and staff turnover and at times active undermining of the new ways and leadership. In spite of these problems, the new programmes and teaching methods, the new

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forms of organisation were able to incorporate elements of both cultures and create something blended and different.

NOTES

- ¹ SICHE has now become the Solomon Islands National University.
- ² Initially in conjunction with a consortium of six UK institutions, the International Training, Research and Education Consortium (InTREC).
- ³ www.wje.org.nz/

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19. FINDING PLACES OF CONNECTION IN AN INTER-UNIVERSITY PARTNERSHIP

An International Collaboration

INTRODUCTION

A key purpose of inter-university partnerships is to strengthen the efforts of universities in globalising their programmes to help academics, students and their faculties become more competitive in global markets. This requires the “breaking of barriers amongst countries around the world and building ties” (Khalifa & Sandholz, 2012, p. 344), and requires universities to collaborate on educational and research initiatives. While significant economic benefits can arise from inter-university partnerships, and are usually crucial for maintaining them, Carey, Howard, Goldmon, Roberson, Godley, and Ammerman (2005) point out that “financial incentives may be sufficient to lead to collaboration between universities” but they do not “assure a successful collaboration” (p. 1042). Therefore, academics must join the search for new and different ways to reach out and collaborate, particularly as academic collaboration and cooperation have the potential to increase the capacity of both individuals and their institutions in sustainable ways (Etling, 2005). Furthermore, it is imperative to recognise the importance of inter-university collaborations that are based upon valuing and understanding different cultures, especially as the “directions of academic institutions shift in both composition and mission” (Ferrier-Kerr & Haxton, 2014, p. 2). Engaging in “dialogue with potential and actual partners in ways that reflect an informed understanding and appreciation of the people involved” (p. 2) is critical.

The inter-university partnership discussed in this chapter was the result of a desire for new and different ways to collaborate, but one not bound by a formal agreement between the two universities. While many universities use the memorandum of understanding to develop partnerships, the use of this and other standard formats can mean limited flexibility and a less effective approach, especially for maintaining strong and focused partnerships (Etling, 2005). Hence this partnership has been driven by the common goals, values and visions of two universities’ educational leadership programmes, and by the participants who seek to share their knowledge, understandings, reflections, practices, teaching and research about educational leadership.

We have discovered that developing and sustaining a partnership is complicated. It was not until our collaboration began that we came to know and understand the

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particular challenges we would face (Stephens & Boldt, 2004). Our strong conviction, however, that pooling our respective knowledge and understandings about educational leadership would prove beneficial to our institutions, academics and students has proven to be true. From its inception the goal of this inter-university partnership has been to engage postgraduate students in robust study about educational leadership. It has sought to break “boundaries between theory and practice, between university professors and students, between two nations, and between self” in order to “foster the development of critically enquiring leaders” (Robertson & Webber, 2000 as cited in Haxton, Evans, & Webster, 2012, p. 3).

In its current form the partnership has received wholehearted support and encouragement from the respective faculty deans and academics. It appears that those involved recognise the partnership’s potential to contribute to academics’ and students’ educational leadership theory and practice, and to ultimately contribute in diverse ways to each university. It has, however, been finding the places of connection with and between the academics and teachers involved in the partnership, that has enabled us all to support, contribute to, and influence each other’s thinking and actions about teaching, learning and research in the field of educational leadership. Before examining what these places of connection are, we think it important to provide a little background so that readers have a clearer understanding of how this partnership came to be.

BACKGROUND TO THE PARTNERSHIP

The initial partnership concept was presented to the Dean of the Faculty of Education and other academics involved in the educational leadership programme in the Department of Professional Studies in Education at The University of Waikato (UoW) in November 2011. Paul, along with his colleagues, wanted to offer educational leadership students at University of Central Oklahoma (UCO) an “... opportunity that would set our candidates apart from others, an opportunity to learn, and an opportunity that might come along only once in a lifetime” (Haxton et al., 2012, p. 5), and there was a hope that in time a similar opportunity would be offered to UoW students.

It became apparent that by building an international partnership between the education faculties at UCO and UoW, a number of professional opportunities for both academics and students would be generated. Those proposed included a study tour for students engaged in educational leadership studies, faculty exchanges, collaborative teaching of online papers and research collaborations. It was agreed that Paul and Jenny would begin to investigate the possibilities for UCO’s first study tour. Subsequently, educational leadership students (all practising teachers and aspiring leaders) at UCO were polled to gauge their interest in a study tour to UoW in New Zealand for which four key purposes were identified: 1) Learn about the curriculum of the Educational Leadership Programme at UoW; 2) Learn about New Zealand primary (elementary) and middle schools; 3) Learn about Māori culture and how it is embedded in diverse New Zealand education contexts; 4) Collaborate and share international experiences (Haxton et al., 2012).

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Since those initial conversations, 22 teachers and three academics from UCO have participated in three study tours to New Zealand from 2012 to 2016. The UCO group has been welcomed with a pōwhiri¹ on the university's Te Kohinga Mārama Marae each year and this has become a powerful experience and introduction to the teachers' New Zealand sojourn. Over four days the teachers attend on-campus workshops and presentations facilitated by the UoW faculty and their school-based colleagues. They are immersed in a purpose-designed educational leadership programme. A critical part of the programme involves visits to the UoW's partnership schools (primary, middle and high schools) where they have opportunities to dialogue with school leaders and examine educational leadership practices in light of their learning about theory. On the completion of their university-based programme, the group travels south to Waitomo and Rotorua for tourist activities; east to Tauranga where they spend three days in partnership schools; and conclude with a well-earned break in Queenstown. The opportunity to travel to New Zealand and meet, converse and study with like-minded professionals and discover other ways of educating students proved to be, as many of the teachers stated, 'the opportunity of a lifetime'.

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From the outset we agreed it was important to critically reflect upon and research the partnership so as to make sense of, sustain and progress it, as well be alert to the rhetoric and the reality of our endeavours. Further, by identifying the strengths and barriers (Robertson & Webber, 2000) the factors that appeared to be contributing to its success could be drawn upon as we aspired to enhance the partnership. In this next section, the places of connection that have been identified through various research collaborations and have become integral to the partnership, are discussed.

Relational-connectedness

An inquiry about the partnership early in its existence sought to identify the factors that appeared to be contributing to the success of the partnership from the outset. Professional collaborative conversations were employed to share knowledge, grow understanding and enhance the meaning-making process (Feldman, 1999). We found, as Hollingsworth (1994 as cited in Feldman, 1999) has asserted, that such conversations tend to go beyond informative chats to become places for "research in which transformative processes occur" (p. 2). In taking this deliberate approach to research partnership we came to see professional conversations as a legitimate methodology and method, and discovered that our practice as academic collaborators and researchers was being influenced by an "intermingling of conversation and action" (Feldman, 1999, p. 9). Most notably, it led us to identify the presence of a relational-connectedness (Gibbs, 2006a) in the partnership.

While we were not surprised there was limited literature available to support (or otherwise) our thinking about the presence of a relational connectedness in an

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inter-university partnership, one author had previously explored whether a relational connectedness existed in a school-university partnership she was involved in (Ferrier-Kerr, 2007); hence, we were able to draw on that study's findings albeit marginally. Despite the narrow range of literature relevant to our specific context, it was apparent to us that academics and students had brought a strong sense of knowing 'who they are' to the partnership, which meant they had the capacity to form a deep level of connectedness with others. Furthermore, their actions conveyed a reciprocity, appreciation and respect for others that we believe originated from what Gibbs (2006a) describes as an intra-connectedness, that is, an "awareness of, and sense of harmony and relationship with oneself and one's identity" (p. 78), and an inter-connectedness which is to do with "forming deep, meaningful connectedness with others and with the world around us, including time and place" (p. 78).

We believe that individuals' sense of connectedness with self and others has helped to establish meaningful connections with the people in the partnership, as well as with the "existing and new concepts" (Gibbs, 2006a, p. 77) that have arisen out of the work of the partnership. The presence of this relational-connectedness has led to the support of, contribution to, and influence on actions that have resulted in productive and rewarding collaborations related to teaching, learning and research (Ferrier-Kerr & Haxton, 2013). While the partnership has taken time and energy to establish and sustain, we can see the relational-connectedness that has thus far underpinned our leadership of it, has resulted in robust, rich, honest, open professional relationships across a number of people who are integral to the partnership.

Communities of Learning

The same inquiry also led to us noticing that communities of learning had developed in the partnership. These communities are based on participation rather than being bound by organisational structures (Haxton & Ferrier-Kerr, 2014). Though these structures are vital to the effective performance of our respective organisations and need to be acknowledged and supported; most importantly, the partnership's communities of learning have become places for the generation of knowledge, to build on opportunities for new learning and to develop deeper understandings (Wenger, 1998). Through the various communities of learning we have found that we can and do impact each other's thinking and actions to do with educational leadership contexts, sometimes in extraordinary ways. For example, two principals have formed a partnership between their two schools. In it teachers and students engage in collaborative inquiries on topics that are of global interest. In a further example, academics from UCO and UoW, and a group of Oklahoma teachers have researched and written about leading with moral purpose—a topic generated by their study tour experiences (Brown, Cramer, Staats, Haxton, & Ferrier-Kerr, 2014).

The partnership itself has become a community of learning in which academics interested in, and committed to growing the partnership participate; however, other

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communities of learning have formed within it. These other communities enable those with common experiences, interests and problems to collaborate and share their “knowledge, expertise and tools in order to improve their practice” and possibly the “performance of their organisations by interacting on an ongoing basis” (Wenger, McDermott, & Snyder, 2002, p. 4). They comprise academics who are researching, presenting at conferences and publishing together, as well as with students. Moreover, further communities of learning continue to establish themselves such as a partnership between two primary schools from Oklahoma City and Hamilton, and another where a writing collaboration has grown from a presentation given by a teacher from Moore, Oklahoma in 2014.

As our community of learners has developed, it has been refreshing to find that we think alike in certain ways and on certain issues but stimulating too, when we frequently find there are differences—differences that cause us to stop and think, reflect on our own practices, to contemplate where truth is, whether being right or wrong really matters and to then come to the conclusion that ‘rightness’ falls somewhere in the middle. This has become one of the joys of our partnership because we choose to learn from each other.

Professional Change

In a second inquiry, a narrative interview approach was used to explore the influence of change on those teachers who had participated in the 2014 study tour. As they reflected on their New Zealand experience, it became clear that leading with moral purpose was a key change theme. Then by employing Fullan’s (1993) four core capacities for building change capacity as a lens for reflection, the teachers were able to narrate their New Zealand experiences, in particular the influence of change on their leadership beliefs and practice. In effect, their narratives were a focused self-reflection in which each of the core capacities—personal vision, inquiry, mastery, and collaboration—were identified as critical to enact leading with moral purpose and “engage in change productivity” (p. 12). Fullan’s (1993) assertion that the “moral purpose of teaching must be reconceptualised as a change theme” (p. 14) resonated strongly with the teachers because for them as aspiring leaders it was to do with making a difference that would lead to improvement in their leadership practice and for students. While Fullan (1993) was focused on the work of teachers, the UCO teachers found the ideas underpinning his thinking about moral purpose and the core capacities could be transferred with ease into their leadership contexts. The idea of change agency, which Fullan (2004) has defined as “being self-conscious about the nature of change and the change process” (p. 64), ‘struck a chord’ with the teachers. They observed that moral purpose with change agency was to the fore in the practice of educational leaders in New Zealand. Thus, a purposeful examination of their leadership practice through the four lenses helped them examine their assumptions and questions, pose more in-depth questions and articulate the kind of personal professional change required of them to become effective leaders.

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These teachers observed that New Zealand schools are places of intellectual challenge and learning in which thinking, reflection and action that leads to change prevails and effectively sets the scene for lifelong learning and thus enabling people to develop greater capacity to engage with, and sustain change. Their growing view that schools need to be places where a shared vision leads to a rich “discourse about teaching and learning” (Palmer, 1998, p. 2) was affirmed. They recognised that for sustainable change to take place they would need to confront their personal and professional assumptions, inquire honestly into the effectiveness of their leadership practice, have the confidence to try new approaches, and take notice of any evidence of change to be able to take action.

Leadership for Social Justice

A third and final inquiry (at the time of writing) comprised questionnaires and semi-structured interviews with the UCO teachers who had travelled to New Zealand in 2012 and 2014. Participants were invited to evaluate their experience in broadly stated terms in the questionnaire, although its key focus was to examine the influence of their New Zealand experience on their preparation as leaders for social justice. The 11 students who participated in the subsequent interviews were asked to respond to the ways the programme contributed to their preparation as school leaders who advocate for social justice (‘programme’ refers to the study tour to New Zealand, which is embedded in the UCO Educational Leadership programme’s Principalship/Internship capstone course). This was considered a critical action as we and others reflected on, and sought to make sense of, the ways our international collaboration might progress, sustain and enhance students’ understandings of, and prepare them for, leadership for social justice. A further purpose and benefit was to be able to draw on the data to guide and direct other kinds of future endeavours. It became clear that creating opportunities for teachers to examine each other’s contexts, engage in professional conversations with their counterparts in another part of the world, and be exposed to new ideas and ways of being as educational leaders was critical to their preparation as leaders who are socially just (Capper, Theoharis, & Sebastian, 2006).

This inquiry provided a particularly good opportunity to examine the influence of the school visits on the teachers’ professional practice. The findings of this small study emphasised the importance of the key tasks of the partnership—to engage the UCO programme participants in critical thinking in order for them to explore the world around them; for their critical thinking to lead to new pathways for educational practice; to become educators who recognise, advocate for, and enact strategies to build new pathways for social justice—to become school leaders that “embody a social justice consciousness within their belief systems or values” (Capper et al., 2006, p. 213). The opportunities for our students to examine each other’s contexts, engage in professional conversations with their counterparts in other parts of the world, and be exposed to new ideas and ways of being as educational leaders has proven to be critical in preparing them not just for leadership, but leadership for social justice.

CONCLUSION

Our experiences suggest that when an inter-university partnership is not bounded by formal arrangements, there is potential for flexibility and opportunities for innovation. The growth and sharing of knowledge, the generation of shared understandings of each other and our institutions, and the partnership's overall purpose has led to a relational knowledge that has informed and clarified our actions. As the partnership continues to evolve, therefore, we will continue to explore possibilities and opportunities for it to be a flexible and innovative endeavour that can be adapted to meet the needs of academics, students and their institutions.

The partnership has shown that it is timely for us as academics to assume a greater role in creating new knowledge, new partnerships, and new methodology (Christianakis, 2010). Furthermore, our “emotional engagement with learning, development of a critical perspective, movement beyond self, and development of agency” (Robertson & Webber, 2000, p. 328) must be an outcome for all participants. This is already evident in the willingness of faculty members to form collaborations, which has shown a marked increase in the last several years. While in the past such collaborations were mostly between like-minded researchers who possessed the financial wherewithal and university support to establish and maintain an international collaboration (Knobel, Simoes, & Brito Cruz, 2013), we are seeing that notion expanded to include new academics and students denoting a more balanced approach.

Careful note has been taken of the advice proffered by Webber and Robertson (2003 as cited in Ferrier-Kerr & Haxton, 2014)—that it is critical for a partnership to have credible champions who are “willing to promote the arrangement in his or her university” (p. 10). These authors' assertion that it is vital for there to be at least one academic at each university who is willing and able to promote the arrangement within her or his university has proven true for us. Currently the partnership comprises a small group of academics working in the educational leadership field at the University of Central Oklahoma (UCO) and the University of Waikato (UoW); however, academics from both universities have expressed their interest in expanding the partnership into new endeavours.

Our initial findings show that this partnership has opened up possibilities for new ways of researching education that “harmonise with the interests, values, and complexity of teachers, learners, cultures and communities” (Gibbs, 2006b, p. 4). Working in relationally-connected ways has enabled us to organise through diverse and increasingly innovative actions, the different kinds of activities we intend will contribute to research-led teaching and learning in our two universities. While we are agreed that the work and ideas need not be the same, they do need to contribute to our common purposes, hence finding the places of connection. Although we have a brief history, there is a willingness to support, sustain and enrich the connectedness that is an integral presence and strength in the life of the partnership. We know that as it progresses, we will need to take account of the fluctuations that will inevitably occur such as participants entering and exiting, changes in our respective institutions, and prioritising of initiatives. And once the

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initial ‘rush’ subsidies, the reality of the work required to sustain a partnership will become apparent. We intend that these kinds of fluctuations will not be barriers. Rather they will be viewed as challenges with the potential to move the partnership to a deeper level, enabling a better understanding of each other’s beliefs, values and views of the world.

Our goal to create a unique partnership—one that has the potential to create new knowledge, understandings and pathways—has thus far provided us with the motivation and resilience to address the challenges encountered.

NOTE

- ¹ Pōwhiri: The pōwhiri or pōhiri is a central part of Māori protocol. It is a ceremony of welcome involving speeches, dancing, singing and hongi.

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20. AN INTERNATIONAL TERTIARY RESEARCH PARTNERSHIP

Pedagogies of Educational Transitions

INTRODUCTION

The stereotypical image of the academic as a ‘mad professor’ who leads a solitary existence in the confines of a cluttered, dingy office engrossed in his or her own world of philosophical thought is far from the realities of 21st century academic life. Tertiary organisations have long recognised the need to collaborate and network beyond the four walls in order to generate knowledge on a much grander scale. In a world where technology affords us the increasing capacity to connect instantaneously with others around the globe, the ability to form strong partnerships with academics in other tertiary organisations is vital if we are to achieve significant research outcomes.

This chapter reports on an international tertiary research collaboration that exemplifies the power of partnership. The term ‘partnership’ implies a level of cooperation between two or more parties that work together to advance a common cause, an undertaking that is not always easy. The discussion that follows indicates some of the challenges that were navigated and the benefits experienced as a result of this partnership.

PEDAGOGIES OF EDUCATIONAL TRANSITIONS

The Pedagogies of Educational Transitions (POET) programme was a four-year Marie Curie International Research Staff Exchange Scheme (IRSES), which fostered an international research partnership between five universities. Commencing in late 2012, the programme involved a series of exchanges, where researchers from each of the universities came together twice annually to build expertise and strengthen international research partnerships in the area of educational transitions. The universities involved in the collaboration were the University of Waikato, NZ; Charles Sturt University, Australia; Mälardalen University, Sweden; the University of Strathclyde, Scotland; and the University of Iceland.

POET was a coordinated exchange programme designed to strengthen long-term cooperation between researchers and to provide a forum where educational transitions could be reconceptualised cross-nationally. There were five overarching aims:

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- to facilitate the development of diverse research skills and expertise among the researchers;
- to promote collaboration among early stage and established researchers around the topic of pedagogies of educational transitions;
- to build sustainable research collaborations between the universities that will be maintained and extended, leading to proposals for major international research projects around early years education and educational transitions;
- to expand knowledge and understanding of the significance of educational transitions for young children, their families, and communities in national and international contexts; and
- to generate knowledge transfer among and between researchers, educators, other professionals and policy-makers involved in educational transitions.

Each of the participating researchers was involved in existing research projects in the area of educational transitions. The first aim, outlined above, provided an opportunity for researchers to move beyond projects undertaken in their respective countries and to pose questions at an international, comparative level. One of the distinguishing features of the POET partnership was the involvement of both early stage and experienced researchers, emphasised in the second overarching aim, and this provided unique and powerful opportunities for mentoring, knowledge transfer and skill development. The relationships formed amongst researchers at different stages of their careers and from diverse parts of the world gave rise to the final three aims. As the POET partnership unfolded, and relationships between the participating researchers strengthened, the potential for sustainable and ongoing research collaborations became more evident. It was expected that the partnership developed between international colleagues over the duration of the programme would ultimately result in the generation of innovative solutions in the area of educational transitions.

The POET exchange programme exemplified the concept of the knowledge triangle, which is emphasised in all major European Commission policies related to education, research and innovation (Jávorka & Giarracca, 2012). The knowledge triangle represents the strong interaction between education, research and innovation, and the impact this relationship can have on society, business, tertiary education and research. In the POET partnership, education, research and innovation were stimulated through international collaboration to build capacity and sustainable development. The knowledge triangle model was reflected through the objective to bring existing ideas about educational transitions, reconceptualise these, and develop new concepts and ways of doing things.

Over the four-year duration of the POET exchange programme, researchers from each country met together at one of the participating universities twice annually. Each exchange consisted of a core two-week period, when all of the researchers were present and during which time the key objectives of the work package were addressed. Outside of these two core weeks, participating researchers remained in the exchange location for at least two further weeks and sometimes up to two or three months, to allow time for networking and collaboration.

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The foci of the eight exchanges derived from themes drawn from the complementarities of research projects in each of the participating countries. After an introductory exchange, where leading researchers from each country came together to initiate the programme, themes of the following work packages included:

- mapping transition research and practice,
- diversity and inclusion,
- indigenous approaches,
- curriculum continuity,
- transition journeys,
- transitions as a tool for change, and
- into the future.

One of the advantages of meeting in different countries for each exchange was that, in each location, there was also the potential for additional researchers and research students to participate. This provided further opportunity for potential research collaborations and extended the sharing of expertise, knowledge and skills to researchers who otherwise might not have benefited from the programme. Policy makers, teachers and other professionals often participated in presentations and discussions held during each work package. Meeting in each country facilitated understanding of each local context and enhanced the researchers' knowledge of broader issues beyond the immediate focus of the work package. The POET partnership not only benefited researchers participating in each of the exchanges, but also had a much further reaching impact.

Research exchange programmes, such as POET, would not be possible if it were not for funding bodies. The European universities represented in the POET programme received extensive funding from the Marie Curie International Research Staff Exchange Scheme (IRSES). The participation of New Zealand researchers in the POET programme was supported by the NZ-EU IRSES Counterpart Fund, which is a government fund administered by the Royal Society of New Zealand.

PARTICIPANT PERSPECTIVES

In this section the three authors reflect on their personal experiences of the POET partnership. The authors were at varying stages of their research careers.

Sally Peters—An Experienced Researcher

For me, POET demonstrated the value of individuals building relationships, as it is from those personal connections that possibilities for international organisational-level partnerships emerge. The foundation for POET began when two colleagues from the United Kingdom (UK), Aline-Wendy Dunlop and Hilary Fabian, and I met while attending an international conference. We discussed our PhD studies, which were all on transition topics. Over time, links with other transition

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researchers from around the world developed, assisted by the two UK researchers starting a Special Interest Group that met annually at a European conference. During these years our own research journeys developed and strengthened. Connections continued at conferences, through shared symposia and opportunities to visit each other's universities. When (by then Professor) Aline-Wendy Dunlop proposed the idea for POET, six years after my PhD and with several major projects completed, the opportunity to extend into a major international collaboration was an exciting next step for me.

It was agreed that the partnership required a spread of countries but would be more productive if it was not too large. I was delighted to be included as one of the five country team leaders to develop the project's aims and the practical details of how these would be delivered. As New Zealand team leader, I was conscious that the other leaders, all professors, were further advanced in their academic careers. Capacity building began from the earliest point as I worked alongside them on the proposal development, whilst at the same time confident that, although less senior in experience, our New Zealand team had much to contribute. My approach also had to be different; I couldn't commit to topics such as 'indigenous research' without approval and support from home. Vanessa Paki (one of the authors of this chapter) and I were co-directors of the foundation project for the New Zealand team and we agreed to extend this partnership into leading POET to ensure Māori partnerships were foregrounded from the start.

Stepping into POET as team leader involved a degree of courage and faith. Funding had to be secured from the Royal Society of New Zealand for our participation and a team, beyond Vanessa and I, had to be created. Turning a vision into reality required hard work and careful planning and was only possible because our university leaders trusted the process and were willing to support it. It has been richly rewarding to see the project unfold and the teams grow in strength and capacity. While building international connections, we strengthened those in our own institution.

The focus of POET is transitions. It also created transitions in the research careers of the participants. For me, it provided a liminal space to learn about leadership as well as research and to move from project team leadership to bringing a diverse group of people and projects together on a shared endeavour. Halfway through POET, we could see a coherent research programme developing at home, and rich international links being forged. At the end of the four-year exchange period, research programmes in the New Zealand team had strengthened, and plans made amongst the wider international POET group to engage in a range of collaborative projects.

Vanessa Paki—A Mid-stage Researcher

Growing up in Huntly, New Zealand, I came to understand that the Kingitanga¹ was part of my identity, where I would come to witness people working together to sustain and nurture the wellbeing of the collective. Through the convictions of my experiences and observations of watching people live for a kaupapa (ideology) that

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was more important than their own needs, I would come to follow in the values of *whanaungatanga* (reciprocity), *aroha* (love), *manaakitanga* (care), *pono* (truth), *tika* (right) and *whakamana* (to empower) as a shared understanding that would fundamentally plant the seed of service. I share this story because it plays an essential role in who I am. This story comes from a context rich in tradition, values and people, both grounded in history and lived through philosophy to represent my identity as a mid-stage researcher.

Within the POET context, I have operated from these values to guide and navigate my position as a mid-stage researcher to contemplate the location of the ‘self’, the ‘other’ and the dual openings of creating a space that considers the notion of ‘together’. Throughout my experience in POET, a change in thinking had a further impact on our own understandings of partnership to acknowledge that the ‘self’ and ‘other’ can co-exist both as separate entities, respected for their own understandings and perspectives but also to share in that new-found partnership as a platform for working ‘together’. This was the benefit of POET, to define who we were as researchers, to share with each other our understandings and to be open to new ways of seeing the world.

From my experience in the POET programme, and returning back to my own values, I believe partnerships are formed when we care and respect each other, where our research endeavours and actions are morally and ethically right, and where we are acting in an honourable manner that is empowering. When I think about the concept of *aroha*, this can be shown in many ways but reminds me as a researcher that I am accountable to others and that they should be treated with respect and love. When these are woven together, we begin to see the formation of a relationship taking shape, working through understanding each other and our differences as a process, a process that sometimes requires others to challenge our thinking but ultimately to share in that understanding not just for the purpose of research, but for the purpose of creating change.

This is what I believe I gained through my involvement in POET—a place to belong and a place to share.

Nadine Ballam—An Early-stage Researcher

Newly appointed in an academic role and fresh from completing my PhD, I realised that it was time to set about writing the next chapter of my life. Like all good stories, I knew that a well-planned plot was the secret to forging my career pathway, and this was something I did not yet have. In my mind a key to moving forward is to recognise opportunities and to have the courage to pick them up and run with them. When POET was presented to me as something I might be interested in, I recognised that this was something that could potentially be highly valuable for an early-stage researcher such as myself.

The POET partnership offered three essential elements that have propelled me forward in my academic journey—the opportunity to be, to know and to do. Finding our place is crucial in new situations and this often comes with a reshaping of individual identity. The POET context was first about me imagining my own

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status as a relatively new academic. Was I ‘good enough’, and did I really have something to contribute to this partnership? What often follows a period of ‘identity-unrest’ is a newfound sense of belonging, and this was about finding my place in the New Zealand POET team and the wider international group. Somewhere amongst the momentary feelings of inadequacy, stretching and challenge I found this place—as a researcher, as a team member and as an international colleague.

Through the development of new relationships and networks, new knowledge is generated. POET provided me the first opportunity to work collaboratively with other researchers after completing my PhD, which was a relatively solo affair. In the POET ‘space’ I was able to establish close professional relationships with people of all levels of expertise who, just by sharing that space, offered invaluable mentoring. This mentoring related to not just the physical mechanics of research activity, but also the social, cultural and emotional aspects of academic life. The POET partners became a cohort beyond my immediate context and connected me with people who are likely to be close colleagues in the wider academic sphere for the remainder of my career.

The third element presented to me through the POET partnership was the action component. This element is so much more powerful after a season of identity honing and gleaning of understanding and knowledge. The diverse ideas, values and belief systems of individuals and nations can only be understood, appreciated and respected when each individual and group is confident and comfortable with themselves and their differences. In POET this was achieved through coming together and sharing knowledge, and enacted through planning future directions as a collective. Ironically, the POET partnership’s focus on educational transitions was pivotal to my own educational transition from an early- to mid-stage researcher. This partnership afforded me so much more than if I had taken this transitional journey on my own.

TENSIONS, CHALLENGES AND BENEFITS

This section is separated into tensions, challenges and benefits of partnerships between tertiary organisations, with some reference to the POET programme.

Tensions

A hallmark of any partnership is the coming together of individual identities, and this eclectic mix of personalities and temperaments can be a first point of tension in the establishment of a collective identity. The authors’ accounts of their experiences in the POET programme outlined earlier incorporate consideration of ‘layers’ of identity, as individual academics, as a team of colleagues and as part of a wider international research group. These layers of identity are an important part of any partnership, as each individual’s background and experiences influences their sense of self and the perceptions they have of their strengths and vulnerabilities (Leibowitz, Ndebele, & Winberg, 2013). The perceptions that

individuals have of themselves, and the way they believe others perceive them, then influence the identity of the collective.

The collective identity of a partnership is also inevitably influenced by how individuals are positioned and position others within the group. As described earlier, POET brought together teams of researchers from five different countries at varying stages in their careers. Each researcher first had to 'find their place' in their respective country team, as an individual and an academic. They then had to position themselves as individuals, academics and larger country teams within the wider international group. The process of positioning and finding one's position brings with it the potential for inadvertent 'power play' amongst participants in a collaborative partnership. Shifts in relationship amongst the group, coupled with each individual's sense of competence and efficacy, have an influence on academic identity, an element especially important in partnerships between tertiary organisations.

Leibowitz, Ndebele and Winberg (2013) believe that issues of academic identity can play a significant role in collaborative research partnerships and that attention needs to be given to individual needs and power relations. One way to address these tensions is to ensure that all participants in the partnership have a voice (Anderson & Freebody, 2014). POET ensured that all researchers had the opportunity to present their work and provide feedback on the work of others. Reciprocal sharing of expertise values what each brings to the endeavour. The opportunity for critique and discussion helped researchers reflect on their own approaches and assumptions and clarify their own understandings in ways that would be difficult to achieve without the opportunity to engage in sustained collaborations such as this.

As Leibowitz et al. (2013) noted, as partnership activity progresses and changes, individual, academic and collective identity continuously alters and evolves. The fluid nature of identity elements means that, as people position and reposition themselves in the partnership across time, collective identity also changes. This repositioning is evident in the ways in which early stage researchers gained more experience, completed PhDs and took on new roles. In addition, the collective 'suite' of research projects expanded, creating a broader programme of research, and a number of senior colleagues moved into university leadership roles that reduced their time involvement in the POET activities. Others stepped up to take on leadership roles within POET, and the overall sense of 'capacity building' fostered within the endeavours shaped the collective identity of the POET team.

A third tension relevant to collaborative projects is the sociocultural, ideological, political and educational differences of individuals and groups. This diversity adds to the complex layers of identity and has the potential to impact on group cohesion. The New Zealand POET team, along with the four other country teams involved in the programme, comprised of individuals from different social and cultural backgrounds and at varying stages of their academic careers. It was essential that the POET partnership looked for ways to empower participants to engage with a variety of approaches and ideas that benefited stakeholders in their respective contexts, rather than looking for 'one-size-fits-all' approaches.

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One example of this tension became evident during an exchange almost halfway through the POET programme, where an expected outcome was to formulate a collective statement for engaging in research with indigenous peoples. As the five country teams in the partnership embarked on this task, it became increasingly evident that this was a complex and potentially impossible endeavour. Country teams differed greatly in their views about who was deemed indigenous in their contexts, how indigenous people should be engaged with in research situations and whether, indeed, it was necessary to approach research with indigenous peoples in different ways to other populations. While there were some agreed commonalities amongst the wider group, it became evident to the New Zealand POET team that our understanding of and commitment to kaupapa Māori approaches to research in our own context (see for example, Hudson, Milne, Reynolds, Russell, & Smith, 2010) was not necessarily appropriate for research with indigenous peoples in other countries. The tensions that surfaced in exploring this topic led to deep engagement, discussion and reflection for many members of the team as assumptions were challenged. The history of working together and successful encounters around other topics appeared to assist in fostering the debates. Even within this 'safe' relationship there were experiences of discomfort but also excitement at being stretched to think beyond the known and explore new territory that was only possible because of the differing perspectives of those involved in the partnership.

Christie et al. (2007) propose that the diversity of perspectives amongst groups of people provides the opportunity for new knowledge to be created and constructive relationships to be formed. When partnerships are committed to empowering individual and group voices, critical dialogue between participants who are committed to a common purpose enables generation of new knowledge and understandings (Groundwater-Smith, Mitchell, Mockler, Ponte, & Rönnerman, 2012). Groundwater-Smith et al. draw on the work of Burns (1978), who makes the distinction between transactional and transformational leadership. These authors maintain that a transformative partnership is democratic and involves negotiation and re-negotiation amongst the participants.

Challenges

Along with the underlying tensions associated with working in partnership with other tertiary organisations come the sometimes more tangible challenges, and the POET programme had a number of these. These challenges ranged from practical considerations, such as proximity, funding issues and language differences, through to ways of working together, including creating a collaborative 'space' and establishing trust amongst the collective group in order to be productive.

Practical challenges in the POET partnership were ongoing but not unsurmountable. Perhaps not surprisingly, proximity posed some issues and the fact that participants were located around the world meant that the twice-annual exchanges required careful planning. It was not always possible for every participant to attend each exchange, as the timing of exchanges did not always

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align with teaching recesses and other work commitments at each of the five universities. Alongside this, each country team had different funding bodies and this sometimes resulted in travel limitations for country teams and their members. These challenges obviously had the potential to impact on collective identity. One aspect of the POET partnership that potentially mitigated some of this impact was the existence of a core group of participants who consistently attended the exchanges. This was not planned, and it is possible that without this core group and the consistency of country team leader participation, the strength of the partnership's collective identity may have been compromised.

Another practical challenge that influenced the way the partnership worked together was language differences. The common language between the five countries was English; however, there were moments when words, phrases and ideas were lost in translation, and the collective group needed to remain aware of this. One advantage of having a mix of languages amongst the partnership was that individuals were able to learn key words and phrases from other country groups, and this fit well with the ethos of the POET programme for individuals to expand knowledge and understanding of communities in international contexts.

The creation of a collaborative 'space' is essential before any partnership can be productive and, in her consideration of methodological issues related to kaupapa Māori research, Irwin (2011) refers to the challenge of finding a robust method of "collecting the collective voice" (p. 21). In doing so, she draws on Giroux's (1992) ideas about 'border crossing', where participants are able to cross borders of understanding with ease, and yet remain present in both worlds. Smith (2011) takes this notion further, outlining the need to create a space where the quality of ideas has to be defended. This emphasises the need to think about knowledge and, in the context of a partnership, considerations should be made first about what counts as knowledge and as 'knowing', and then about the process of 'coming to know'.

In her account of her experiences as a mid-stage researcher in the POET programme, the third author of this chapter mentions considering the notion of 'togetherness', or having respect for differences and being accountable to each other as a collective. The creation of a collaborative space is about unsettling comfort zones and engrained ways of knowing, so that a new zone is formed where commonalities are celebrated and differences are acknowledged. This involves negotiating a common focus (Kezar, 2005), being transparent about the nature of the partnership (Siemens, Liu, & Smith, 2014) and finding a 'rhythm' between collaborative and individual research activity (John-Steiner, 2014) so that individual skills and processes are refined by knowledge gained in interaction with others.

Anderson and Freebody (2013) highlight that one challenge of partnership research is developing a mutual trust and respect for each other. Relationships between participants in any partnership are central to productivity and considerations of the strengths, vulnerabilities and expertise of each participant need to be explicitly and ethically made in order to gain from partnership collaborations (Leibowitz et al., 2013). In the POET partnership there was a distinctive shift approximately midway through the four year programme, where the nature of the collective group dynamics were such that bonding had occurred

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and there was a sense of solidarity amongst the group. As mentioned earlier, if a core group of participants had not been established as part of the partnership, this shift in relationship may not have occurred so powerfully. According to Ritchie and Rogano (2007), this is the time in collaborative research where creativity and risk-taking is likely to occur. This was the point in the POET programme where more solid plans were able to be made about how to take newly gained collective knowledge forward as part of the shared vision for the project.

Benefits

The benefits of partnerships are well documented and these became increasingly evident as the POET programme unfolded. There were three benefits that were particularly apparent, and these included having a place to belong, the benefit of wider group critique and a strong mentoring component.

The authors' experiences, outlined earlier, each inferred that an important benefit of being involved in the POET programme was a sense of belonging, or a place to 'be' as an individual and a researcher. This shared place was one where all participants were welcomed and accepted, regardless of background or expertise. Synergy is perhaps not experienced in all partnerships quickly, or indeed in such a way that it occurred amongst the wider POET group. Leibowitz et al. (2013) state that relationships between members of collaborative projects should be paid particular attention, in order that participants feel valued and acknowledged and expertise can be shared. The sooner this is achieved in a partnership, the greater the gains. Through the course of the POET exchange programme, personal and professional lives intertwined and the shared celebrations (PhDs, promotions, new babies) and inevitable losses over time of loved ones, led the team to closer professional relationships. When a group bonds, individual skills, experiences and temperaments are shared and become a collective 'pool' of strengths that then add to or strengthen each individual's potential (John-Steiner, 2014).

A second advantage of partnerships between tertiary organisations is the benefit of having a wider group to critique and interrogate individual work through a broader academic lens. The particular approach of the POET programme was one that offered a sustained and ongoing gathering of a consistent group of people with a shared focus, rather than a 'drop-in' conference-style model of networking. Groundwater-Smith et al. (2012) argue that sustainable partnerships are effective when they evolve in depth, length and breadth. Based on this idea, in the POET context, depth was achieved through collaborative critical dialogue. Ideas generated from in-depth discussion and activity 'stretched the possibilities', with the coming together of the expertise of experienced researchers and the enthusiasm of those in earlier stages of their careers (John-Steiner, 2014). The element of length was reflected in the four-year commitment of gathering together to share and shift understandings, and to plan courses of action related to the common purpose, educational transitions. Breadth, the third element, was exemplified in the POET programme through the sharing of knowledge gained in the twice-annual exchanges with other colleagues at each home university. As highlighted earlier,

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funding limitations meant that not all individual researchers were able to engage with all of the work packages; however, the knowledge and understandings gleaned from those who did attend each could be shared with others on return.

Having a sense of belonging in a collaboration that formed strong personal and collegial relationships and encouraged critical dialogue enabled a more conducive environment for mentoring, a third important benefit of partnerships between tertiary organisations. Anderson and Freebody (2014) reflect that successful research collaborations often involve a lead researcher with an established reputation who offers a type of ‘research capital’ that less experienced researchers may not have. This was a key feature of the POET programme, with each of the five country teams being led by experienced researchers who provided guidance for early career and mid-stage researchers in their own teams and across the collaborative group. This Vygotskian-style approach provided the opportunity for less experienced researchers to engage confidently in a supported environment (John-Steiner, 2014). Ritchie and Rogano (2007) maintain that positive mentoring experiences tend to motivate those who may be less proficient to give back to others as they become more experienced.

CONCLUSION

Those involved in the POET programme demonstrated the value of international research partnerships with tertiary institutions and the long-term gains in terms of research endeavour, capacity building and tangible research outputs. However, these partnerships depend on the actions of the people involved and the nature of the relationships formed. The capacity and spirit of the individuals who willingly travelled both physically around the world and in their own knowledge and thinking gave form to the agreement signed by the university leaders. The POET teams benefitted from the support of their home institutions who encouraged and supported the work of the partnership.

The focus of POET was transitions, and the project illustrated the transition from a group of individuals to a committed team of researchers. Alongside developing researchers on an individual and country team level, the POET partnership produced a range of tangible research outputs that are grounded in robust international alliances. It set the groundwork for sustainable connections and collaborations that have expanded beyond the POET parameters.

NOTE

¹ Kingitanga refers to a movement that was established in New Zealand in the 1850s with the appointment of a Māori King. The original purpose of this movement was to stop the effects of colonisation and to preserve and promote traditional Māori values and culture. Today, the movement is strongest amongst the Tainui tribes in the Waikato region, and the current King is Tūheitia Paki, to whom the third author of this chapter is related.

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21. PLACES AND SPACES FOR EMBODIMENT

Developing an Aotearoa New Zealand/Sweden Partnership

INTRODUCTION

Put together three researcher/lecturers at a philosophy of education conference and what do you get? Our first meeting in Chiayi, Taiwan at the Philosophy of Education Society of Australasia (PESA) conference in 2012 is responsible for our Aotearoa New Zealand/Swedish partnership, which is now an internationally funded research project. ‘Internationalisation’ has become something of a globalised institutional catchphrase in recent times, closely related to enhancing ‘outputs’, increasing educational ‘progress’ and other such, arguably neoliberal, goals and expectations. In this chapter we explore our research relationship to consider what ‘doing’ internationalisation has meant, for us and for our research, as well as for our universities, and how a neoliberal ideal has paradoxically enabled us to develop a partnership that is centrally concerned with the significance of unknowable, uncertain and mostly unmeasurable factors in education. The exploration tells the story of the initiation of our project, *Embodiment, Places and Education: From early childhood to higher education (EPE)*. Complex pedagogies of togetherness, we argue, are as critical to our collaborative interactions, motivation and commitment, as they are to our scholarship and research. Our research partnership thus recognises the importance and the affective impact of unexpected relational, contextual, personal and much wider, worldly ecological factors. It shifts and transforms our entangled exploration of places and spaces in education, ourselves, our cultures and our two countries.

PHILOSOPHICAL BEGINNINGS

Perhaps our interest in philosophy of education, and in embodied culture, brought us together? And perhaps our first personal, professional interactions were in an indistinct way, already all about our research. This chapter is as much about unlikely twists and turns, connections and tangents, as it is about our research process and partnership. It is about how differences, in our academic focus, teaching areas, qualifications and positions slowly emerged as our connections simultaneously deepened and our partnership became a professional and a personal relationship. So, this chapter tells our story, three researchers, a professor, an early career academic and a doctoral candidate, as we weave a philosophical and pedagogical web of ourselves, our experiences, our expertise, and our research

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aspirations: two of us from a focus on tertiary education, and one from teacher education in early childhood education.

Many factors are enmeshed in our research relationship. Just as Barad (2015) reminds us, complex inter- and intra-actions of discursive and material factors shape our developing sense and understanding of the world, of knowledge and of relationships. In other words, our research relationship is an entanglement of interrelationships not only of discourses, policies, funding requirements and ethics applications, but necessarily also of our bodies, and of the human and non-human bodies, nature, matter and energies around us. PESA conferences in the intervening years, in various ways, formed something beyond PowerPoint's, 'dongles', presentation formats and publication outputs, that included laughter, learning, cramped or open, natural or plastic, spaces and places, food, sensuous lived experiences: the embodied life of our research.

This cross-sector, inter- and intra-active relationship follows the question of our research. It asks about wider human and more-than-human encounters, and ways in which they produce subjectivities, in this case of us as researchers, friends, colleagues. Agentic and powerful emergences in our research occurred alongside the Waikato River, in stick-throwing-theorising, as Baxter the dog fetched, and somehow added to the research relationship. More long-distance Skype and email connections wove our web further, intra-actively, and as Barad (2015) suggests, perhaps reflected something pre-existing, predetermined, in our coming together. Equally agentic, performative acts shaping our research relationship arose over gravlax, on seashore walks in Luleå, with icebreaker ships and oceans that freeze. In other words, our trustful, inspiring, joyful, committed and embodied relationships are founded on our sensual encounters with places and spaces and lay the foundation for this research project. In our case, the shared research phenomenon also focused on the forces individually and collectively acting on and simultaneously connecting us, as they shaped the topic of our research, on places and spaces in different educational settings. According to Merleau-Ponty (2002), "Space is not the setting (real or logical) in which things are arranged, but the means whereby the position of things becomes possible" as in our intentions and hopes: "the position of things becomes possible" (p. 284) within this international collaboration.

Our attempt to capture our entangled relationship in a funding application was an exciting articulation of our research aspirations. In 2015 our shared work emerged in a plan for a long-term, sustainable research collaboration, drawing together our research and scholarship strengths and expertise. Our third application successfully secured a Swedish grant, to further realise and give space and place to our aspirations for our research to develop.

RESEARCH ASPIRATIONS

The philosophical entry points for our research manifest our earlier encounters. Embodiment in or of learning experiences, the significance of educational place and space in events of learning, and the ongoing negotiation and construction of learner subjectivities and learning foreground our research focus. Our research

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aspirations blur the boundaries of educational sectors in which we work, from early childhood education to tertiary education, and thus involve the investigation of multiple conceptual and philosophical perspectives and associated orientations and approaches in practice across these educational sectors. The knowledges that each of us contributes are particular, situational, cultural and political. We share and continue to learn through perspectives from Sweden and Aotearoa New Zealand, as we negotiate multi-cultural and intercultural, indigenous and wider relational conceptions of embodiment, places, theories and education.

The philosophical approach in this collaborative research project is a selective application of the work of Maurice Merleau-Ponty, Gilles Deleuze and Julia Kristeva. In an exploratory way, this research creates a space and a place for these philosophies to intra-act. Although you can find both dissonances and resonances in these philosophies, the lines created (Deleuze & Parnet, 2006) within the enable complex understandings of relationships between embodied learning, notions of place and learner subjectivities and their ongoing formation in education—mirroring the overall aim of the EPE project. This explorative approach is in accordance with what we find to be Merleau-Ponty's and Deleuze's common spirit of openness and unpredictability, although in slightly different ways (Deleuze, 1990; Merleau-Ponty, 2002), and reflected also in Kristeva's treatment of critical thought, as both necessary and dissident (Kristeva, 1986). Deleuze (1990) has stated that philosophy is difficult and that "all you should ever do is explore it, play around with the terms, add something, relate it to something else" (p. 139). Philosophy is a creative process, then, that has to do with invention, style and concepts, and it involves not only knowing concepts, but creating and inventing them (Deleuze, 1990). In our developing research relationship we see philosophy as being about creating likenesses and inventing concepts, about educational spaces, learning and learners, and by its nature, creative, revolutionary and a matter of style. In its temporal backwards and forwards, it feels like what Deleuze further describes as "an echo chamber", or "feedback loop", where ideas appear and reappear, "as it were, through various filters" (p. 139), as each of us applies the lens of our particular theoretical, educational, life-experiential angle. Echo chambers and feedback loops both isolate and connect us, since our first meeting in Chiayi in 2012.

Our use of philosophy as a research method alongside narrative and visual ethnography is expected to offer significant insights into conceptualising the multi-layered and complex influences on learners. In particular, the insertion of 'space-times' as used by Deleuze (1990) to acknowledge the reciprocal temporalities of past, present and future, and the concept developed by Deleuze and Guattari (2013) of rhizomatic thought, involving multiple beginnings, endings and in-betweens, are expected to unsettle easy and simple or linear understandings of embodiments of place and space. Furthermore, writing as a method of enquiry is critical to developing emerging themes and insights through our experiences of the research (Richardson & St. Pierre, 2008). This collaborative writing is also inspired by Deleuze and Guattari (2013) as a co-writing-assemblage in which our different subjectivities as writers and the various spaces and places we intra-act with, begin,

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divert, restart and progress. It is a place where virtual and physical multiplicities and complexities converge.

STRATEGIC FOCUS

Our partnership in the EPE project also has institutional relevance. To develop a collaborative research relationship between experienced researchers, early career academics and doctoral students, through their universities, is seen as a priority by universities in Sweden and Aotearoa New Zealand. As a Nordic university, in the Northern part of Sweden, Luleå University of Technology encourages and values international collaborations. The university specifically values that the EPE project draws on the strengths of the research partners to develop innovative insights into the early childhood and teacher education experiences and contexts in both countries. In addition, the university values the possibilities the project offers for reciprocal mentoring and enhancing research capacities of doctoral students, early career researchers—as the future of academia—and experienced researchers. Collaborative relationships with international colleagues are also foregrounded by the University of Waikato through its commitment to conducting world-leading, innovative research and to developing sustainable, long-term research.

More specifically, the EPE project addresses pressing current educational concerns about effective and innovative pedagogies. According to our universities, it demonstrates a long-term vision to ensure that it will be a sustainable, productive and innovative project that will benefit academic colleagues and graduate and undergraduate students. The EPE project is therefore strategically important and, aside from the personal elements, involves our research process, joint publications, conference presentations and dissemination through seminars and workshops in and across the two countries.

Significantly, the exploration in this chapter reveals the importance of venturing beyond the project, to achieve the project. An international collaboration is so much more the just meetings and shared work between different researchers. It certainly does not develop on demand. Such collaboration is of enormous value, not only for the participating researchers and the universities involved, but also for the wider academic and educational communities. Our story illustrates how knowledge production and sharing at all levels can neither be underestimated nor predicted, and it is therefore sometimes measurable, capturable, recordable, and sometimes not.

In the project, just as in our personal relational web, we are learning from the similar-yet-unique, global-local situatedness of our multi- and bi-cultural societies. Pedagogical similarities and differences align and alienate the two countries in the education and care for young children and their teachers. At the same time, the Deleuzian focus on de- and re-territorialising (Deleuze & Guattari, 2013) is expected to generate new insights from the particular historical and contemporary, local educational and cultural contexts. The project looks something like this:

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THE PROJECT

Background—Three Perspectives

The EPE project draws on each of our established research, teaching and learning interests and experiences. It simultaneously reflects our complex material and discursive encounters in developing this relationship, as well as three distinct but interconnected research areas. The first of these arises from a focus on tertiary education learner experiences in university spaces and places of learning. University buildings mirror different pedagogical currents, ideological changes and economic priorities, and educational intentions are mediated and materialised in the buildings and their formation. These intentions are in turn mediated through legislation, policy documents, educational administration, teachers' professional goals and students' individual motives as learners. The meaning of the spatial formation is therefore constituted by humans' participation in a social context, sometimes independently of the educational intentions (Alerby, 2015).

As a place, a university or other tertiary education institution can create expectations and opportunities, invite certain activities and be inspiring, or it can limit activities and possibilities. The place and the individuals within the place can be seen as a choreography of activities within that place (Alerby, 2015). The intertwined relationships between subjects and place mutually affect each other through relationships between humans and places, following a phenomenological life-world approach, mainly in accordance with the work of Maurice Merleau-Ponty. They further open up to an ontological level in considerations of what a 'classroom' *is* and *can be*, and can lead to a reimagining of university places and spatiality in tertiary education.

The second perspective that the project draws on views educational places as places for democracy and collaborations, drawing upon the philosophy of Gill Deleuze. Contemporary researchers are exploring how theories opening up to materiality and intra-actions can be used within education in general and especially in early childhood education in order to support children's experimentation and learning. These studies reconsider nature and materials as active agents involved in intra-actions that include both human and non-human actors such as people, milieus, texts, materials and discourses, in cooperative learning processes.

Inspired by these studies, trying to live the way we teach, it has become vital to explore what such reconsiderations can create or produce within tertiary education when working with pre-service teachers in early childhood teacher education. This exploration can be seen as an attempt to challenge the neo-liberal agenda, where goal-rationality, linear progression, employability and profit have become prominent in the public discourse, producing new demands on education, changing students' and teachers' possibilities to act and become within tertiary education (Westman, 2014).

Deleuze's philosophy can be seen as a philosophy of process and becoming, appreciating otherness, the unpredictable and what has not yet come into being; expressed by Deleuze as human becoming-child—a specific space beyond time signified by intensity, affection, transformation and movement. We explore what

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openings, such as an alternative way of thinking may create in tertiary education when pre-service teachers and teacher educators co-create curriculum for a sustainable education. These events are built on affective, entangled and moving relationships and modes of existence within specific milieus (assemblages and networks of people, materials and matters). In addition, power-relations may be challenged and student and teacher roles reconsidered. These events bear possibilities for all participants to become-multiple-others for a while: becoming-children, becoming-curriculum and becoming-agents-of-change.

The third central research focus is on the conceptions of the learning space through the work of Julia Kristeva, to think beyond the structures and symbolic representations of physical, touchable, materially constructed space. This conception sees the learning place in an embodied sense, as an invisible space. In this sense the learning environment is conceptualised alongside the learner subject—also always in process, as a space that is in fluid and constant construction, an unwitting occurrence *with* the learner and the thought, within the space (Arndt & Tesar, 2016). Using Kristeva’s conception of the semiotic (Arndt, 2016), this view posits the space/place of learning, as a space of life, where there are echoes, tangents and welcomes, complex entanglements, senses and relationships, arising between the various subjects, objects, matter, feelings and thought that exist, learn and engage in it. “[W]here are we when we think?” Kristeva (1998/2010) asks, and what and where is the ‘real’ space that shelters the “secret of mental activity” (p. 7). Kristeva’s semiotic points to more than the influence of the physical space on thought and learning. It asks instead about the unknowable and unidentifiable influences on genuine participation, those “volumes of hidden meanings ... lurking about like ... secret names ... dreams” (Kristeva, 1998/2010, p. 8), unknown and unplannable within the structures of the buildings, policies, programmes and outputs of the learning setting. This perspective informs a reimagination of educational settings, by theorising the semiotic, as the meaning, spirit, musicality and senses, ruminating within the space/place of their physical and invisible structures.

Aiming for Complexity

The overall aim of the EPE project is to explore inter- and intra-actions between embodied learning, notions of place and learner subjectivities in multi-cultural early childhood education and early childhood teacher education. It aims to reveal the intertwined relationships between learners and their human and more-than-human environments, and how they mutually affect each other and their learning, through their ongoing subject formation. The project theorises how these relationships can be understood and described from different perspectives in an era of neoliberal tendencies.

The main research focus is to examine these relationships between embodied learning, notions of place and learner subjectivities, and in what ways these concepts can contribute to greater understanding for pedagogies in early childhood and early childhood teacher education in bi- and multi-cultural societies. The

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significance of our diverse academic and educational situations comes to bear in the affective and agentic performances and implications that we expect to find on theory and practices in local early childhood settings and early childhood teacher education. These insights are expected to reveal useful insights and information for policy, design and practices in early childhood education and early childhood teacher education programmes.

The EPE project brings the foundations of our relationship into play through our commitment to enhance philosophical engagements in education. It responds to urgent calls for increasingly philosophical engagements in the field of early childhood education as well as to calls for greater contemporary cross disciplinary attention on reconceptualising 21st century learning environments (Altman, Stires, & Weseen, 2015). These critical concerns underlie the development of robust, cross-sector theoretical and philosophical insights into diverse understandings and research aims. The project encompasses a number of phases, each building on the other. Amongst other things these phases consist of temporal dimensions: our earlier research, knowledge and experiences, our past as foundational for the present work, our ongoing encounters with early childhood settings and pre-service teachers, and our uncertain, anticipated, expected further work in the future. The past, present and future comes together in what Merleau-Ponty (2002) calls an 'intentional bow arch'.

The Project so Far

The initial stage of the project has involved an extensive literature review with the support of a summer research scholar at the University of Waikato. Key focus areas included infants', toddlers' and young children's relationships with their learning environments; initial ECE teacher education students' relationships with their learning environments; the concept of 21st century learning environments; a review of common methodologies for qualitative research with children; and an investigation into diverse perspectives and disciplinary foci on teaching and learning environments and learner experiences and subjectivities. Significant insights emerged from the literature review, mostly targeting engagements with children's relationships with their learning environment, including the land, spirituality, place, the natural environment; diverse concerns with children's environments, including legislative, design, engagements with space, its use and impact, materialities, the embodiment of learners' lived experiences in and of the learning space; and affect, as related to learner subject formations. The literature revealed visual methodologies and narrative ethnographic approaches as the most common, feasible and ethical methodological considerations for a pilot project. An overview of the findings from the literature review is reflected in the Summer Research poster below.

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Places, Spaces and Learning


Early Childhood and Teacher Education Experiences of their Educational Environments.

Summer Research Project Lianne Dudson

Background: This study forms part of an international research project investigating the relationship of educational settings- places and spaces- with learning and teaching. A team of researchers from the University of Waikato and Luleå University of Technology in Sweden aim to examine influences of space and place on learning and learners by focusing on such notions as embodied learning, the significance of place and space, to diverse communities including indigenous world views, the development of learner subjectivities, entanglements and assemblages with things, energies and forces in the learning environment, and how these influences impact on learners.

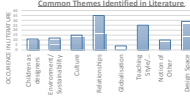
Project: An annotated bibliography was produced drawing from a wide range of related literature focused on key themes. Literature gathered included both international and national research. Following this, a literature review was prepared to identify further emerging themes and focus areas.

Why is this important? The importance of this project lies in contemporary concerns with the effectiveness of learning environments and student achievement.



Connections to the natural world.
Māia no Iroa.

Common Themes Identified in Literature




Findings: Early findings show several themes emerging:

- The overwhelming importance of relationships.
- The importance of the child's voice in all aspects of planning and design.
- Cultural considerations and concerns around the dominance of Western ideals.
- Connections to the natural world including notions of sustainability, stewardship and kaitiakitanga
- The view of the child/ parent as consumer. The effects of marketing and profitability.
- The effects of technology and globalisation.

Methodologies





Relationships. Ngā Hononga.

Where to from here?
Findings will form the basis for a pilot project leading to the ethical and methodological design of the next phase of the international project. A presentation of findings will be prepared for the Reconceptualising Early Childhood Education conference, Taupo in October 2016. Further contribution to the project in 2016 will become the focus of my directed study and possibly further studies at Masters level. A wider vision is held that findings from the international project will inform policy, design and practices across ECE and ITE programmes.

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Figure 1. Findings from the initial literature review (by Lianne Dudson, Summer Research Scholar, University of Waikato, 2015/2016)

LOOKING AHEAD

Our research will next progress to a pilot project on the basis of the literature review. New challenges, and personal and thought relationships are expected as we implement the findings to date to investigate relationships between embodiment, place, subject formation and learning in the educational experiences of young children and early childhood pre-service teachers in tertiary education. The cross disciplinary approach is expected to create openings for diverse explorations drawing as necessary, for example, on the disciplines of indigenous studies, feminism, new materialism, aesthetics, childhood studies, cultural geographies, sustainability and philosophies of the life-world and the self.

The pilot project will further establish the core research relationship across our two universities. The themes and focus areas arising from the literature, concerning phenomena, occurrences, and complexities of embodiment, place and subjectification, determine the design and implementation of the pilot study. Both the process and results of this project will benefit conceptual and pedagogical understandings and re-imaginings that highlight the nature-culture, human and more-than-human entanglements and affects, that we have experienced as researchers, teaching and learning in early childhood teacher education and early childhood education. Our future research direction will transpire on the basis of these insights.

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THE BIGGER PICTURE

Our research is driven by and focused on the philosophical, educational and personal aspirations and encounters that we have alluded to in this reflection. It is situated in wider globalised expectations for particular institutional outcomes. Funding approvals depend on such connections, and our Memorandum of Understanding reflects the often and, surprisingly, shared institutional goals for international collaborations of the University of Waikato and Luleå University of Technology. In our project we focus, for example, on providing relevant 'future-focused' curriculum student experiences; conducting research and developing innovative researchers; strengthening engagement and partnerships regionally and nationally; developing a culture of innovation, entrepreneurship and leadership in the early childhood and teacher education sectors; and on focusing on sustainable practices in education.

Our shared strategic goals are strengthened in multiple, unexpected ways, as this collaboration continues to shape its cross-disciplinary, cross-sector trajectory. Drawing on our research, personal lives, teaching and learning experiences and travels, it generates new directions and insights. It interweaves and recognises the personal/professional/wider worldly intricacies, with the particular, marginalised, subjugated, disregarded or as yet unknown, intricacies of educational places and spaces.

CONCLUDING COMMENTS

Our overarching concern in this project is already shifting our thought and our practices. To date we aim to expose and analyse prior research concerning such complex entanglements as embodiment, situated, historicised and localised experiences of place within early childhood education and early childhood teacher education. The preliminary literature review has opened up key notions of embodied learning, including life world approaches, and the constant renegotiation of identity and subject development in relation to material and affective places of learning. Theoretical and discursive investigations of these notions are weaving together our expanding research as has been briefly outlined in this reflection. From the beginning, we expected to draw on contemporary understandings of the phenomenon of place as inanimate, or as vibrant and dynamic in relation to the learner. What we perhaps did not anticipate, is the mutually constitutive force and affective, agentic impact of the materialities and energies in our inter-researcher relationships and selves!

And what of the future? Receptive now to the multiplicities of affecting and affective factors that have shaped and formed our research path, we are motivated by the openings it forms. Obstacles in the form of health, financial and family circumstances have restrained but also enabled us in our embryonic research relationship. They have compelled us to an honest reciprocity, to support, write, teach and learn, and carefully craft our work on and for this project. Mindful of our institutional, funding and globalised, academic outputs-focused commitments, we preserve our collective visions and energies to write, present and engage with our

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findings. Two conference symposia loom on this year's horizon. Our work, however, will be ongoingly complicated by the constant reconstruction of our own subjectivities as researchers, our personal and data encounters, to consider the productive potential in the connections, actions, agency and power of our partnership. This is not a conclusion therefore, but merely a space, a crack, a crevasse, creating further openings for future research entanglements.

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SECTION COMMENTARY

Partnerships in Pursuit of an Internationalisation Agenda

The invitation to write this commentary arose from an initial meeting with New Zealand colleagues at a 2014 symposium on ‘Partnering for 21st Century Learning’ at the *Annual Global Teacher Education Summit* hosted by Beijing Normal University and then has continued across in meetings in Hong Kong, the USA and Australia. In providing an international perspective of the four chapters in this section, I draw upon my own experience as a tertiary education researcher working on curriculum re-design and faculty development at the University of Hong Kong. This work has involved collaborating with partners in and across our international network of research-intensive universities (see, for example, Bridges, Chan, Chu, & Gardner, 2014). Given that all four chapters presented in this section are international partnerships, it is timely to consider how they may contribute to calls from the field of internationalisation of tertiary education “to go back to basics and look carefully at the what, why and how of internationalisation in the current global knowledge economy” (DeWit, 2011).

Indeed, what is particularly striking from the chapters presented here is how well they articulate and illustrate the ‘how’ of internationalisation in terms of partnering. Here, I deliberately use the term ‘partnering’ to support its conceptualisation as a dynamic construct and an active process of border and boundary crossing through all phases from initial engagement and collaboration conceptualisation to enactment and delivery. International partnering in academia involves generative, dialogic processes at multiple levels of scale. It ranges across a distributed global network of colleagues with a similar goal and impacts variously upon the at-home campus—be it in the delivery of actual programmes and conducting of research projects or more subtly in the exchange of ideas and encouragement to challenge accepted thinking. Building and sustaining partnerships within one’s own institution already involves complex interpretational negotiations. Crossing institutional and geopolitical borders adds new and exciting dimensions which can pose challenges for many academics. The four chapters on international partnerships in teacher education in this section share thoughtful accounts and insights into conceptualising and researching innovations across borders. In doing so, they highlight the centrality of academic relationship-building in such endeavours which, in my experience, is the most critical and challenging aspect of the ‘how’ of internationalisation.

The academic partnerships necessary to facilitate innovation move into and across disciplinary paradigms and research traditions which are embodied

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consciously and unconsciously. Beyond understanding partner institution's cultures, policies and practices, the crucial elements in the process of partnering, as illustrated here, include fostering a collaborative culture and building synergistic relationships. For academic partnerships, raising awareness of ontological, epistemological and methodological orientations becomes central. The argument I put forward is not for partnerships to be founded upon or to seek uniformity in these orientations. Rather, I have found that, in successful partnering, the academics involved articulate their stances and traditions in order for the collective to identify not only areas of alignment but also those synergistic differences that can be the most productive in generating new ways of thinking and working. Negotiating collaboration in academic partnerships is a complex and intricate social practice. When adding the international layer to existing institutional and national cultures, this complexity is heightened. The analyses and reflections in the four chapters in this section address the multiplicities of the exciting process that is international partnering.

Nadine Ballam, Sally Peters, and Vanessa Paki report on a multi-partner research capacity building initiative funded under the Marie Curie International Research Staff Exchange Scheme (IRSES). The initiative crossed institutional and national boundaries across five institutions in New Zealand, Australia, Sweden, Scotland and Iceland. While cooperation would seem to be naturally embedded in partnering, challenges in the Pedagogies of Educational Transitions (POET) programme were identified as the international exchange explored the broad area of 'educational transitions'. They built a collective identity which they found to be inevitably "influenced by how individuals are positioned and position others within the group" (Chapter 20). The authors also indicated that reciprocity in sharing research-in-progress and providing academic critique supported the valuing of individual members' expertise. The project's more ecological approach to leadership was also seen as supportive of collective identity building. International partnerships then raise the critical issue of co-operation across multiple sociocultural, political and economic boundaries. Their solution in this initiative was building context relevance rather than a centralised approach.

Jenny Ferrier-Kerr and Paul Haxton's search for 'places of connection' in an inter-university partnership between New Zealand and the USA positions the internationalisation agenda as a driver to foster global positioning and support students, individual faculty members and their units to compete on a global market. Their focus on a specific curriculum dimension—an educational leadership programme for postgraduate students—provided a clear, shared context for collaboration. In academia, shared disciplinary perspectives or understandings contribute to relationship building with partners. Their experience informs us that, while a successfully awarded cross-institutional grant may afford the needed stimulus and resources for collaboration, the key to success lies in the "places of connection with and between the academics and teachers involved in the partnership, that has enabled us all to support, contribute to, and influence each other's thinking and actions about teaching, learning and research" (Chapter 19).

Noeline Alcorn's chapter on a New Zealand Aid initiative to support post-crisis reconstruction of a teacher education programme in the Solomon Islands traces the

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complexities of the developmental process of partnering in aid contexts. Evident were the tensions between the expectations of the funding body and project partners. The pressure of time and deliverables associated with funded projects was at odds with the project finding that trust and mutual respect built over time were central to success. In addressing cross-cultural challenges at organisational and interpersonal levels over four and a half years, the role of project leadership was a key factor in fostering openness. Valuing partner institutions' and colleagues' working approaches and professional identities included acknowledging difference with regard to concepts of time, social norms and expectations, and professional expectations in teacher education programmes. A key reflection was the transformational impact of such a long-term aid initiative on both sides of the partnership.

Sonja Arndt and colleagues invite us into the complexities and excitement of incubating and sustaining an international research partnership in multicultural early childhood education in the field of philosophy of education. The theme of relationship building arises again in their account of their dynamic research process which seeks to reject mechanistic, linear conceptualisations (e.g., meet at a conference, share ideas, apply for a grant, conduct a study, present findings and so on) in order to explore the ecological nature of such a collaboration. In doing so, they highlight the “significance of unknowable, uncertain and mostly unmeasurable factors in education” (Chapter 21).

These factors, they found, are built discursively and intercontextually through interactions that are multi-layered. Rather than being linear, they perceived the collaboration as more ecological and analogous to networked webs branching across time, learning spaces, interactants and thoughts. This final chapter's adoption of a philosophical lens leaves readers on an inspirational note with the 'how' of international academic partnering seen in nurturing intellectual creativity through a true meeting of minds.

The cultural dimension of partnering and relationship building across international borders is an additional and unique dimension raised across these chapters. They provide insights into how New Zealand tertiary education partners have begun to address the “promise of intercultural competence” (Gregersen-Hermans, 2014, p. 9). What is evident across the contributions of these New Zealand scholars is the centrality of the Māori culture to the forging and sustaining of these international partnerships. Supporting partner academics and students in their development of intercultural understandings of Māori culture and its place in New Zealand society, in general, and in tertiary and school-based educational contexts, in particular, was viewed by many as central to their process of partnering.

In closing, it has been a pleasure to reflect upon the notion of international partnerships in tertiary education from the unique lens of New Zealand experiences of crossing international borders and creating new global intersections. Such work cannot occur without the machinery of academia and the institutional practices and processes necessary to supporting relationship building and intellectual growth. Like our New Zealand colleagues, my own experiences have also found that international collaborations and interconnectedness are situated in our

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understandings of local and global professional identities bound in intersubjective relations (Bridges & Emerald, 2014). This collection is a timely reminder that the ‘how’ of partnering in academia is achieved at the point of contact of our professional and personal selves grounded in and working fluidly across our multiple paradigms and contexts.

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SECTION VI

CONCLUDING THOUGHTS

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BRONWEN COWIE AND RACHEL MCNAE

PARTNERSHIP RESEARCH

A Relational Practice

Educational researchers, practitioners and policy makers are increasingly recognising the potential of research partnerships as a means for enhancing instructional practice, increasing learning outcomes for diverse student populations and overall systems improvement (Moolenaar & Daly, 2012). The gains are numerous, and as illustrated in the chapters in this book, show the powerful potential partnerships have in the field of educational research.

In scoping research more broadly, we recognise that significant benefits exist with regard to engaging in research agendas founded on partnerships in educational contexts. As a rationale for *extending* this conversation as opposed to retreading old ground, we purposefully draw attention to the relational aspects of this work. Examining key ideas from the chapters in this book, across these groups there is a consensus that human relationships play a central role in the success of any partnership and as such should be a central consideration for establishing, enacting and sustaining partnership work.

We structured our book to examine the implications for the practice of partnership that engaged different stakeholders as the central focus for interaction and change. The book began with a comparatively tight focus on students as partners and moves out to consider a network of relationships and practices between researchers and organisations in different country settings. Each chapter documents different kinds of collaborative efforts by researchers and practitioners to engage as partners with the purpose being to understand and enhance educational practice across the sectors from early childhood to tertiary. Understanding how change can be enacted through partnership directs our attention to who the partners are within the research relationship. While Sections 2 and 3 take teachers and schools as the unit of change in education, other sections embody a vision for education and educational change that includes partnership with parents and amongst groups of schools. The latter is discussed in the literature in relation to the creation of professional learning communities (Stoll & Seashore Louis, 2007) or communities of practice in which teachers share ideas both within and across schools and faculties.

In reflecting on the chapters, we reaffirm our contention that while projects might foreground relationships and practices between researchers and a particular group of partners, all those involved in the educational endeavour at the heart of a project are implicated and participate in some way. So for instance, researchers foregrounding the active involvement and partnering with students requires support

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by teachers and students' families just as researchers partnering with teachers requires the support of school leaders, students and the school community. The chapters highlight how educational processes and change can be extended across individuals, settings and levels in the educational system. As Penuel and Farrell (2016) point out: "Partnerships are an infrastructure for turning the insight that reform is a social process into a systematic design for collaborative improvement that leverages the expertise and passion of both researchers and educators" (p. 2). Realising that education is a societal and relational endeavour, we would include students, families and communities under the umbrella term of educator.

Research-practice partnerships both develop and rely on rich relationships and commitments that can then be leveraged to address the substantial problems that face educators today. This said, the different groups of partners are not always equally involved and the implications of the project for their day-to-day interactions and agendas are not the same. Importantly, however, productive partner relationships are often grounded on expansive notions of mutual benefit where benefit is not and need not be immediate or directly between the active partners. Across the chapters we can see that many research teams aimed to leave a legacy of some kind beyond the direct engagement between project participants. This legacy could be in the form of changed classroom or school practices or increased teacher research literacy or use of systematic inquiry and research literature to inform practice, but most often it was of a relationship, both personal and professional.

Talking with our colleagues reminded us that, once established, relationships and shared commitments endure over time and across periods of active involvement in joint projects and periods of purely social interaction. The importance of this continuity for all those who might be part of a partnership-based project was highlighted for us in a recent project when one of us returned to a school they had worked with a number of years earlier. The early project had been with the new entrant teacher and class—children aged five years. We returned to the school to ask the teacher we knew to take part in a new project with a very different focus. The children relayed to the teacher that they and their parents were keen to participate because their older siblings had valued their participation in our earlier project (Cowie, Otrrel-Cass, Glynn, & Kara, 2011). In this case, the memory of a partnership within a context impacted on the prospects for future relationships. Our experience resonates with the claim by Evers and Lakomski (1996) that "schools can be thought of as being made up of intricate nets of complex interrelationships that crisscross formal positions of authority and power and carry knowledge and expertise in all directions, not just downwards as suggested by [TF—transformational] leadership" (p. 72). Within the New Zealand context, as noted in our introduction, an inclusive unit of partnership and change is embedded in the principle of community engagement that is central to the early childhood and compulsory schooling sector curricula. It is consistent with the Māori principle of *ako*, which describes teaching and learning/the teacher and learner as being in a reciprocal relationship that also recognises that the learner and their whānau/family cannot be separated (Ministry of Education, 2008, p. 20).

PARTNERSHIP RESEARCH

With these ideas in mind, we propose the following questions as provocations:

What are your personal understandings, experiences and beliefs about working in a research partnership?

What is the potential for/role of partnership research within your context?

What might be the implications/value of adopting a focus on a multi-layer unit of change whereby you aim to partner deliberately with participants at different levels of the education system?

How might partnership research in educational settings become more culturally and contextually responsive?

In what ways could the use of (networked) information and communication technologies enable your research team to initiate, conduct and disseminate new forms of partnership research? And linked to this, what are the implications for partnership research of the shift to innovative learning environments in formal school settings?

We hope your reading of the chapters in our book has introduced you to some research ideas, provoked questions of your own and stimulated you to imagine and explore new forms of research partnerships as a way to enhance the educational experience of learning, young and old.

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