



ResearchSpace@Auckland

Suggested Reference

Ergler, C., & Tesar, M. (2014). *1st New Zealand Childhood Studies Colloquium: Aotearoa's trials and tribulations of UNCRC's 'play grounds' in the past 25 years*. Auckland, New Zealand: Childhood Studies in Aotearoa New Zealand.

Copyright

Items in ResearchSpace are protected by copyright, with all rights reserved, unless otherwise indicated. Previously published items are made available in accordance with the copyright policy of the publisher.

<https://researchspace.auckland.ac.nz/docs/uoa-docs/rights.htm>

**1st New
Zealand
Childhood
Studies
Colloquium**

November 14

2014

**Aotearoa's trials and
tribulations of UNCRC's 'play
grounds' in the past 25 years**

ISBN 978-0-473-30735-6

WELCOME NOTE



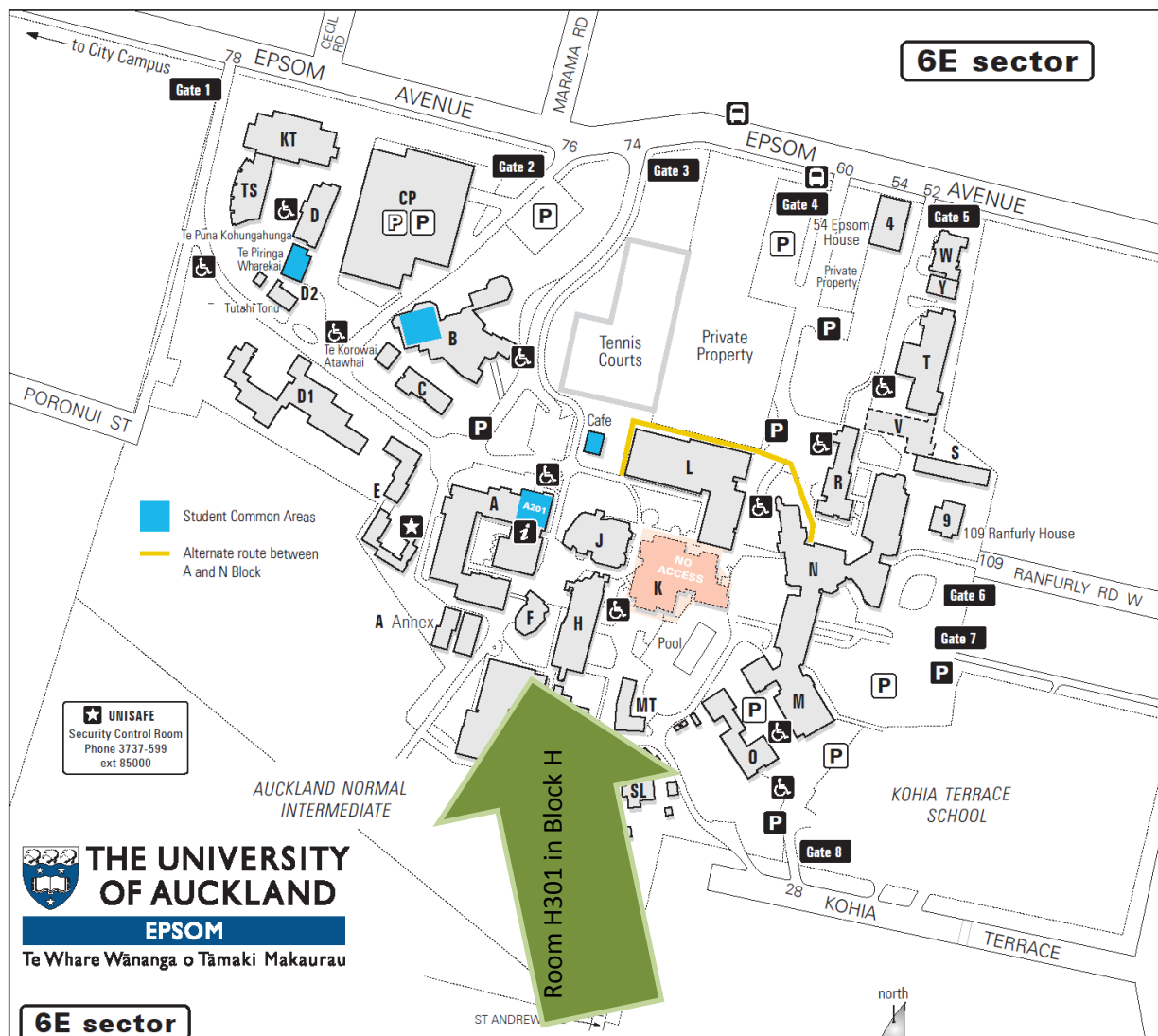
The aim of this colloquium is to bring researchers from across the social sciences, humanities and education together to begin a critical conversation about the past, present and future of childhood studies in Aotearoa New Zealand. The first hui coincides with the 25th anniversary of UNCRC and critically reflects on its trials and tribulations.

Our hope is that the colloquium will offer the opportunity to consider the achievements and pitfalls of UNCRC in research, policy and practice and their implications for the emotional, cultural, educational, economic and physical wellbeing of Aotearoa's children and their future.

We are delighted at the enthusiastic and multidisciplinary responses to this first Childhood Studies Colloquium and we believe that the day will offer opportunities for new disciplinary and personal encounters around children's rights that will set the stage for further dynamic debates in research, policy and practice.

The one day programme is arranged around 'snap shot' presentations and time for discussion and reflection. We are honoured that Emeritus Professor Anne Smith from the University of Otago will give the keynote speech. We hope that you all enjoy this day and leave inspired to collaborate!

Christina Ergler & Marek Tesar



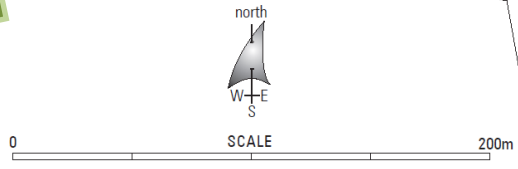
THE UNIVERSITY OF AUCKLAND
EPSOM
 Te Whare Wānanga o Tāmaki Makaurau

6E sector

Directory

- 109 Ranfurly House 9
- 54 Epsom House 4
- Academic Services A
- Academic Success Centre N
- Administration A
- CreATE (CEDD) R
- Computer Rooms N
- Counselling Services R
- Counselling, Human Services & Social Work, School of N
- Critical Studies in Education, School of N
- Curriculum & Pedagogy, School of A, B, N
- Disability Support Office N
- Drama Centre M
- Duncan McGhie Lecture Theatre J
- Early Childhood Education (ECE) Centres D, O
- Educational Leadership, Centre for N
- Finance A
- Gym & Dance Rooms G, M
- Health Centre R
- Human Resources A
- Information Commons L
- Information and Learning Support Services A
- Information Technology Services R
- International Languages Exchanges & Pathways E
- International Office B
- Kohia Education Centre KT
- Learning, Development & Professional Practice, School of H
- Lecture Theatres F, J, N
- Library, Sylvia Ashton-Warner L
- Maintenance MT

- Marae, Tutahi Tonu D2
- Music B
- Music Auditorium B
- Office of the Dean A
- Owen Gilmore Theatre N
- Pasifika Success (PS) N
- Postgraduate Studies A
- Practicum Team H
- Promotions and Communications R
- Property Services E
- Reading Recovery N
- Reception (Main) A
- Security / Unisafe E
- Speech / Language Therapist N
- Starpath N
- Students Association N
- Student Centre A
- Student Learning N
- Student Experience and Engagement N
- Sylvia Ashton-Warner Library L
- Te Korowai Atawhai C
- Te Puna Kohungahunga D
- Te Puna Wananga B, C, D1, D2
- Teach First NZ N
- Teacher Professional Development Languages (TPDL) E
- Team Solutions TS
- Technology T
- Triple P Research Group H
- Tutahi Tonu Marae D2
- Unisafe / Security E
- UniServices E
- Woolf Fisher Research Centre N



Geo-graphics Unit, School of Environment
 © The University of Auckland, January 2013

- Security
- Information Desk
- Bus Stop, city service
- Gate 6 Campus Entrance
- Access Parking
- Staff Parking
- Student Parking
- Visitor Parking

Vehicles parked without authorisation will be towed

CHILDHOOD STUDIES COLLOQUIUM

1st New Zealand Childhood Studies Colloquium, 14th November 2014

Aotearoa's trials and tribulations of UNCRC's 'play grounds' in the past 25 years

PROGRAMME

9.00	REGISTRATION
9.30 – 9.45	Introduction (Christina & Marek)
9.45 – 10.30	Keynote Emeritus Professor Anne Smith Making a difference – connecting rights, research and policy
10.30 – 10.45	MORNING TEA
10.45 – 11.05	Session 1: State of UNCROC in New Zealand
11.05 – 11.30	Discussion 1: Children's Right
11.30 – 12.00	Session 2: Children's voices in research and practices
12.00 – 12.15	Discussion 2: A sense of place in research and practice
12.15 – 12.45	Session 3: Social, cultural, economic constructions of childhood and 'otherness'
12.45 – 13.00	Discussion 3: Intersectionality
13.00 – 13.30	LUNCH BREAK
13.30 – 14.00	Session 4: Health, wellbeing and children's needs
14.00 – 14.20	Discussion 4: Healthy lives with and for children
14.20 – 14.50	Session 5: Child-friendly', 'sustainable' and meaningful places and futures?
14.50 – 15.05	Discussion 5: Liveability and responsibility
15.05	AFTERNOON TEA
15.15 – 15.45	Session 6: 'Educational Spaces'
15.45 – 16.00	Discussion 6: Meaningful education
16.00 - 16.10	Professor Alan France: Can (should) childhood studies survive?
16.10 - 16.30	Discussion

CHILDHOOD STUDIES COLLOQUIUM

Session 1	State of UNCROC in New Zealand
Sarah Te One	State of the Nation Report on Article 12
Nola Harvey	Past, present and futures: Realising the promise of Article 30
Andrea Jamison	Getting real- using UNCROC reporting process to implement children's rights
Ian Hassall	What do children need? What do children want?
Session 2	Children's voices in research and practice
Ann Bartos	Is that all? A critical look at children's participation
Penelope Carroll	Children researching children's experiences of city living
Sandy Farquhar	Narratives of wellbeing
Terry Dobbs	If we want to know what has happened to a child, why don't we ask them?
Emily Keddell	Construction of children in safety plans
Session 3	Social, cultural, economic constructions of 'childhood' and 'otherness'
Rebecca Hopkins	Iconoclasm: Rejecting (re)presentations of an ideal child/hood
Mary Ann Powell	Rural New Zealand childhoods - social constructions and lived experiences
Haley Sparks	Life outside the schoolgate
Sonja Arndt	Children as co-authors of their new space into a new place
Rita Robinson	Cultural construction of toilet training
Janita Crow	Childhood studies in Aotearoa - A (Para-)Site, seen but not heard
Session 4	Health, wellbeing & children's needs
Amanda D'Souza	Applying sociology of childhood theory to advance healthy public policy
Maira Smith	Do children have a sporting chance?
Jillian Frater	Is it all about fitting in? Teenagers, social norms and cycling for transport
Judith Sligo	Complex lives: Bringing children to the fore
Robert Ludbrook	Children and detention
Session 5	Child-friendly', 'sustainable' and 'meaningful' places and futures
Claire Freeman	The importance of a child's perspective on their life worlds
Marina Bachmann	Securing a sustainable future
Bronwyn Wood	Performing citizenship in educational spaces
Scott Mackenzie	Play everywhere
Mitchell Hannah	Child and Youth friendly Whangarei
Session 6	Educational' spaces
Sophie Alcock	Changing role of early childhood education and care - unpacking policy
Gill Robertson	Child-centred education: practice makes perfect
Corby Maureen	Refining children's learning through authentic assessment
Jude MacArthur	Thinking about special education and special needs
Jeanette Berman	What can school based educational psychology do for children
Andrew Gibbons	No-more buddy-buddy

KEY NOTE



Emeritus Professor Anne Smith

Making a difference for children – connecting rights, research and policy

Researchers can make a difference to the lives of children through a children's rights-based approach. There is an impetus from the moral imperative of children's rights and the UNCRC to achieve social justice for children, but this can only be achieved if research is built on strong theoretical frameworks, and smooth pathways are crafted between research and policy. Children's rights approaches promote children's empowerment, make children's interests visible to government, question old assumptions and help child advocates make moral cases. But children's rights should not be seen as only focused on state responsibilities and legal procedures, but in terms of their meaning and impact for children, or 'living rights'. This talk will examine the theoretical strands that come together within Childhood Studies to frame a children's rights perspective, using examples of policy changes that either have or have not been influenced by rights discourse, including from early childhood education, the law and child protection. The implications of these arguments for Childhood Studies researchers will be outlined.

SESSION I: STATE OF UNCROC IN NZ

Sarah Te One

State of the Nation report on Article 12: Action for Children and Youth Aotearoa

Article 12 articulates children's rights to be consulted and informed alongside an obligation that the State will consider and give weight to their views. In its last report to New Zealand, the UN Committee on the Rights of the Child noted that: ... the State Party does not systematically take into consideration children's views when formulating laws and policies that may affect them ... (CRC, 2010, p. 5¹).

ACYA is planning a scoping review of consultations since 1993. How did these influence policy makers? What difference did they make to the children and young people themselves? This presentation invites participants to respond to our preliminary research proposal, design and questions and to identify possible consultations to include in our review.

Nola Harvey: Past, present and futures: Realising the promise of Article 30

1989 – United Nations Convention on the Rights of the Child for bilingual children in Aotearoa New Zealand

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

This presentation provides a brief overview of the promises of the past, and questions the presents and futures promised for bilingual children in Aotearoa New Zealand. The Ministry of Education policy documents for early childhood education from 1992 that could guide or direct futures for bilingual children to meet the promise of Article 30 of UNCRC are identified. For the first time, ECE educators including Maori and Pasifika 'voices' in the design of *Te Whāriki*, and *Pathways to the future*, the early childhood curriculum and the 10-year strategic plan. Possibilities for fulfilling the promise of Article 30 were forged. Are the present policies of the Ministry of Education regarding access to home languages for bilingual children in the early years revealing promises of monolingual or bilingual 'playgrounds' for Aotearoa New Zealand ?

¹ United Nations Committee on the Rights of the Child. (2010). Concluding Observations: New Zealand. 56th session.

SESSION I: STATE OF UNCROC IN NZ

Andrea Jamison

Getting Real – using the UNCROC reporting process to implement children’s rights

In 2013 Unicef published a summary of the first twenty years of UNCROC in NZ - *Kids Missing Out: Its time to make progress on children’s rights*. Using material from the original and more extensive *Kids Missing Out* draft Unicef NZ in partnership with ACYA (Action for Children and Youth Aotearoa), are developing an on-line resource to serve as a “running record” of progress in addressing each of the recommendations the UN Committee has made to New Zealand. In relation to each recommendation the draft resource aims to set out:

- The issues that are raised by the recommendation;
- What has happened so far to address those issues;
- The challenges faced in responding to the recommendation; and
- What this means for children.
-

Ian Hassall

What do children need? What do children want?

In the quest to accord children their rightful place in the world as embodied in UNCRC parallels have inevitably been drawn with the women’s movement which aimed to do the same for women.

The question was once commonly asked, “What do women want?” Today’s question is “What do children need?” In the advanced welfare states of Scandinavia wraparound support for families in which children had been isolated, abused and neglected was created. Depression has become common in young people and it may have something to do with assumptions that have been made as to what children need. Are we willing to take the next step and cautiously accept children’s diversity and agency. For, although material circumstances count for something, the primary problem may be children’s status and adults’ attitudes. Citizenship, personhood is very likely what children both need and want.



SESSION II: CHILDREN'S VOICES

Ann E. Bartos

Is that all? A critical look at children's participation

This paper interrogates some of the debates within childhood research regarding the concept of children's participation. Incorporating notions of participation in childhood research has encouraged researchers and development agents to include space for children's voices, involve children as research agents, and seek creative ways to incorporate methods that promote children's participation. However, there is often little discussion of the normative assumptions underlying participation projects and what this means for how and why we work with children in the ways that we do. Such normative assumptions implied and made visible through participatory discourses are that we need to listen to the voices of children, that they have individual human rights that must be upheld and honored, and that children, as *beings*, are important and need to be included in research. Each of these points have enabled children's participation in research to become normalized and legitimized. Likewise, children's researchers have made incredible strides in the international research community by promoting the value of children as political agents, publicizing the variety of ways children participate in P/politics, and demonstrating the ways they are indeed political. This paper opens up the space needed to interrogate assumptions of children's participation in an effort to help us think more critically about our research programs so that we can challenge ourselves to entertain creative, ethical, diverse, and empowering research methods with the children and youth whose political agency we aim to better understand.

Penelope Carroll, Lanuola Asiasiga, Judy Lin and Karen Witten; and the young researchers, Aira Benitez, Jennifer Chhouk, Jessica Ji, Fergus Penrice, Angeline Siah and David Xu

Kids in the City: children researching children's experiences of city living

Children-researching-children is an emerging field which recognises the contribution research by children can make to our understanding of childhood. It also challenges ways in which children have been excluded from knowledge creation and policy-making. Urban planning is a salient example: power dynamics and lack of skills have ensured children's voices are seldom heard. We discuss the strengths and challenges of a children-researching-children project working with six children aged 10-12 years who conducted research with their peers on 'living in the city'. Training sessions covered the nature of research (learning from other research, ethics and framing research questions), various qualitative and quantitative methodologies, data analysis and dissemination (including report writing and presentation skills). Each child came up with a research question and was mentored through data collection, analysis, presentation and dissemination. Auckland Council's receptiveness to the children's findings suggests a further role for research by children in the urban planning arena.

SESSION II: CHILDREN'S VOICES

Sandy Farquhar

Narratives of Wellbeing

Taking children seriously in research about their wellbeing means providing them with opportunities to express their views and tell of (that is, narrate) their wellbeing in their own environments. (Mayall, 2002). This view of the importance of children's rights in social policy and education is supported in research (see for example, Powell & Smith, 2009; Te One, 2010) and is evident in the Convention on the Rights of the Child (United Nations, 1989), where the need for the children to participate and be listened to are elevated to the status of core principles. I will discuss a recent study that examined children's understandings of their wellbeing.

Terry Dobb

If we want to know what has happened to a child, why don't we ask them?

There is a growing amount of literature on how researchers engage with and promote children's participation within research.. I am interested in social workers engagement and the promotion of children's participation/voices within their practice. Talking with children is a social workers "core business" especially for statutory social workers. My interest is threefold. Firstly, what training (if any) social work training institutions provide to students on how to engage and talk with children, and more broadly promote an understanding of children's rights to be heard in matters that affect them. Preliminary investigations would suggest that many social workers are afforded no formal training. Secondly, in the context of UNCROC and best social work practice what learning on the importance of eliciting children's views on their understanding of their world, their whanau and the presenting issues is had. Thirdly, I am interested in exploring how the policies and practice of CYF support children's participation when children come to notice.

Emily Keddell

Constructions of children in safety plans: reconciling child as victim and child as agent.

Child welfare social workers construct children in specific ways in relation to the function of their role. In a space where children's 'best interests' is an intensely contested territory, childhood remains strictly dichotomised with adulthood because notions of abuse and harm towards children require an offender and a victim, and these roles are mapped directly onto opposing constructions of children and adults. However, such a passive construction of children as victims is in direct contradiction to the injunctions to social workers, in their education, law and UNCRC, to include children's wishes and views in decision-making processes and thus consider them 'active subjects'. How can social workers navigate these contradictory imperatives in child welfare social work? Is it possible to take children's 'empowerment' too far? This paper discusses these contradictions and considers the use of safety plans as one space that attempts to both empower and protect children, and thus reconcile contradictory constructions of children as both victims and agents.

SESSION III: CONSTRUCTION

Rebecca Hopkins

Iconoclasm: Rejecting (re)presentations of an ideal child/hood

The question: “How are young children represented in photographic images in policy publications?” guided my research, which was motivated by a commitment to children’s holistic well-being, and an interest in how this related to representations of the child. Using a photo-essay that included both written and visual texts (Rose, 2012), three policy photographs of children, and four of the wider environment, created a visual framework which supported theorising of visual representation of children in Aotearoa New Zealand. The theory that the photograph presents a constructed reality was explored, and the action of iconoclasm suggested as a method for rejecting representations of the child in simulated realities that idealised, isolated, and silenced, yet were accepted as real. This practice of iconoclasm was argued to remove the child from contextual factors of relationships with other children, their family, and the wider environment, and silence critical discussion of the complexities of early childhood.

Mary Ann Powell

Rural New Zealand Childhoods – Social Constructions and Lived Experiences

Despite the strong place rural New Zealand holds in the affection of New Zealanders, rural children have received little specific research attention. This paper presents a qualitative research project, framed within Childhood Studies, which explored the perspectives and experiences of children and parents in a diverse range of rural environments. Data was collected, using a range of methods, from 36 children, aged between 6 and 11 years, and 36 parents. The findings pointed to the particular character of rural childhood in New Zealand, which varied across different contexts. Dominant constructions of rural childhood were challenged as more complex and nuanced constructions emerged, drawing on children’s perspectives and experiences. While generally positive, different aspects of rural life were portrayed by children as idyllic, dull, dangerous and difficult. This study highlights the importance of respecting children’s participation rights in research, with their voices contributing to more robust and authentic constructions of childhood.



SESSION III: CONSTRUCTION

Hayley Sparks

Life outside the school gates: exploring privately educated young people's narratives of everyday life, identity and wellbeing.

The experience of growing up in cities is not uniform for all young people as their everyday experiences are shaped by social, economic, and political processes. While much research focuses on young people who live in poverty, the particular focus of this research is the lives of privately educated young people outside the school gates. This research therefore seeks to gain insight into the significance of social dynamics on the lifeworlds, identities and wellbeing of young people attending private schools in Auckland. Bourdieu's triad of capital, habitus and field provides a theoretical backdrop for the research, and additional discourses including privilege, wellbeing, identity, lifeworlds, place and socialisation are considered to extend narratives of the lives of privately educated young people. Through this qualitative research, it is anticipated that more nuanced understandings of childhood and the effects of urban social environments and categorisations on children's lived realities can be developed.

Sonja Arndt

Children as co-authors of their new space into a new place

This presentation is a snapshot of my research responding to recent calls for new ways to explore the impact of societal forces on children's abilities to claim their legal and moral rights. My particular focus is on children of immigrant families, and on the impacts of early childhood teacher orientations to Otherness, on children's co-authoring of a sense of place, in their new early childhood settings. Oscillating between old and new, culturally drenched realities, there and here, immigrant children are conceptualized here through Julia Kristeva's philosophical/psychoanalytical foreigner lens, intersected with Jon Anderson's cultural geographical conceptions of traces, spaces, and becoming place. Suggestions are offered for critical and complex reflections on teacher attitudes towards foreignness in others, and also, following Kristeva, in themselves.



SESSION III: CONSTRUCTION

Rita Robinson

Cultural Construction of Toilet Training

Foucauldian genealogical discourse analysis of the 1950s, 1980s and present day with a governmentality focus. My topic is the task of toilet training and how this is culturally shaped by discourses which connect with practices of child abuse and deprivation of opportunity for children with disabilities.

Janita Crow

Childhood Studies in Aotearoa new Zealand - A Para(-)Site, Seen but not Heard?

This presentation offers a 'walk through' the different activities that lay at the heart of my interdisciplinary education-art-childhood research practices. It will reveal something about the trials and (ethical, aesthetic) tribulations of 'doing childhood studies' inside and outside early childhood education in Aotearoa New Zealand. These activities have included looking at how and what artists working with the space of childhood in their art-making practices might contribute to the study of childhood. However, more recently my research involves working with the history of (progressive) education, art and childhood in Aotearoa New Zealand as a way of engaging with contemporary art practices (as art-centred research in education) and the possibilities these practices offer us all in relation to living an art-full life in education in the here-now.

Amanda D'Souza

Applying sociology of childhood theory to advance healthy public policy for children in Aotearoa New Zealand

The poor state of children's health and wellbeing in New Zealand over the past 25 years has been well documented. While there has been some progress, poverty, inequities and preventable diseases persist. My PhD research investigates how children have been considered in public policy in New Zealand compared to Australia and Sweden and will explore options for improvement. The Convention on the Rights of the Child underpins this research. Within public health there is growing use of political theory to progress "Healthy public policy" by increasing understanding of the policy process; theory relating to children's place in society may also be important. A first step of my research was to identify key sociological theories on children and explore whether these provide a useful lens through which to examine the public policy process; this perspective may shed light on strategies for improvements, including utilising Māori and Pacific views about childhood.

(with **Louise Signal** and **Richard Edwards**, Health Promotion and Policy Research Unit, Department of Public Health, University of Otago, Wellington, New Zealand)

Moira Smith

Do children have a sporting chance? Child and parent perspectives on the sport-related food environment.

Children have a right to live in a healthy food environment. Sport is an integral part of many children's lives and therefore constitutes an important part of their food environment. However, an emerging body of evidence demonstrates that the sport-related food environment does not support healthy food behaviours. To explore the sport-related food environment from the perspective of children and parents, photo-elicitation was used with groups of children in the Wellington region who played popular sports, and some of their parents. Data were analysed using the Analysis Grid for Environments Linked to Obesity framework and contextualized using a child's rights approach. Findings on the sport-related food environment as seen by children and parents, their views on the appropriateness of that environment, its impact on children's food behaviours, and how well it supports parents are presented. The findings and their implications for policy are discussed in the context of children's rights.

SESSION IV: HEALTH, WELLBEING, NEEDS



Jillian Frater

Is it all about fitting in? Teenagers, social norms and cycling for transport.

Mobility is important to adolescents as it provides them with the opportunity to engage in a wide range of social, educational, vocational and sporting activities. It can also give them the opportunity to be independent and have fun. In New Zealand cycling rates for teenagers have dropped significantly since 1991. It was hypothesised that the main reason teenagers do not cycle to school in Christchurch was due to the importance of norms. The Prototype Willingness Model and the Theory of Planned Behaviour were used as the basis for a survey of 800 students and 12 focus groups in Christchurch and two focus groups in the Netherlands. It was concluded that both injunctive and descriptive norms had the greatest influence on the low teenage cycling rates in Christchurch.

Judith Sligo

Complex lives: Bringing the children to the fore

Using a rights based framework I advocate that children should be the target and recipients of support, rather than the provision of indirect support via families or households. The United Nations Convention on the Rights of the Child Article 3 requires that the best interests of children should be the primary concern in issues which affect them. However, much of New Zealand's child-related policy and support is framed around families, whanau, caregivers and households. Examples include Working for Families tax credits, Child Support benefits and accommodation supplements. Research into the life-histories of 209 15 year-olds revealed that New Zealand children experience a range of complex living situations and care relationships, which often change across their lives. Most young people in the Study had multiple changes in household composition and frequent changes of address. Few consistently lived with both biological parents. These children may not be reached by 'family' based policies.

SESSION IV: HEALTH, WELLBEING, NEEDS

Robert Ludbrook

Children and Detention

The most vulnerable children are those held in places of detention including prisons, police cells, court cells, psychiatric hospitals and Child, Youth and Family residences. Article 37 of UNCROC requires government to ensure that detention of children shall only be used as a last resort and children in detention shall be treated with humanity and respect for their dignity. New Zealand has a saddening history of the maltreatment of children in institutions including institutions established to promote their welfare. An international sub-committee recently visited New Zealand and inspected a wide range of places of detention, including places where children and young people are detained. This presentation will consider the criticisms and recommendations of this committee.

SESSION V: LIVEABILITY, RESPONSIBILITY

Claire Freeman

The importance of a child's perspective on their life words: the example of 'nature deficit disorder'

That children need nature for health and well-being is widely accepted, but what type of nature? The assumption that children must interact with wild pristine nature has been used to justify recognition of a 'nature deficit disorder', when such contact is lacking. We ask why is it that this negative interpretation has become so dominant, widespread and pervasive in evaluations of children's environmental relationships. Recent research shows many urban areas are highly biodiverse, potentially enabling children to interact with nature in their immediate home-neighbourhood environment. Based on findings from a large study with children living in Dunedin, Auckland and Wellington in which we asked children for their own views on nature we contest the premise of an epidemic of 'nature deficit disorder' for children in New Zealand society. We argue this premise is accepted uncritically and is adult-determined. We maintain that when children themselves are consulted they portray different, more positive views and reflect themselves as neither deprived nor disordered.

SESSION V: LIVEABILITY, RESPONSIBILITY



Marina Bachmann

Securing a sustainable future for our children – our responsibility, their right

At Collectively Kids, an ECE centre, our focus over the last decade has been on environmental sustainability. As the urgency and enormity of environmental challenges grows and government inaction continues we have been trying to find effective ways to promote what is the fundamental right of all children – a future on a viable planet. It is no longer possible to address children's best interests, to be a teacher or researcher, without advocating for an immediate reduction in emissions as well as critically engaging with current policy based on consumption, economic growth and individualism. To illustrate our work I will discuss: Coherent policy and curriculum framework, Linking centre practices to local, national and global issues, Active, engaged, critical citizenship for all members of the centre community and Community re-visioning of our future.

Bronwyn Wood

Performing citizenship in educational spaces

In this paper I examine the contested spaces of the classroom a site for citizenship 'performance'. In light of growing calls for more active citizenship and the inclusion of NCEA assessments which now measure young people's 'personal social action, I examine the potential and challenges of enacting active citizenship within educational spaces. The paper examines young people's responses to a digital-story telling citizenship education programme at a rural school. In particular, it highlights how lived experiences of citizenship which are linked to local places and everyday interactions were particularly meaningful. The paper concludes by considering some of the tensions and challenges related to assessing active citizenship.

Scott Mackenzie

Play everywhere

The Get in2life Youth Developmental Trust is a not-for-profit organisation with its origins in the local city council (North Shore) in partnership with the New Zealand government sports and recreation agency. The core function is to facilitate opportunities for children and young people to access rich and stimulating play and recreational opportunities with the motto 'any space is a play space'. We look to activate local space for local children allowing them to explore play in unstructured ways. The underlying philosophy of all work is based upon recognizing the value of children and young people, and to minimize barriers for play. This presentation will outline how and why unstructured play in local space is essential for children, and how any space is a play space.

SESSION V: LIVEABILITY, RESPONSIBILITY

Hannah Mitchell

Child and Youth Friendly Whangarei (and Northland)

Child Friendly Cities is one of the practical outworkings of UNCRC – bringing children’s rights to life at a local level. Whangarei, in the North of New Zealand has become the first city in New Zealand to register with UNICEF on the journey to becoming a Child (and Youth) Friendly City. Rather than theoretical, this is Children’s Rights coming alive in a city in a practical, real-life way, requiring the commitment from as many organisations as possible. Working with local NGOs and government organisations for the past three years, Hannah will talk about the challenges and creative ways she has worked to get Whangarei to this important milestone, and what the plans are to gain Child Friendly accreditation in the future.

SESSION VI: EDUCATIONAL SPACES

Sophie Alcock

Changing role of Early Childhood Education and Care – unpacking policy

I am interested in the changing role of Early Childhood Education and Care (ECEC) in Aotearoa New Zealand and how this is expressed in changing language useage. Examples include the shift away from using the term ECEC towards the shorter ECE in Ministry of Education (MoE) publications. *Care* is dropped. In a similar vein *play* is rarely mentioned in ECEC or ECE publications, while *learning* dominates. *Thinking* is also rare. What might these shifts signify?

SESSION VI: EDUCATIONAL SPACES



Gill Robertson:

Child-centred Education: Practice makes Perfect

Child-centred practice in education encompasses concepts like student consultation and participation, student voice and citizenship. It is multi-layered in meaning, depending on context, and often driven by very different underlying goals and motives. My critical evaluation considered the extent to which practice is child-centred from the perspectives of researchers and policy-makers, but more importantly and where possible, from the experiences of teachers and students themselves. Prevalent discourses on child-centred practice in education were examined in my study, with a particular focus on what opportunities there are for shared decision-making between adults and children at primary school. What is evident in the literature are clear disparities between the rhetoric and the reality of classroom practice. The growing body of research that views children and young people as social actors active in determining their own worlds/childhoods reflects a paradigm shift that challenges existing power relationships often defined by adults. Student empowerment, relevant learning contexts and high expectations are critical components that should be lived and experienced consistently, with democratic curriculum integration possible at any age and stage in our primary schools. The development of teacher voice is also an essential part of the mix, but no matter how enthusiastic teachers are to encourage student participation and voice through child-centred practice, it remains a challenge within school structures that continue to reinforce commonly held views about the roles of teachers/adults and students/children.

Maureen Corby

Refining children's learning through authentic assessment

My interest is in early childhood teachers refining their knowledge of children's learning through authentic assessment, teaching strategies and evaluation processes. Authentic, criterion-referenced assessment is a fundamental, core element in young children with special needs learning and progress. What constitutes authentic assessment in early childhood education is of considerable interest to me particularly in relation to Te Whāriki and the Learning Story process. Are these processes sufficiently specific not only for young children with special needs but for those children who either learn in less conventional ways or for children from homes where there is little educational input?

SESSION VI: EDUCATIONAL SPACES



Jude MacArthur & Gill Rutherford

Working at the nexus of disability studies and childhood studies to think differently about 'special education' and 'special needs' in teacher education

This presentation describes our work in teacher education based on disability studies and childhood studies to support inclusive, socially just approaches to teaching and learning in schools. Disabled children are at risk in education of being viewed through a deficit lens that positions them as homogeneous; incapable and different in negative ways from the peer group in their local school community. Leadership, values, knowledge and practices in school communities make a difference to children's lives. We therefore support students in teacher education to question what they know about disability, education and rights and to develop alternative ways of thinking that involve a shift away from 'special education' and deep-seated negative assumptions of difference, to a more respectful understanding of all children's and young people's rights and capabilities. We encourage students to un-learn received 'truths' and re-think their values, beliefs and knowledge, while also addressing the barriers to positive disabled childhoods arising out of disparities between policy and practice that teachers are likely to face in their practice.

Jeanette Berman

What can school based educational psychology do for children, their teachers and whānau?

Educational psychology is a discipline that focuses on everything to do with education: child development and wellbeing; diversity of learners; ako (teaching and learning); whakawhānaungatanga (relationships); educational settings; and curriculum. In many other parts of the world, educational psychology, as practiced by school psychologists, is regularly available to teachers, students and families as they engage in education. In contrast, educational psychology practice in Aotearoa is distant from the daily activities of educational settings. Educational psychologists are not involved in the normality of everyday ako and whakawhānaungatanga. They are not there to support teachers and families in setting up processes for effective learning for all. Instead they are generally only involved when an issue has become a big problem. This brief presentation will show how school based educational psychology can better support responsive teaching and sustainable learning and development, thereby strengthening the effectiveness of education for all children in Aotearora New Zealand.

SESSION VI: EDUCATIONAL SPACES



Andrew Gibbons

No-more buddy-buddy

November the 14th is Buddy Day. The day is organised by Child Matters to promote child safety. The organisation states "Every child has the right to reach their full potential in an environment that is safe, stable and nurturing. It's up to all of us to keep kids safe." This paper engages with the multiple roles for scholars in keeping children safe with a particular focus on supporting the teaching profession. Research on the working conditions of teachers and the relationship of those working conditions to what matters for children suggests that there is some serious work to do for early childhood studies. This presentation plays with a connection between scholarly activism and the idea of being a buddy to make sense of the ways in which teacher education, within the wider context of early childhood studies, can address ECE professional working conditions.

LOOKING FORWARD



Alan France

Can (should?) childhood studies survive? Challenging the dominant orthodoxies in studying growing up

In this presentation I will propose that childhood studies may have passed its 'sell by date' and that we need to think more creatively about how we understand what it means to 'grow up' in late modern society. I raise questions about the value of the institutional and professional structures that shape our approach to the study of childhood proposing that while they have helped develop our understanding in contemporary times they are now struggling to provide the analytical framework for making sense of the modern world that children and young people are encountering. To conclude I tentatively offer some early thinking about alternatives.

PARTICIPANTS

Session I

Dr Sarah Te One (Education Advisor, Action for Children and Youth Aotearoa) has had a long-standing interest in children's rights and childhood studies. Sarah's research uses participatory methodologies and draws on sociocultural theoretical constructs, phenomenology and social geography mainly in the early childhood sector but also across ages and social service sectors. **Contact:** steone@paradise.net.nz

Nola Harvey is a senior lecturer in the School of Curriculum and Pedagogy, Faculty of Education, University of Auckland. Previously she explored the experiences of bilingual teachers in English medium early childhood settings in Auckland, Aotearoa New Zealand. Currently, Nola's research includes a TLRI project *Supporting learning in the early years for children who learn in more than one language* and the Ministry of Education's *Pilot New Entrant Project* engaging the use of bilingual Samoan –English texts for Samoan new entrants. **Contact:** n.harvey@auckland.ac.nz

Andrea Jamison was one of the co-authors of *Kids Missing Out* and is currently working on developing the resource. This presentation will outline the findings of *Kids Missing Out* and invite participants to share their views on how the reporting process can be used to help make rights real for New Zealand children. Andrea will explain the proposed structure and content of the on-line resource, using examples, and would welcome feedback to help make sure the resource is relevant and useful to those working with and for children. **Contact:** mainjam@paradise.net.nz

Ian Hassall (Research Associate, AUT University), 2008-9. With team developed and led Masters course "Children and Public Policy" at AUT, 2002-9. Senior Lecturer/ Senior Researcher Institute of Public Policy, AUT University. 1989-94. N.Z. Children's Commissioner. Research interests: Child mortality, child protection, cot death, child safety, children's place, public policy for children, children's rights. Basic qualification: FRACP Paediatrics **Contact:** i.hassall@yahoo.co.nz

Session II

Dr. Ann E. Bartos (Lecturer, School of Environment, University of Auckland) works on issues around political agency within children's geographies. Her doctoral research included a year long ethnographic study with 9-11 year old children in a rural South Island town. She continues to work with this group of young people through longitudinal research aimed at exploring the development of environmental politics and sense of place, and the changing nature of political identities over time. **Contact:** a.bartos@auckland.ac.nz

Penelope Carroll, Lanuola Asiasiga, Judy Lin and Karen Witten are researchers at SHORE and Whariki Research Centre, College of Health, Massey University, Auckland; **Aira Benitez, Jennifer Chhouk, Jessica Ji, Fergus Penrice, Angeline Siah and David Xu** are students at inner city schools, Auckland. **Contact:** P.A.Carroll@massey.ac.nz

Sandy Farquhar (The University of Auckland) is a Senior Lecturer in teacher education and early childhood curriculum studies to postgraduate level. Her focus is on philosophy, curriculum and policy in education. She was a recipient of the 2006 inaugural scholarship of the Philosophy of Education Society of Australasia (PESA), and is still active in the society at both annual conference and as Associate Editor of the society's journal. She was joint editor of the leading volume in *Educational Philosophy and Theory Special Issues* book series in 2007, and has recently published, *Ricoeur, Identity and Early Childhood* (Rowman and Littlefield, 2010). **Contact:** s.farquhar@auckland.ac.nz

Terry Dobbs belongs to Ngapuhi Iwi, Te Mahurihuri and Ngati Pakau hapu. She has many years of experience working in the field of whanau violence interventions and prevention and in the fields of child protection, child advocacy and children's rights. Terry developed and taught a Masters paper for AUT University Institute of Public Policy on facilitating children's inclusion within research, she has been engaged in training on engagement with children in a number of settings, ensuring safe ethical (tika) practice when working with children and young people. She has significant experience in kaupapa Maori research and work with family violence initiatives (particularly with children and young people), and has strong active networks with iwi and Maori social service organisations within Tai Tokerau and nationally. Terry currently delivers clinical supervision to the Social Workers in Schools social workers for a Northland NGO and is the Research Officer for the *isafe* project, an internet based decision aid tool for abused women for AUT University. **Contact:** terryanne@xtra.co.nz

Emily Kedell (University of Otago) has a background in child welfare social work and a research interest in all aspects of how child welfare social workers conceptualise their work. This has resulted in examinations of decision-making, the impact of cultural discourses regarding family, the use of theories in practice, the influence of the social worker-client relationship, how risks are constituted, ethnicity is conceived of, and the contributions of political contexts. Considering how social workers construct children and childhood is a natural extension of these interests. **Contact:** Emily.keddell@otago.ac.nz

Session III

Rebecca Hopkins (The University of Auckland). My recent Honours research project *Iconoclasm: Rejecting (re)presentations of an ideal child/hood* examined how images of children can present a simulated reality that idealises and silences, and questioned what this meant for children. I currently work part time as both an Early Childhood Teacher and as a Research Assistant at the Faculty of Education, at the University of Auckland. I am in the very early stages of a Doctorate in Philosophy, which is focused on the construction of childhoods within the tension seen between the embedded nature of the human condition and the hyper-realities produced in the digital age. **Contact:** rebecca.hopkins@rocketmail.com

Dr Mary Ann Powell. My interest and involvement in Childhood Studies stems from studying at the Children's Issues Centre, University of Otago. I completed a Postgraduate Diploma in Child Advocacy (2005), MA (2006) and PhD (2010) with the Children's Issues Centre. Prior to developing an interest in Childhood Studies and research with children and young people, my professional experience was mostly in the field of child psychotherapy, including practice, teaching and supervision. Currently I work as a researcher at the Centre for Children and Young People, Southern Cross University in NSW, which engages in research that aims to improve policy and practice concerning the rights and wellbeing of children and young people. My research interests include ethical considerations in research with children and young people, children's social and emotional wellbeing, and rural childhood. **Contact:** maryann.powell@scu.edu.au

Hayley Sparks (The University of Auckland) I have just begun my PhD journey, exploring the everyday experiences of privately education children outside the school gates. My BSc (Hons) research was also with the field of children's geographies, examining parental restrictions on children's independent mobility and the effect this has on children's spatial awareness. **Contact:** hayley.sparks@auckland.ac.nz

Sonja Arndt (The University of Waikato) is a lecturer in early childhood education at the University of Waikato, New Zealand. Her research deals with re-conceptualising notions of foreignness and treatments of Otherness, in particular as situated in the culturally bound place of early childhood settings. Sonja's research is located at the intersection of early childhood education and philosophy of education, using philosophy as a method, and as its conceptual/analytical framework. **Contact:** s.arndt@waikato.ac.nz

Rita Robinson (AUT University). M Occ Ther, Doctoral Student AUT, Lecturer at Occupational Therapy School Otago Polytechnic/ Rotokauri Campus Wintec. Work history, being an occupational

therapist assisting children and families with challenges in participation and engagement is daily activities of life. **Contact:** Rita.Robinson@op.ac.nz

Janita Crow. As a Senior Lecturer in Education in AUT University's School of Education, I currently teach a 'Childhood Studies' paper to (2nd year) early education student teachers. My interdisciplinary research practices that work inside and outside the interstices between (early childhood) education and art and childhood have resulted in my co-curating a number of exhibitions: *Mixed Up Childhood* (Auckland Art Gallery), 2005; *High Chair: New Zealand Artists on Childhood* (St Paul St Gallery), 2005; *An-other Childhood* (Reconceptualising Childhood Conference, Rotorua), 2006; and, *Art at Work* (AUT University's North Shore Campus), 2013. In 2010 I completed a MA(Hons)Ed thesis that offered teachers 'in the field' of early education opportunities to examine imaging the child, children and childhood through 'engaging in, with and through art'. **Contact:** janita.craw@aut.ac.nz

Session IV

Dr Amanda D'Souza is a public health physician and a senior lecturer at the Departments of Public Health and Paediatrics, University of Otago, Wellington. She convenes the community child health attachment for the 5th year undergraduate medical course and is a HRC Clinical Research Training Fellow with the Health Promotion and Policy Research Unit. Amanda's research interests include: the social determinants of child health and development; child health promotion; healthy public policy; child maltreatment prevention; and the UN Convention on the Rights of the Child. Her PhD research has involved a review of literature from the childhood studies field. Knowledge from childhood studies is relevant and valuable to the public health discipline. **Contact:** amanda.dsouza@otago.ac.nz

Maira Smith (University of Otago). My research interests lie in the area of policy development to create supportive food environments, particularly to improve children's health and wellbeing. I am particularly interested in using participatory research methods that engage children and capture their worlds from their perspective. I received a Health Research Council Career Development Award in 2009 and my PhD research was conducted during the tenure of a Clinical Research Training Fellowship. I have a background in clinical dentistry. **Contact:** moira.smith@otago.ac.nz

Jillian Frater (University of Canterbury). My research investigates decreasing teenage cycling rates in Christchurch, partly with respect to children's rights in relation to their independent mobility. It recognises that adolescence is a time when identity, self-esteem and peer relationships are very important, and therefore the reasons for declining cycling rates in New Zealand over the last few decades may be different for this age group than for other age groups. **Contact:** jillian.frater@pg.canterbury.ac.nz

Judith Sligo (Dunedin School of Medicine, University of Otago) has worked as a researcher with children and young people for 18 years. She currently manages two projects at the Dunedin Multidisciplinary Health and Development Research Unit, one of which focuses on the teenage children of the Dunedin Study members and the other on parenting. In that time she has also been involved in several other research projects with children and young people, including studies focused on young people's transition from compulsory education, participation in public life and socialising without alcohol. **Contact:** judith.sligo@otago.ac.nz

Robert Ludbrook. Robert has been an advocate for children and their rights for 35 years having worked for children's law centres in London and Sydney. In 1985 he established *YouthLaw*, the first NZ community law centre providing advice and advocacy for children and young people. In 1987 he attended sessions of the Geneva working party finalising the text of UNCROC. **Contact:** r_ludbrook@hotmail.com

Session V

Claire Freeman (University of Otago) is a planner and geographer whose work focuses on children's physical environments and how these can support or frustrate children's well-being. With Paul Tranter she authored a book looking at how children relate to the different spaces: school, home, city centres,

transport, neighbourhoods, natural landscapes, cultural centres and the other elements of children's urban lives. **Contact:** cf@geography.otago.ac.nz

Marina Bachmann (Collectively Kids). I have owned and been part of the teaching team at Collectively Kids since 1993. I have an MA in education and have taken part in several research projects including *Titiro Whakamuri, Hoki Whakamua. We are the future, the present and the past: Caring for self, others and the environment in early years' teaching and learning* (Ritchie, J., Duhn, I., Rau, C. & Craw, J., 2010) and *What's special about teaching and learning in the first years? Investigating the "what, hows and whys" of relational pedagogy with infants and toddlers* (Dalli, C., Craw, J., Duhn, I., Rockel, J., Doyle, K., 2011). I have been involved in a range of presentations focussed on environmental sustainability. **Contact:** marina_bachmann@hotmail.com

Bronwyn Wood is a lecturer at the Faculty of Education, Victoria University of Wellington. Her research centres on the participation of children and young people, and their experiences and expressions of belonging, identity, place and citizenship. **Contact:** bronwyn.wood@vuw.ac.nz

Scott Mackenzie (Get in2life Youth Development Trust). Contact: Scott@in2it.org.nz

Hannah Mitchell. Child & Youth Friendly Cities Co-ordinator. Contact: hannahm@manaiapho.co.nz

Session VI

Dr Sophie Alcock is a senior lecturer in Education at Victoria University. She has an extensive background in the field of early childhood care and education as an early childhood teacher and as a researcher and in pre-service and in-service teacher education programmes. Sophie is particularly interested in understanding children's emotional lives from relational perspectives that prioritise the systemic attachment contexts within which children live. She has mainly published in the area of play, relationality, and playfulness in young children's communication. **Contact:** Sophie.Alcock@vuw.ac.nz

Gill Robertson (University of Otago). My professional career spanning many years has been as a teacher in primary education in both New Zealand and Australia, fulfilling a number of different roles within and beyond the classroom. I left teaching in 2011 and have just completed study towards a Postgraduate Diploma in Child-Centred Practice through the Children's Issues Centre at Otago University. **Contact:** forsrob@xtra.co.nz

Maureen Corby is retired Senior Lecturer Graduate Diploma (University of Auckland). I held the position of teaching Early Intervention Teachers for 22 years. Currently: Early Intervention Association Aotearoa New Zealand (EIAANZ) representative on the Early Education Federation (EEF) Committee, and committee Member of the EIAANZ. Contact: mp.corby@xtra.co.nz

Jude MacArthur (Massey University) and Gill Rutherford (University of Otago). We work in both undergraduate and postgraduate teacher education programmes, with pre-service and experienced teachers. Our work with students is informed by both Disability Studies in Education and Childhood Studies to support a more informed appreciation of disabled children's lives and their rights to be valued and included as part of the group of all children and young people in local school communities. **Contact:** j.a.macarthur@massey.ac.nz and gill.rutherford@otago.ac.nz

Dr Jeanette Berman (Massey University). I have been a teacher and school psychologist for over three decades, with a special interest in inclusion. I have worked within early childhood, school age and tertiary settings to support responsive teaching and sustainable learning for all students. I now teach within the Massey University Educational Psychology programme. Contact: J.Berman@massey.ac.nz

Andrew Gibbons (AUT University). Andrew is Associate Professor at Auckland University of Technology's School of Education. Andrew researches and teaches in early childhood education, the philosophy of education, and the philosophy of technology. He is Associate Editor of Educational Philosophy and Theory and coeditor of the online Encyclopaedia of Educational Philosophy and Theory. **Contact:** andrew.gibbons@aut.ac.nz



SPONSORS

Sponsors of the 1st New Zealand Childhood Studies Colloquium

Faculty of Education, The University of Auckland

Department of Geography, University of Otago



CONVENORS

Colloquium Convenors

Marek Tesar,

Faculty of Education, The University of Auckland

Contact: m.tesar@auckland.ac.nz

Christina Ergler,

Geography Department, The University of Otago

Contact: christina.ergler@otago.ac.nz