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NEW PUBLICATIONS



Another Decade of New Zealand Education Policy Where to Now? (2010)

This collection provides a review of New Zealand education policy under the Labour-led government of 1999-2008 and the emerging policies of the National government elected in November 2009. This book gives a crucial touchstone of reading of the state of education policy in New Zealand. Accounts such as the ones contained in this collection are fundamental to making considered judgements on how educational policy is travelling. Regular revisitations like these are essential to understanding the health and state of educational policy in New Zealand and beyond.



The Educational Needs of Children with Cancer (2nd Edition) (2008)

This book has been revised and is based on research undertaken in New Zealand with children diagnosed with cancer. It includes data from children and their families regarding the cancer experience and the educational implications. Most of the children were of primary school age and half were still undergoing treatment. Informal interviews with parents and children were undertaken in family homes. The results highlight that most of the children had, or still have, special educational needs that require assistance. Some brief suggestions are included for assisting children in various areas of the curriculum, and for maintaining peer relationships.



Outstanding Research About Women and Sport in New Zealand (2008)

This collection of research about New Zealand women and sport, the first of its kind, acknowledges sportswomen's outstanding achievements but also recognises that much remains outstanding in terms of achieving full equality. Eleven chapters bring together the work of emerging and established researchers who explore women's experiences in sports as diverse as netball, snowboarding, rugby, bodybuilding, soccer, field hockey and rhythmic gymnastics. Taken together the research shows how our understandings of gender, age, ethnicity, nationalism, leadership and motherhood are reflected in and challenged by women's sporting experiences.



Talking History (2004)

This case study examines history teachers' perceptions of the nature and purpose of the subject history in the New Zealand curriculum. The researchers establish a contextual framework of direct and indirect changes to the history curriculum through government initiation of educational policies for curriculum and assessment in the 1980s -2003, and examine teacher responses to these changes. The research offers an examination of curriculum dissonances and tensions communicated by history teachers in the Waikato region and reviews school programming and assessment preferences. The researchers critically reflect on ways teachers' perceptions of history as a subject in the school curriculum shape their subject preferences and concerns. The research findings raise issues in relation to the nature of the history curriculum experienced by learners in the context of the Social Sciences Tikanga-a-iwi learning area of the New Zealand curriculum.



Restorative Practices for Schools: A Resource (2003)

Restorative Practices for Schools: A Resource (2003) discusses among other things the background to principles underlying the introduction of restorative justice and restorative conferencing in schools; outlines a conferencing process; and offers some advice to those who are considering introducing the process into their school.

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