THE UNIVERSITY OF WAIKATO
Te Whare Wānanga o Waikato

Faculty of Education
Te Kura Toi Tangata

Waikato Journal of Education
Te Hautaka Mâtauranga o Waikato

Volume 18, Issue 2: 2013

WAIKATO JOURNAL OF EDUCATION
TE HAUTAKA MĀTAURANGA O WAIKATO

Special Edition Editor:	Mere Berryman
Current general editors:	Clive Pope, Noeline Wright
Editorial board:	Bronwen Cowie, Deborah Fraser, Richard Hill, Clive Pope, Margie Hohepa, Sally Peters, Beverley Bell, Noeline Wright

The *Waikato Journal of Education* is a peer refereed journal, published twice a year. This journal takes an eclectic approach to the broad field of education. It embraces creative, qualitative and quantitative methods and topics. The editorial board is currently exploring options for online publication formats to further increase authorial options.

The Wilf Malcolm Institute of Educational Research (WMIER), which is part of the Faculty of Education, The University of Waikato, publishes the journal.

There are two major submission deadline dates: December 1 (for publication the following year in May); June 1 (for publication in the same year in November). Please submit your article or abstract to wmier@waikato.ac.nz.

Submissions for special sections of the journal are usually by invitation. Offers for topics for these special sections, along with offers to edit special sections are also welcome.

Correspondence, articles for review, subscriptions and payments should be addressed to the Administrator Wilf Malcolm Institute of Educational Research, Faculty of Education, The University of Waikato, Private Bag 3105, Hamilton, 3240, New Zealand. Email: wmier@waikato.ac.nz

Subscriptions:	Within NZ $50; Overseas NZ $60
Copyright:	© Faculty of Education, The University of Waikato
Publisher:	Faculty of Education, The University of Waikato
Cover design:	Donn Ratana
Printed by:	Waikato Print

ISSN 1173-6135

Waikato Journal Of Education

Te Hautaka Mātauranga o Waikato

Volume 18, Issue 2, 2013

Special Section

Editorial: Culturally responsive pedagogies as transformative praxis
Mere Berryman 3

From responsive social learning contexts to culturally responsive pedagogy: Contributions from early New Zealand research
Ted Glynn 11

Applying culturally responsive practices: Implications for mainstream education
Therese Ford 25

'A culturally responsive pedagogy of relations': Coming to understand
Annie Siope 37

Discursive repositioning: The impact a group of Te Kotahitanga teachers within a mainstream secondary school had on one student
Edith Painting-Davis 51

Culturally responsive evidence-based special education practice: Whaia ki te ara tika
Sonja Macfarlane and Angus Macfarlane 65

Crossing borders: At the nexus of critical service learning, literacy, and social justice
Fatima Pirbhai-Illich 79

University and school: Collaborative research as culturally responsive methodology
Marilyn Blakeney-Williams and Nicola Daly 97

General Section

Health invaders in New Zealand primary schools
Lisette Burrows, Kirsten Petrie, and Marg Cosgriff 111

Peer coaching: A review of the literature
Tracey Hooker 129

Developing a resource for teachers: Theory, practice, possibility
Elizabeth Anderson 141

Resistance within a performativity discourse: Learning from an analytic autoethnographic perspective
Jason Loh *157*

Book review
Dianne Forbes *171*

Ph.D Abstracts

Participant perspectives informing pedagogy for asynchronous online discussion in initial teacher education
Dianne Forbes *173*

The nature of conversation of primary students in technology education: Implications for teaching and learning
Wendy Helen Fox-Turnbull *175*

Problematised history pedagogy as narrative research: Self-fashioning, dismantled voices and reimaginings in history education
Philippa Hunter *177*

How is teacher evaluation policy enacted? The workings of performativity and micro-politics in Japanese schools
Masaaki Katsuno *179*

Students' mental models of chemical reactions
Denis Lajium *181*

Effective Pakeha teachers of Māori students
Catherine Lang *183*

Toward ecological literacy: A permaculture approach to junior secondary science
Nelson Lebo III *185*

Colouring in the white spaces: Reclaiming cultural identity in whitestream schools
Beverley Milne *187*

Online collaborative learning in tertiary ICT education to enhance students' learning in Malaysia
Mohd Nihra Haruzuan Bin Mohamad Said *189*

Waikato Journal of Education
Te Hautaka Mātauranga o Waikato

Volume 18, Issue 2: 2013

Book review

Melanie Ciussi & Erik Gebers Freitas (Eds.) (2012), *Leading issues in e-learning research for researchers, teachers and students*. Reading, England: Academic Publishing International. ISBN 978-1-908272-54-6 (e-Pub).

Cuissi and Gebers Freitas's compilation of research articles and conference proceedings from the United Kingdom, Canada and Asia-Pacific region is a good read for eTeachers looking for ideas to explore with tertiary classes. Read between the lines to discern emerging issues in elearning.

In their introduction, the editors explain "the spirit of this collection" (p. v) in terms of innovative distance learning using Web 2.0 applications, with an emphasis on "best practice resulting from experimentation" (p. v). This captures the flavour of the book with greater accuracy than the title does. Editorial commentaries are provided at the outset of each article, serving as the book's organisational framework. Each chapter can be read as a stand-alone article, so it is possible to dip into the text in order to satisfy curiosity about the work of any particular author or any interest area represented. For example, for a practical and focused introduction to educational uses of popular Web 2.0 tools like Wikis, blogs and YouTube, refer to Duffy's chapter. For insight into serious gaming, refer to the final two chapters by Power (with colleagues) and Huang.

A substantial chapter by Hall considers the fusion of sources, spaces and technologies and captures the richness of Web 2.0 possibilities. Hall's discussion of social networking, user-generated content, virtual worlds and multimedia gives rise to the text's most succinct articulation of salient issues: "identity presentation and formation; engagement, agency and marginalisation; privacy and security; and developing technological confidence" (p. 23).

In a local instalment, Wright's microblogging project highlights a range of uses of Twitter in a professional context, to enhance student teachers' reflective awareness and as "a nimble personal support mechanism" (p. 81). In a similar vein, Jones outlines an innovative assessment practice employing Voicethread, also highlighting self-reflective practices as students evaluate their own progress and the supportive network generated by an online student community.

The studies of both Jones and Greener are notable for raising questions (issues) of teacher control, positing that teachers once upon a time exerted control over the curriculum, class discussion, and ultimately over students. Via Greener's "distant-instant-chat" (p. 85), teachers are exposed and challenged, and students' interests prevail.

The book ends with Huang's chapter on serious gaming, leaving the reader to draw the threads together and form independent conclusions. One possible reading suggests

Wilf Malcolm Institute of Educational Research, Faculty of Education, University of Waikato, Hamilton, New Zealand
ISSN: 1173-6135
(pp. 171–172)

that leading issues in e-learning revolve around pedagogy and power, whilst Web 2.0 tools afford greater control and choice (agency) for learners, necessitating self-reflective practices, and interactive support through communities of learners. All of these aspects are important for teachers, who also face the challenge of cultivating self-reflective practices and bringing the affordances to fruition through effective learning design.

This title of this volume appealed for its mention of "leading issues in e-learning", and I had hoped to read of the most pressing problems, challenges and concerns associated with educational uses of ICT. I expected the text to foreground social, legal and moral issues, perhaps highlighting challenges to copyright, privacy, safety and equity in terms of affordability and access for learners and teachers. In keeping with the most recent Horizon Report (NMC, 2013, Higher Education Edition), I anticipated the leading issues would include consideration of Massively Open Online Courses (MOOCs) and the challenges these pose for higher education. Other leading issues in e-learning could include low levels of digital literacy among faculty, and how new ways of authoring and publishing might be reconciled with traditional means of evaluation in higher education. Some of these issues were touched upon within the case studies collated here, but overall the text does not seem to be issues driven. Perhaps a more accurate title would have been something along the lines of 'Innovative strategies in e-learning: Case studies of tertiary teaching with Web 2.0 technologies'. For this is what the book provides in ample measure.

Dianne Forbes
Professional Studies in Education
The University of Waikato