3rd Aotearoa New Zealand Childhood Studies Colloquium

Children and childhoods: Agency, participation and contribution

30 September – 1 October, 2016

PROGRAMME AND BOOK OF ABSTRACTS

Sponsored by the Wilf Malcolm Institute of Educational Research, University of Waikato, Hamilton

http://www.waikato.ac.nz/wmier

ISSN 2463-3860
Welcome to the 3rd Aotearoa New Zealand Childhood Studies Colloquium
Children and childhoods: Agency, participation and contribution

The 3rd Childhood Studies Colloquium seeks to engage participants in thinking through conceptualisations of children as social actors, and what this means for understandings of childhoods in contemporary times. The contributions presented come from a wide range of practitioners, advocates and scholars, from diverse backgrounds and organisations, and promote a multi-disciplinary openness - through a childhood studies approach - emphasizing the social construction of childhoods and their interconnectedness and interdependence with culture, society, geography, the environment and history. In this colloquium we honour Professor Anne B. Smith’s enthusiastic and passionate contributions to children’s rights, by drawing particular attention to their rights to agency, and to their active participation and their contributions to shaping their own childhoods.

Colloquium Organising Committee

Sonja Arndt
Associate Professor Linda Mitchell
Professor Bronwen Cowie
Deborah Ryder
Simon Archard
Dr Marek Tesar
Dr Christina Ergler
Associate Professor Nicola Taylor
3rd Aotearoa New Zealand Childhood Studies Colloquium

PROGRAMME

30 September – 1 October, 2016

Children and childhoods: Agency, participation and contribution

Welcome to the Early Years Research Centre at the Wilf Malcolm Institute of Educational Research, University of Waikato, Gate 4, Hillcrest Road, Hamilton

How to get there: https://www.ivvy.com/event/A1ZAMK/venue
Parking: Gate 10, Silverdale Rd, Hillcrest, Hamilton: $2 a day on the Friday, free on the Saturday (Please don’t park in numbered parks)
Registration: Room TL2.26 foyer
Conference opening: Room TL2.26
Conference rooms: TT1.01, TL2.26
Conference website: https://www.ivvy.com/event/A1ZAMK/

Friday 30th September 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30-10.15</td>
<td>Registration open</td>
<td>TL2.26 Foyer</td>
</tr>
<tr>
<td>10.15-10.30</td>
<td>Opening - Mihi Whakatau</td>
<td>TL2.26</td>
</tr>
<tr>
<td>10.30-10.55</td>
<td>Tribute to Professor Anne B. Smith: Margaret Carr</td>
<td>TL2.26</td>
</tr>
<tr>
<td>11.00-11.20</td>
<td>Morning tea</td>
<td>Student Cafe</td>
</tr>
</tbody>
</table>
| 11.25-12.25| **Anne B. Smith memorial keynote:** Dr. Lesley Rameka, University of Waikato  
*Changing the lens: Culturally responsive, contextually located, infant and toddler theory.* | TL2.26        |
<table>
<thead>
<tr>
<th>Time</th>
<th>Session 1a (5 minute snapshots, 5 min discussion)</th>
<th>TL2.26</th>
</tr>
</thead>
</table>
| 12.30 - 13.30| **Olivera Kamenarac**  
Re-constructing teachers’ professional identities in early childhood policies and practice in Aotearoa New Zealand. |        |
|              | **Maggie Lyall**  
New Zealand early childhood teacher’s understanding and enacting of gender in professional practice. |        |
|              | **Jane Ewens**  
ECE teacher beliefs about the most important knowledge, skills and attributes they need to be effective in their role. |        |
|              | **Ryan Gage**  
No hat, no play? An objective evaluation of sun-safety practices in New Zealand primary and intermediate schools. |        |
|              | **Kenton Starr**  
Challenging the barriers: Ensuring access to education for children with special educational needs. |        |
|              | Session 1b (5 minute snapshots, 5 min discussion) | TT1.01 |
| 13.30 – 14.00| **Halimah Ilavarasi**  
Deconstructing the anthropocentric view of childhood. |        |
|              | **Gabby Bruce**  
Pregnant adolescents: How do Child, Youth and Family social worker’s assess their parental capacity? |        |
|              | **Mina Badiei**  
Participation and agency: Researching toddlers’ perspectives in Iran and New Zealand. |        |
|              | **Judy Layland**  
Affordance of participation rights: How this looks in the day to day lives of children and young people. |        |
| 14.00 – 15.30| Lunch | Student Cafe |
| 14.00 – 15.30| Session 2a (20 minute presentation, 10 minute discussion) | TL2.26 |
|              | **Moira Smith, Louise Signal, Richard Edwards and Janet Hoek**  
Children’s perspectives on the sport-related food environment: Does it support children’s right to health? |        |
|              | **Sharon Bruce**  
"We have the answers". First Nations elders inform development of a community diabetes prevention program through engagement with children and youth. |        |
|              | **Mary Ann Powell, Anne Graham, NickiTaylor**  
Ethical Research Involving Children (ERIC). |        |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30-10.00</td>
<td>Registration open</td>
<td>TL 2.26 Foyer</td>
</tr>
<tr>
<td>10.00-10.15</td>
<td>Opening – waiata/karakia</td>
<td>TL2.26</td>
</tr>
<tr>
<td>10.15-11.15</td>
<td><strong>Professor Karen Malone, University of Western Sydney, Australia</strong></td>
<td>TL2.26</td>
</tr>
<tr>
<td></td>
<td>Rethinking child friendly cities and early years education in the Anthropocene: a shared view of agency between children and the more-than-human world.</td>
<td></td>
</tr>
<tr>
<td>11.15-11.35</td>
<td>Morning tea</td>
<td>Student Cafe</td>
</tr>
<tr>
<td>11.40-13.10</td>
<td><strong>Session 3a (20 minute presentation, 10 minute discussion)</strong></td>
<td>TL2.26</td>
</tr>
<tr>
<td></td>
<td><strong>Pauline Bishop</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exploring the participation and contribution of children and teachers from diverse backgrounds in early childhood centres.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mercy Jumo, Jacqui Southey</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Our Voices, Our Rights&quot;. A journey beyond Article 12 in Aotearoa New Zealand.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sarah Te One</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Walk for a bit in my shoes&quot;.</td>
<td></td>
</tr>
<tr>
<td>13.10-13.40</td>
<td>Lunch</td>
<td>Student Cafe</td>
</tr>
<tr>
<td></td>
<td><strong>Session 3b (20 minute presentation, 10 minute discussion)</strong></td>
<td>TT1.01</td>
</tr>
<tr>
<td></td>
<td><strong>Louise Signal, Gabrielle Jenkin, Moira Smith, Michelle Barr</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prime Minister for a day: Children’s views on action on junk food advertising.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sarah Moore, Maree Smith</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Snoezelen: Helping to heal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Rita Robinson, Clare Hocking, Deborah Payne</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Toilet training discourses in Aotearoa New Zealand.</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Room</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>13.45-15.15</td>
<td>Session 4a (20 minute presentation, 10 minute discussion)</td>
<td>TL2.26</td>
</tr>
<tr>
<td></td>
<td><strong>Nola Harvey</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Play and the promise of Article 31 UNCRC: Can players in Aotearoa New Zealand early childhood settings sustain their agency, participation, and contribution in the face of the demand for achievements and outcomes?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Linda Mitchell</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refugee families in early childhood education: Constructing pathways to belonging and contributing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sonja Arndt</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Childhood Otherness: Children and childhoods forever in process.</td>
<td></td>
</tr>
<tr>
<td>15.15-15.30</td>
<td>Afternoon tea</td>
<td>Student Cafe</td>
</tr>
<tr>
<td>15.35-16.15</td>
<td><strong>Panel Discussion:</strong> Contemporary issues and perspectives.</td>
<td>TL2.26</td>
</tr>
<tr>
<td></td>
<td><strong>Discussant:</strong> Dr. Marek Tesar</td>
<td></td>
</tr>
<tr>
<td>16.15-16.30</td>
<td>Poroporoaki – close Colloquium</td>
<td>TL2.26</td>
</tr>
</tbody>
</table>
Keynote Addresses

Dr Lesely Rameka

Changing the lens: Culturally responsive, contextually located, infant and toddler theory and practice

Abstract: Key to educational success for Māori and Pasifika children is the acknowledgement that Māori and Pasifika children are culturally located and the recognition that effective education must embrace culture. This session will report on a 2015/2016, TLRI funded research project aimed at exploring how traditional Māori and Pasifika cultural knowledges, theories and values could be reclaimed to support the development of culturally responsive, contextually located, theory and practice guidelines for the care of infants and toddlers in contemporary early childhood settings. The presentation will discuss findings from the first phase of the research (2015), in which each of the six services worked with their communities to collect and collate pūrākau /stories about infant and toddler care and education knowledge and practices.

Biography: Dr. Lesley Rameka is a Senior Lecturer at the Faculty of Education, University of Waikato in Tauranga, where she teaches in the early childhood and Māori education programmes. Lesley has worked in early childhood education for over 30 years, beginning her journey in te kohanga reo, and working in a number of professional development and tertiary education providers over the years. Lesley’s research interests include; Māori early childhood education, Kaupapa Māori Assessment in early childhood, Curriculum development in Māori early childhood services and Māori pedagogies. Lesley’s current interests are centred on reclaiming Māori and Pacific perspectives of Infants and Toddlers care and education and reframing them for contemporary in early childhood contexts. Lesley is also involved in a Ministry of Education funded research on project Maori immersion educational transitions.

Dr. Polly Atatoa-Carr

Striving for an equitable childhood in Aotearoa/New Zealand: what, why and how?

Abstract: By far the most concerning feature of contemporary Aotearoa is the significant socio-economic and ethnic inequities faced by our children - across every sector. These inequities are unfair and unjust, unnecessary
and avoidable. Further, inequities in our country are a breach of indigenous rights and Te Tiriti o Waitangi. Equity is achievable through the organised efforts of our systems, society and community. To take these steps however, the context of contemporary New Zealand childhood needs to be understood, and children’s own voices need to contribute to shaping the policies and programmes in our country. Utilising information from the longitudinal study *Growing Up in New Zealand* and other related research, this presentation will explore the context of early childhood in our country and consider how this context may provide opportunities to achieve equitable outcomes for our current and future generations.

**Biography:** Associate Professor Polly Atatoa-Carr is a specialist in Public Health Medicine and an Associate Professor in Population Health and Equity at the University of Waikato. She has a background in molecular biology, has worked clinically across the Waikato, Auckland and Lakes DHB regions, and has broad research interests in population health and child development. Polly has roles both at Waikato District Health Board and the National Institute of Demographic and Economic Analysis (NIDEA) at Waikato University, and in her professional, community and personal life Polly is passionate about achieving health and social equity in Aotearoa/New Zealand.

![Professor Polly Atatoa-Carr](image)

**Rethinking child friendly cities and early years education in the Anthropocene: a shared view of agency between children and the more-than-human world**

**Abstract:** In this presentation I will explore a number of research studies that provide insights into the possibilities for reconsidering and rethinking what it means for children to be entangled in the multiple ecologies of place through a shared view of agency with the human and non human world. In my recent research with children I have been resisting the notion of the sole agentic child by considering agency as an enactment, a matter of possibilities for reconfiguring worldly entanglements. That is through the import of post-humanist and new materialist approaches, the centrality of the human as the only knowing and acting agent has been questioned. To rethink of agency as central to a relational ontology, means presenting possibilities for not localising agency in the human subject; not being possessed by humans or non humans but distributed across an assemblage of both. Young children as co-researchers in child friendly cities projects have always engaged with the more-than-human world, although it was not often noticed, attended to or documented. When theorized differently the boundaries between children and the more-than-human world became blurred and entangled, this allowed for new forms of agency to appear. When considering these new relations I have contemplated how a shared view of agency could reconfigure the role of early years education in responding to the Anthropocene, particularly how education could support children's relations with the natural world.

**Biography:** Dr Karen Malone is Professor of Sustainability, Deputy Director for Centre for Educational Research, HDR Director and Leader of the sustainability research group at Western Sydney University. She is an international researcher on sustainability learning, urban studies, sustainable cities, social sustainability, globalisation, international development, human rights, children's geographies, new posthuman pedagogies, placed-based participatory research, and theorising the posthuman in the Anthropocene. She has predominantly utilised
socially critical, social/cultural geographical approaches to theory but in more recent times has been engaged in posthumanism and vital (new) materialism as a theoretical approach for framing her research on global futures in the Anthropocene. Professor Malone has attracted over 1.6 million dollars in research grants, awards and consultancies and has published six books, 23 book chapters and over 47 refereed publications. Her most recent books include a sole-authored publication for Palgrave Macmillan on *Children in the Anthropocene* and a co-edited book *Reimaging Sustainability in Precarious Times*. She is Founder and Chair, UNICEF Child-Friendly Cities Asia Pacific Network and past advisory member of the UNICEF Child Friendly Research Committee.

**Concurrent Sessions**

Abstracts and Speakers’ Biographies

**Concurrent Session 1a: Friday 30th September 12.30am-13.30**

5 minute snapshot presentations

**Re-constructing Teachers' Professional Identities in Early Childhood Policies and Practice in Aotearoa New Zealand**

**Olivera Kamenarac, PhD Candidate**

*University of Waikato, Te Kura Toi Tangata Faculty of Education*

**Abstract:** The landscape of early childhood education and care (ECEC) in Aotearoa New Zealand has been notably transformed over the last two decades as a result of a number of policy reforms. Addressing the impacts of the reforms on the ECEC sector, my doctoral research investigates how teachers’ professional identities have been re-constructed in response to the changing discourses in ECEC policies and practice from 1996 to 2015. In this presentation, I provide an overview of my study, which uses a discourse-analytic approach in examining influential ECEC policy documents and transcripts from focus groups and interviews with early childhood teachers and managers. Drawing on initial findings of the study, I acknowledge possible contradictions and consistency in reading and understanding policy discourses in the specific contexts of teachers’ practice. Furthermore, I share the discursive positions that teachers accepted, rejected and/or negotiated in their ECEC settings. My research advocates that teachers are active policy readers who re-construct their professional identities within a framework of potentialities created within discourses in ECEC policies and practice. It is hoped that this study will contribute to the understanding of teachers’ professional identities as re-constructed through teachers’ own agency.

**Biography:** Olivera is a PhD candidate in the Te Kura Toi Tangata Faculty of Education at the University of Waikato. Her research study is on how teachers’ professional identities have been re-constructed in response to the changing discourses in early childhood policies and practice in Aotearoa New Zealand. Olivera holds a Master in Pedagogy and an International Master in Early Childhood Education and Care (IMEC). She worked as an assistant lecturer of Pedagogy at the University of Novi Sad in her home country Serbia.

**NZ early childhood teachers' understanding and enacting of gender in professional practice**

**Maggie Lyall, PhD Candidate,**

*University of Waikato, Te Kura Toi Tangata Faculty of Education*

**Abstract:** My presentation will share the initial stages of my PhD research. ECE teachers face multiple and complex discourses as their teacher subjectivity forms and reforms throughout their career while they position
themselves within often-contradictory discourses. While three main gender discourses have been identified as prevalent within NZ ECE; gender essentialism, gender socialization and gender as performative, other discourses also intersect with how gender is understood and enacted, such as heteronormativity, ideas about the nature of childhood and the social justice. Teachers will also be shaped by a myriad of professional discourses, pedagogical discourses, and discourses found within the wider society such as neo-liberalism. This PhD study will explore the possible tensions that arise between such discourse positions. What are the participant’s positions relevant to gender? How do they enact this on their professional practice? What does this mean for teacher subjectivity? In order to consider these discourses, I draw on Michel Foucault as my key theoretical informant. Foucault’s work allows for an exploration of the language, power and discourses that are embedded in teachers professional practice and through which the see and enact gender in their professional practice.

Biography: Maggie Lyall, PhD candidate, Maggie Lyall, is investigating how ECE teachers understand and enact gender in their professional practice. Maggie is currently a doctoral assistant at the University of Waikato where her research interests include gender studies, educational philosophy, and the history of education.

ECE teacher beliefs about the most important knowledge, skills and attributes they need to be effective in their role

Jane Ewens, PhD Candidate,
University of Waikato, Te Kura Toi Tangata Faculty of Education

Abstract: It is widely accepted that engagement in high quality early childhood education (ECE) can be effective in enhancing outcomes for children; so long as this includes both high quality structural and process components. Structural quality provides the conditions in which teaching and learning will occur whereas process quality refers to the actual teaching and learning processes (pedagogy) which are key to the quality of ECE a child experiences. Some research is indicating that ECE teachers continue to place more emphasis on relational and emotional aspects of teaching than curriculum knowledge and skills or encouraging children's intellectual dispositions. This presentation will provide a snapshot of Jane’s PhD thesis topic which is proposed to be explored using a mixed methods approach. Critical discourse analysis will examine how society’s image of the child and the status of the ECE teacher may still inhibit children's learning experiences in ECE. Have ECE teachers really moved beyond the culture of “nice ladies who love children” (Stonehouse, 1989)?

Biography: Jane Ewens was drawn to working in early childhood education when her first child was born almost 30 years ago. Since engaging with this sector, she has worked in a range of ECE environments including Playcentre, home-based, kindergarten, initial teacher education and policy. Most recently Jane held a senior management role at Te Rito Maioha Early Childhood New Zealand before leaving to become a full-time PhD student at the University of Waikato.

No hat, no play? An objective evaluation of sun-safety practices in New Zealand primary and intermediate schools

Ryan Gage, Health Promotion & Policy Research Unit,
University of Otago, Wellington
Co-authors: Louise Signal, William Leung, James Stanley, Tony Reeder and Christina Mackay

Abstract: Background: New Zealand has the highest rate of melanoma in the world. Children's risk of melanoma can be reduced by practicing sun-safety behaviours. However, there have been limited observational studies of children's sun-protective behaviours in New Zealand.
Methods: Between July 2014 and June 2015, we provided 169 randomly selected children (11-13y), recruited from 16 randomly selected schools in the Wellington region, with wearable cameras, recording imagery every seven seconds. A random sample of 15 participants who took part in the summer terms was selected, and a systematic sample of their images captured in school lunchtimes was extracted. These images were assessed for shade availability and students’ use of sun-protective clothing and shade.

Results: In the images, 1278 children and 108 shade structures were observed. Although six of the eight schools had a sun-safety policy encouraging hat use, only 28% of students wore hats. Twenty-two percent of students used shade. Large shade structures providing cover over seating areas were more likely to be used than smaller structures.

Conclusion: The majority of students did not wear a hat or use shade. School-based sun-safety interventions should be encouraged to improve hat wearing and shade use in New Zealand primary and intermediate schools.

Biography: Ryan Gage is an assistant research fellow at the Health Promotion and Policy Research Unit of the University of Otago, Wellington. His research interests include primary prevention, nutrition and health economics. Ryan's current work involves the assessment of childhood sun-safety practices and the economic evaluation of interventions aimed at preventing skin cancer.

Challenging the barriers: Ensuring access to education for children with special educational needs

Kenton Starr,
YouthLaw Aotearoa Inc.

Abstract: It has been 29 years since the New Zealand Education Act (1989) was amended to provide that children with ‘special educational needs’ (from disability or otherwise) have the same right as other children to receive education in a mainstream classroom setting. Despite a number of Government interventions and policy initiatives since then – aimed both at reducing barriers to inclusion and improving the quality of support in the mainstream classroom setting – many children with special educational needs are still not able to fully access meaningful education on an equal basis with their peers. This report utilises YouthLaw’s experience in advocating for young people in the education sector and synthesises this with existing research in order to examine some of the underlying barriers to education, as well as to look at evidence of policy interventions which have been successful in overseas jurisdictions. The report draws attention to a number of key issues and makes broad recommendations for areas of reform.

Biography: Kenton Starr is a solicitor with YouthLaw Aotearoa and has specialist experience advising and representing students in education law matters - including helping students with disabilities access adequate support in school. Kenton is the primary author of the recently released report, ‘Challenging the Barriers’.

Concurrent Session 1b: Friday 30th September 12.30am-13.30

5 minute snapshot presentations

Deconstructing the Anthropocentric view of childhood

Halimah Ilavarasi, PhD Candidate,
University of Waikato, Te Kura Toi Tangata Faculty of Education

Abstract: The dominant discourse in early childhood education is often centred on anthropocentric themes and overlooks or undervalues the importance of non-human actors in young children’s development. However, some theories of human-animal relationship such as the biophilia hypothesis, and other contemporary research suggest that most children not only have the natural propensity towards animals, children greatly benefit from
that interaction with animals. While an inkling of the benefits of animal interaction can be seen in some types of children therapy, the focus has still largely been on how anthropocentric themes such as the influence of families, teachers and peers, impact child development and learning in early childhood.

This presentation will deconstruct this overarching anthropocentric perspective of learning within early childhood, and attempt to highlight the reciprocal relationship that children and animals enjoy. In doing so, questions will be raised about the common assumptions held with regard to the universality in learning within early childhood. In addition, the heterogeneous nature of children’s learning will be highlighted.

**Biography:** Halimah Ilavarasi is a doctoral candidate at The University of Waikato. As a mother to a young child, Halimah enjoys observing young children’s socio-emotional development and hence she is pursing her doctoral studies in young children’s empathy towards animals and how it is shaped by socio-cultural and historical factors.

---

**Pregnant adolescents: How do Child, Youth and Family social worker’s assess their parental capacity?**

**Gabby Bruce, Social Worker, Child, Youth and Family, and Masters student,**

*University of Otago*

**Abstract:** It is the role of Child, Youth and Family Social Workers in Aotearoa New Zealand to decide whether pregnant adolescents have the capacity to raise and effectively parent their children when reports of concern are received. This research identified issues that Social Workers consider when assessing an adolescent’s parental capacity and how their views and opinions influence practice. Social Work assessments were considered through a qualitative research study. Semi-structured interviews with seven Child, Youth and Family Social Workers across New Zealand occurred. Paper based case evaluations for the cases discussed within the semi-structured interviews were reviewed using Child, Youth and Family’s Case Evaluation Tool. The research found that social workers were not actively using Child, Youth and Family’s Tuituia Assessment Framework. Rather, they discussed the subjective nature of assessment and decision making and how the safety of a baby was assessed by balancing the risks present and what support was in place for the adolescent. Social Worker’s generally believed that adolescents egocentrism impacted upon their ability to parent, but did not believe that this view impacted on their assessment.

**Biography:** Gabby Bruce is a frontline care and protection Social Worker, working for Child, Youth and Family for the last eight years. She received a Ministry of Social Development study award to complete Otago University’s Post Graduate Certificate and Diploma in Childhood and Youth Studies. Gabby is currently completing her Master’s thesis which focuses on pregnant adolescents.

---

**Participation and Agency: Researching toddlers’ perspectives in Iran and New Zealand**

**Mina Badiei, PhD Candidate,**

*University of Auckland, Faculty of Education*

**Abstract:** Nowadays there has been a richer understanding of children’s participation rights and their decision-making in process of learning and development. My proposed study investigates toddlers’ participation in two different early childhood settings from their perspectives. My goals are to explore how toddlers from two to three years old can participate actively, be competent in decision making and how they demonstrate their agency. Participation and agency are therefore key concepts guiding the study. This research will contribute to a growing body of international research about children’s participation. It combines theories of participation from sociocultural perspectives and childhood studies to explore what children’s participation rights might mean in an early childhood sector.

This study will employ a qualitative interpretive case study to investigate different perspectives of toddlers’ participation within two different ECE settings, one in Iran and one in NZ. The research will add current empirical
work about children's participation rights and agency in curriculum through use of video-observation and participatory methods with children. The main findings of the study are expected to be differences and similarities in early year’s education and care between two countries with different cultures. (187w)

Biography: Mina Badiei is currently a doctoral student in University of Auckland, School of Curriculum and Pedagogy. She is from Iran where she was an ECE teacher. Her interests are early childhood education, particularly infants’ and toddlers’ education and care, children's participation rights and children's voices.

Affordance of participation rights: How this looks in the day to day lives of children and young people

Judy Layland,
University of Otago, College of Education

Abstract: Models relating to the affordance of participation rights to children and young people, based on articles 12 and 13 of the United Nations Convention on the Rights of the Child (1989), have focused on the role of, and broad strategies used by, adults working with them. Whilst adults play a pivotal role in affording children rights, children, young people, and their parents/family/whānau, play an equally important role. This presentation will introduce a visual, dynamic model of participation, developed from a research study undertaken in 2009. The model acknowledges the affordance of participation rights as an interactive process that reflects children and young people with a voice and agency as citizens in their own right. It foregrounds the complex interplay of roles, relationships, and strategies that focus on conditions that optimize their participation.

Biography: Judy Layland hails from the North East of England, and has been involved in a wide range of roles within early childhood education for four decades, in both England and Aotearoa New Zealand. She is currently teaching in the under-graduate and Graduate Diploma ECE programmes at the University of Otago, College of Education. Judy has always been passionate about children’s rights, and this was further developed when she studied for a Post–Graduate Diploma in Child Advocacy through the Children's Issues Centre at Otago, graduating in 2006. Since then Judy has continued to research children’s rights in early childhood education, with a focus on the affordance of participation rights, child voice, and agency.

Concurrent Session 2a: Friday 30 September 14.00-15.30

30 minute presentations

Children's perspectives on the sport-related food environment: Does it support children's right to health?

Moira Smith, Department of Public Health,
University of Otago, Wellington

Co-authors: Louise Signal, Richard Edwards, Department of Public Health, University of Otago, Wellington
Janet Hoek, Department of Marketing, University of Otago, Dunedin

Abstract: Food is strongly associated with sport. Thus, sport constitutes an important part of children's food environments. This study aimed to understand the nature of the NZ sport-related food environment from children's point-of-view and their opinions on it, and to determine its compliance with UNCRC. Eighty-two children were purposively selected from sports clubs in Wellington and given cameras to record the food-related items they associated with sport. The photographs were used in focus groups to determine children's views on the sport-related food environment. The data was analysed using thematic analysis and contextualized using a child right’s approach. The children reported a sport-related food environment that is obesogenic and that does not permit the realisation of their rights to healthy food and the availability of nutrition information, protection from exploitation and harm, and that is in their best interests. Ultimately, the findings indicate that the sport-related food environment does not support children’s right to health. Improving the sport-related food
environment and ensuring the decisions made within the sport-related food environment favour children’s health and well-being, requires a comprehensive approach involving a range of interventions underpinned by UNCRC. The research also demonstrates the value of including children in the decision-making process.

**Biography:** Moira Smith is a Research Fellow in the Health Promotion and Policy Research Unit, Department of Public Health, University of Otago, Wellington. Moira’s research interests include public health nutrition, child health, including obesity and diet-related non-communicable diseases. She has experience in quantitative and qualitative research, with a particular interest in visual research methods. Her PhD thesis explored the sport-related food environment in the context of children’s right to health. Moira has a background in clinical dentistry.

"We have the answers”. First Nations elders inform development of a community diabetes prevention program through engagement with children and youth

**Sharon Bruce,**  
*Community Health Sciences, College of Medicine, Faculty of Health Sciences  
University of Manitoba*

**Abstract:** Globally, many Indigenous populations are disproportionately affected by type 2 diabetes and age of onset is significantly earlier such that children and youth are being diagnosed with a formerly adult onset chronic condition. Prevention is a top priority and prevention programs generally consist of behavioural modifications to diet and activity that are informed by western-based values and education formats. In one First Nations community in Manitoba Canada where children and youth are affected by type 2 diabetes, elders are taking a leadership role in informing the principles and strategies upon which a community diabetes prevention program is being developed. The prevention program will support families and community, in place. According to elders one key aspect of being well and preventing diabetes is identity which includes indigenous knowledge and ways, independence, responsibility and strength. Elders explain that life teachings derived through “listening and learning” must precede lessons on diet and exercise for children and youth. The prevention program therefore will incorporate indigenous knowledge and indigenous ways of knowledge transmission and acquisition. This presentation will include a description of elders’ ideas on identity and the principles underlying strategies for facilitating children and youth participation and acquisition of traditional knowledge and ways.

**Biography:** Dr. Sharon Bruce is an associate professor in Community Health Sciences at the University of Manitoba, Canada. Her research focus is the epidemiology, impact and prevention of diabetes among Canadian First Nations populations. She has established long-term partnerships with First Nations communities in their efforts to address the effects of the ongoing diabetes epidemic. Her research is guided by community-based participatory and two-eyed seeing frameworks, and decolonizing theory and methodology. Her most recent work is developing a diabetes prevention intervention in partnership with a First Nation community in Manitoba, Canada.

**Ethical Research Involving Children (ERIC)**

**Mary Ann Powell,**  
*Centre for Children and Young People, Southern Cross University, Australia*  
**Co-Authors:** Anne Graham, *Centre for Children and Young People, Southern Cross University, Australia*  
Nicola Taylor, *Children’s Issues Centre, New Zealand*

**Abstract:** As children’s participation in research has flourished so, too, has attention to the range of complex ethical considerations arising. Existing ethics processes and guidelines, while playing an important role, generally do not extend to meet the myriad ethical challenges that can arise well after initial ethical review and approval. The Ethical Research Involving Children (ERIC) project emerged from a recognised need for ethical guidance to
support researchers and other stakeholders, regardless of the geographic, cultural, social and methodological contexts. ERIC was developed through a collaborative partnership between the Centre for Children and Young People, Southern Cross University (Australia); the Children’s Issues Centre, University of Otago (New Zealand); UNICEF Office of Research Innocenti; and Childwatch International Research Network. It involved extensive research and consultation with over 400 researchers working in diverse contexts. This culminated in a range of resources to guide and support researchers (www.childethics.com), using a distinctive approach incorporating reflexivity, rights, and relationship, as essential elements of ethical research. Rather than offering prescriptive guidelines, ERIC provides a framework for critical engagement in ethical decision-making in any context. Resources include an International Charter, evidence-based Guidance, Case Studies, structured questions (Getting Started), online Resources library, and a monitored Forum for ongoing discussion.

**Biography:** Dr Mary Ann Powell is a researcher at the Centre for Children and Young People, Southern Cross University, in NSW, Australia. Her research interests include ethical considerations in research with children and young people, children’s social and emotional wellbeing, and rural childhood. Mary Ann’s professional background is in child psychotherapy and, prior to developing an interest in participatory research with children and young people, she worked with children, young people and families in therapeutic and mental health contexts in New Zealand.

**Concurrent Session 2b: Friday 30 September 14.00-15.30**

30 minute presentations

**Children’s rights, autonomy and protection – The case of the ‘Child Labour Movement’**

**Noam Peleg,**

*Faculty of Law, University of New South Wales*

**Abstract:** This paper examines the relationship between two arguably contesting objectives of international children’s rights law: paternalism and liberation, using the ‘child labour movements’ as a case study. The UNCRC created a near-universal legal regime that aspires to safeguard a set of rights for every child in any context. Among these rights, we find the right to freedom from economic exploitation (Article 32) and the right to education (Articles 28-29). The Convention also recognizes the child’s rights to participation (Article 12) and Development (Article 6(2)). Mainstream, traditional interpretation of the Convention suggests that children should not engage in any form of work, and ought to spend their childhood in school, preparing themselves to become productive citizens. Therefore, the Convention has been criticized for constructing ‘children’ as a homogenous group, and treating ‘childhood’ as a singular experience. A critical approach asserts that the Convention reflects Westernized, middle-class, gender biased ideas.

The papers analyses the activities of various ‘child labour movements’ in South America, that demand lowering the minimum age for work while enhancing protecting for their safety and rights at the work place. The paper argues that these groups challenge current conceptions of protection, agency and best interests under mainstream interpretation of the UNCRC. Analyzing the tensions between the child’s right to freedom from economic exploitation and the notion that childhood should be a time of freedom and happiness, and between the child’s right to participate in decision concerning his/her life and the realisation that childhood can unfold in different ways, the paper suggests that there is a need to re-interpret the UN Convention on the Rights of the Child (UNCRC) in a more inclusive way that respect the agency, voice and human dignity of all children.

**Biography:** Noam Peleg is a lecturer at UNSW Law, where he researches and teaches in international children’s rights law, family law, international human rights law, socio legal studies, gender and the law and law & development. He has published and presented widely on children’s rights matters, and consulted non-governmental organisations on various children’s law related issues. His forthcoming books include ‘The Child’s Right to Development’ (Cambridge University Press), and ‘Commentary on Article 30 of the UN Convention on
before moving to academia, Noam practiced in a number of human rights NGO’s, focusing on representing children in courts, and humanitarian law cases.

**Governance of Childhoods: Children, Teachers and Objects in ECE settings**

**Marek Tesar**  
*Faculty of Education, University of Auckland*

**Abstract:** This presentation is concerned with the images of childhoods in urban Auckland, New Zealand’s largest playground. These images can be traced to the local governing practices in these changing urban settings, the rising population and the diversity and subsequent urban planning changes to areas within urban Auckland, affecting the places where children grow up, play and learn.

This project explores what life in Auckland means for children under five years old, and what experiences of childhood ‘look like’ from their perspective. In particular, it challenges the notion of what is ‘normal’ children development and importance of children-objects relations in the early years settings.

**Biography:** Dr. Marek Tesar is a Senior Lecturer in Childhood Studies and Early Childhood Education at the University of Auckland. His current research focuses on subject–object relations in childhood places and spaces, and thinking and working with philosophy as a method. Marek’s research and scholarship are underpinned by notions of a fair and democratic society in which creative thinking and disciplines shape professional practice, and where the child’s voice and participation are taken seriously.

**Handmade Histories: Tactile learning pathways (HH:TLP) – from mural, to book, to “getting down, dirty & hands-on” in helping children to find and tell their own stories**

**Mary Kelleher,**  
*Handmade Histories: Tactile Learning Pathways*

**Haylee Webber,**  
*Deputy Principal, Crawshaw Primary School*

**Abstract:** How can we know the world around us if we don’t know ourselves? Why is it that you only start to “know yourself” when you are much, much older? How many of us look back and say, “if only I knew who I was, I could have made a better “go” of things, made better decisions”.

**Handmade Histories:** Tactile Learning Pathways (HH:TLP) can open up for children not only pathways to learning, through tactile and kinesthetic experiences, but also serves to explore identity…the past our forebears have given us, the present we inhabit and the future we are yet to reach.

**Handmade Histories:** Tactile Learning Pathways (HH:TLP) & The Story of a New Zealand Truck Driver BERT framework, shows children how to explore their own places in history and sense of belonging.

**The BERT process** – Behold, Energise, Review and Transform – is a step-by-step fun way to learn. Starting with simple hand skills, gradually the children are encouraged to engage with their own cultural arts, story-telling narratives, exploration of expressive media - oral, written and visual. HH:TLP is currently being trialed in Crawshaw Primary School, Hamilton with a group of 21 children, aged 8 – 11 years.

**Biographies:**

**Mary Kelleher**  
Who are we? We craft history,  
As stories for,
you and me.
Who are we? We craft history,
All, day, long!
(Theme Song for “Tactile Tuesdays” sung to the tune of: “The Wheels on the Bus” with Hand Clap Movements)
Mary left the “Rag-trade” behind 10 years ago and discovered a passion for story, stitches and song. Her mixed-media murals are about finding out “Who am i?” and “How did New Zealand get to be the way it is?” Tactile Learning Pathways is at early trial stage. Mary is exploring how to inspire digital era children to become re-acquainted with the most important tool we all have readily to hand, our hands, and connect with the past of their ancestors, for whom this tool was vital to survival.

Haylee Webber
E hara toku oa i te toa takitahi
Engari ko toku i te toa takitahi
My strength does not lie in working alone,
Rather my strength lies in working with others.
Haylee is one of two Deputy Principal's at Crawshaw Primary School. She has a Masters of Education; Bachelor of Tchg (Hons); PGDipLitEd. Exploring Handmade Histories as an Enrichment Programme called “Tactile Tuesday” fits well with Haylee’s philosophy of Leadership and Teaching being about teamwork and helping each other be the best we can be. She is mentor to the programme and enthusiastic about it’s potential to encourage children to reconnect kinetically with their environment, histories and sense of self.

Concurrent Session 3a: Saturday 1 October 11.40-13.10

Exploring the participation and contribution of children and teachers from diverse backgrounds in early childhood centres

Pauline Bishop

Unitec Te whare wananga o Wairaka

Abstract: This 20 minute discussion explores the contribution early childhood teachers make to support the identity and culture of children and teachers in centres. It provides a ‘voice’ to the experience of diversity of culture and language in early childhood centres in Aotearoa. The ideas and practices suggested in Te Whāriki that contribute to a sense of belonging, and an ability to contribute support this reflexive discussion (Ministry of Education, 1996). Experience supporting diverse student teachers in personal research revealed the silencing of cultural difference. Of note, is the cultural response to be silent as a way of showing respect (Atatai, 2015). Participants will be asked to share their own experiences, to compare notes and develop strategies for a way forward.

Biography: Pauline Bishop is currently a Lecturer on BTECE at Unitec. She is studying for an Ed Doc at AUT examining cultural diversity in ECE. Her interests include social justice, cultural violence, the pedagogical relational space and silencing. Pauline has extensive experience in early childhood having taught in Kindergarten, Childcare and Special Education and attending Playcentre. She is also the current coordinator of a playgroup. Pauline is a committee member for the Auckland chapter of OMEP and the treasurer for the Unitec TEU branch. She is married with two teenage children, two dogs, two cats and three fish.

“Our Voices, Our Rights”. - A journey beyond Article 12 in Aotearoa New Zealand

Mercy Jumo,
Save the Children, Wellington
Jacqui Southey,
UNICEF New Zealand
Abstract: This paper explores the experience of involving children in monitoring the implementation of the United Nations Convention on the Rights of the Child (Convention) drawing on a collaborative project by UNICEF, Save the Children and Action for Children and Youth Aotearoa to facilitate children's voices in Aotearoa New Zealand's 5th Periodic review. New Zealand ratified the Convention in 1993.

Children are no longer passive subjects of reports reviewing Member States’ implementation of the Convention. They are increasingly active participants, consulted by adults to inform traditional Shadow reports; or co-leading and leading stand-alone child friendly, children's reports. Save the Children and UNICEF youth ambassadors consulted with children, analysed and wrote the Our Voices. Our Rights report.

The methodology used challenges the place of children in society and the notion of participation. It is significant that the report coincides with the government’s shift to a “child centred” framework. We will be sharing insights into the methods we used to facilitate active participation of children in our project, including a short video featuring members of the youth team as an example of how a future focused Aotearoa New Zealand can strengthen current efforts to empower, nurture and mobilise agency among its youngest citizens.

Biographies: Mercy Chipo Jumo is the Advocacy and Child Rights Manager at Save the Children New Zealand. She has invested more than two decades advocating for the rights of women and children in Zimbabwe and New Zealand. Prior to joining SCNZ she worked for the Women's Action Group championing women’s legal rights and health in Zimbabwe. She also managed grants and programmes for the Royal Norwegian Embassy Aid Agency (NORAD, Zimbabwe) and the American Embassy (Zimbabwe) supporting rights, empowerment programmes and institutional strengthening.

Born in colonial Rhodesia to African parents the representation of power, voice, place, empowerment and agency are a legacy of Mercy Chipo’s life and work experience taking her to Rwanda, South Africa, Lesotho, Zambia, the Philippines, Netherlands, Austria, the United States of America, Costa Rica and finally New Zealand. Mercy Chipo holds a Master of Philosophy Degree in Women’s Studies from Massey University in New Zealand and a Bachelor of Arts Honours degree from the University of Zimbabwe.

Prior to joining UNICEF NZ in 2011, Jacqui Southey was a primary school teacher in the Wairarapa for 10 years before being contracted to provide specialised ICT teaching to a number of Wairarapa primary schools. She is currently the Child Rights Education and Youth Engagement Manager for UNICEF NZ. Jacqui is responsible for UNICEF’s Global Education programme supporting teaching and learning around citizenship, humanitarian issues, aid and development themes, children’s rights and the United Nations Convention on the Rights of the Child. She is passionate about eLearning, ensuring all children know about and realise their rights, and advancing global citizenship for New Zealand students. Our youth engagement programme consists of working closely with our Youth Ambassador team, events involving children and youth, and working with a range of young people keen to support the work of UNICEF and bring about positive change for children.

"Walk for a bit in my shoes"

Sarah Te One
Action for Children and Youth Aotearoa

Abstract: Our research confirms a 23-year litany of missed opportunities by successive governments to mitigate the effects of inequalities by embedding a children’s rights approach in decision making processes, policies, legislation and practice. ACYA's reports identified four themes:
• there is inconsistent and incomplete data about children
• greater cohesion and co-ordination is needed between legislation, policy and practice as well as across sectors and agencies
• universal and proportionally targeted responses are required to meet all children's needs
• spending needs to be planned, enacted, implemented and accounted for in a manner that advances children's rights

As the UN Committee on the Rights of the Child is about to release its latest recommendations, we have an opportunity to advocate for a child rights framework based on the rights in the CRC, a common set of values, aspirations and processes that apply across all areas of government. Such a discussion would enable a common ground for developing policies for children. As Tobin (2011, p. 89 cited in Smith, 2016, p.164) commented “the mainstreaming of children's rights is a deeply political project with potentially transformative consequences for the way in which children are viewed and engaged with by all actors in society...”

Biography: Dr Sarah Te One is the Chair of Action for Children and Youth Aotearoa (ACYA), a coalition of non-government organisations charged with the responsibility of producing and presenting the alternative reports to the United Nations Committee on the Rights of the Child. She has had over 25 years of experience in early education as a teacher, researcher, lecturer, professional development facilitator, unionist and advocate. Sarah's interests focus on children's perspectives and influence on education and social policy, parent and community partnerships in education and advocacy for children's rights across a range of disciplines. Sarah is self-employed researcher and facilitator working in the early childhood and school sector and on Te Puni Kokiri's Māori Warden Project delivering child rights advocacy training.

Concurrent Session 3b: Saturday 1 October 11.40-13.10
30 minute presentations

Prime Minister for a Day: Children’s views on action on junk food advertising

Moira Smith,
Department of Public Health, University of Otago, Wellington
Co-authors: Louise Signal, Gabrielle Jenkin, Michelle Barr,
Department of Public Health, University of Otago, Wellington

Abstract: This study aimed to identify the most suitable approach to reduce the impact of marketing of unhealthy foods and beverages on children by asking children their views about action on junk food advertising. Semi-structured interviews with a strategic sample of 30 children (11-13y) from a range of ethnicities and deprivation levels recruited from a range of schools across the Wellington region. Interviews were audio recorded, transcribed, and analysed using thematic analysis.

When asked to identify advertisements they were familiar with, all participants named junk food advertisements, and their placement in a number of media. Overwhelmingly, participants said that the advertisements made them fell hungry. Many agreed that junk food should not be advertised to children. Most children had a range of suggestions for changing junk food advertising if they were Prime Minister for a day, many of which align with recent WHO recommendations.

Many children identified actions needed to reduce the impact of junk food advertising, lending further support for such action. This research demonstrates the value of children's participation in decision-making about their lives. As such, it is an important reminder of the right to participate given to children under UNCRC.

Biography: Moira Smith is a Research Fellow in the Health Promotion and Policy Research Unit, Department of Public Health, University of Otago, Wellington. Moira’s research interests include public health nutrition, child health, including obesity and diet-related non-communicable diseases. She has experience in quantitative and qualitative research, with a particular interest in visual research methods. Her PhD thesis explored the sport-
related food environment in the context of children’s right to health. Moira has a background in clinical dentistry.

**Snoezelen: Helping to heal**

**Sarah Moore, Maree Smith**  
*Starship Children’s Hospital in Auckland*

**Abstract:** Snoezelen is a controlled multisensory approach that promotes relaxation and supports quality of life for people with special needs. Snoezelen sessions are used in the playroom on the neuroservices ward at Starship Children’s Hospital to support hospitalised children and their families and enhance their hospital experiences. Children (including babies and toddlers) and their families are welcome to actively or passively participate in Snoezelen as there are no set goals and therefore no pressure for people to achieve any specific outcomes. During Snoezelen, children are encouraged to use different senses to explore, interpret, process and respond to their environment. These sessions have been found to produce a number of benefits such as reduced stress, improved mood, enhanced concentration and increased self esteem. This poster outlines the philosophy of Snoezelen, the purpose of our sessions, and the resources we use to promote specific senses.

**Biographies:** Sarah Moore and Maree Smith are Hospital Play Specialists at Starship Children’s Hospital in Auckland. Both have Early Childhood backgrounds, and over 50 years combined experience in a variety of early childhood settings. Currently they work together on the Neuroservices ward, providing therapeutic play and recreation programmes for hospitalised children of all ages and abilities.

---

**Toilet training discourses in Aotearoa New Zealand**

**Rita Robinson,**  
*Department of Occupational Science and Therapy, Auckland University of Technology*

**Co-authors:** Clare Hocking, *Department of Occupational Science and Therapy, Auckland University of Technology*  
Deborah Payne, *Department of Nursing, Auckland University of Technology*

**Abstract:** Utilizing a Foucauldian discourse analysis of text about toilet training, this presentation traces the various discourses that inform this practice and identifies the forms of power that operate between the child and its carer(s). The analysis highlights how participation in toilet training is complexly informed, broadening out from medical health discourses prominent in the early 1900s to the moral discourses of the 1950s, neoliberal discourses about human capital in the 1980s, and current aesthetic concerns.

The morally based discourses enabled space for emotional health perspectives to influence practices, permitting the child to exercise agency within toilet training. The later merging of neoliberal discourses introduced advocacy for enriching children’s development at every opportunity, even during toilet training, which led to reading and toilet training becoming commonly paired practices. In current texts, aesthetic discourses are becoming increasingly prominent. They expand toilet training from a task that demonstrates a child’s ability to learn society’s codes relating to bodily wastes, to also being an opportunity to learn through carer(s) choices sustainability practices. These aesthetic discourses are providing space for both a child’s agency and the earth’s agency to be acknowledged.

**Biography:** Rita Robinson is a doctoral candidate with a special interest in childhood studies, occupational therapy and occupational science.
Concurrent Session 4a: Saturday 1 October 13.45-15.15

Play and the promise of Article 31 UNCRC: Can players in Aotearoa New Zealand early childhood settings sustain their agency, participation, and contribution in the face of the demand for achievements and outcomes?

Nola Harvey
University of Auckland

Abstract: The General Comment No. 17 (2013) on United Nations Convention on the Rights of the Child (UNCRC) Article 31, is a timely reminder of the right of children to rest, leisure, play, recreational activities, cultural life and the arts alongside Article 23 of the UNCRC and Articles 7 and 30, UN Convention on the Rights of Disabled Persons. The neglect of obligations under UNCRC in particular Article 31 is evidenced in the lack of reference to UNCRC in our Ministries of Education and Social Development’s plethora of reviews, reports and associated policy and implementation plans for directing ‘positive outcomes’ for children.

The International Play Association (IPA) concerned by the growing evidence of the effects of lack of time and space for play and the serious and life-long effects on children’s bodies and minds presented a Declaration on the Importance of Play with the stated intent to:

• Protect the right to play
• Preserve the right to play
• Promote the right to play

To remind all States of the rights of all children and young people to time, freedom and space to play in their own way, and for children as ‘players’ to regain their agency through participation and contribution.

Biography: Nola Harvey is an honorary academic in the School of Curriculum and Pedagogy, Faculty of Education and Social Work, University of Auckland. She specialises still in the area of languages and literacies in the early years with research on the bilingual experiences of bi/multilingual children and teachers in early years educational settings. A TLRI project, resulted in a text for teachers, Teachers voyaging in Plurilingual Seas: Young children learning through more than one language. Nola’s NGO work includes children’s rights – OMEP Aotearoa and IPA Aotearoa NZ, and refugee issues.

Possible roles for early childhood education in refugee resettlement

Linda Mitchell
University of Waikato, Te Kura Toi Tangata Faculty of Education

Abstract: The world is facing the worst refugee crisis since WWII, yet the rights of refugee families under UN conventions are incompletely realised. On resettlement, refugee families face challenges in overcoming trauma, prejudice, acquiring a new language, and settling into a new culture. This presentation discusses findings from research with Congolese refugee families living in Hamilton and research in the Carol White Family centre for refugee families in Auckland. The Carol White Family Centre’s philosophy is about children and families becoming rich contributors to society. Further, the programme is grounded and enhanced by knowledge and awareness of the refugee experience and the United Nations Convention on the Rights of the Child. This is a family centred community where values of respect, social justice and dialogue are a basis for relationships among teachers, children and families. Through providing opportunities for families and children to contribute and communicate in ways that they feel are meaningful, early childhood teachers create a community that bridges the past, present and future. The presentation argues that early childhood education integrated with refugee family support is well-positioned to contribute to refugee settlement and wellbeing.
Biography: Associate Professor Linda Mitchell is the Director of the Early Years Research Centre at the University of Waikato, Hamilton, New Zealand. Linda’s current research focuses on early childhood education policy, teaching and learning in culturally and linguistically diverse early childhood settings, assessment practices, and relationships with parents, whānau, and community. She is interested in democratic policies and practices in early childhood education and is critical of the market approach to early childhood provision.

Childhood Otherness: Children and childhoods forever in process

Sonja Arndt
University of Waikato, Te Kura Toi Tangata Faculty of Education

Abstract: This presentation approaches childhoods from a philosophical perspective. It conceptualises childhoods as complex, unknowable and uncertain, in terms of their impacts and affects on children. Sonja draws on the work of Julia Kristeva and her philosophy of the subject in process, to present a view of elements of childhoods that perhaps go unthought of, that perhaps lead to complexities that it is easier to forget, and that perhaps impact on children in ways that we cannot know. The presentation does not offer solutions, but rather it provokes thinking differently about children and childhoods as constantly evolving, forever in process.

Biography: Sonja Arndt is a lecturer in early childhood education and global studies in education at the University of Waikato. She is a member of the Early Years Research Centre, and an associate of the Centre for Global Studies in Education. Her research focus lies at the intersection of childhood studies, philosophy of education, social justice and identity work. Sonja’s most recent research and scholarship deals with the complexities of cultural Otherness, the foreigner, and subject formations. Her doctoral research in this area won the PESA award for doctoral excellence.

Concurrent Session 4b: Saturday 1 October 13.45-15.15

Automated anthropology: A new method of working with children and exploring their world

Moira Smith,
University of Otago, Wellington

Co-authors: Louise Signal, Michelle Barr, James Stanley, Gabrielle Jenkin, Tim Chambers, Ryan Gage,
University of Otago, Wellington
Rami Albatal, Aaron Duane, Cathal Gurrin, Jiang Zhou,
The Insight Centre for Data Analytics, Dublin City University, Dublin, Ireland
Cliona Ni Mhurchu
National Institute for Health Innovation, University of Auckland

Abstract: Wearable cameras have emerged as a novel and potentially effective tool to enable study of people’s real world experiences. This research explores the potential of wearable automated cameras to document the world children live in. Children (n=169, 11-13y) from 16 schools in the Wellington region wore cameras that automatically took pictures every 10 seconds and a GPS recorder, for four consecutive days, generating approximately 7,500 images per child. Ethical approval allowed researchers to study multiple aspects of children’s lives. Content analysis of photos was conducted for a range of factors and linked to GPS data as appropriate.

Wearable cameras provide a means of objectively studying a wide range of health-related influences on children’s lives and gain insights useful for health promotion, such as junk food and alcohol availability and marketing; gambling; sun safety behaviour; use of community green spaces; active transport; and parental smoking behaviours. Wearable cameras allow for analysis of both positive and negative health-related factors in children’s lives in real
time and assist in the identification of appropriate interventions. This study demonstrates that wearable cameras have considerable value as a method of ‘automated anthropology’ for health promotion research with children.

**Biography:** Moira Smith is a Research Fellow in the Health Promotion and Policy Research Unit, Department of Public Health, University of Otago, Wellington. Moira’s research interests include public health nutrition, child health, including obesity and diet-related non-communicable diseases. She has experience in quantitative and qualitative research, with a particular interest in visual research methods. Her PhD thesis explored the sport-related food environment in the context of children’s right to health. Moira has a background in clinical dentistry.

**Child Advocacy: Korero mai taitamariki**

**Moana Eruera**  
*Pou Taki Maori (Principal Advisor Maori), Office of the Chief Social Worker, Ministry for Social Development*

**Terry Dobbs**  
*Research Officer, Centre for Interdisciplinary Trauma Research, AUT University*

**Abstract:** Child advocacy focusing on indigenous children is an emerging discourse. The United Nations Convention on the Rights of the Child (UNCROC) provides a global foundation for the rights of all children to participate in issues impacting them. In Aotearoa taitamariki Māori rights are further endorsed through the Treaty of Waitangi and principles of participation, protection and partnership. There is a scarcity of research, however, carried out with children and young people within Aotearoa and even less that focuses on taitamariki Maori. Like other young people, taitamariki Maori perceptions of their own lives and experiences can provide essential input towards creating better conditions for them in the future. This paper will draw together key themes and exemplars for the engagement of taitamariki Māori from our work facilitating three youth violence prevention research studies: (1) Taitamariki Korero about intimate partner relationships (Eruera & Dobbs, 2010), (2) “Hooked Up” – Te Hononga Whaiaipo: Reducing and preventing violence in taitamariki Maori intimate partner relationships (Eruera, 2015) and (3) Violence prevention: promotion of healthy relationships amongst high school students using a smartphone App (Koziol-McLain, Eruera et al). Our experience contributes to advancing the limited evidence base for advocacy of Māori children and young people within Aotearoa.

**Biography:** Moana Eruera PhD (Indigenous Studies), M. Phil (Social Work), Post Grad Dip (Social Policy & Social Work), B.A (Māori), Registered Social Worker NZ, MANZASW, Tangata Whenua Social Worker Association (TWASWA). Moana has more than 25 years’ experience in social and community work including; whānau violence prevention, child protection, indigenous training and framework development, youth restorative justice, Iwi projects and research. She has published a range of articles and reports on indigenous social work and research. More recently she has focused her PhD and current research co-constructing with taitamariki Maori within Ngapuhi the methodology and methods to explore their intimate partner relationships and violence. She is of Ngapuhi, Ngāti Ruanui and Ngāti Rangiwehehi tribal descent. Eldest of three sisters, mother of two boys (and many other family members she cares for) and active member of her extended family and tribe.

**Involving children in social research on sensitive issues**

**Mary Ann Powell,**  
*Centre for Children and Young People, Southern Cross University*

**Co-authors:** Anne Graham, Centre for Children and Young People, *Southern Cross University*  
Morag McArthur, Stephanie Taplin, Tim Moore, *Institute of Child Protection Studies, Australian Catholic University*
Jenny Chalmers, University of New South Wales  
Merle Spriggs, Children's Bioethics Centre, University of Melbourne

Abstract: There is a general consensus that children's participation in social research is important, but considerable uncertainty remains around children's inclusion in research on 'sensitive' issues. The MESSI (Managing Ethical Studies on Sensitive Issues) study, an Australian ARC study currently being undertaken by researchers from the Institute of Child Protection Studies (ACU), the Centre for Children and Young People (SCU), UNSW and the University of Melbourne, aims to better understand and address the tensions between the protection of children and their participation in such research. The first qualitative phase of this study involved interviews with researchers, ethics committee members, parents, adults in gatekeeping roles and children themselves, aimed at exploring how these tensions are perceived and navigated.

This presentation outlines findings identifying 'sensitive' research topics and potential risks, from different stakeholder perspectives, highlighting the important role of context in determining sensitivity. It also looks at factors that emerged from the data as influencing stakeholders' decision-making about children's participation in such research. These findings provide insights of interest to HREC members, parents and other stakeholders, as well as researchers seeking to recruit children to participate in 'sensitive' research and engaging in reflexive consideration of the ethical and methodological components of their research.

Biography: Dr Mary Ann Powell is a researcher at the Centre for Children and Young People, Southern Cross University, in NSW, Australia. Her research interests include ethical considerations in research with children and young people, children's social and emotional wellbeing, and rural childhood. Mary Ann's professional background is in child psychotherapy and, prior to developing an interest in participatory research with children and young people, she worked with children, young people and families in therapeutic and mental health contexts in New Zealand.

Panel Discussion: Saturday 1 October 15.35-16.30

Contemporary issues and perspectives

Dr Marek Tesar

Discussant

Biography: Dr Marek Tesar is a Senior Lecturer in Childhood Studies and Early Childhood Education at the University of Auckland. His current research focuses on subject–object relations in childhood places and spaces, and thinking and working with philosophy as a method. Marek's research and scholarship are underpinned by notions of a fair and democratic society in which creative thinking and disciplines shape professional practice, and where the child’s voice and participation are taken seriously.
PUBLICATION OPPORTUNITY

NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH

Early Childhood Folio: A collection of recent research

Special Issue Call for Papers - Children and childhoods: Agency, participation and contribution

Editor: Linda Mitchell
Guest Editor: Sonja Arndt

Early Childhood Folio is seeking articles for this special issue. The issue will honour eminent childhood studies scholar, Emeritus Professor Anne B. Smith. It follows the theme for the Colloquium, and seeks articles focused on children as social actors and understandings of childhoods in contemporary times. It promotes a multi-disciplinary childhood studies approach, emphasizing the social construction of childhoods and relationships with culture, geography and history. The issue aims to draw particular attention to children’s agency, and their capacity to participate and contribute to shaping their own childhoods.