### ACADEMIC PROJECT SUBMISSION DETAILS:

<table>
<thead>
<tr>
<th>Supervisors</th>
<th>Nadine Ballam and Diana Amundsen</th>
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<tbody>
<tr>
<td>Project Title</td>
<td>Transitions, wellbeing and resilience in caring professions</td>
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<tr>
<td>Field</td>
<td>Education / transitions</td>
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<tr>
<td>Division/School</td>
<td>Division of Education School of Education</td>
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### EXPECTED OUTCOMES:

1. Spreadsheet of quantitative data ready for statistical analysis
2. Transcripts of interviews ready for coding / analysis
3. Completed ethics application for 2021 data collection round
4. Surveys set up in Qualtrix ready for 2021 data collection round
5. Database of literature indexed and analysed for systematic literature
6. Research poster reflecting the scope and initial findings of the systematic literature review; [Optional] Draft text for selected sections of a journal manuscript based on the systematic literature review

### STUDENT TASKS:

1. Prepare quantitative data from 2019 data collection round for statistical analysis [1 week]
2. Assist with transcription of interviews from 2020 data collection round [1-2 weeks]
3. Prepare ethics application for 2021 data collection round [1 week]
4. Input surveys into Qualtrix survey management software for use in 2021 data collection round [1 week]
5. Conduct and document a systematic literature review focused on wellbeing and resilience in higher education identify literature for inclusion, index literature, complete initial analysis [4-5 weeks]
6. [Optional] Contribute to development of a journal manuscript based on the systematic literature review [1 week]

### REQUIRED SKILLS:

1. Careful and accurate with a strong attention to detail
2. Organised
3. Able to keep good records and follow a process correctly
4. Able to skim and scan academic texts (e.g. looking at an article abstract to determine its relevance for the literature review; searching through the methodology section of an article to find key information)
5. Intermediate-level spreadsheet skills (e.g. use of sort/filter, formatting, find/replace, simple formulas) OR a quick learner of new IT skills of this nature
6. If not based in Tauranga, familiar with Zoom and Google Docs/Sheets/Drive for remote working OR a quick learner of new IT skills of this nature
PROJECT ABSTRACT:

Caring professions such as teaching and social work are critical to a healthy, capable and productive society. This means we need a steady supply of graduates entering these professions, and these graduates need to be well-equipped for the demands of their new roles. This ongoing research project explores the experience of those studying towards and then transitioning into caring professions, with a particular focus on wellbeing and resilience. We are interested in describing the wellbeing and resilience of those at various stages of their undergraduate preparation programmes, as they enter the workforce, and through the first years of their career. We are also interested in exploring barriers and enablers to wellbeing and resilience in these contexts.

The first round of data for this longitudinal project was collected in 2019 from teaching and social work students at the University of Waikato’s Tauranga campus. Data collection will continue at regular intervals for (potentially) up to eight years. The summer scholar will contribute to a range of tasks that advance the research, both working with the already-collected data and helping prepare for further rounds of data collection. The summer scholar will also have the opportunity to contribute to a systematic literature review and (if interested) to the development of a journal article for publication. Overall, the tasks will allow the summer scholar to explore a range of aspects of research and to grow their skills in a number of areas.

This project would be of particular interest to students from education, social work, or other social science disciplines, or alternatively to students from human resources or other management disciplines.

The research team for this project is based at the University of Waikato’s Tauranga campus. Students from other locations are welcome to apply if they are willing either to base themselves in Tauranga for the duration of the scholarship or to work from their location and liaise regularly with the research team via Zoom / Google Docs etc.
## ACADEMIC PROJECT SUBMISSION DETAILS:

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<thead>
<tr>
<th>Supervisor/s:</th>
<th>Wendy Carss</th>
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<tbody>
<tr>
<td>Project Title:</td>
<td>Pursuing the potential of play for literacy learning: A 21st century approach to learning</td>
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<tr>
<td>Field:</td>
<td>Literacy education</td>
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<td>Division/School:</td>
<td>Division of Education</td>
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## EXPECTED OUTCOMES:

1. Updated literature database of research into play-based literacy learning which will inform the next steps of my research programme.
2. A database of digital resources that will be accessed by preservice teachers through the literacy education papers.
3. The themes from the scans of literature and online resources, plus themes from transcription of the focus group session, will enable the development of teaching and learning resources for use in teacher education papers to support preservice teachers.
5. Poster summarising the project and findings that can be used by preservice teachers and literacy education lecturers.

## STUDENT TASKS:

1. Update an existing database of international and national research studies into play-based literacy learning for students in years 1-4 (aged 5-9yrs). The summer scholar will be supported to learn how to conduct a systematic literature review of journal articles published in the last 8 years.
2. Prepare, with supervisor support, a draft thematic analysis of sourced articles.
3. Conduct an internet scan of digital resources promoting and supporting play-based literacy learning.
4. Critique these resources and compile a database of high-quality resources which will be made available to our preservice teachers through our literacy education papers.
5. Take part in a focus group of 5-8 local teachers to explore their experiences and views of play-based literacy learning.
6. Transcribe focus-group data and identify broad themes using ideas developed through the literature scan.
7. If time, work with the supervisor to draft a paper of these findings for the Australian Journal of Education or the Australian Journal of Language and Literacy.
8. Design and produce the required research poster to present key information from the project.
REQUIRED SKILLS:

1. Experience with or willingness to learn searching of library databases using relevant keywords
2. Ability to critique and synthesise findings from literature.
3. Ability to transcribe interview data or willingness to learn
4. Well organised, good time management
5. Ability to work independently and as part of a team

PROJECT ABSTRACT:

Play has long been considered an instinctive activity that is part of how children learn about themselves, each other and the world. Brown and Vaughan (2010) describe the impulse to play as a biological drive... [which is]...internally generated (p. 42). This impulse to play, unique for each individual, develops and becomes more sophisticated as infants progress through childhood into adulthood. Research suggests that in school age children, play reflects their growing need for order and belonging, and their social, intellectual and personality development, as they strive to take control of their lives (Gray, 2013; Hughes, 2010).

Learning through play is gaining traction in the early years of school (Years 1-4) as a pedagogical approach to engage children in learning, particularly learning related to the “key competencies” and values detailed in the New Zealand Curriculum (Ministry of Education, 2007). Given the amount of time teachers are devoting to play and the importance given to developing students’ literacy competencies as a platform for later learning, we need to know about if and how “play” supports the development of literacy knowledge, skills and strategies.

The implications of play for literacy learning is a timely and strategic extension of my doctoral study into the teaching of literacy in New Zealand primary classrooms. The Summer Scholar work will be involved in an investigation of recent literature that explores possible links between literacy and play-based learning. The Summer Scholar will be supported to conduct a search aimed at identifying what digital resources are being promoted to teachers as supporting literacy learning in a play-based setting. A database of quality resources from this search will be created for use by preservice teachers and lecturers in our literacy education papers. This information will also complement findings from the international literature scan to identify what is influencing teachers with respect to the role and value of play-based learning for literacy development in a New Zealand context. The scholar will also gain experience with interviewing through co-facilitating the conduct of a focus group of teachers who are currently using a play-based approach to literacy learning. A draft of a paper that combines the three perspectives (international research, digital resources, NZ teacher views) will be developed with the Summer Scholar.

References


### ACADEMIC PROJECT SUBMISSION DETAILS:

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<th><strong>Supervisor/s:</strong></th>
<th>David Fa’avae</th>
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<tr>
<td><strong>Project Title:</strong></td>
<td>Taking stock of Pacific education masters and doctoral research from Waikato University</td>
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<td><strong>Field:</strong></td>
<td>Education</td>
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### EXPECTED OUTCOMES:

1. Summary of Education theses focused on Pacific/Pasifika issues and contexts
2. Draft report to disseminate findings to the Education Division Senior Leadership and Staff, and to the AVC Pacific
3. Research output – draft of article for a peer reviewed journal
4. Prepare a poster/infographic highlighting the findings

### STUDENT TASKS:

1. Data collection – identify all theses within education at the University of Waikato that have had a Pacific education focus
2. Data collection – take stock of the theses identified using an excel spreadsheet. The categories will be determined based on the purpose of the project based on the criteria detailed in this proposal
3. Work with supervisor to undertake an initial analysis of key findings

### REQUIRED SKILLS:

1. Able to search a database, locate theses relevant to a topic and identify key design features and findings
2. Motivation to learn data scanning and analysis skills
3. Critical thinking skills
4. Knowledge of APA referencing
5. Able to work independently with regular direction

### PROJECT ABSTRACT:

Anecdotal evidence shows that a large number of international students of Pacific heritage are able to complete their masters and doctoral studies at the University of Waikato. However, how or whether their research projects impact their communities within Aotearoa (domestic) and back in the Pacific Island nations (international) has not been documented.

This project focuses on taking stock of the masters and doctoral theses by postgraduates, those of Pacific and non-Pacific heritages, conducted through the Faculty of Education at the University of Waikato and inquiring into how these graduates have utilised the findings of their studies with (their) Pacific communities.
PROJECT ABSTRACT:

This project is an opportunity to collectivize and mobilize Pacific research knowledges within education and to better understand how the University of Waikato and the Faculty of Education can continue to strengthen their support of Pacific students and communities in Aotearoa New Zealand and the Pacific region.

The Summer Scholar will locate and undertake a scan of all postgraduate education theses in the University of Waikato, in the Research Commons Database from 1980 to 2019 that are linked to Pacific community issues and opportunities. This information will be entered into an excel spreadsheet using categories aligned to the primary purpose of the project, through the four questions:

1. What Pacific research topics have students (both domestic and international) engaged in?
2. Have they utilised Pacific methodologies or methods in their theses?
3. What are the main findings of these studies?

The findings gathered from the summer research project will be used to support the Education Division with planning and support of Pacific/Pasifika postgraduate students as well supervisors.
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<tr>
<td>Education/Children's Literature</td>
<td>Division of Education</td>
<td>Janette Kelly-Ware and Nicola Daly</td>
<td>Exploring Pasifika picturebooks</td>
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### EXPECTED OUTCOMES:

1. An annotated bibliography for teacher education and early childhood/classroom setting use with specific links to Te Whāriki and Tapasa
2. A draft journal article for Teachers and Curriculum or Early Childhood Folio
3. A Blog post for WaiPRU website to inform teachers and librarians
4. A final research poster presenting findings

### STUDENT TASKS:

1. Compile a list of Pasifika picturebooks published since 2013
2. Complete a content analysis to examine diversity and Pacific identity representations in the books (language, and illustrations, values and families)
3. Complete an analysis of how these books could be used to support the implementation of Te Whāriki (MoE, 2017) in ECE settings
4. Complete an analysis of how these books could be used to support the implementation of Tapasa (MoE, 2018) in ECE settings
5. Write a Blog post for the Waikato Picturebook Research Unit (WaiPRU) website
6. Present findings via a research poster
7. Draft a journal article with Supervisor(s) reporting findings for Teachers and Curriculum or Early Childhood Folio

### REQUIRED SKILLS:

1. Some familiarity with children’s literature (completion of a children’s literature paper is desirable but not required).
2. Completion of at least one education paper with a literacy component
3. Experience of, or motivation to learn content analysis skills
4. Some experience in database searches
5. Strong academic writing skills
6. Ability to work independently with regular direction
7. Knowledge of/ openness to Pasifika communities and values
PROJECT ABSTRACT:

The Standards for the Teaching Profession (Ministry of Education [MoE], 2017a) set new expectations for teachers. They describe what high-quality teaching practice looks like, and set an expectation that teachers design learning based on an understanding of each learner’s strengths, interests, needs, identities, languages and cultures. This is a significant lift in expectation, and the standards combined with Tapasa: Cultural competencies framework for teachers of Pacific learners (MoE, 2018) will be important resources that support all teachers of Pacific learners in early childhood education [ECE] as well as the compulsory sector.

In Tapasa: Cultural competencies framework for teachers of Pacific learners (MoE, 2018) the characteristics of a good teacher are described as someone who, incorporates stories, legends and myths, events, activities and symbols that I understand and are relevant to me when they are teaching; and understands the values that are important to me such as faith, spirituality (church) and family (p. 7).

This project seeks to explore Pasifika picturebooks in order to deepen our learning about Pasifika identities and values. This learning will be valuable in our work with student teachers/teachers, enabling them to better understand and respond to Pacific learners using picturebooks as pedagogical tools in diverse classrooms (Daly & McKoy, 2013).

In this project, the Summer Scholar will first survey the range of picturebooks published in Aotearoa New Zealand since 2013. The scholar could create a Blog Post for the Waikato Picturebook Research Unit website to share this knowledge with New Zealand teachers and librarians. An annotated bibliography of carefully selected culturally authentic picturebooks for teacher education and early childhood / classroom setting use will also be compiled by the Summer Scholar. The last and most substantial part of the project involves content analysis of the picturebooks to determine how Pasifika identities and values are represented in these picturebooks through text and illustration, and how these values align with the principles and strands of Te Whāriki: He whāriki mātāuranga ma nga mokopuna o Aotearoa, the early childhood curriculum (MoE, 2017b) and the turu (competencies) of Tapasa: Cultural competencies framework for teachers of Pacific learners (MoE, 2018).

These findings will be used for multiple purposes including: to draft a journal article for a journal such as Teachers and Curriculum, or Early Childhood Folio; to build on the Pacific Picturebook Collection developed in 2012 and available on the Waikato Picturebook Research Unit (WaiPRU) website; to inform potential SIF or TLRI applications in 2021 related to research at Pasifika community kindergartens in several locations including Tauranga Moana, and possibly Tokoroa and Porirua; and the development of an annotated bibliography for teacher education and early childhood / classroom setting use.
**ACADEMIC PROJECT SUBMISSION DETAILS:**

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<tr>
<th>Supervisor/s:</th>
<th>Katrina McChesney</th>
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<td>Examining the barriers affecting the impacts of teacher professional development</td>
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<td>School of Education</td>
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**EXPECTED OUTCOMES:**

1. Completed coded/organised data set
2. Co-authored journal manuscript in the summer scholar’s chosen area of interest
3. Summary notes reflecting main findings across the data set (which will then form the basis of a series of journal articles targeted at both NZ and international journals)
4. Research poster
5. Resources for communicating findings to participants and other interested stakeholders (e.g. infographics, information sheets, videos, blog posts ...)

**STUDENT TASKS:**

1. Complete coding and organisation of existing qualitative data set
2. Work with supervisor on analysis and interpretation of coded data
3. Develop summary notes reflecting main findings
4. Work with supervisor to draft sections of a journal manuscript reporting findings in the scholar’s chosen area of interest
5. Prepare a research poster reporting findings in the scholar’s chosen area of interest
6. Develop resources for communicating key findings of the project to participants and other interested stakeholders (e.g. infographics, information sheets, videos, blog posts ...)

**REQUIRED SKILLS:**

1. An interest in teaching and/or professional learning
2. Critical thinking skills for data analysis – spotting patterns / connections / contradictions etc, wondering how and why
3. Good basic IT skills using Google Docs, formatting / sorting / reorganising content, able to manage multiple documents / folders at once
4. Willing and able to explore and ‘pick up’ new software tools through trial, error, and Googling! (e.g. for making simple infographics or video presentations)
5. Good academic writing skills along with a willingness to have their writing critiqued and further developed
6. Able to think about how best to communicate for different audiences
Teacher professional development is a key lever for educational improvement and a significant part of NZ teachers’ working lives. Good professional development can be inspiring, exciting, stimulating, and refreshing but, unfortunately, teachers often perceive professional development as frustrating, repetitive, irrelevant, and even a waste of time. International research confirms that much professional development fails to really make a difference to teaching and learning, calling into question the likely return on the $100 million invested annually in teacher professional development in Aotearoa NZ.

This research focuses on growing our understanding of the factors that can “get in the way”, preventing professional development from having the desired impacts on teaching and learning. The project builds on a previous study conducted with an international sample of teachers from 17 countries. The focus for the current project is on exploring “what goes on” specifically for teachers here in Aotearoa NZ. Data have already been collected from NZ primary, intermediate, and secondary teachers who participated in focus groups about their experiences of professional development and the factors affecting the professional development’s impact. The data have been transcribed and coding and analysis have begun.

The summer research scholar will contribute to further coding, organisation, and thematic analysis of the existing data, bringing together the teachers’ voices to identify themes, patterns, connections, and contradictions in a range of areas. Working with the supervisor, the scholar will prepare summary notes reflecting the main findings of the data analysis, organised under various themes and research questions so that the summary notes can form a basis for a series of subsequent journal articles. After working across the whole data set in this way, the scholar will then be able to select a specific area of interest within the data and will collaborate with the supervisor to prepare a journal article manuscript reporting those particular findings. This selected area of interest will also form the focus of the scholar’s research poster. Finally, the scholar will be supported to develop clear, appealing, accessible, and informative resources for communicating key findings of the research to participants and other interested stakeholders; depending on the scholar’s interest and skills, this could include infographics, information sheets, videos, or blog posts.

Overall, this project offers the summer scholar a unique insight into the experiences of NZ teachers, an introduction to qualitative research methods, and a valuable opportunity to develop their academic writing and broader communication skills. The findings of this research are important as they may offer insights (useful at both system/policy and school/teacher levels) into how professional development can be better designed and managed in the Aotearoa NZ context, enhancing its benefits for teachers and students. Contributing to this project is likely to be of interest to students from the Division of Education, but may also appeal to students interested in professional development, organisational improvement and human resource management in other workplace contexts.