



TE KUNENGA
KI PŪREHUROA
MASSEY
UNIVERSITY
UNIVERSITY OF NEW ZEALAND

TE KURA O TE
MĀTAURANGA
INSTITUTE OF
EDUCATION

JOINT STAFF - POSTGRADUATE STUDENT RESEARCH AND PROJECTS 2025



*Kia ora, kia orana, ni sa bula vinaka,
fakaalofa lahi atu, talofa lava,
taloha ni, malo e lelei, fakatalofa atu*

JOINT STAFF-POSTGRADUATE STUDENT RESEARCH AND PROJECTS 2025

The Massey University Institute of Education was established in 2013 with the goal of becoming a leading national, regional, and international centre of educational research excellence. This will be achieved by investigating significant educational challenges, to contributing to global scholarly exchanges, helping inform public policy choices and impacting in practical ways the improvement of learners' and educators' everyday lives.

Our postgraduate research students have an important role to play in meeting this goal. One of the best ways that we can help you become an educational researcher is to 'nest' you within a supportive environment where research is already underway. In doing so, you will complete your thesis or professional inquiry by working alongside our staff and other postgraduate researchers to fill some of the important gaps in our educational knowledge and understanding.

The following pages contain information about our staff researchers, and the titles and brief descriptions of the many cutting-edge educational studies in which our researchers are currently engaged. You are warmly invited to explore this information and to consider approaching our researchers for more details and applying to join one of our current educational research projects to complete your postgraduate degree.

Please feel free to contact us and find out more about the exciting research that we do - research that aims to make a real difference. We very much look forward to welcoming you as a member of our education research community.

Ngā mihi,

Professor Alison Kearney

Head of Institute | Te Kura o te Mātauranga - Institute of Education

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EDUCATION RESEARCH CENTRE

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STAFF RESEARCH

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DOCTORAL SUPERVISOR ACCREDITATION

Main supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Early childhood education – curriculum, pedagogy and practice
- Specialised Infant and Toddler Pedagogy
- Initial Teacher Education
- Professional Practice and Practicum
- Early Intervention and Inclusive Education

METHODOLOGIES

Qualitative and mixed method designs, including case study, inquiry-based and practice application approaches.

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DOCTORAL SUPERVISOR ACCREDITATION

Main supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Children's rights; learning; assessment; applied professional ethics

METHODOLOGIES

- Qualitative
- Ethnography
- Phenomenography
- Participatory action research
- Cultural Historical Activity Theory

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DOCTORAL SUPERVISOR ACCREDITATION

Co-supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Ethnic groups and cultural identity
- Equity and education
- Beginning teacher experiences
- Teacher retention and attrition

METHODOLOGIES

- Mixed methods research
- Survey research
- Interview research
- Ethnography
- Photo elicitation

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DOCTORAL SUPERVISOR ACCREDITATION

Main supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Teacher knowledge
- Pedagogical content knowledge
- Initial teacher education
- Out-of-field teaching
- Science education

- Physics education
- Chemistry education
- STEM education
- Teacher professional learning and development

METHODOLOGIES

- Qualitative
- Case study design, including multiple case study
- Interpretive paradigm
- Interviews, surveys, and observation
- Deductive and inductive data analysis

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DOCTORAL SUPERVISOR ACCREDITATION

Main supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Design for learning
- Networked learning
- Digital sociology
- Learning sciences
- Digital education
- Learning spaces

METHODOLOGIES

- Qualitative

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DOCTORAL SUPERVISOR ACCREDITATION

Main supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

My research interests are focused on communication, language, and literacy development for children with complex communication and learning needs, particularly those use augmentative and alternative communication (AAC). In addition, I have a broader research focus on optimising classroom communication and literacy environments for all children. I currently have four research themes which may be of interest to Masters and Doctoral students:

- Literacy for All - Development of literacy assessments and instructional approaches that are inclusive and universally accessible.
- Literacy and Communication – Noticing, Recognising, and Responding - Development of tools for gathering information about children's communication strengths, next steps for learning, and outcomes.
- Optimal language and learning environments for early years educational contexts – Development of tools and supports for working collaboratively with kaiako to optimise classroom environments for language and literacy learning.
- Selecting the 'best' AAC system – Understanding the decision-making process in augmentative and alternative communication (AAC) assessment.

METHODOLOGIES

- Qualitative

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DOCTORAL SUPERVISOR ACCREDITATION

Main supervisor

Co-supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Assessment and intervention
- Teacher content knowledge
- Intervention research
- Morphology
- Literacy difficulties, including dyslexia
- Early literacy development and its association with behaviour and self-efficacy
- Psychosocial development, including self-efficacy, self-concept, and resilience

METHODOLOGIES

- Quantitative
- Qualitative
- Mixed Methods

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DOCTORAL SUPERVISOR ACCREDITATION

Main supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Autism
- Inclusive Education
- Home-School Collaboration
- Student Engagement
- Teacher Education

METHODOLOGIES

- Qualitative

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DOCTORAL SUPERVISOR ACCREDITATION

Main supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Mathematics education (Primary)
- Initial teacher education (ITE)
- Teaching and learning fractions
- Emotions in mathematics teaching and learning
- Collaboration/Teachers' collaborative inquiry
- Co-teaching
- Teachers' professional learning and development (PLD)
- Teachers' work
- Adult/Tertiary teaching and learning
- Kaiako/whānau/ākonga partnerships

METHODOLOGIES

- Qualitative

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DOCTORAL SUPERVISOR ACCREDITATION

No accreditation

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Mathematics education
- Mathematical modelling
- Professional development
- Equity and diversity
- Student perspectives
- Culturally sustaining pedagogy
- Teaching social justice through mathematics

METHODOLOGIES

- Survey
- Interview
- Classroom observation
- Photo-elicitation
- Participant observation
- Qualitative
- Mixed methods
- Design based research
- Case study design

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DOCTORAL SUPERVISOR ACCREDITATION

Co-supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Critical mathematics education
- Mathematics education as it pertains to Pasifika peoples
- Exploring learners' algorithmic and computational thinking
- The use of counterexamples in mathematics learning and teaching
- Task design in mathematics education
- Exploring aspects of culturally sustaining mathematics pedagogy

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DOCTORAL SUPERVISOR ACCREDITATION

Co-supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Solution focused techniques
- Tamariki voice in education
- School supports for gender diverse students
- Bullying prevention in schools
- Dynamic assessment
- Educational Psychology
- Educational experiences of children in care
- Gender diversity in Early Childhood

METHODOLOGIES

- Qualitative methodologies
- Mixed Methods

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DOCTORAL SUPERVISOR ACCREDITATION

Main supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Mathematics education
- Pacific education
- Equity and diversity
- Early Algebra
- Student perspectives
- Professional development
- Culturally sustaining pedagogy

METHODOLOGIES

- Qualitative
- Design based research
- Indigenous research methods
- Mixed methods
- Case study design
- Survey
- Interview
- Talanoa
- Classroom observations
- Photo-elicitation
- Participant observation

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DOCTORAL SUPERVISOR ACCREDITATION

No accreditation

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Primary Teaching
- Early Years Teaching
- Philosophy of Education
- Equity in Education
- Futures Studies
- Educational Leadership

METHODOLOGIES

- Qualitative
- Post-qualitative
- Creative practice

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DOCTORAL SUPERVISOR ACCREDITATION

Main supervisor

Co-supervisor

Mentor Supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Māori Education Development
- Indigenous education
- Mana Wahine/Māori women

- Kaupapa Māori philosophy, theory and research methods
- Ethics of knowledge production within Māori contexts
- Mātauranga Māori
- Māori/whānau, hapū, iwi development

METHODOLOGIES

- Kaupapa Māori; qualitative methodologies

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DOCTORAL SUPERVISOR ACCREDITATION

Main supervisor

Co-supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

My research interests revolve around the following four broad questions:

- How can we support more productive teaching and learning interactions in digital or blended spaces?
- How might we develop more innovative and sustainable digital teaching and learning practices across formal and informal learning contexts?
- How might we maximise the affordances of digital visual and video modes of learning to support diverse learners?
- How might educator professional learning be best supported in digital spaces?

Some of the projects I have been involved in include:

- A focus on digital pedagogies in areas such as:
 - Blended learning
 - Makerspaces
 - Digital storytelling
 - Online learning communities
 - Flipped learning³¹
 - Mobile/Virtual learning
- Software literacy
- Teacher professional learning

- Participatory learning cultures
- Practitioner-researcher collaborative research

METHODOLOGIES

- Qualitative methodologies
- Mixed methods
- Visual/video-based methodologies
- Evaluation research

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DOCTORAL SUPERVISOR ACCREDITATION

Co-supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Indigenous knowledge systems
- Funds of knowledge
- Student perspectives
- Culturally sustaining pedagogy
- Professional development
- Pacific education
- Equity and diversity
- Mathematics education
- Teaching mathematics for social justice (TMfSJ)

METHODOLOGIES

- Design based research
- Interview
- Talanoa
- Classroom observations
- Photo-elicitation
- Indigenous research methods
- Qualitative
- Case study design
- Survey
- Participant observation

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DOCTORAL SUPERVISOR ACCREDITATION

Co-supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Education Law – Human Rights - Children’s Rights – Administrative Law
- Inclusive education – Equity in Education

METHODOLOGIES

- Socio-legal
- Mixed methods
- Qualitative analysis – reflexive thematic analysis

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DOCTORAL SUPERVISOR ACCREDITATION

Co-supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Understanding and supporting children, young people and adults who have cerebral visual impairment (CVI)
- Empowerment of children and their parents/caregivers
- Equity in education, especially for children with learning support needs

METHODOLOGIES

- Qualitative
- Quantitative
- Mixed methods

TARA MCLAUGHLIN

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DOCTORAL SUPERVISOR ACCREDITATION

Main supervisor

Co-supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

Tara maintains an active research programme related to inclusive high-quality early intervention and early childhood education.

Key focus areas include exploring:

- evidence-based, intentional and social-emotional teaching practices
- assessment and data-informed teaching; and
- innovative professional learning and development

METHODOLOGIES

Her research uses an eclectic mix of research methods including qualitative, quantitative, and mixed methods studies. Tara has expertise with advanced statistical techniques and a focus on measurement quality in educational research.

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DOCTORAL SUPERVISOR ACCREDITATION

Co-supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Critical educational policy
- Māori issues in education and research
- Educational leadership

- Primary school education
- Policy in the professional lives of teachers and principals
- Child poverty, trauma and educational attainment

METHODOLOGIES

- Qualitative
- Mixed-Methods

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DOCTORAL SUPERVISOR ACCREDITATION

No accreditation

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Reflective practice and professional supervision
- Strengths based and solution focussed educational psychology practice
- Inclusive education
- Children's rights

METHODOLOGIES

- Qualitative

MERSHEN PILLAY

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DOCTORAL SUPERVISOR ACCREDITATION

No accreditation

AREAS OF RESEARCH INTEREST AND EXPERTISE

- People with disabilities
- Food security/sovereignty
- Hearing/audiology
- Communication/swallowing (dysphagia) – speech and language therapy

METHODOLOGIES

- Critical, decolonising methodologies
- Community, collaborative research
- Life history and other biographical methods

RACHAEL POND

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DOCTORAL SUPERVISOR ACCREDITATION

Co-supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Supporting social and emotional learning during middle childhood and adolescence
- Strengthening wellbeing and mental health of children and adolescents
- Supporting diverse children's social-emotional learning in the classroom and/or playground
- Supporting children with ADHD
- Supporting children with anxiety
- Trauma-informed care in schools
- Strengthening child-teacher relationships
- Children's voices and perspectives
- Supporting teacher wellbeing
- Family and adolescent experiences of social media or vaping

METHODOLOGIES

- Qualitative
- Quantitative
- Mixed methods
- Systematic reviews

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DOCTORAL SUPERVISOR ACCREDITATION

Mentor Supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Educational assessment
- Teacher professional learning and development
- Educational Leadership

METHODOLOGIES

- Case study research design
- Ethnography
- Action research

MIKE SLEEMAN

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DOCTORAL SUPERVISOR ACCREDITATION

Co-supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

My research interests are focused on understanding and addressing reading difficulties in children, with a particular emphasis on dyslexia.

Areas of interest include:

- Reading assessment and intervention
- Dyslexia
- Reading difficulties

- Reading profiles
- Teacher, family, and student beliefs about reading difficulties

METHODOLOGIES

- Quantitative research

BIANCA VOWELL

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DOCTORAL SUPERVISOR ACCREDITATION

Co-supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

- Cross-cultural populations/Third Culture Kids: My research looks at questions of identity and belonging for people who fit into more than one 'cultural category', particularly with a speech and/or language focus. I am interested in how this links to Speech-Language Therapy, both in terms of access to services and in terms of responsive service provision.
- Speech Sound Disorders, articulation and sociophonetics: typical acquisition, stigma, and treatment efficacy particularly related to service delivery options.

METHODOLOGIES

- Quantitative and qualitative.

ZHENLIN WANG

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DOCTORAL SUPERVISOR ACCREDITATION

Main supervisor

AREAS OF RESEARCH INTEREST AND EXPERTISE

I am interested in social cognition during early and middle childhood. My research topics range from the cultural, contextual, and familial influences on the development of children's theory of mind to its implications in children's behavioural, social, cognitive, and academic functioning.

- Theory of mind
- Positive parenting in a cultural context
- Family adversity
- Mind-mindedness
- Mental state talk
- Teaching and learning understanding
- Lie-telling, sarcasm, metaphor, and practical joking
- Reading comprehension and writing
- Executive function
- Delay of gratification
- Prosocial behaviour
- Problem behaviour

METHODOLOGIES

- Quantitative - Experimental design, longitudinal design, survey, observation, interview, secondary data analysis.



CURRENT RESEARCH PROJECTS

LITERACY EDUCATION – VARIOUS TOPICS

TARGET STUDENTS

Tauira interested in Literacy Education - Masters and PhD (thesis) options only.

STAFF MEMBERS' NAMES AND LINK TO URL EXPERTISE PAGE

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Mike Sleeman

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EMAIL OF PROJECT LEADER

Amanda Denston: a.denston@massey.ac.nz

Mike Sleeman: m.sleeman@massey.ac.nz

DESCRIPTION OF PROJECT

PROJECT 1. Developing a screener for dyslexia in Aotearoa

Masters level – Developing a screener and testing the efficacy of the screener for ākonga (in an agreed year level/s) in Aotearoa. This may also include measuring non-reading related risk factors also.

PhD level – Developing a screener and testing the efficacy of the screener for ākonga across year levels in Aotearoa and monitoring progress over a year. This may also include measuring non-reading related risk factors also.

PROJECT 2. Understanding reader profiles

Masters level – To understand reader profiles, aligning with the SVR but also including distal factors, such as reading value, reading self-efficacy, reading self-concept, and reading engagement. Data is collected at a single timepoint with an agreed upon sample.

PhD level – To understand reader profiles, aligning with the SVR but also including distal factors, such as reading value, reading self-efficacy, reading self-concept, and reading engagement. Data is collected at two or three timepoints across a 12-month period.

PROJECT 3. Decodable texts and Structured Literacy Approaches

Masters & PhD level – General topics include:

- A comparative study of decodable texts
- Transitioning from decodable texts to readers
- Implementation of SL approaches
- Identifying factors influencing responders and non-responders within SL approaches
- The role of syllabification in SL approaches

TEACHER RETENTION IN AOTEAROA

TARGET STUDENTS

Tauira interested in issues related to teacher retention – Master’s thesis (Project 1) or PhD thesis/by publication (Project 2)

STAFF MEMBERS’ NAMES AND LINK TO URL EXPERTISE PAGE

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Amanda Denston

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Philippa Butler

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EMAIL OF PROJECT LEADER

Jared Carpendale: j.carpendale@massey.ac.nz

DESCRIPTION OF PROJECT

Background

Current changes and challenges within the education sector in Aotearoa are impacting teachers and how they can support the diverse student population to ensure equitable opportunities and outcomes. The Teaching Council of Aotearoa New Zealand (2023) reported that 58% of the teachers they surveyed were likely to leave the profession within the next five years. Ministry of Education (2024) data shows a decrease in the number of students enrolling in Initial Teacher Education (ITE) programmes by 40% between 2005-2023. These statistics are contributing to the teacher shortages that we are facing in Aotearoa (PPTA, 2024), and similar trends in other counties (Longmuir, 2023).

PROJECT 1. Gaining an in-depth understanding of factors related to teacher retention

The current project uses qualitative methodology, for example, interviews and/or focus group interviews to understand the factors that influence teacher retention in Aotearoa New Zealand. Themes for exploration would be drawn from survey data collected in 2024 across Aotearoa.

The specific context is open to negotiation but may include:

- ECE, primary, or secondary sector
- state, state-integrated, or independent schools
- school leadership

PROJECT 2

There is scope to undertake a PhD thesis that explores a nuanced understanding of the factors that impact teacher retention, attrition, belonging, and identity in Aotearoa New Zealand schools. Part of this project would also be developing a deeper understanding of the systemic changes required to support teachers. The research team would be willing to discuss this work with interested PhD candidates.

HOW CHILD AND FAMILY FACTORS IMPACT BEHAVIOURAL DEVELOPMENT IN NEW ZEALAND

TARGET STUDENTS

PhD, Masters.

STAFF MEMBERS' NAMES AND LINK TO URL EXPERTISE PAGE

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EMAIL OF PROJECT LEADER

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DESCRIPTION OF PROJECT

This project aims to examine the development of prosocial behaviours and problem behaviours and contributing factors in a family context in New Zealand. Leveraging secondary data from a longitudinal study of a large cohort of children and their families with diverse cultural and ethnic background in New Zealand, the project examines growth trajectories of behavioural development, identifies its predictive factors, and tests a developmental model.

MĀORI EDUCATION, KURA KAUPAPA MĀORI, TE REO MĀORI TEACHING AND LEARNING ACQUISITION

TARGET STUDENTS

Masters Thesis, Doctoral Thesis.

STAFF MEMBERS' NAMES AND LINK TO URL EXPERTISE PAGE

Huia Jahnke

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EMAIL OF PROJECT LEADER

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DESCRIPTION OF PROJECT

Our research focusses on Māori education generally and kura kaupapa Māori, in the context of Māori development. Our interests cover broad areas related to kaupapa Māori schooling, kaupapa Māori pedagogy and professional practice; education policies, the politics of Māori education, social and cultural impacts on Māori education; Māori learners in English medium and Māori language settings. Our research practice is kaupapa Māori and Māori centred that support theses written in either English or te Reo Māori.

The range of topics of past and current postgraduates and doctoral students have focussed include; Mana Wahine leadership in education; Māori Boys education; kaupapa Māori pedagogy; philosophy of Māori education; Māori student success in tertiary settings, the politics of Māori education; Māori education policy. International perspectives of Māori education; Indigenous education.

Project options range across kōhanga reo to wānanga/tertiary education to whānau/hapū/iwi community initiatives in education.

TEACHING AND LEARNING ABOUT FRACTIONS: WHAT, HOW AND WHY DO TEACHERS KNOW AND DO

TARGET STUDENTS

Professional inquiry, MEd, PhD/EdD.

STAFF MEMBERS' NAMES AND LINK TO URL EXPERTISE PAGE

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EMAIL OF PROJECT LEADER

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DESCRIPTION OF PROJECT

Little is known about the actual circumstances of the teaching and learning of fractions in Aotearoa/New Zealand, and we are interested in understanding the interplay between what is being taught and learned about fractions, existing pedagogical practices, teacher understandings, and the conditions in which these exist. Understanding fractions provides ākonga with an important foundation for more advanced mathematics and is fundamental to multiplicative thinking, a “critically important ‘big idea’ [that] underpins virtually all of the work in number and algebra in the middle years of schooling” and a key predictor of achievement in school mathematics (Siemon et al., 2012, p. 28).

Despite the importance of teachers understanding key ideas and strategies, previous research has suggested that teachers limited conceptual knowledge of fractions may be a factor limiting student achievement (e.g. Ward & Thomas, 2007). Anecdotal evidence suggests that a particular achievement challenge for ākonga might be teachers’ avoidance of fractions as a focus for instruction where teachers are reluctant to be seen as “not knowing” where they have had insufficient opportunities to develop their own understandings of fractions. We are interested in understanding the educational contexts in which the teaching and learning of fractions occurs, and how teachers might be supported to make the teaching and learning of fractions a strength and improve students’ access to higher levels of mathematics.

This extended project is at an early stage and the overarching questions include:

- What discourses about teaching | learning fractions are present in connection with Year 5-10 classrooms?
- How are understandings and practices of teaching | learning fractions related to discourses?
- How are discourses, understandings and practices cogenerated and recontextualised within and across contexts?
- How might teachers' collaborative inquiry strengthen teachers' understandings and practices for teaching | learning fractions?
- What are the impacts on ākonga of teachers' discourses, understandings and practices of teaching | learning fractions?
- How do students' understandings of fractions develop (or not develop) in the context of their teachers' collaborative inquiry activity?

Data collection could involve surveys, interviews, classroom observations, and audio recordings of collaborating teachers' interactions.

CO-DESIGNING CURRICULUM WITH ĀKONGA AND WHĀNAU: PARTNERING THROUGH TALANOA

TARGET STUDENTS

Professional inquiry, MEd, PhD/EdD.

STAFF MEMBERS' NAMES AND LINK TO URL EXPERTISE PAGE

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DESCRIPTION OF PROJECT

This research aims to create, enact and refine approaches to collaborative inquiry that assist kaiako to work in partnership with ākonga and whānau to co-design learning. We aim to shift current practice from knowledge-based curriculum delivery to an approach that empowers learners through a learner-centred curriculum. We aim to transform pedagogical practices in ways that had better support for students to develop competencies needed for living and learning. Working together, we aim to develop and engage in processes of explicit collaborative inquiry with

ākonga and whānau to develop new and ambitious approaches to effective practice, aimed at expanding learning opportunities for students who are not yet achieving the learning successes they could be.

The research is premised on a view that all citizens have the right to be included in the education system and to receive the individual support they require to succeed. Through developing powerful partnerships, we are interested in identifying what support each child needs to achieve to their own unique potential and then building that support around them on a personalised basis.

A primary mechanism for engaging in powerful partnerships, and collecting data, is through talanoa (or co-generative dialogues). Postgraduate students can contribute to analysis of qualitative data generated within project groups comprising kaiako, whānau and/or ākonga and/or develop a project that builds on the initial study.

EXPLORING EMOTIONS IN INITIAL TEACHER EDUCATION (ITE) LEARNING ENVIRONMENTS: THE ROLE OF EMOTIONAL KNOWLEDGE FOR TEACHING

TARGET STUDENTS

Professional inquiry, MEd, PhD/EdD.

STAFF MEMBERS' NAMES AND LINK TO URL EXPERTISE PAGE

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EMAIL OF PROJECT LEADER.

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DESCRIPTION OF PROJECT

Mathematics is often associated with a negative stereotype of the subject as hard and abstract (Ernest, 2019) which can also engender negative emotional dispositions towards mathematics. One of these that has become common parlance is 'maths anxiety'. This can take the form of an irrational phobia (Hodges, 1983), or a rational fear stemming from experience of failure and inadequacy (Perry, 2004).

This project aims to take a more nuanced look at the emotions that ITE students associate with mathematics as learners and then as teachers, to disrupt the discourse around maths anxiety that is prevalent in the literature.

Within this study, possible questions include:

- What are student teachers' emotional experiences of and dispositions towards doing, learning and/or teaching mathematics prior to and during their ITE programme?
- What is the role of emotions in the perceptions of readiness to teach for student teachers at the conclusion of their ITE programmes?
- How might ITE courses promote positive emotional engagement in mathematics teaching and learning for student teachers?

The focus for this project may be extended to also include professional learning contexts for practising teachers.

Data collection could involve surveys, interviews, classroom observations, video analysis and talanoa/cogenerative dialogues.

CULTURALLY SUSTAINING LEARNING AND TEACHING WITHIN MATHEMATICAL INQUIRY COMMUNITIES

TARGET STUDENTS

Master's thesis, Doctoral thesis.

STAFF MEMBERS' NAMES AND LINK TO URL EXPERTISE PAGE

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EMAIL OF PROJECT LEADER

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DESCRIPTION OF PROJECT

The diversity of New Zealand mathematics classrooms can be challenging for many teachers. Often, they are asked to draw on culturally sustaining practices as they teach mathematics within increasingly diverse classrooms. Working within a current large-scale professional learning project there are opportunities for exploration of the following questions:

- How do teachers draw on the values and beliefs of different culture/ethnic groups to enact the social norms of inquiry mathematics classrooms?
- How do teachers include different students' ways of knowing and being into the mathematics classroom?
- What 'funds of knowledge' of diverse cultural groups do teachers use to structure mathematical tasks and activity?
- How do Pasifika, Māori, and other diverse students view themselves as mathematicians?

Data will include interviews, surveys including Likert scales, and observations. Students will contribute by carrying out:

- Qualitative analysis of the interviews with teachers and students and observations.
- Quantitative analysis of the surveys.

DYNAMIC MENTORING AS A PROFESSIONAL PRACTICE ACROSS SCHOOLS: MENTORING FOR MATHEMATICAL INQUIRY AND CULTURALLY SUSTAINING PEDAGOGY

TARGET STUDENTS

Master's thesis, Doctoral thesis.

STAFF MEMBERS' NAMES AND LINK TO URL EXPERTISE PAGE

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DESCRIPTION OF PROJECT

In recent years, an increasing focus has been placed on the importance of practice-based forms of professional learning for educators. Additionally, this involves both mentors and teachers developing adaptive expertise. This focus places importance on the role of individuals leading, through mentoring or facilitating across a group of schools. However, what this role is, is not well understood, nor is there much knowledge around what their mentoring or facilitative role looks like.

Working within a current large-scale professional learning project, Developing Mathematical Inquiry Communities, there are opportunities for in-depth exploration of the mentors/facilitators as they co-construct mathematical pedagogy.

Within this study, there are opportunities to explore:

- What are the most effective dynamic mentoring practices, which support teachers to transform their practices?
- How does the dynamic mentoring process change over time?
- How do teachers and mentors develop adaptive expertise?

Data will include teacher and mentor interviews and video-recorded observations of practice as the mentors and teachers co-construct the pedagogical practices, which support mathematical learning.

DEVELOPING MATHEMATICAL INQUIRY COMMUNITIES

TARGET STUDENTS

Master's Inquiry, Master's thesis, Doctoral thesis

STAFF MEMBERS' NAMES AND LINK TO URL EXPERTISE PAGE

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DESCRIPTION OF PROJECT

Mathematics has been under review for the past 20 years with mixed results. One way forward is to take a strengths-based approach that looks at building on students' ways of knowing and being. Developing Mathematical Inquiry Communities professional learning and development project involves working with teachers in schools with predominantly Māori, Pacific and other diverse students and developing mathematical inquiry communities.

Within this study, there are opportunities for in-depth exploration of a range of questions including:

- What are the actions teachers take to construct mathematical inquiry learning communities where all students have a voice?
- How do teachers change their pedagogical and mathematical knowledge as they construct mathematical inquiry learning communities?
- How do the beliefs and values of the teachers and students change within mathematical inquiry learning communities?
- How does teacher mathematical knowledge change as they enact a learning/teaching cycle (predict, monitor, select, sequence, connect)?
- How do teachers' pedagogical actions relate to student outcomes in relation to well-being, engagement, and achievement?
- What beliefs about grouping practices do teachers and students hold and how do these change through involvement in Mathematical Inquiry Communities?
- How do teachers ensure equitable participation of all students in mathematical discussions and activity?

Students will contribute by carrying out:

- Qualitative and quantitative analysis of teacher interviews, questionnaires, and observations of practice.
- Qualitative and quantitative analysis of student questionnaires and assessment data.
- Analysis of teacher/student interviews of beliefs and values.

ADAPTING AND ENACTING MATHEMATICAL TASKS

TARGET STUDENTS

Master's thesis, Doctoral thesis.

STAFF MEMBERS' NAMES AND LINK TO URL EXPERTISE PAGE

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DESCRIPTION OF PROJECT

Adapting mathematical tasks to draw on localised contexts and funds of knowledge and enacting them in the classroom in a way that maintains high cognitive demand has a strong relationship with student engagement and achievement. This project focuses on developing a research informed trajectory of mathematical tasks across all mathematical strands. It will investigate the enactment of tasks in the classroom by teachers in different school contexts. An additional focus will be on student outcomes including achievement, engagement, and attitudes towards mathematics.

- How do teachers adapt tasks to draw upon student experiences and funds of knowledge?
- How do teachers enact tasks in ways that connect to students' mathematical knowledge bases and their funds of knowledge?
- What impact does a research informed trajectory of mathematical tasks have on student outcomes including achievement, engagement, cultural identity, and well-being?

Data collection will involve surveys, observations, student assessment data, and teacher interviews.

DEVELOPING EARLY ALGEBRAIC REASONING

TARGET STUDENTS

Master's thesis, Doctoral thesis.

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DESCRIPTION OF PROJECT

In recent years, there has been an increased emphasis on algebraic reasoning in primary school classrooms. This is due to the recognition of the key role that algebraic reasoning plays in mathematical understanding. We are interested in how early algebraic reasoning can be integrated into every-day mathematics lessons in primary classrooms. Within this study, there is the potential to explore the following questions:

- How does early algebraic reasoning develop over primary years?
- How can tasks be adapted to develop early algebraic reasoning across primary years?
- What teacher actions and classroom culture supports students to engage in algebraic reasoning?

Data will include student responses to open assessment items, task-based interviews, questionnaires, and classroom observations.

Students will contribute by using:

- Qualitative and quantitative analysis of student responses to tasks.
- Qualitative analysis of classroom observations.

THRIVE – TACKLING HUNGER WITH RESEARCH & INNOVATION IN VULNERABLE ENVIRONMENTS

TARGET STUDENTS

Honours, Masters, Doctoral.

STAFF MEMBERS' NAMES AND LINK TO URL EXPERTISE PAGE

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EMAIL OF PROJECT LEADER

Mershen Pillay: m.pillay@massey.ac.nz

DESCRIPTION OF PROJECT

THRIVE: Transforming Lives of People with Disabilities Through Food and Community

Imagine food as more than just sustenance – it's a powerful force for healing, connection, and spiritual wellbeing. That's what THRIVE is all about! Our groundbreaking programme explores the deep relationship between people and food, with a special focus on supporting those who face challenges with eating or swallowing due to illness or disability.

Based in the Counties Manukau district of New Zealand, THRIVE works at the heart of a community that has historically faced significant healthcare, social, and economic barriers. But we're changing that story! Through innovative initiatives like:

- Vibrant community gardens where people grow together
- Dynamic train-the-trainer programmes that empower local caregivers
- Targeted advocacy efforts that unlock access to vital services
- Cutting-edge remote care that brings expert support directly to homes, using state-of-the-art technology for swallowing and communication assistance

Every aspect of THRIVE is shaped with our community members, ensuring that our solutions truly meet their needs. We're not just improving nutrition – we're building stronger social bonds, enhancing overall wellbeing, and creating a model for food-based healing that addresses body, mind, and spirit.

BEYOND THE NORMATIVE BODY: A CRITICAL DISABILITY STUDIES ANALYSIS OF CORPOREAL STANDARDS AND RESISTANCE

TARGET STUDENTS

Honours, Masters, Doctoral.

STAFF MEMBERS' NAMES AND LINK TO URL EXPERTISE PAGE

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EMAIL OF PROJECT LEADER

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DESCRIPTION OF PROJECT

This project uses communication, hearing, and swallowing as entry points to examine broader systems of bodily normalization that impact all disabled people. While these functions are typically medicalized and regulated through healthcare systems, this research repositions them as sites for understanding how ableist power structures operate across disability experiences.

Drawing on critical disability studies frameworks, the project interrogates how institutions construct and enforce “normal” embodiment through various mechanisms of control and standardization. It examines how the pathologization of diverse bodily ways of being - whether related to mobility, cognition, emotional expression, or sensory processing - serves to maintain compulsory able-bodiedness and able-mindedness.

Key theoretical investigations include:

- How medical-industrial complexes profit from “normalizing” diverse bodies and minds
- Intersectional analysis of how ableism interacts with other systems of oppression
- Disability community resistance to normative bodily standards
- The political economy of “disorder” classification
- Crip theory approaches to reimagining bodily diversity

The project aims to advance disability justice by exposing and disrupting power relations that construct certain bodies and ways of being as deviant.

WEAVING VOICES: CO-CREATING INCLUSIVE COMMUNICATION HEALTH IN AOTEAROA

TARGET STUDENTS

Honours, Masters, Doctoral.

STAFF MEMBERS' NAMES AND LINK TO URL EXPERTISE PAGE

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DESCRIPTION OF PROJECT

This project aims to transform communication health services by embracing diverse knowledge systems across Aotearoa New Zealand's multicultural landscape. While honouring Te Tiriti o Waitangi principles, the initiative extends beyond the Māori-Pākehā binary to include Pacific, Asian, and other migrant communities' perspectives on communication wellbeing.

Working across urban centres like Auckland and Wellington, where over 40% of residents are born overseas, the project will establish Cultural Communication Circles (CCCs) representing various communities. These CCCs will co-develop frameworks that honour multiple communication styles, family structures, and cultural approaches to development and healing.

Practitioners of all kinds across education, health, social and occupational sectors will engage in deep learning about New Zealand's super-diverse reality, exploring how different communities understand communication milestones, disability, and wellbeing. The project emphasises cross-cultural dialogue while respecting each community's autonomy.

Key outcomes include:

- Culturally responsive assessment tools for diverse urban populations
- Multilingual resources reflecting NZ's changing demographics
- Documentation of various cultural approaches to communication development
- Guidelines for practice in super-diverse settings
- Policy recommendations for equitable service delivery

This approach builds inclusive services that celebrate Aotearoa's growing cultural complexity while maintaining honouring Te Tiriti o Waitangi commitments.

THE TRANSGENDER VOICE AGENDA

TARGET STUDENTS

Honours, Masters, Doctoral.

STAFF MEMBERS' NAMES AND LINK TO URL EXPERTISE PAGE

Mershen Pillay

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EMAIL OF PROJECT LEADER

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DESCRIPTION OF PROJECT

The TransGender Voice Agenda (TGVA) project is a specialised clinical service delivered by speech-language therapists (SLTs) and SLT students providing essential voice and communication care for transgender and gender diverse clients. Operating from a shared clinic space, the service focuses on individualised voice therapy, communication coaching, and facilitated group practice sessions.

While primarily focused on direct care, TGVA is developing an emerging research agenda that centres trans voices and experiences. Current research interests include documenting client-reported barriers to accessing voice care, exploring diverse approaches to voice feminisation and masculinisation, and examining the impact of voice changes on social wellbeing and gender affirmation.

The service aims to contribute to evidence-based practice while prioritising trans perspectives and lived experience. Preliminary data collection focuses on client-centred outcome measures and quality of life indicators. The research component is being carefully developed alongside clinical work to ensure ethical, affirming approaches that benefit the trans community.

The service aims to build stronger community connections through:

- Social media presence on (e.g. Instagram, TikTok) to share voice health tips
- Partnerships with local LGBTQ+ organisations and healthcare providers
- Monthly virtual community workshops
- Networking with trans community leaders and organisations

Support is needed to develop research protocols, establish community advisory processes, and create systems for data collection that maintain high standards of client care and confidentiality. The project seeks assistance to streamline scheduling and documentation. Other key resource needs include: *

* Development of educational materials and home practice guides * Creation of secure digital platforms for sharing voice training resources * Basic recording equipment for client progress tracking * Administrative support for 10 hours/week.



EDUCATION RESEARCH CENTRES

EARLY YEARS RESEARCH LAB

TARGET STUDENTS

Doctorate and Masters students.

LINK TO WEB PAGE

<https://eyrl.nz/>

EMAIL OF PROJECT LEADER

Tara McLaughlin: t.w.mclaughlin@massey.acn.nz

DESCRIPTION OF PROJECT

The Early Years Research Lab was established in 2014 within the Institute of Education, Massey University. We are an inter-professional community of researchers, post-graduate students, and research partners. The lab is directed by Tara McLaughlin. Our aim is to conduct and disseminate high-quality, practical research to support teaching and learning in the early years.

Our research focuses on teaching and learning topics including teaching practices and pedagogy, early intervention, play-based learning, culturally responsive teaching, intentional teaching, pedagogical leadership, social-emotional teaching and learning, language and communication, assessment, and specialised practices for infants and toddlers. We have an emerging focus on early childhood and family policy and also conducted a range of programmes and research associated with initial education and teacher professional learning and development.

Across our topics areas we are driven by a focus on supporting inclusion, diversity and equity in early years education. The research lab and associated team members have been part of several programmes of national significance, including the development of He Māpuna te Tamaiti, Kōwhiri Whakapae, BSLA, Leadership Coaching, and the Data, Knowledge, Action programme of research.

The research lab meets monthly to create a flourishing community of researchers and advocates in early learning. We encourage you to check out our website to learn more about the Early Years Research Lab.

EQUITY IN EDUCATION

TARGET STUDENTS

Doctorate and Masters students.

LINK TO WEB PAGE

There are over 25 academic staff involved in the EtE.

<https://www.equitythrougheducation.nz/>

EMAIL OF PROJECT LEADER

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DESCRIPTION OF PROJECT

The Equity through Education Research Centre at Massey University Institute of Education is an interprofessional community of educators inquiring into issues of educational inequity. Our vision is to break down barriers to learning and promote equity in and through education via research, inquiry and scholarship. This mission aligns with research and teaching in the Specialist Teaching Programme and Learning Support Network.

The Equity through Education Research Centre at Massey University Institute of Education is an interprofessional community of educators inquiring into issues of educational inequity. Our vision is to break down barriers to learning and promote equity in and through education via research, inquiry and scholarship. This mission aligns with research and teaching in the Specialist Teaching Programme and Learning Support Network.

The EtE research centre supports research with the aim of:

- Overcoming educational inequity experienced by those marginalised by personal and social circumstances (gender, ability, ethnicity, socioeconomic status, sexuality, religion, language etc.)
- Acknowledging the powerful role of teaching in overcoming inequity
- Acknowledging the powerful role of digital technologies and promoting digital inclusion
- Honouring principles, values and contributions of Mātauranga Māori through our practices
- Promoting presence and participation in everyday, life-long and life-wide learning
Enabling children and young people to be heard. There are five key strands of research you may be interested in:
- Cultural responsiveness, diversity and equity

- Teaching and learning, identity and wellbeing
- Children's capabilities, rights and empowerment
- Networked learning and digital equity
- Informal & everyday learning

There are over 25 academic staff involved in the EtE. Learn more about their backgrounds, research interests by visiting the EtE website: <https://www.equitythrougheducation.nz>

Opportunities for research development and dissemination:

There are different ways we can support you with your research within the five strands outlined above. In addition to mentoring and supervision of doctoral and master's projects, the Centre supports students to blog about their inquiries and research and supports publications of research outputs in Kairaranga journal. The Learning Support Network encourages students to engage in content creation and webinars showcasing their research.

If you are interested in working with the team, or disseminating your research via the EtE, please email equitythrougheducation@massey.ac.nz

THE CENTRE FOR RESEARCH IN MATHEMATICS EDUCATION (CERME)

TARGET STUDENTS

Doctorate and Masters students.

LINK TO WEB PAGE

<https://cerme.nz/>

EMAIL OF PROJECT LEADER

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DESCRIPTION OF PROJECT

The Centre for Research in Mathematics Education (CeRME) at Massey University, Institute of Education brings together experts in mathematics education to work on a common theme: the place of mathematics education and its transformative potential in New Zealand, the Pacific region and the world. A focus on equity and culturally sustaining pedagogy underwrites our research projects and the developmental work we engage in with teachers, post-graduate students, and new researchers. Our strong tradition of collaboration with both national and international researchers enables us to contribute to scholarly debates, in both the research and professional fields, in ways that are research informed. A key focus for CeRME is to be recognised nationally and internationally as a leading centre for research that makes a difference in mathematics education.

Our centre members are based at Massey University and engage in projects and research focused on different aspects of mathematics education. There are 10 academic staff involved in CeRME. Learn more about their backgrounds, research interests by visiting the CeRME website: <https://cerme.nz/> or check the staff and project pages.

Opportunities for research development and dissemination:

Staff involved with CeRME offer both mentoring for research and supervision of master's and doctoral projects. This includes support to develop publications of research outputs and share research through the website. If you are interested in working with the team, or disseminating your research via the CeRME, please email j.hunter1@massey.ac.nz.



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