



Contributors

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Lone Jorgensen is employed as Head of School of Curriculum and Pedagogy at Massey University College of Education in New Zealand. She teaches pedagogy, science and biology education in the Graduate Diploma of Teaching (Secondary) programme. Her research interests and publication have concentrated on teacher education, science education, and ethics and values education as well as information technology in education. Her contact details are Dr L.M. Jorgensen, School of Curriculum and Pedagogy, Massey University College of Education, Private Bag 11 222, Palmerston North, New Zealand. Ph. +64-6-356 9099 ext 8702. Email: l.m.jorgensen@massey.ac.nz

Robert Shaw is a senior lecturer in business analysis and ethics at The Open Polytechnic of New Zealand. He was previously a physics teacher and a member of the Board of New Zealand's National Observatory, the Carter Observatory. Currently, Robert is a doctoral candidate at the University of Auckland, and the secretary of the Philosophy of Education Society of Australasia.

Dan Love is of the iwi Te Atiawa. He is a lecturer in business at The Open Polytechnic of New Zealand. Dan manages his own marketing business and his research interests include Māori education and Māori business.

Kathryn White is Academic Manager at New Zealand Tertiary College. Kathryn has taught across all education sectors, has owned her own early childhood centre, and managed a foundation program for international students in preparation for study in New Zealand universities. As a registered teacher Kathryn is currently researching educational leadership at the University of Auckland and in particular is interested in the recent Government initiatives to review and enhance support for provisionally registered teachers across early childhood, primary and secondary sectors.

Chris Naughton has a background in education from Early Years to Secondary and is currently a lecturer at New Zealand Tertiary College where he co-edits *He Kupu*. He has been an advocate of children's composing as well as developing music making using a variety of methods. His experience in arts education research includes statistical analysis of arts provision, a longitudinal study of student teachers working in field placements and the application of meta-cognitive theory in analyzing student engagement. He also has an interest in the philosophical interpretation of arts education.