

CURRICULUM VITAE - DR GEORGINA STEWART

QUALIFICATIONS

2007	Doctor of Education (EdD)	University of Waikato
1991	Graduate Diploma of Teaching	Auckland College of Education
1982	Master of Science with First Class Honours	University of Auckland
1981	Bachelor of Science	University of Auckland

EMPLOYMENT HISTORY

2016 ongoing	Senior Lecturer, Te Kura Mātauranga School of Education, AUT
2010-2016	Lecturer/Senior Lecturer, Faculty of Education, University of Auckland
2009	Researcher, New Zealand Council for Education Research
2008-2009	Researcher, Starpath Project, University of Auckland
2001-2007	Doctoral Candidate, University of Waikato School of Education
2002-2004	Teacher (0.4), Te Kura Kaupapa Māori o Te Rāwhitiroa, Whangarei
1999-2001	Assistant Principal, Tikipunga High School, Whangarei
1998	Tutor, Northland Polytechnic, Whangarei

HONOURS AND AWARDS

- RSNZ Marsden Fast Start 3-year research grant (\$300,000), March 2015 – February 2018
- University of Auckland FRDF (Faculty Research and Development Fund) 2-year research grant (\$25,000) March 2014 – February 2016
- National Māori Academic Excellence Award, 2008
- Freyberg prize for curriculum research (\$5,000) University of Waikato, 2007
- University of Waikato Doctoral Scholarship (\$22,000 plus fees per annum) 2005 – 2007
- NZVCC Doctoral Scholarship in Chemistry 1982 (not taken up)
- NZIC (Institute of Chemistry) Auckland Branch Prize, 1980

MEMBERSHIPS

Member, American Philosophical Association

Member, New Zealand Association of Research in Education

Member, Royal Society of New Zealand

Member, Philosophy of Education Society of Australasia

Member representative, Executive Committee, Philosophy of Education Society of Australasia

SELECTED REFEREED PUBLICATIONS

Stewart, G. (2005). Māori in the science curriculum: Developments and possibilities. *Educational Philosophy and Theory*, 37(6), 851-870.

Stewart, G. (2007). Narrative pedagogy for teaching and learning about the nature of Pūtaiao (Māori-medium Science). *New Zealand Journal of Educational Studies*, 42(1 and 2), 129-142.

Stewart, G. (2010). *Good science? The growing gap between power & education*. Rotterdam, The Netherlands: Sense.

Stewart, G. (2010). Knowing our place: Critical multicultural science education. In S. May & C. Sleeter (Eds.), *Critical Multiculturalism: Theory and Praxis* (pp. 151-162). New York & London: Routledge.

Stewart, G. (2010). Language issues in Māori chemistry education. *AlterNative*, 6(1), 66-71.

Stewart, G. (2011). The Extra Strand of the Māori Science Curriculum. *Educational Philosophy and Theory*, 43(10), 1175-1182.

Stewart, G. (2011). Science in the Māori-medium curriculum: Assessment of policy outcomes in Pūtaiao education. *Educational Philosophy and Theory*, 43(7), 724-741.

- Stewart, G. (2012). Achievements, orthodoxies and science in Kaupapa Māori schooling. *New Zealand Journal of Education Studies: Te Hautaka Matai Matauranga*, 47(2), 51-63.
- Stewart, G. (2014). Kaupapa Māori, philosophy, and schools. *Educational Philosophy and Theory*, 46(11), 1270-1275. doi: 10.1080/00131857.2013.771448
- Stewart, G. (2014). The Māori body in education: from 'good with their hands' to the 'long brown tail'. In P. O'Connor & K. Fitzpatrick (Eds.), *Education and the body* (pp. 11-21). Auckland, N.Z.: Edify.
- Stewart, G. (2014). Te reo Māori in classrooms: current policy, future practice. *set: Research information for teachers*, set2014(3), 3-7.
- Stewart, G. (2014). Te take kāhore ahau e tuhi rangahau ki te reo Māori. *New Zealand Journal of Educational Studies - Te Hautaki Mātai Mātauranga o Aotearoa*, 49(1), 37-42.
- Stewart, G. (2014). Whose research? Whose reality? The identity politics of education science. In A. Reid, P. Hart, & M. Peters (Eds.), *A Companion to Research in Education* (pp. 499-502): Springer.
- Stewart, G. (2015). Actual Minds of Two Halves: Measurement, Metaphor and the Message. *Educational Philosophy and Theory*, 47(11), 1227-1233. doi:10.1080/00131857.2014.991494
- Stewart, G. (2015). Ethnoscience. In R. Gunstone (Ed.), *Encyclopedia of science education* (pp. 401-402). Dordrecht Heidelberg New York London: Springer. doi:10.1007/978-94-007-2150-0
- Stewart, G. (2016). From both sides of the indigenous-settler hyphen in Aotearoa New Zealand. *Educational Philosophy and Theory*. Retrieved from <http://dx.doi.org/10.1080/00131857.2016.1204904>
- Stewart, G. (2016). Indigenous knowledge and education policy for teachers of Māori learners. *Knowledge Cultures*, 4(3), 84-98.
- Stewart, G. (2016). Indigenous philosophies and education: The case of Kaupapa Māori. *EEPAT Encyclopaedia of Educational Philosophy and Theory*. Retrieved from http://link.springer.com/referenceworkentry/10.1007/978-981-287-532-7_177-1 doi:10.1007/978-981-287-532-7_177-1
- Stewart, G. (2016). Kaupapa Māori, philosophy, and schools. In F. Haynes (Ed.), *Philosophy in Schools* (pp. 74-79). London & New York: Routledge.
- Stewart, G. (2016). Reviewing and ethics in the online academy (Guest editorial). *Educational Philosophy and Theory*, 48(5), 437-442. doi:10.1080/00131857.2014.950804
- Stewart, G. (2016). What's in a name? In support of *A Manifesto for Re:emergent Philosophy*. *Confluence: Online Journal of World Philosophies*, 4, 154-161.
- Stewart, G. (2017). The long arc of knowledge: an interview with Nicholas Burbules. *Educational Philosophy and Theory*, 49(2), 180-191. doi:10.1080/00131857.2015.1069033
- Stewart, G. (2017). Response to 'Aborigine, Indian, Indigenous or First Nations?' by Michael Peters and Carl Mika. *Educational Philosophy and Theory*, 1-2. doi:10.1080/00131857.2017.1301719
- Stewart, G. (2017). What does 'indigenous' mean, for me? *Educational Philosophy and Theory*, 1-4. doi:10.1080/00131857.2017.1302050
- Stewart, G. (2017, in press). The 'hau' of research: Mauss meets Kaupapa Māori. *Online Journal of World Philosophies*.
- Stewart, G., (2017). Kaupapa Maori theory as a philosophy for education. In T.K. Hoskins & A. Jones (Eds.), *Critical conversations in Kaupapa Maori* (pp. 133-146). Wellington: Huia Publishers. ISBN 978-1-77550-328-6
- Stewart, G. (2017). Mana Wahine and Washday at the Pā. *Educational Philosophy and Theory*, 1-9. doi:10.1080/00131857.2017.1339339
- Stewart, G., & Bunting, C. (2015). Teachers, Curious Minds, and science education. *Curriculum Matters*, 11(2015), 98-116.
- Stewart, G., & Dale, H. (2016). 'Dirty laundry' in Māori education history? Another spin for *Washday at the Pā*. *Waikato Journal of Education*, 21(2), 5-15.
- Stewart, G., Tamatea, K., & Mika, C. (2015). Infinitely welcome: education pōwhiri and ethnic performativity. *MAI Journal*, 4(2), 91-103.
- Stewart, G., Trinick, T., & Dale, H. (2017, in press). Huarahi Māori: Two decades of indigenous teacher education at the University of Auckland. In P. Whitinui, C. Rodríguez de France, & O. McIvor (Eds.), *Promising Practices in Indigenous Teacher Education*. New York: Springer Education.