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POLICIES. PRACTICES. PUBLIC PEDAGOGY.
Two Case Studies of Art Museum Educators in
Aotearoa New Zealand

A thesis submitted in partial fulfilment of the
requirements for the degree of

Doctor of Philosophy in Museum Studies

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For my family

Abstract

This is the first in-depth study of art museum educators in Aotearoa New Zealand. It seeks to understand and explain their practices, philosophies and pedagogies.

It begins by revealing the history of art museum education in Aotearoa New Zealand in general, and more specifically at the Auckland Art Gallery Toi o Tāmaki and the Christchurch Art Gallery Te Puna o Waiwhetu.

Using inductive processes, historical methods, grounded theory methods and ethnographic approaches, in particular, direct observation, semi-structured and unstructured interviews, and auto-ethnography, the research observes, documents, and analyses the practices of educators, the policy context and the politics of pedagogy in the two sites.

The study identifies three main features which together constitute art museum educators' praxis: typologies of pedagogical practice; the prevalence of signature pedagogies; and two discourses – one which affirms and reproduces the authority of the art museum; the other, a transformative and critical pedagogy that opens new spaces for art museum education practices. Paradoxically, although the transformative discourses and critical pedagogies are ephemeral, fragile and rare they are apparent only in the presence of signature pedagogies.

The study also examines the complex nature of resistant and constructive forms of art museum educators' agency. It maintains that signature pedagogies and the logic of practice have deep historical associations that continue to support the political economy of the art museum.

The study posits that it is possible to work within the tensions of different pedagogical epistemologies and ontologies if a new concept of public pedagogy is invoked. Understanding public pedagogy merely as educational activities in informal, institutionalised spaces does not account for the complexities revealed in this research. Therefore, the thesis suggests that public pedagogy in the art museum is a dialectic space that keeps both signature and critical pedagogies in a series of dynamic, emancipatory relationships where transformation can be contemplated and, eventually, enacted.

Conceptualising public pedagogy thus suggests that awareness of predominant and transformative discourses and how pedagogical practices are interrelated with them is crucial to both practitioners and policy-makers.

Understanding – and activating – the concept of public pedagogy provides both the practical means and a theoretical construct to ensure that art museum educators can deepen the community's understanding of, and critical engagement with, art and art museums more effectively.

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Readers' Guide to the Thesis

Citations and Referencing

APA 5th edition has been followed with these exceptions:

- page numbers have been added to in text citations where possible
- date of access to electronic sources follow rather than precede the URL address
- captions for illustrations follow the conditions requested by lenders and have not been standardised
- newspaper articles are cited by name of author (where known) or by the name of the newspaper
- Manuscripts and grey literature including brochures, reports and minutes of meetings are cited by author or organisation

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Endnotes

These appear immediately prior to the Reference section.

Ethics

The study complies with the Massey University Code of Ethical Conduct for Research, Teaching and Evaluations Involving Human Participants. It has been assessed as a low risk application.

Image quality

Institutions have provided best available copies. Where negatives are not available images have been scanned at no less than 300dpi. In the case of some newspaper clippings where it is also necessary to read accompanying text the current image quality is less than ideal.

Quotations

Quotations are presented in the original form of publication.

Style Guides

The style guide for terms and abbreviations is:

Turabin, K.L. (1996) *A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago and London: University of Chicago Press.

Terms

Art museum(s) and art gallery(ies) are used interchangeably. The latter is used more frequently in New Zealand. The term is applied to institutions with a permanent collection.

Te reo Māori

Many Māori words are in common usage in New Zealand English. They have not been italicised or translated. A glossary is included immediately following this guide.

Where macrons are not used in a source text, they have not been added.

Use of Foreign Words

Foreign words that have become common in English are not italicised e.g. *raison d'être*; *vis-à-vis* and so on.

List of Abbreviations

AAG	Auckland Art Gallery Toi o Tāmaki
AAGEB	Auckland Art Gallery Enterprise Board
ACAG	Auckland City Art Gallery
ACC	Auckland City Council
AGNSW	Art Gallery of New South Wales
AGMANZ	Art Galleries and Museums Association of New Zealand
CAG	Christchurch Art Gallery Te Puna o Waiwhetu
CCC	Christchurch City Council
CCNY	Carnegie Corporation of New York
DBAE	Discipline Based Art Education
ICOM	International Council of Museums
ICOM-ICOFOM	International Council of Museums – International Committee for Museology
CECA	Committee for Education and Cultural Action (a professional committee of ICOM)
LEOTC	Learning Experiences Outside the Classroom
MCA	Ministry of Cultural Affairs
MCH	Ministry of Culture and Heritage Manatū Taonga
MSD	Ministry of Social Development Te Manatū Whakahiato Ora
MEANZ	Museum Education Association of New Zealand
MLA	Museums, Libraries, Archives Council (United Kingdom)
MoE	Ministry of Education (New Zealand)
MoRST	Ministry of Research, Science and Technology (New Zealand)
MU	Museum of New Zealand Te Papa Tongarewa – Archives
NAG	National Art Gallery, Wellington
NZMJ	New Zealand Museums Journal
NEF	New Education Fellowship
NGV	National Gallery of Victoria, Melbourne, Australia
NZAGDC	New Zealand Art Gallery Directors’ Council.
NZCER	The New Zealand Council for Educational Research
OED	<i>The New Shorter Oxford English Dictionary</i> (2 volumes)
RMAG	Robert McDougall Art Gallery
UNESCO	United Nations Education, Scientific and Cultural Organisation

Glossary of Māori Words

Source: *The Reed Dictionary of Modern Māori* (2001); Te Aka Māori; English-Māori Dictionary

aroha	love, sympathise
harekeke	flax
kahawai	kahawai – <i>Arripis trutta</i> (fish species)
kaiārahi	guide, leader
kaitiaki	custodian; caretaker
kaiwhakahaere	general manager, executive officer
kaumātua	elder
kawa whakaruruhau	systems of protection
kōhanga reo	Māori pre-school; language nest
kōwhaiwhai	visual art, painted scroll pattern
kura kaupapa	Māori primary school
mana	integrity, charisma, prestige
mana whenua	trusteeship of land
mihi whakatau	ceremony of welcome
Ngā Upoko Rūnanga ki Waitaha	the Council of Ngāi Tahu
pā	stockade
Pākehā	non-Māori, Caucasian, New Zealander of European descent
rāhui	embargo; protect; temporary prohibition
rangatahi	youth; younger generation
rangatiratanga	sovereignty
rohe	territory
tamariki	children
Tangaroa	guardian of the sea
tangata whenua	local people; people born of the land
tāniko	embroidered or woven border
taonga	treasure
taonga pūoro	traditional Māori wind instrument
<i>Te Hokinga Mai</i>	the exhibition <i>Te Māori</i> on its return to Aotearoa; the homecoming
te reo Māori	the Māori language
Te Wai Pounamu	the South Island
tikanga	custom
tikanga-ā-iwi	cultural practice, tribal custom
tikanga-rua	bicultural
tōpuni	dog skin cloak
tūpuna	ancestor
waharoa	gateway to pā
whakapapa	genealogy
wharenuī	large house