

Dr Ruth Boyask

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Research Interests

Public education is challenged by the legacy of over 30 years of neoliberal policy and more recent fundamentalisms and populisms. This context confuses and confounds common sense understandings of public education, and we need a more nuanced understanding of what is in the public interest, how the public is constituted and how to define a new public education. My recent research is an innovative project to reconceptualise public education. This was consolidated in a monograph that draws on research from throughout my career recently published by respected academic publisher Bloomsbury, entitled *Pluralist Publics in Market Driven Education: Towards More Democracy in Educational Reform* (Boyask, 2020).

My recent book was built on a solid history of empirical research in many different educational contexts, social and political theorising in the areas of public sphere, social justice, and democratic theory and participation in activity such as local and transnational debates about education policy, research, and practice (Boyask, 2012; Boyask, Vigurs & Lubienski 2018). Current research extends this work to children and young people's literacies and includes case study and participatory research of young people's reading, research synthesis of literature on reading for pleasure, and analysis of secondary data on children's experiences of reading. My work is significant to the fields of education policy, school reform, educational leadership, and research methodology.

Summary of Experience and Skills

International profile in educational research; submissions in national research assessments (RAE 2008 and REF 2014, United Kingdom; PBRF 2018, New Zealand); international collaborations with world leading academics on symposia, publications and projects; experience in postgraduate education programme development, review and restructuring; senior leadership of teaching and research teams; track record in securing competitive research grants totalling NZD\$500,000; management of research grant budgets and personnel; governing body and trustee experience and training; extensive undergraduate and postgraduate teaching; doctoral, masters and post-doctoral research supervision; public engagement; organisation of national projects and events; practitioner/university partnerships; recruitment and line management; social media and technology enthusiast.

Employment

Senior Lecturer above the bar, Auckland University of Technology, New Zealand, **Mar 2017 – now**

- Principal Investigator on two funded projects with 4 RAs, and 5 co-investigators 2020 - 2022
- Director of Postgraduate Programmes in Education
- Teaching postgraduate research methodology, educational leadership and research supervision

Lecturer, University of Plymouth, United Kingdom, **Feb 2007 – Feb 2017**

- MA Education Programme Lead for three years
- Professional Doctorate in Education Thesis Manager
- Lecturer in Education Studies

Research Fellow, University of Canterbury, Christchurch, New Zealand, **June 2005 – Feb 2007**

Lecturer, Massey University, Auckland, New Zealand, **Jan 2005 - June 2005**

Programme Co-ordinator/Research Associate, Economic and Social Research Council Teaching and Learning Research Programme's Research Capacity Building Network, Cardiff University, **Nov 2003-Dec 2004**

Tutor/Principal Tutor/Researcher, University of Canterbury, Christchurch, New Zealand, **1999 – 2003**

Secondary Art Teacher, Rangiora High School, North Canterbury, New Zealand, **1995-1996**

Notable Publications

Boyask, R. (2021). Public education unbounded: Reflection on the publicness of Green School New Zealand, *New Zealand Annual Review of Education*, 26, 11-17. <https://doi.org/10.26686/nzaroe.v26.6853>

Boyask, R. (2020) *Pluralist publics in market driven education: Towards more democracy in educational reform*, Bloomsbury Publishers.

Boyask, R. (2018). Primary school autonomy in the context of the expanding academies programme. *Educational Management Administration and Leadership*, 46(1), 107–123.

Boyask, R., Vigurs, K. & Lubienski, C. (2018). From critical research to policy. *Policy Futures in Education*, 16(2), 127–129. <https://doi.org/10.1177/1478210318759431>

Boyask, R. (2015). The Public Good in English Private School Governance. *European Educational Research Journal*, 14(6) 566–581.

BERA Social Justice, Race Ethnicity and Education, Sexualities, Inclusive Education, Youth and Informal Education, Practitioner Research SIGs (2015). *Fair and equal education: An evidence-based policy manifesto that respects children and young people*. London, England: BERA. (NB: Project and manifesto writing lead)

Boyask, R. (2012). Advancing relations between qualitative methodology and social theory in the sociology of education (pp. 21-31) in S. Delamont (Eds). *Handbook of qualitative research in education*. Cheltenham, England: Elgar.

Boyask, R, McPhail, J.C., Kaur, B., O'Connell, K. (2008). Democracy at work in and through experimental schooling. *Discourse*. 29(1), 19-34.