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2. **Referee Process:** All papers are read first by the Executive Editor, then sent to two referees ('blind' reviews) of international standing in the field, who will complete a referee report and make suggestions regarding suitability for publication, editing, reworking or development of the paper. The recommendations will be forwarded to the writers for attention before the paper is finally accepted for publication.
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7. **Abstract:** Paper must be accompanied by a short abstract (c. 100 words) at the start of the paper, following the title.
8. **Biographical Note:** Include a short bio note of the author on a separate file (c. 50–60 words max.).
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13. **Editorial Alterations:** The editors reserve the right to make minor amendments, alterations or deletions to articles without consulting the author(s) so long as such changes do not affect the substance of the article.
14. **Abbreviations:** Standard Latin abbreviations (and punctuation):
 - cf. compare
 - e.g. for example
 - etc. and so forth
 - i.e. that is
 - viz. namely
 - vs. versus
15. **Quotations:** Use double quote marks around a quoted word, phrase, or sentence, as follows: The examination can be viewed as a “disciplinary practice through which order is privileged” (Smith, 2002: 16).
A quote within a quote uses single quotation marks.
If a word or group of words is omitted from the quotation then three stops are used with a space before and after, as follows: “A poststructuralist approach ... displaces the Hegelian dialectical approach”.
If the quotation is 40 words or more it is indented (left indent only) and does not have quotation marks. Quoted words inside the body of the 40 words are indicated in single quotation marks. For example:

Efficient input-output of information is the principle mode of production within which academics now work. Education itself has become a performative venture. Indeed this situation was predicted by J-F. Lyotard who said, ‘The true goal of the system, the reason it programs itself like a computer, is the optimisation of the global relationship between input and output—in other words performativity’ (1984: 11–12). As knowledge performance is transformed to align with new political motivations there is a conspicuous reconfiguration of higher education and academic subjects whose work involves furthering the institutional goals (Grierson, 2006: 74).

16. References: Insert sub-heading References at the top of a new page.

References should be formatted as 'hanging indent' style. Do not use tabs. Set up hanging indent by selecting 'Paragraph' in Format menu in Word. Be sure to reference every author and text cited in the body of the paper. Authors must check this before sending articles. Do not include references that are not cited in the paper. Incomplete references will not be accepted.

17. Spelling: Authors are requested to use English spelling. Exception applies in quoted text with American spelling in the original.

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Book: Sole Author

Bhabha, H. (1995). *The Location of Culture*. London: Routledge.

Book: More than one Author

Harrison, C. & Wood, P. (1992). *Art in Theory 1900–1990: An anthology of changing ideas*. Oxford: Blackwell.

Translated Book:

Derrida, J. (1998). *Of Grammatology* (G. C. Spivak, Trans.). Baltimore: John Hopkins University Press. (Original work published 1967).

Edited Book:

Rabinow, P. (Ed.). (1991). *The Foucault Reader*. London: Penguin.

Grierson, E. M. & Mansfield, J. E. (Eds.). (2003). *The Arts in Education: Critical perspectives from Aotearoa New Zealand*. Palmerston North: Dunmore Press.

Corporate Author:

Ministry of Education, Te Tahuhu o te Matauranga. (2000). *The Arts in the New Zealand Curriculum*. Wellington: Learning Media.

Chapter in Book:

Bourdieu, P. (1983). The Philosophical Institution. In A. Montefiore (Ed.), *Philosophy in France today* (pp. 1-8). Cambridge: University of Cambridge Press.

Article in Journal:

Grierson, E. M. (2007). Between Empires: Globalisation and knowledge. *ACCESS: Critical Perspectives on Communication, Cultural & Policy Studies*, 25(2), 66–78.

Noddings, N. (1996). On Community. *Educational Theory*, 46(3), 245–267.

Unpublished paper:

Jackson, M. (2001). *Radical Gestures*. Auckland: AUT. Unpublished Paper.

Newspaper Article:

Hattersley, R. (2002, Friday, August 30). The Silly Season. *The Guardian*, p. 18.

Thesis:

Brown, B. (2002). *Critical education in an audit environment*. Unpublished Doctor of Philosophy thesis, RMIT University, Melbourne.

Online References:

Humanities Society of New Zealand/Te Whainga Aronui (HUMANZ). (2000). *Knowledge, Innovation, and Creativity: Designing a knowledge society for a small, democratic country*. Wellington: Ministry of Research Science and Technology. Retrieved November 23, 2001, from <http://www.morst.govt.nz/publications/humanz/Humanz.htm>

Conference Paper:

Albrow, M. (1999). Globality, social relations, and third ways. Unpublished paper at *Globalisation and Identities*, International Conference of the Research Unit for Global Studies, 30 June, Manchester Metropolitan University, UK.

Conference Proceedings:

Grierson, E. M. (2008). Art and Event: Photographic practices as political procedures in public discourses. *The Ownership and Dissemination of Knowledge*, Conference proceedings, Philosophy of Education Society of Australasia 37th Annual PESA Conference, Queensland University of Technology, Gardens Point Campus, Brisbane, 4-7 December <<http://www.pesa.org.au>>

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