Green Journals

International Approved Journals

Journal Information

Journal Title	New Zealand Journal of Educational Studies
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Classification History

Year	A+	A	B	C
2026			✓	
2025				
2024				
2023				
2021/2022				
2020				
2019				
2018				

Classification: The table above shows all journal classifications recorded for each classification year in the Green Journals database. A journal may have more than one classification in the same year.

Recent Articles

Plus Ça Change: Research Assessment, Interdisciplinary Academics, and the Persistence of Structural Barriers
2026-10-27
Authors: Andy M. Connor
DOI: 10.1007/s40841-026-00497-4

Decolonising Generative AI in South African Teacher Education: Wayfinding for Multilingual, Indigenous, and Publicly Accountable Futures
2026-10-23
Authors: Benjamin Seleke
DOI: 10.1007/s40841-026-00495-6

The Emergence of the ‘Powerful Knowledge’ Model of English? Is this the Sixth Cox Model? A Case Study of England
2026-10-21
Authors: Andrew Goodwyn
DOI: 10.1007/s40841-026-00490-x

Learning from Crisis; Lessons from New Zealand’s COVID-19 Traffic Light System for Building Resilient Tertiary Education
2026-10-21
Authors: Lee-Anne Taylor, Anita Jagroop-Dearing, Jodee Reid
DOI: 10.1007/s40841-026-00496-5

Tracey Carlyon and Rosina Merry: Effective Leadership in Early Childhood Services and Primary School Education in Aotearoa New Zealand
2026-10-20
Authors: Linda Bonne
DOI: 10.1007/s40841-026-00498-3

Literacy Lead Teachers' Perspectives on Voluntary Adoption of Structured Literacy in Aotearoa New Zealand Primary Schools
2026-10-20
Authors: Jayne Newbury, Lisa Collier, Toby Macrae
DOI: 10.1007/s40841-026-00494-7

Policy Pathways Across the Tasman: A Comparative Analysis of Rural Education Policies and Practices in Australia and Aotearoa New Zealand
2026-10-16
Authors: Jennifer Tatebe, Philip Roberts, Natalie Downes
DOI: 10.1007/s40841-026-00492-9

Correction: Effective and Inclusive Teaching for Young People from Refugee Backgrounds: An Appreciative Inquiry
2026-10-13
Authors: Anna Burgin, Vivienne Anderson
DOI: 10.1007/s40841-026-00486-7

Legitimising Curriculum Changes in Norway: Whose Voices Count?
2026-10-1
Authors: Trine Mette Foyn, Suela Kacerja
DOI: 10.1007/s40841-026-00491-w

Reflexivity as Epistemological Imperative: An Autoethnographic Account of Researching Indian Diaspora Youth in Aotearoa New Zealand
2026-9-27
Authors: Abhilasha Gandhi
DOI: 10.1007/s40841-026-00488-5