

institutions published in the journal *Leading and Managing*, Volume 19, No. 1, 2013. The abstract reads: "This article considers conversations that mattered to promote deep learning and rich understandings of proposed changes during the reforms of New Zealand tertiary institutions in the decade 1990–2000. It is based on research that was carried out in the context of rapid expansion and changes in the education sector and addressed two research questions that considered the management of institutional changes and educational leadership. The research

illustrated the deep learning and rich understandings of the change processes by the respondents and the way the organisational cultures had responded in bridging understanding between the more effective educational leaders and their staff. Some consideration is also given to theoretical developments and recent developments in the New Zealand tertiary education sector so as to bring the original findings into relevance a decade after they were developed.

Do contact Alison at [asmith@unitec.ac.nz](mailto:asmith@unitec.ac.nz) if you are considering furthering your studies in 2014.

## We take educators further



**Saul Taylor**  
Postgraduate Diploma and  
Master of Educational  
Leadership and  
Management graduate  
Senior Teacher of the  
Deaf, Kelston Deaf  
Education Centre

Are you in education and seeking advanced professional and leadership development? Then look no further than Unitec. Our experienced staff offer an unsurpassed level of personal and academic support that will take your career to the next level.

### Programmes on offer:

- » Postgraduate Diploma in Education
- » Master of education
- » Postgraduate Certificate and Postgraduate Diploma in Educational Leadership and Management
- » Master of Educational Leadership and Management
- » Doctor of Philosophy (Education)

Learn more today at [www.education.unitec.ac.nz](http://www.education.unitec.ac.nz) or call 0800 10 95 10



*"Never doubt that a small group of thoughtful, concerned citizens can change the world. Indeed it is the only thing that ever has"* **Margaret Mead**

## Introduction

Welcome to our Alumni newsletter. Another semester is progressing quickly for the Educational Leadership and Management team at Unitec, with busy sessions of teaching over the July and September school holiday breaks completed. The programmes continue to grow – we now have 50 EFTS (Equivalent Full Time Students) – this is the highest EFTS total ever over our three programmes, reflecting the continuing need for educational leadership and management education amongst leaders in Auckland and further afield. Our team has remained the same this year and comprises: Associate Professor Howard Youngs, Professor Carol Cardno, Dr Jo Howse, Alison Smith, Associate Professor John Benseman, Associate Professor Jenny Collins, and our amazing programme administrator Emmie Aban.

However, there are changes in store for our team with Howard accepting a position at AUT, working in their educational leadership programmes. Congratulations Howard! You have done a fabulous job in leading the educational leadership programmes at Unitec, and there are many, many students (and quite a few staff too) who have greatly benefited from your pro-active and high quality leadership, but also from your calm and respectful approach. There is no doubt that we will all miss you.

## 2013 TeachNZ study awards

This year we have eleven students studying with us full-time for at least part of 2013, as a result of winning a Teach NZ study award – this is the highest number of students in a single year ever! The teaching staff very much enjoy having these students 'around', and we look forward to the successful completion of their theses/ dissertations at the end of this year.

### This year's students were:

Tony Gilbert	(Green Bay High School)
Mark Whitford	(Glen Eden Intermediate School)
Monette Atkinson	(De la Salle College)
Adele Anderson	(Kerikeri High School)
Shanley Joyce	(Botany Downs Secondary College)
Hoana Pearson	(Newton Central School)
Tony Coughlin	(Onehunga High School)
Sachida Naidu	(Mission Heights Junior College)
Manjula Handjani	(Aorere College)
Jo-Ann Yukich	(Western Heights Primary School)

We have recently heard that all of our students working in schools who applied for TeachNZ study awards for 2014 have been successful in gaining an award. If you have ever thought about applying for a study award, these are generally advertised in the Education Gazette late April-early May, and you can also read more about the study awards at:

<http://www.teachnz.govt.nz/teacher-awards/>

Alison Smith is happy to provide you with advice in regard to your study award application, so don't hesitate to contact her at [asmith@unitec.ac.nz](mailto:asmith@unitec.ac.nz) when you are ready to begin your application for 2015. She is already "pencilling in" those people that have indicated they will be applying next year. Unitec students that apply for study awards have a high success rate (with nearly all winning an award either the first or second time they apply) so we do encourage you to think carefully about the benefits of this opportunity. Alison will write a letter of support to go with your application – do take advantage of this as we think this is one of the reasons why our students are so successful at gaining study awards.

## 2013 Graduations

Several more students have completed their Masters' research over the last few months and we have listed these below. Our warm congratulations to all of our students on their accomplishment – we all know how demanding postgraduate study can be, particularly for those of you who are also working full-time!

### April 2013 MEdLM graduates

#### Linda Allen

Engaging in sustainable collaborative professional learning: The case of a West Auckland school cluster initiative.

#### Jenny Baber

Senior leader efforts to improve the educational outcomes of Maori students in New Zealand secondary schools.

#### Martin Bassett

Developing middle level leaders in New Zealand secondary schools.

#### Joanne Robson

The appraisal of middle level leaders in New Zealand secondary schools.

#### Saul Taylor

Setting suns and rising stars: Succession planning in New Zealand's deaf education Leadership workforce.

### September 2013 MEdLM graduates

#### Duncan Henderson

Professional learning support experiences of primary school teachers in their third to fifth year of practice.

#### Kertmee Sackdanouvang

Middle managers: Managing change in a Lao higher education institution.

#### Neil Watson

Financial decision-making in four secondary schools.

If you visit the library webpage for Unitec theses in the field of education, you can read PDF versions of our students' work should you wish to find out more. The link is <http://unitec.researchbank.ac.nz/handle/10652/663>

## Have you moved jobs?

Do let Alison know ([asmith@unitec.ac.nz](mailto:asmith@unitec.ac.nz)) if you, or any other current or past students that have moved to a new school and/or been promoted. We would love to be able to congratulate these students and alumni, as well as keep you all up-to-date with where people are now working. Some that we have heard of recently are:

#### Teresa Burn (Newstead)

now Principal of Peninsula Primary School

#### Duncan Millward

now teaching at an international school in China

#### Maurie Abraham

Principal of Hobsonville Point Secondary School

#### Janice Adamson

Principal of Victoria Avenue School

#### David White

Principal of Marshall Laing School

#### Delanee Dale

Principal of Maungawhau School

#### Pauline Cornwall

Principal of Papatoetoe Intermediate School

#### Brian Hinchcoe

Principal Consultant, Cognition Education

#### Michael Maher

Principal of St Thomas School, Auckland

#### Michelle Holly

Director of Middle School, Sancta Maria College

#### Tracey Kopua

Principal of Christ the King School, Owairaka

#### Lara Sydall

Team Leader at Whenuapai School

## Staff presentations and publications

Howard Youngs recently presented a paper to International Leadership Association Oceania Conference, held in Auckland in April 2013. The title of the paper is The complexity of distributed forms of leadership in practice, and you can download it at <http://nzli.co.nz/73/conference/papers>. The abstract reads: "Distributed leadership is a free-floating concept that is often oversimplified as a mode of leadership and development suitable for twenty-first century organisations, particularly in education. This paper provides an alternative view. It draws on observations of leadership practice to provide a re-conceptualisation to distributed forms of leadership. These forms reveal the complexity of how positional authority and symbolic power co-exist in hybrid configurations to reflect day-to-day practice and provide a deeper sociological frame that can be applied to leadership development.

Carol and Howard have had an article entitled Leadership development for experienced New Zealand principals: Perceptions of effectiveness published in the journal Educational Management, Administration & Leadership, Volume 41, No. 3. The abstract reads: "This article presents the perceptions of approximately 300 experienced New Zealand principals who participated in a pilot leadership development initiative funded by the Ministry of Education. The Experienced Principals Development Programme (EPDP) underwent a rigorous evaluation that included formative (mid-point) and summative (end-point) feedback to participants and providers over an 18-month period. As the literature on leadership development indicates, particular issues arise for those who are experienced in their leadership roles and have progressed beyond early career challenges. To sustain and develop experienced principals, leadership development programmes need to be relevant, personalized and unique. The evaluation methodology used in this study employed a mixed methods approach comprising quantitative and qualitative analysis of two major participant surveys and data collected for three case studies via observation of delivery events and focus group interviews with participants. The findings confirm that the programme was highly relevant for the participants because it was responsive to individual needs

and learning styles. A highly effective component was the school-based inquiry project which was viewed as a conduit for personal development and school improvement. Overall, the programme provided opportunities for both personal and professional learning."

Jenny Collins has had an article based on her recent research, 'To the very antipodes'. Nineteenth Century Dominican Sister Teachers in Ireland and New Zealand, in Paedagogica Historica: International Journal of the History of Education, Volume 49, Issue 4, 2013. Special Issue: Catholic teaching congregations and synthetic configurations: building identity through pedagogy and spirituality across national boundaries and cultures. The abstract reads: "This paper examines the educational and religious lives of Dominican Sisters in nineteenth-century Ireland and New Zealand. It considers developments in Irish society and culture that shaped the educational mission of Dominican Sisters, as well as some of the challenges facing 10 Sisters who, in 1871, journeyed from Dublin to establish a foundation in Dunedin, New Zealand. Drawing on previously unpublished archival sources, including Sisters' letters "home" to Ireland, this paper explores ways in which the expectations of the Founder Sisters were initially shaped by "Old World" social and cultural structures and their dependence on their motherhouse in Sion Hill, Dublin. It examines changes in the lives of Sisters as their links with Ireland diminished and they began to reshape their educational mission around a new cultural and religious identity. This paper challenges educational historians to acknowledge the role Catholic sister-teachers played in the formation of national education systems. You can download it at: <http://www.tandfonline.com> – just search the article title.

Jo Howse has had an article entitled Conversations that mattered. A decade of reforms of New Zealand tertiary