PROFESSIONAL PRACTICE

SYM POS IUM

24.11.2020

OTAGO
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Te Kura Matatini ki Otago

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KARAKIA TIMATAKA (to open)

Whakataka te hau ki te uru	Cease the winds from the west
Whakataka te hau ki te tonga	Cease the winds from the south
Kia makinakina ki uta	Let the breeze blow over the land
Kia mataratara ki tai	Let the breeze blow over the ocean
E hi ake ana te atakura	Let the red-tipped dawn come with a sharpened air
He tio, he huka, he hau hu	A touch of frost, a promise of a glorious day
Tihei mauri ora!	

Welcome

Tēnā Koutou Katoa. Welcome to the Professional Practice Symposium: Exploring Professional Futures. We hope you enjoy the diverse programme of speakers today as we celebrate our enquires into the changing nature of our practices.

This event was organized by:
Dr Glenys Forsyth, Steve Henry, Raewyn Paviour, Dr Henk Roodt & Dr Don Samaringhe.

Booklet designed by **Solomon Drader**.

Special thanks to our peer reviewers:

Jeremy Taylor
Raewyn Paviour
Steve Henry
Dr Don Samaringhe
Alexa Forbes
Dr Henk Roodt
Dr Malcolm MacPherson
Carleen Mitchell
James Harrison
Dr Jo Kirkwood
Jo Thompson
Michael Simmons
Oonagh McGirr
Dr Martin Andrew
Phil Osborne
Dr Lehan Stemmet
Dr Phil Handcock
Prof Vaneeta D'Andrea
Dr Federico Freschi
Assoc. Prof Megan Gibbons
Prof Sam Mann
Codi Ramsey
Dr David Woodward

Zoom Rooms

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Access Waiting Room

Zoom Room 2: 449 317 4541
Access Waiting Room

Zoom Room 3: 364 416 1528
Access 2yc6wK

Zoom Room 4: 502 785 6878
Access 418771

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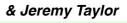
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ABSTRACTS

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ROOM
ONE

Facilitating an online 'creative play' workshop: Research possibilities and practicalities
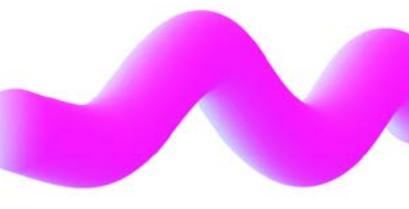
HELEN WILDERSPIN

What do you do if a face to face workshop on 'creative play' needs to quickly move online? My DPP research is exploring the role creative play can have on learning, and for developing creativity, spirituality and liturgical worship. I am using action research and auto-ethnographic methodologies. Come and join me in a discussion on this topic including some practical examples of fieldwork challenges, solutions and initial findings, as well as experiencing a sample of online 'creative play.'

Ngā mihi nui.

Biography

Helen Wilderspin is fascinated by the role creative play might have in developing adult learning, creativity, spirituality and liturgical worship. Helen is currently working towards her DPP full-time and is based in Auckland. She is an Anglican Priest and her background includes parish ministry, school chaplaincy, various adult educational initiatives in the church, and clowning.

Self-determined learning as a response to a formal vocational education system under pressure

STEVE HENRY & EMMA MORRIS

Figure 1. The drivers of change in formal education in the Vocational Sector in Aotearoa/NZ

Figure 2. Fit for purpose learning models

From Steve

While many of the apparent certainties of twentieth century life have been disrupted over the past decade or two – from banking to travel, communication to accommodation, education and health care have been largely immune (Christensen et al., 2017; Walsh, 2020). Recent research into the drivers of change in vocational institutions and universities – from interviews of 45 chief executive officers from across Australasia by Friday and Halloran (2020) – indicates that current models are no longer fit for purpose (Smith 2020) and the sector is resistant to change (NZ Productivity Commission 2019). These drivers are seen in Figure 1.

The formal vocational tertiary sector in Aotearoa/ New Zealand is under reform and Te Pūkenga is being established as a response. Whether reform will enable the old models to become fit for purpose remains to be seen. The speed of response to the pandemic of Covid-19 suggests what used to be impossible can occur (Eisenstein 2020).

From Emma

My experience of current education systems, and realisation that 'business as usual' is not an option any more was one of the motivations of establishing a new way of living and learning, through a Socio-Ecological Learning Environment. Over time, and in different ways, myself, my partner and our friends have realised that traditional education and work systems have not helped us to nurture ourselves, each other and our places. Instead we have turned to other ways to; of permaculture, Te Ao Māori, mindfulness, forests, dancing, festivals and community. It is in these spaces that we've started to be able to express ourselves and engage in a collective dream together.

We began to dream; a forest school, a permaculture school, a wellness centre. A Socio-Ecological Learning Environment, where we can heal the land and ourselves. The Socio-Ecological Learning Environment (the Learning Environment) is a living campus offering alternative post-secondary education for personal and collective resiliency. Set on a piece of land, we offer learning experiences that equip people to adapt to the fast-changing future (Learning Environment, 2020).
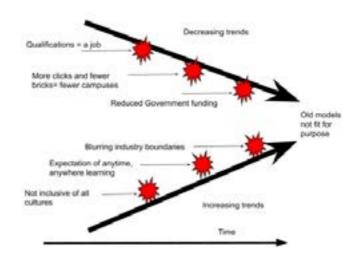
Two and a half years since formalisation we have established an organisation that has registered as a charitable trust. We have honed our vision statements, guiding culture, and organisational structure. We are clear now that we want to provide post-secondary learning offerings that are life-enhancing learning experiences, supporting people to adapt to these complex times. My was a process of gaining clarity of this purpose in my journey into empowerment.

From Steve

Fit for purpose learning models include work based learning such as Emma's example, where everywhere is a campus, be it a farm, an office or a festival. This flexibility is more inclusive of different cultures and expansive, as suggested in Figure 2. Could it be more effective?
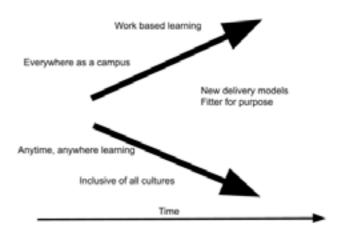
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Sensemaking in our Professional Futures

RICHARD MALLET

Imagine trying to make sense of a country where the tribal structure is top-down and functions from the bottom-up in as much that the basic unit, the family is perpetually operational. Under the banner of a certain ethnicity are the tribal confederacies; the confederacy is comprised of a plethora of tribes. Furthermore, the tribe is divided into clans or sub-tribes. These are further divided into multiple, kin-based agnatic affiliations, which are further divided into kinships with the extended family at its core. At the bottom of the tribal structure is the nuclear family under a patriarch. Loyalty moves from the bottom to the top, so loyalty resides primarily with the extended family and moves up as the other units become operational. Welcome to my year in southern Afghanistan as a military advisor. Our biggest sense-making challenge? An Afghan police chief, General and warlord.

The aim of my presentation will be to highlight how a sense-making approach is relevant to leadership and decision-making in an increasingly volatile, uncertain, complex and ambiguous world. The relevance of a sense-making method will be related to Capable NZ in the context of self-directed learning which requires us to comprehend, understand, explain, attribute, extrapolate and predict. This paper will also argue for sense-making as a methodology as described by Karl Weick; an opportunity to re-think our education system, to create maps and pathways as plausible representations of what is changing, thus enabling us to act in our system to enhance our contribution to society. Ultimately, the paper suggests sense-making is about leadership as a core individual, team, and organisational practice; a capability to lead our professional future.

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Biography

My name is Richard Mallet. I recently commenced study for the Master of Professional Practice (MPP) with Capable NZ. I'm utilising a sense-making approach to an investigation around the experience of character development.
In my leadership practice, I have learned two things; firstly how relevant sense-making and ethnography is in complex and committed circumstances. And secondly, that it takes highly developed emotional intelligence and resilient behaviours to lead and manage individuals and teams. My ongoing transformation, allied to my MPP, is founded on enhancing both.
I very much look forward to the Capable NZ Symposium as an additional learning opportunity.

How to adapt to the 4th industrial revolution? Now sped up by the catalyst of COVID-19

MICHAEL SPICER

Michael Spicer will present his inquiry as a gig worker and student of the Capable NZ Bachelor's program; Leadership for Change. Then discuss other Leaders for Change like Andrew Yang (USA) and Geoff Simmons (NZ), and their now unsuccessful political approach to this change.

Problem: Fewer jobs being created than displaced.

Solution: Universal Basic Income.

It is caused not only by technological progress but also by COVID speeding up the adoption of these technologies (was this a perfect storm?). Then elaborate on how the groundbreaking innovation is not the technology but the Gig Economy and how this will change the structure of society.

Presenting which entrepreneurs also believe this and their recommended approach to this change? As nearly none of us now will retire without having to upskill or retrain (could micro-credentials work?). And what if we all aim [my pitch], to have the core [soft] skills (capabilities)? Will this give us the foundations we need for whatever [gig] jobs may exist in the future? Jobs many of us can't even imagine. Some of us might have to create these new jobs for ourselves [therefore, the importance of developing the entrepreneurial mindset], and will the 4th industrial revolution belong to the generalist?

Biography

A generalist from the Gig-Economy, Michael has had a range of experiences, rather than becoming an expert like traditional careers. This has led Michael to have an uncanny ability to see how other industries affect other unseemly, connected industries, like a ripple on a pond when a stone is thrown. A metaphor many have heard, but Michael has personally witnessed. Michael has had to start his education again in his 30's as he found himself without the skills needed for gainful employment. He found the Leadership for Change program was the best way to adapt to the 4th industrial revolution. Other obstacles Michael has faced is a learning disability that he did not get the extra help he needed. Therefore, Michael entered the Gig-Economy at its conception and firmly believes this is the biggest innovation since the assembly line was invented and it will become the new normal Post-Covid

Collaborative leadership, management & assessment: A very personal journey towards integration

ROB NELSON

What does it mean to "explore a professional future"? How will I know when I've arrived "somewhere"? Is "somewhere" where I planned to be, or merely an interesting stopping point on the journey to "somewhere else"? Will I be more valuable when I get there, who for, and what will I offer as proof of value? Who am I to even assume I, or my journey, matter to anybody other than me? "I start from a position of personal and professional dis-integration (any reason why disintegration is written like that?). An autoethonographic lens explores a broken leader's re-integrative journey by considering collaborative development and assessment of an integrated experiential learning project model. It's a story of being brave enough to examine what it means to be me, and why that is important for others. It's about re-learning to think widely, embracing that something not currently happening is a valuable opportunity to lead others to make it happen. It's about travelling with others towards collaborative solutions that are fit-for-purpose rather than being forced to fit-the-model.It's about distributing leadership and empowering others to own and further develop a learning model that facilitates collaboration and reflection as practical skills for the workplace, not just as theoretical exercises for the classroom.

It's about the collective responsibility we have as educators to develop ourselves at the same time we are developing others to be more effective members of the various communities they belong to. It's about living – not just teaching - "the power of we" being greater than "the power of me", while at the same time never again under-rating the "value of me".

Biography

Rob Nelson trained as a printer then worked his way into management, later qualifying in that as an adult student. He then embarked on a second career teaching management. His particular areas of interest lie in authentic project and team management, leadership, and conflict.

Can I write a Novel? Negotiated Assessment Processes

PROF SAM MANN

The Professional Practice Doctorate is an opportunity for critical exploration of candidates' professional framework of practice, and in keeping with a deeply reflective approach, this process, and the evidence it generates may be decidedly personal, creative and transformative. The practitioner thesis - in the sense of the defensible argument - is represented in a thesis - in the sense of an extended piece of scholarly writing. But there is no general method to integrate the learning aspects of critical reflective narrative with the more technical (or creative) work-based project report. One approach is an exegesis - essentially a separate document (or sections) containing the critical review of the project but this fails to recognise that for many, the project is deeply integrated - the creativity and reflection are common and the notion of separate sections or documents makes little sense. We need to come to terms with how a practice work with all its non-linearity, metaphor and ambiguity might form the thesis, not merely be a subject of the thesis.

This is already happening in earlier stages of the doctoral process, we have seen a diagram and a novel for reviews of learning, and a Socratic dialog for a literature review and other forms of experimental writing. In this paper we ask what will happen when a candidate wishes to present a very non-traditional practitioner thesis, a play or an interactive documentary. We present a framework for considering the narrative structure and devices used in professional practice, and apply this framework using previous non-linear professional practice research as provocations for discussion. We expect this work will be of interest to those who are interested in ensuring that the doctorate honours and celebrates the diversity of practice, and provides a robust vehicle for the claim and interrogation of claims of doctorateness.

On becoming hydra, second chances and epistemological shifts.

OONAGH MCGIRR

This presentation charts the impact of a personal decision to make a geographical shift on my field of study and framework of practice.

A benign career move in 2017 directly affected the professional doctoral study (Ed.D) I had been conducting whilst employed in the Middle East. This bumpy career moment required an agile response to a wicked professional problem (Head, 2015).
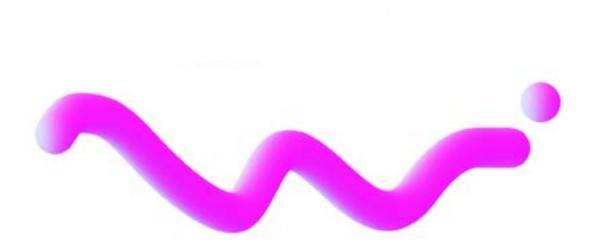
The presentation focuses on the challenges we, as researchers, often seek to mitigate and truly hope never to encounter – the withdrawal of ethical approval to complete a study in a specific place or space. In recounting the multiple problems faced, I address the solutions-focused approach, the discussions held and resolution of the problem of the apparent loss of time, effort and funds invested over a period of four years.

I share philosophical shifts in thinking and practice which emerged during a period of re-casting of the framework and planning for the Doctor of Professional Practice (DPP). I detail a re-positioning rooted in reflexivity, drawing on the experiential and reflective nature of lived experience of professional practice. I identify the key learnings and provide an overview of the original study contrasted with the paradigmatically evolved positionality for the reworked study. I cast the learnings through the lens of resilience and antifragility.

In brief, how not to lose it when you think you are losing it, doctorally speaking.

Biography

As Deputy Chief Executive of Otago Polytechnic, Oonagh is the strategic lead for academic capability development and innovation. Oonagh has worked in international higher education in a range of international settings in both the public and private sectors. She has established and led Teaching and Learning Units, developed education strategy for national and regional government, devised and delivered staff development and upskilling programmes for higher education practice, and led on institutional Teaching and Learning accreditation and recognition. She has taught on foundation, undergraduate and postgraduate programmes in Modern Languages, Cultural Studies, Linguistics, Teacher Education, Research and Leadership in multidisciplinary settings at new and legacy HEIS in Europe, the Middle East and Aotearoa. Her research interests are academic leadership in practice, teacher identity development, and widening global access to higher education.

What it Says on the Tin: Learning in the Learning Agreement

PROF SAM MANN, PHIL OSBORNE & KATH DANAHER

A Professional Practice postgraduate journey is a combination of professional practice, research and learning. But the learning aspect is often overlooked. Despite describing the proposal milestone as a "learning agreement", learners, mentors and assessors can struggle to see these as other than research proposals - where the "project" dominates and learning outcomes are an afterthought, added largely as a matter of compliance. At the start of the process, poorly framed and described learning outcomes prevent aligning the practice work and the desired learning, and in the end game, it makes it difficult to make and interrogate claims of doctorateness if we do not have the language of descriptions of levels of learning. It is our contention that the use of appropriate learning outcomes is hampered by a poor understanding of the form and use of learning outcomes, a problem worsened by a lack of resources in the use of learning outcomes as developmental tools in self-determined learning. In this presentation we describe early results from a survey of learners and mentors on the use of learning outcomes. A co-design process is proposed with the intention of collaborative development of resources to better position learning within Professional Practice journeys.

ZOOM
ROOM
TWO

Identifying motivational factors to increase the capability of the Engineering Profession in New Zealand.

EVAN MADDEN, DR DAVID WOODWARD & DR MALCOLM MACPHERSON

The aim of this research is to investigate the intrinsic and extrinsic motivational influences and circumstances that affect an individual's career choice. In order to recruit the best talent into engineering careers and address the increasing shortfall of highly skilled workers across the industry, an appreciation of the need to identify these motivators will be discussed, this would increase capability and develop engineering as a sustainable vocation.

Biographies

Evan Madden has worked in the electrical engineering sector of the manufacturing industry for over 25 years. Presently employed as an Instrumentation and Communications Technician, he has spent the last 15 years in a variety of technical roles at NZ Aluminium Smelters. After completing an array of electrical trade qualifications, he returned to study with Capable NZ in 2019. Subsequently, Evan has completed a Bachelor of Engineering Technology (Electrical) and has continued with the Master of Professional Practice program in 2020. Evan enjoys the challenges associated with academic studies, the journey into postgraduate education and the prospective research project planned for 2021.

Dr David Woodward is a facilitator, assessor and academic mentor at Capable NZ (GDTE, BAM, MPP, DPP), senior lecturer in apiculture, Central Campus, and company director. With a background in botany (MSc (Hons)) and zoology (PhD), he was a research scientist at Adelaide University, state apiculture advisor for South Australia, head of apiculture at Telford, and has over 20 years tertiary teaching experience.

Dr Malcolm Macpherson is a PhD geologist who has worked for Capable NZ for a decade, as an assessor, academic mentor and facilitator, mainly with Bachelor of Applied Management and Bachelor of Engineering Technology candidates, and also with professional practice candidates in Capable NZ's, masters and doctoral programmes. He was a member of Otago polytechnic's council from 2005 to 2013, mayor of Central Otago district from 2001 to 2010, elected member of the Otago then Southern District Health Boards from 2001 to 2013, and is part owner and board member of a general medical practice in Alexandra. He is an Officer of the New Zealand Order of Merit, with a long history of community activism in Central Otago.

Professional Development instigated through critical reflection of bicycle frame project

LEARNER: MIKE WILSON,
FACILITATOR: DR DON AMILA SAJEEVAN SAMARASINGHE

The purpose of critical reflection is to challenge our assumptions and to be open to adapting our beliefs through ongoing evaluation. Kolb's experiential learning theory shows where reflection can be used through experiential learning (Beard & Wilson, 2013). Kolb (2015) concluded that experiential learning is a type of learning that "transforms the impulses, feelings, and desires of concrete experiences into higher-order purposeful action" (p. 33), which shows the transferability of these experiences. Before embarking on the Bachelor of Engineering Technology (BET) qualification through Capable NZ, Mike Wilson had never engaged in any written recording of his experiences. Previously he was practising, hands-on Fitter and Turner/ Welder. Mike developed a reflective practice over the past couple of months and demonstrated a highly thoughtful approach and as such, the change in his professional practice. Reflective practice enabled him to record Engineering experiences and realise their significance in forming his skills set.

The following are significant benefits that Mike recognises from self-reflecting on his engineering experiences:

1. A tool to assemble and coordinate ideas. The gathering of all the concepts, experimentation, model making and visual impact information learned during the cycle frame project in his Historic Case study project highlighted the following values:

- Recognising his area of expertise, its value and the value of coordinating help from others
- Realising the value of a structured process of development
- The value of a structured plan versus being spontaneous and reactive
- A method of recording ideas for retrospective thought
- A point on which to build new ideas on and develop improvements
2. A way of learning to develop writing skills to showcase ideas and thoughts and accurately elaborating on ideas to communicate them to a wider audience.

Mike has started to recognise these skills and their value from a more theoretical viewpoint. He can see the potential for him to bridge the gap between the practical and theoretical sides of engineering and take on a more creative / design role capitalising on his practical knowledge. He feels He could also successfully take on a project or systems management role and have the depth of knowledge to adapt to many situations and make the right decisions through critical analysis and reflection. This case study shows that Capable NZ learners immensely benefit from becoming accomplished reflective practitioners. Their development will undoubtedly keep improving due to the skills learned through Capable NZ programmes.

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Biographies

Michael Wilson is a practicing hands on engineer. Michael currently specializes in the design, prototyping and fabrication of cycle frames and also stainless steel fabrication in the food industry. He has completed a trade apprenticeship in fitting and turning. Though his 35 years involved in engineering he has built up broad experience in it's many facets including factory production managing.

Dr Don Samarasinghe is a facilitator with Capable NZ, Auckland: Don uses experiential learning activities integrated into his teaching style to bring high levels of student engagement in his teaching. He has a range of qualifications including a PhD in Construction Management, a Bachelor of Civil Engineering and Graduate Diploma in Tertiary Education (GDTE).

Developing a thesis on the preparatory journey of an entrepreneurial enterprise leader by exploring traditional school student leadership structures and practitioner experience

SANDY GEYER & DR JAN HENDRIK ROODT

The purpose of this study is to highlight the role that the student leadership structures play in empowering and/or disempowering our future entrepreneurial leaders - and how this might be changed for the better. My lived experience as an entrepreneur, an entrepreneurial training practitioner and an educational leadership training practitioner has alerted me to the significant difference in the way that the concept of leadership is communicated, understood and practiced in the school environment and in the entrepreneurial environment. The development of our future entrepreneurial leaders, within currently functioning traditional school structures is tracked in this presentation from a "Me-Alone" identity state to an "Individual incorporated", "student follower", "student leader" to "entrepreneurial leader "identity state by means of a visually developed model of (practitioner) understanding. The purpose of this sequence of enquiry is to track the development of self – identity and personal leadership identity as currently experienced alongside academically recognised theories. These theories are presented by means of a literature review, to identify where a leadership learning intervention might be best positioned to equip our future leaders with a suitable foundation for acquiring demonstrated successful entrepreneurial leadership skills.

The research follows an autoethnographic action research framework. The first cycle aims to measure currently successful entrepreneurial leadership patterns utilising a quantitative research survey with a sample size of approximately two hundred entrepreneurial leaders across New Zealand and South Africa who have achieved business continuance through the COVID-19 crisis (so far). A qualitative approach involves one-on-one semi-structured interviews with a smaller sample size of twenty to thirty entrepreneurial leaders, looking to uncover deeper insights from real life stories.

Stage two of the enquiry cycle aims to translate the insights gained from stage one into an appropriate prototype leadership learning intervention on-line course for students in their first year of high school. Stage three aims to trial this on-line course with a sample of approximately sixty students, across New Zealand and South Africa to measure the learning /awareness of the entrepreneurial leadership success patterns identified in stage one.

The study is particularly interested in the areas of self – awareness, self – leadership and collaboration skills as a possible foundation to many other entrepreneurial leadership skills. The pragmatic research process undertaken aims to progress the model of understanding with grounded theory as a methodology, to a practical and sustainable model of knowledge for my professional practice. The presentation will cover the journey so far.

Biographies

Sandy Geyer is an entrepreneurial leader, author and practitioner in Entrepreneurial Intelligence (EnQ), who works with business leaders, student leaders and future business leaders in New Zealand, Australia and South Africa. She is currently engaged in a Doctor of Professional Practice study which aims to link currently successful entrepreneurial leadership patterns with student leadership learning.

Jan Hendrik Roodt is actively involved in the entrepreneurial space in New Zealand. Commercial projects focus on Industry 4.0, Circular Economy Energy Sufficiency and environmental regenerative practice in agriculture. His research in the education space focusses on embedding transdisciplinary approaches into post graduate research. Jan holds a PhD in Engineering Science and MSc in Physics. He is an active member of the Institute of Information Technology Professionals of New Zealand, the IEEE (Systems Council), the International Council on Systems Engineering (INCOSE), and holds DARPA coin 1313.

Time, tools, and tenacity: Reflections on a doctoral candidate's survival kit

CLAIRE GOODE

Becoming a professional is seen in the literature as a complex process, with individuals engaging intellectually, socially, and emotionally in multiple communities, while applying a wealth of skills and knowledge in contexts within which one never stops learning. In this session, I present and reflect on key learnings from two of my professional practice perspectives: those of the doctoral learner and those of the educational developer.

As a professional practice doctoral candidate since May 2018, I have built my own 'survival kit' through trial and error, serendipity, and sheer tenacity. Recognising that this resource may help others embarking on professional practice project journeys, I will share my thoughts on practical online tools and applications for managing and sharing documents and references, as well as a recognition of the time and headspace needed for the project.

The toolkit, then, includes both procedural 'how to' knowledge for 'doing' research, and the mindset for 'becoming' a member of doctoral communities of practice. I reflect on how these are benefitting my own professional practice in an educational context, as a member of a Learning and Teaching Development team in a tertiary setting, and how this kind of reflectivity brings forward new possibilities for one's identity.

Biography

Claire Goode is a Principal Lecturer in the Learning and Teaching Development team at Otago Polytechnic. She works alongside academic staff across the Polytechnic to build their capabilities in multiple aspects of pedagogical practice, to ensure the best possible experience and outcomes for learners. She is particularly interested in teacher development, and is in her third year of a D Prof Prac, investigating the stories of Tertiary Teaching Excellence Award winners.

Collaborative inquiry into practice: kōrero from two kaiako/teachers at Ara Institute of Canterbury

FAYE WILSON-HILL, AMY ALLEN & PHILLIP ROXBOROGH

Teaching is complex and even more so for those whose first career is not that of an educator. In this presentation you will hear from kaiako/teachers who are embarking on a collaborative inquiry into practice as part fulfilment of the requirements of a Graduate Diploma in Tertiary Teaching and Learning. Such an endeavour according to Timperley, Kaser and Halbert (2014) enables educators to address some of the many complexities of teaching and improve outcomes for ākonga/learners. Amy Allen and Phillip Roxborogh have undertaken separate inquiries into practice utilising a collaborative inquiry process: one on empowering ākonga/learners to facilitate and participate in Social Work tutorials; the other into whether involving ākonga/learners in self and peer assessment process in the Bachelor of Information and Communication Technologies (BICT) is an effective strategy for teaching the industry skill of giving and receiving feedback. The collaboration has taken different forms from designing inquiry models through to learning conversations to challenge practice and develop the role of a 'critical friend' (Bambino, 2002; CORE Education, 2017). It is this role of critical friend where the group have developed and applied their skills in learning talk (Dalton & Anderson, 2010) to make change in their practice with the goal of positively impacting learning outcomes. At this stage of the inquiry Amy and Phillip are reflecting

on the actions taken and drawing on the evidence gathered including kaiako observation, learner engagement and feedback, and the learning talk conversations with the course group.

A shared focus that emerged from their individual literature reviews was the importance of whakawhaungatanga (Bishop, Ladwig & Berryman, 2014; Macfarlane, 2010) that is: establishing trusting relationships based on unbiased connection between the kaiako/teacher and ākonga/learners. This finding alone is not new and has a long tradition in learner-centred practice (Blumberg, 2019; Doyle, 2008; Race & Rutherford 2010) however, in both these inquiries the literature revealed the importance of such a relationship to challenge the power imbalance of the traditional teacher-student relationship. In Amy's inquiry she found the 'peer learning' model she developed has enabled ākonga/learner participation and the development of significant and required Social Work skills such as critical thinking and communication (Swain, 2007; ANZASW, 2014; SWRB, 2020). For Phillip, uncovering the tacit knowledge (Rust, Price & O'Donovan, 2003) ākonga/learners need for summative assessment requires a carefully planned strategy across the teaching year to provide ākonga/learners with appropriate time and energy to fully benefit from the changed

power dynamic. As he continues to reflect on the inquiry Phillip has noted that the self and peer assessment activities ākonga/learners has heightened learner/ākonga awareness, and to some degree the ability to engage in professional dialogue in the form of peer feedback.

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Biographies

Faye Wilson-Hill M. Env Ed., B.Ed, Dip Tching. Faye is a Principal Academic Staff Member at Ara Institute of Canterbury who teaches in the Tertiary Teaching qualifications and Masters of Sustainable Practice. Her current research projects are developing sustainable practitioners and the connections between education for sustainability and kaitiakitanga in relation to the Ara graduate attributes of "act sustainably" and "be culturally intelligent'. She has been at Ara for four and half years having previously worked in Alternative Education and the University of Canterbury as National Coordinator for education for sustainability advisors in schools.

Phillip Roxborogh M.A.
Phillip just recently celebrated his 4th year at Ara Institute of Canterbury as a teacher in the Enterprise and Digital Innovation Department. He teaches at diploma and degree in the ICT programme covering customer service skills, IT professional fundamentals and practice, business analysis and IT service management. His teaching style is focussed on equipping his students with the skills and experience to make the jump to the ICT industry. Phillip came to Ara with 30+ years of ICT experience, and in 2016 completed his Masters at the University Otago in how mature students can achieve success in tertiary studies. Phillip is nearing completion of his graduate diploma in teaching at Ara

Amy Allen, MSW, BA
Amy is in her second year of teaching at Ara on the Bachelor of Social Work and has a background working with vulnerable whānau and the refugee community in Christchurch. Her courses cover colonisation in Aotearoa and social work practice and theories. She is a student of the Graduate Diploma of Teaching and Learning at Ara as well as of Te Reo Māori. Amy's passions centre around te reo Māori, and developing vibrant, discussion-based classes where learners feel empowered.

How eclectic learning in the past helped prepare me for resilience in a Coronavirus world.

MARCIA JOHNSON

This paper considers how eclectic learning bolstered my resilience through negative external environmental factors which would impact on my research project. I continue to believe eclectic learning broadens tacit knowledge to a point where transdisciplinary innovation can occur.

The Coronavirus pandemic hit just as I was preparing to send out surveys as initial data gathering for my project to every tertiary provider in New Zealand at level 5 and above. This period overlapped with sweeping governmental changes within the polytechnic environment in New Zealand and a nationwide lockdown to prevent spread of the Coronavirus. I began receiving emails indicating redundancies and shifts of personnel within the tertiary quality community which I was surveying. This caused an early pivot since there were not sufficient responses to the surveys and subsequent volunteers to carry out an original plan for focus groups. As a result of having to pivot during this period, I have gained a new appreciation for the terms resilience and criticality. These two terms foreshadowed what I was going to go through during the data collection stage and how I was going to overcome the barriers I was encountering to meet the need for relevant data within my methodology.

After an initial literature review, I became aware of what I term eclectic learning through the use of constructive critical conversations which impacts quality outcomes for organisations. Here I apply the idea to individuals' personal quality outcomes, in this case my own.

My project was planned as a qualitative ethnographic (heuristic phenomenology) investigation, utilising surveys and focus groups to understand the essence of my own and others' constructive critical conversation experiences. Relating my research experiences, and using the themes which have emerged from my findings to date, I will give a practical demonstration of how the ability to engage in constructive critical conversations and learn eclectically prepares us for unknown future challenges.

I return to Hovath's (2019) idea of preparation for reflection in action, and am able to answer some of my original project questions in part:

- How and why are constructive critical conversations relevant to quality outcomes in organisations?

- To what extent do constructive critical conversations contribute to professional development for individuals?

- How do constructive critical conversations lead to transdisciplinary innovation?

Motivations for retraining at mid-career

EDGAR A BURNS

Many different reasons motivate people to retrain at mid-career. Motivations can push, like boredom, or pull like opportunity. This paper looks at motivations from several angles. First, career theory ideas sketch the cultural context within which we make individual choices. How society thinks and talks about work, employment, desirable careers and what we "should" do with our lives, directly and indirectly shapes our choices and willingness to spend effort in retraining. Second, education often acts as a pivot in enabling personal motivations for career change. Education may serve negatively as a barrier or positively as a springboard for new careers directions. Cost, busyness, competing demands on time and effort all impact retraining.

Third, a brief catalogue of possible motivations is presented as a reference point to compare our own motivations in taking action or declining specific opportunities to retrain. Most of us can see several of these in our own lives and perhaps recognise a dominant driver. Fourth, different career motivations can be seen in stories from my study of already-professional women and men who decided to switch to become lawyers part-way through their careers. Humour and struggle are evident in these accounts. Finally, regenerative agriculture is creating a "buzz" in rural communities at present in New Zealand. Interestingly, Regen Ag opens discussion around positive motivations and reskilling in the country's biggest economic sector, seen in stories of farming individuals and their families.[234]

Biography

Edgar Burns is A/Professor in the School of Social Sciences at the University of Waikato. He occupies the university's Hawke's Bay Regional Council Chair of Integrated Catchment Management, based at Napier. He has studied professions, knowledge production, regional issues, education and communication. His current research is about environmental motivation and decision-making for landowners, communities and cities, especially regenerative agriculture.

ZOOM

ROOM

THREE

Using Peer Observation of Teaching as a Means of Enhancing Teaching Practice and Establishing a Community of Practice

JAMES STAPLES, DR DAVID WOODWARD & JAMES HARRISON

In this session, I will be sharing the ongoing work-based learning project that I am engaged in at the Auckland International Campus. This action-research focuses on development of a peer observation of teaching programme through the use of a community of practice approach.

Biographies

James Staples is a Learning and Teaching Specialist at the Otago Polytechnic, Auckland International Campus, where he focuses on the support and development of academic staff in their teaching practice. He believes that for professional development efforts to be effective, the academic staff whom he supports need to feel empowered. Originally from South Africa, where he held positions that focused on the support of both lecturers and students in tertiary education, in addition to curriculum development and design. Before leaving South Africa, James was awarded the Charles Freysen Teaching Excellence Award by the Independent Institute of Education, in recognition for his teaching; an award given to their top national lecturer. James has a Postgraduate Diploma in Tertiary Education and is currently pursuing the Master of Professional Practice.

Dr David Woodward is a facilitator, assessor and academic mentor at Capable NZ (GDTE, BAM, MPP, DPP), senior lecturer in apiculture, Central Campus, and company director. With a background in botany (MSc (Hons)) and zoology (PhD), he was a research scientist at Adelaide University, state apiculture advisor for South Australia, head of apiculture at Telford, and has over 20 years tertiary teaching experience.

James Harrison BSc Hons, MBA, has enjoyed an extensive set of careers in industry, the civil service, and Higher Education both here and the United Kingdom. This included responsibility for professional development of several hundred scientists, engineers and business professionals at GEC Marconi Ltd, one of four civil servants leading the UK vocational qualification changes in the late 20th century; deriving qualifications for the NZ Electronic Industry and delivering senior academic roles in the NZ tertiary sector. For the past 5 years, James supported mature students undertaking bachelor and master's work-based learning qualifications at Capable NZ. He is currently completing a part time doctorate, researching professional development, at Victoria University, Melbourne.

People and the ocean – a professional pathway exploration

ALEXA FORBES & JULIANA ALBERTONI DE MIRANDA

Oceanographer Juliana Albertoni de Miranda enrolled in the Graduate Diploma Professional Practice to explore where her professional future might lie. From Brazil, and already highly qualified with a PhD in Ocean Physics, Juliana didn't have a job and had lost some of her interest in oceanography. Her goal was to find an area of work where she might position herself to work on reversing human ecological impacts. Alexa facilitated Juliana's journey through the process of the GDPP. Juliana started by exploring New Zealander's special relationship with the ocean. Her enquiry took her on a journey of cultural understanding – both Te Ao Māori and the Māori relationship with the natural world and understanding of individual perspectives. This journey supported her understanding of the cultural setting so she could look for her place within it. Her project brought her back to the ocean and clarified a path as a professional practitioner working towards bridging western science and mātauranga Māori to benefit Aotearoa and ocean health. It also built confidence and expanded her view of her profession and her adopted country. Throughout the process, Juliana explored many frameworks to hold big ideas and learned the importance of embedding bicultural practice in marine management. She concluded that mātauranga Māori, pēpēha and whakapapa were all powerful tools to promote connection between people and the ocean.

Juliana now works for Fisheries NZ and looks forward to finding ways to use her learning and frameworks to bring a cultural approach to supporting ocean health. This presentation explores the journey she and Alexa undertook together, traversing frameworks and ideas, towards carving a new professional future. The underlying theories in the journey were based in critical reflection, social constructivism, and experiential research. Juliana explored and designed her own professional future through engaging with a community of practice that was grounded in the theory of zones of proximal development. This community restored her confidence and her desire to use her knowledge to communicate ocean issues.

Biographies

Alexa Forbes is a facilitator with Capable NZ. Alexa holds a GDSP and an MPP and is currently working towards her GDTE. Alexa is also an elected member of the Otago Regional Council. Her specialist areas include bi-culturalism, future focus, transport systems and relational environmental thinking.

Juliana is an oceanographer with a doctorate in ocean physics. Her Graduate Diploma Professional Practice focused on understanding the connection between the New Zealand people and the ocean as a way of supporting her journey and exploring her place as a marine professional migrant.

Developing Evidence-based Teaching Practice

DR DAVID WOODWARD, SHANNON BOOTH, SARAH REDFEARN,
ELISE ALLEN, DR DON SAMARASINGHE & ALEXA FORBES

Evidence-based practice (EBP), while originating in the health sector, has now become the norm throughout all professional practice (Cullen et al., 2017). It is not enough to be a professional practitioner today and not understand the research which informs your professional practice. Having an evidence-based teaching pedagogy helps to informs tertiary teaching practice.
A small group of Graduate Diploma in Tertiary Education (Level 7) (GDTE) students and recent graduates, representing both the taught, Recognition of Prior Learning (RPL) and Independent Learning Pathway (ILP) programmes at Otago Polytechnic, collaborated in a Community of Practice (CoP). Lave and Wenger (1991), envisage a CoP as a series of concentric circles with the target knowledge and repertoire situated in an innermost circle, those considered to be the 'experts'. Initially, the CoP explored the development of a teaching philosophy for a teaching credential: enablers, challenges and use of metaphor (Woodward et al., 2019a and 2019b); this research was extended to explore the models and theories that underpin teaching practice; what drew the practitioners to particular models and theories; and how those theories link to teaching practice in the teachers' own areas of specialisation.

Authors of the paper, to be published in Scope, will discuss commonalities in pedagogical theories, such as constructivism and humanism, that helped to inform teaching practice; the impact of Covid-19 on switching to an on-line teaching environment and how learners construct knowledge based on experience and reflection. Findings suggested that learners are scaffolded in their learning, in a socially constructivist, contextualised environment, eventually pushed out of their comfort zone into the zone of proximal development (Vygotsky, 1978), all the while supported in an inclusive, humanistic, bicultural, Te Whare Tapa Whā learning environment, enabling learners to move towards self-actualisation (Maslow, 1943).

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Biographies

Dr David Woodward is a facilitator, assessor and academic mentor at Capable NZ (GDTE, BAM, MPP, DPP), senior lecturer in apiculture, Central Campus, and company director. With a background in botany (MSc (Hons)) and zoology (PhD), he was a research scientist at Adelaide University, state apiculture advisor for South Australia, head of apiculture at Telford, and has over 20 years tertiary teaching experience.

Elise Allen is a senior lecturer in Web Development, Software Engineering, User Experience Design and Professional Practice in the Bachelor of Information Technology programme at Otago Polytechnic. Her current areas of interest include experiential learning, 'Agile' practices, industry workflows in the classroom and studio-based learning for technology subjects.

Sarah Redfearn has had a 25-year career as an occupational therapist working in forensic psychiatry and addictions treatment both in the UK and New Zealand. She joined the Otago Polytechnic Occupational Therapy School three years ago and completed the Graduate Diploma in Tertiary Education qualification last year.

Shannon Booth has worked as both a secondary school teacher, and as an adult educator, specialising in the areas of women's health, pregnancy, childbirth and parent education. An acclaimed instructor in the New Zealand health and fitness industry, her current areas of interest include gender issues in sport, 'exercise culture', body image and the impacts of social media.

Dr Don Samarasinghe is a facilitator with Capable NZ, Auckland: Don uses experiential learning activities integrated into his teaching style to bring high levels of student engagement in his teaching. He has a range of qualifications including a PhD in Construction Management, a Bachelor of Civil Engineering and Graduate Diploma in Tertiary Education (GDTE).

Alexa Forbes is a facilitator with Capable NZ. Alexa holds a GDSP and an MPP and is currently working towards her GDTE. Alexa is also an elected member of the Otago Regional Council. Her specialist areas include bi-culturalism, future focus, transport systems and relational environmental thinking.

Validating workplace learning: Facilitating independent learning for equity and empowerment

DR GLENYS KER & DR HEATHER CARPENTER

"This achievement has become a foundation to a world I never once dreamed I'd belong and now, I walk among many ..."

Workplace learning qualifications provided by Capable NZ offer learners the opportunity to review, analyse, and validate their work and community-based experience, articulate their skills, grow their knowledge, and gain an academic credential. Many learners are professionally experienced adults who are often poorly served by traditional taught approaches to achieving degree qualifications. These learners already have considerable degree-relevant knowledge and skill, often enriched with cultural knowledge and understanding, yet this usually does not count as part of a taught degree. These learners do not enrol in such degree programmes because they do not have the time or resources to study within the typical delivery framework. Many do not see themselves as part of this tertiary world. The process discussed in this presentation, the Independent Learning Pathway approach, provides equity of access for this group and is a significantly different learning process which challenges traditional conceptions of degree level learning. Facilitation skills and practice are derived from a clear model of best practice for learner success. For many learners this is a transformational process.

This presentation explains a process and a model for developing facilitators to bring about transformative learning with adult learners in the workplace. The model is developed from a study of learners engaged in the independent learning pathway (ILP) to bachelor degrees offered by Capable NZ, a School within Otago Polytechnic. Graduates from this programme report their experience as transformative and attribute that transformation significantly to the reflective process in which they have engaged. To be effective, this reflective process requires highly skilful facilitators, the skills, knowledge and attitudes for whom were identified through this study.

Research from Ker's (2017) study which resulted in 169 respondents from learners over a period of five years, to an in-depth survey as well as on-going semi-structured interviews with learners and facilitators reveal important gains for learners beyond the qualification sought. The themes produced from the research were learners understandings of the independent learning pathway, the personal and professional impacts of life after gaining a qualification, and the role of the facilitator in the journey with their learner. The facilitated multi-layered portfolio, learning and reflective process builds a range of attributes and competencies in the graduate learner (Borgen, Amundson and Reuter, 2004), these attributes and

competencies find synergy with those considered important for the 21st century workplace of change (Carpenter, 2004,2012; Hall & Mirvis 2014).

-Reflective skills to sustain future paths and practice
-Strengthened identity awareness
-A concept of professional identity
-21st century attributes of career confidence, resilience, adaptability and agency
-Graduate level academic skills to utilise for ongoing learning

Many learners provide feedback regarding these attributes and competencies, as well as a new sense of empowerment to participate in their workplace and their world. The presentation will illustrate their pathway and the outcomes.

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Biographies

Dr Glenys Ker is the Programme Leader of the undergraduate qualifications on offer through Capable NZ, a School in Otago Polytechnic specialising in work-based learning and professional practice qualifications. She works as a facilitator of learning, supporting learners to articulate their skills, knowledge and attitudes gained from their work-based learning experiences, as well as undertaking new learning to gain a degree qualification through Capable NZ's independent learning pathways. Glenys brings to her facilitation a background in career practice, a teacher in secondary school, polytechnic and university level, and roles in senior management and leadership. Her doctoral studies were a case study of practice on the ILP (independent learning pathways) to acquiring degrees in tertiary education. Glenys has interests in adult learning, management and leadership, elite sports performance, career development and in the recognition of prior experiential learning.

Dr Heather Carpenter is a mentor, and assessor for Capable NZ. She has worked extensively with undergraduate and post graduate learners in facilitating portfolio journeys and professional practice degrees. Heather has significant tertiary experience in teaching, staff development and management at senior levels. She is also a career consultant, her doctoral research explored attributes required for the era of new 21st century careers. Her current research interests are in professional identity and work-based learning, and the impact of work-based learning and professional practice on career development. Heather is the author of two books: The Career Maze – guiding your children towards a successful future (New Holland Publishing, 2008) and Your 21st Century Career – new paths to personal success (New Holland Publishing, 2010).

Heather and Glenys are co-authoring a book on facilitating independent work-based learning, and the processes which achieve learner success and the development of 21st century competencies.

Human-centred design in machine learning: ma mua ka kite a muri

MARIANNE CHERRINGTON

Machine learning (ML) is becoming pervasive and its ethical issues are human-centred. Frameworks for professional practice based on values such as Manaakitanga (caring), Whakamanatanga (empowerment), Maaia (Courage), and Takohanga (responsibility) can elevate professional practice and build a culture of kaitiakitanga (stewardship). In particular, holistic, human-centred learning methodologies can be integrated into machine learning processes, encouraging a 'whole of society' focus to support sustainable development, long-term decision-making and broad societal benefit. The power of data to influence decision-making alongside issues of data sovereignty for indigenous people has huge consequence in terms of equitable outcomes for stakeholders and society as a whole. In terms of reduced inequalities, goal ten of the United Nations Sustainable Development Goals, there is increasing urgency to address data issues from an indigenous perspective. A more human-centred design in machine learning, has the potential to reassess ethics, value and values across data driven design processes. The goal is to achieve performance that truly serves humanity.

A different, dynamic mindset is needed. Powerful algorithms are pervasive persuaders that can and do manipulate our behaviours. This research explores the intersection of several fields of expertise, that 'look back to look forward' to find ways to find deeper meaning in deep learning within machine learning design methods.

Ma mu ka kite a muri
Ma muri ka ora a mua

Those who lead give sight to those who follow.

Those who follow give life to those who lead.

Soft Collisions:
Professional Practice
& Community Vision

BRENDAN FERGUSON

"…Hospitals are a cultural resource within the communities they serve; However, because a hospital is not a museum or an art gallery…there are challenges in the museological responsibilities of such collections in working environments…."

"…for Le Corbusier, looking always as Beatriz Colomina has observed, toward a universally transparent exteriority, the attempt to re-envision the objects of everyday life metaphorically was mis-guided, leading to … the creation of a 'sentiment object', rather than an object of use…"

The New Dunedin Hospital – like other significant public designs enchants by shimmering between pragmatic subject and spectacular object: Vitrine, billboard, mirror. Partially Duchampian 'readymade' determined not by wry wit – but rather the marriage of clinical and architectural convention and the new pantheon of IL3, IL4 seismic engineering codes – we could expect the same cool, familiar (and therefore homogenic) discipline to inform interstitial and interior environments.   In 1970 the Dunedin Hospital Art Committee was formed with the responsibility of establishing an art collection for the people of Dunedin and Otago.   Now under the aegis of the Healthcare Otago Charitable Trust, incorporated in 1994 – the relationship of artworks with both existing Ward and Clinical services sites, and those being conceived for the

New Dunedin Hospital will electrify a conversation about the integration of valued bequests and endowments with the unrelenting advances of The New.   "Art, whilst not structurally essential to the functioning of a hospital, … contribute(s) in other significant ways to the wellbeing of those in … healthcare institutions…" – a collection of which manoeuvres beyond ornament or decorative relief "to authenticate a past or otherwise remote experience and, at the same time, to discredit the present.   The present is either too personal, too looming or too alienating…".   And, while seemingly at odds with the high-tensioned vortices of emergency & triage, pharmaceutical calibrations & intensive care "the basic use of art is to provide oases in a fallen world (or, physicality).   Art refines, educates, makes people better…"

With these confluences in mind, how we might realise the full potential of both significant build projects and unique legacy programs will be an ongoing source of dialogue, frisson: Soft collisions.

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Biography

I recently completed a role with Canterbury District Health Board for which I was proud to have contributed to the completion of Acute Services (Hagley), Outpatients and Burwood Health campuses – in the case of the latter, as an employee of the Principal Contractor - eventually crossing the carpark to join the DHB team.

I hold a Bachelor of Arts (History of Art), Bachelor of Architecture both from the University of Auckland, taught as a assistant lecturer at Unitec, Auckland (Contemporary Architectural Theory) while completing my B.Arch and have presented conference papers at the Technion Israel, Technische Universitaat / Eindhoven and Notre Dame University, Freemantle, W.A. (in absentia) prior to briefly operating with an international Aid agency in Liberia.

I've (nearly) relocated to Dunedin to participate in the New Dunedin Hospital build & look forward to commencing training modules for my Pilot Licence while exploring another beautiful New Zealand city on foot, bicycle, & eventually by air.

ZOOM
ROOM
FOUR

Tea with Vee, Lessons on Becoming

VICKI YARKER–JONES

Grab a cuppa, and come and join Vicki as she chats about her experiences in the 1st part of her journey in the Doctorate of Professional Practice.

Are we really falling to pieces? Or is something else magical happening?

Plovers in Lockdown: An autoethnographic reflection on values in leadership

BONNIE ROBINSON

Discovering Plover-town: walking into a conflict between values and actions.

Two days into lockdown life in Auckland, on a daily walk, my husband and I found that a family of Plovers had moved onto the wasteland at the edge of our new sub-division. Our slightly deflated Covid spirits were heartened by this sight. Then we started counting cats. Our neighbourhood appeared to have literally rained cats. And then there were my cats. I knew when we moved in and got two cats that this was, in fact, wrong. NZ wildlife does not need more cats. Yet I went against what I knew to be right, against my values, because of my own needs and emotions. As a DPP student exploring how we can support leaders to make decisions based on values, especially the value of social justice, I was deflated. If I could not follow my personal values and protect creation what hope to build a system or process to support other leaders?

Valuing Plovers over Cats: How do I and other leaders come to have our values?

Using evocative autoethnography as a methodology I explore my own and other leaders' experience of values in leadership. Are values derived from nature or nurture or a complex combination? Are they neutral or intrinsically loaded with positive regard for the common good? Using Michael McCuddy's concepts of self-

fullness and stewardship as a reflective and corrective concept, I explore some of the theories about values-based leadership and test them against my own and my leader interviewees real world experience.

Plovers in a Cat's World: enacting values in leadership practice.

Having reflected on the source of our values, I use conversation with my husband during our daily Plover watching to critically analyse what helps leaders to uphold values in their practice of leadership.

Fly little Plovers: what next in my research?

As the Plover adventure comes to an end with Level 2, I identify what further work I need to do to build a system that supports leaders to hold to the value of social justice.

Who might watch the Plovers: audience for this presentation?

This presentation will be of interest to those who want to reflect on the place of values in leadership. It will also provide a case study on how the methodology of evocative autoethnography can transform everyday experiences into powerful data for critical reflection on practice and identifying deeper issues for research.

Biography

Bonnie Robinson is a part-time Doctor of Professional Practice student. Bonnie has 25 years experience in the non-profit social service sector where she has worked as a researcher, policy analyst, and service manager. She currently works as CEO of HBH Senior Living, a non-profit provider of services for vulnerable older people. Bonnie also has a number of governance roles within the NFP sector, and leads workshops on governance and strategy.

Celebration Teaching in Disruption: Embedding Change in Practice

HAMISH SMITH, PROF SAM MANN

This paper explores the experiences and approaches of Tertiary IT educators during the period of lockdown during the Covid-19 pandemic. It is hoped that this reflection will provide a useful basis for discussion as we consider the nature of teaching and how we can prepare for the next disruption. This builds on approaches and practices developed during other disruptions, particularly the Canterbury earthquakes. Three themes emerged from narratives presented. These are tailoring engagement, pastoral care, and learning for the next disruption. Our recommendation is that everyone involved in learning and teaching has discussions about learning in the face of disruption - from the next global pandemic, to classroom technology not cooperating, to someone arriving late for class or even not understanding a concept. We managed during a massive disruption to maintain a positive approach to learning, even improved outcomes in some instances. The opportunity now is to translate this positive approach into everyday practice. The hope is that building academic resilience will enable learners see learning opportunities in disruption. We describe our plans for the next stage in this research, the development of a set of resources - both cards and digital – that will celebrate educators' success in teaching through disruption, and encourage reflection into what can be embedded into practice.

Blowing Bubbles:
Positivity and Pirouettes

PROF SAM MANN & MAWERA KARETAI

Many Professional Practice researchers are people trying to make a difference – to communities, environments, or to their whanau and hapu. There is no universally well-understood model of leadership that applies in these areas; most of our leadership understanding comes from business, sports or formal governance contexts. In this presentation we explore leadership in the informal context of people making a difference in their communities. Our premise is the observation that people are increasingly adopting a deliberately positive approach – not deluded but purposeful. We wish to better understand the purposeful nature of leadership in positive socioecological change. The COVID lockdown has provided an opportunity to examine professional practice in the face of significant disruption. We have recorded conversations with 150 practitioners in New Zealand and internationally.   These interviews explore their motivations, perceptions and attitudes to positive change. We ask about changes to home and work practices, what the time of pandemic means in terms of new ways of thinking about work and living, and how are these things presenting us with opportunities to find new ways of living? This work is a nurturing and a celebration of people and communities taking a positive approach, but also an opportunity to develop and enhance models of positive practice.

Onwards and upwards – Masters' graduates self-development processes

JAMES HARRISON, DR JO KIRKWOOD, ELBA GOMEZ, LUCIANIO DA SILVA MOURA, JEFF THOMAS & WENLING WANG

As facilitators on the Master of Professional Practice (MProfPrac) programme at Otago Polytechnic, the authors have worked alongside a large number of learners and seen their personal and professional growth first hand. We wanted to be able to explore our personal observations in more depth. We were particularly interested in the professional and/or personal growth areas that the graduates could identify as occurring during their Masters study, whether they had a model of self-development they used, and whether this model(s) would help improve their current and future professional practice.

The literature in this are we are using to guide us is research on a framework of vocational and professional development undertaken by (NAME REDACTED FOR ANONYMITY IN PEER REVIEW PROCESS) (2019), that is supported by extensive literature relating to professional development and practice including (Argyris and Schon,1983; Dewey, 1938; Eraut 1996; Lester 2010) a concept of capability by Stephenson and Yorke (1998); reflective practice (Boud and Walker, 1996; Moon, 2011) and its application in tertiary research and problem centred contexts (Fung, 2017; Goldberg and Somerville, 2014).

Our approach was an inductive one, so we could see what was important to the graduates. We conducted a qualitative study to interview 12 MProfPrac learners using a semi-structured interview technique.

Our initial findings showed that the participants were able to identify important professional and personal growth areas. For example, the participants believed they had benefited by using reflective practice models, problem-based learning and models of self-directed learning. In terms of personal growth, participants believed they had gained in self-confidence, were more self-aware, and believed Masters was life changing. The reflective cycle was one they were using personally now, as well as professionally.

Half of the learners were facilitated by one of the authors (and interviewed by the other author for this study) and the others were facilitated by another staff member. The first group of learners were introduced to processes of self-development early on in their studies. We found that these learners may have a more fully developed concept of self-development and this is something that they have taken into their ongoing professional practice. The findings also gave us feedback on valuable outcomes from our MProfPrac. We consider facilitators and learners will benefit from using these self development processes in all our professional practice programmes.

Four graduates will be joining the symposium to describe either their development models or their significant learning from their MProf Prac journey and this will form the basis of a co-authored paper with them later.

Biographies

Dr Jo Kirkwood

Jo has been working in higher education in New Zealand for over 20 years. Jo is experienced in teaching at the undergraduate and postgraduate levels, and has particular interests and expertise in facilitation, academic mentoring and assessment at the Masters and Doctoral levels. Jo graduated with her PhD from the University of Otago in 2004, and her thesis was focused on gender differences in motivations for entrepreneurship. Her present research interests are around supporting Masters and Doctoral learners in their journey.

James Harrison

James Harrison BSc Hons, MBA, has enjoyed an extensive set of careers in industry, the civil service, and Higher Education both here and the United Kingdom. This included responsibility for professional development of several hundred scientists, engineers and business professionals at GEC Marconi Ltd, one of four civil servants leading the UK vocational qualification changes in the late 20th century; deriving qualifications for the NZ Electronic Industry and delivering senior academic roles in the NZ tertiary sector. For the past 5 years, James supported mature students undertaking bachelor and master's work-based learning qualifications at Capable NZ. He is currently completing a part time doctorate, researching professional development, at Victoria University, Melbourne.

Elba Gomez

My current position is Business & Pallet Supervisor at Cardinal Logistics which is one of New Zealand's fastest growing 3PL logistics companies, specialising in providing distribution and storage solutions with a strong focus on grocery products and other FMCGs. I lead the Pallet and Business Support team where my main responsibilities are to provide analysis and reporting information to ensure financial and contractual targets with our pallet and insurance suppliers are met and to promote and manage continuous improvement initiatives.
I have started two personal projects; one of them is a YouTube channel whose focus is on child education by providing guidance and tips to parents in regard to the education of their children concerning academic and environmental matters. The other is an online makeup business selling makeup and skin care products.

Luciano da Silva Moura

As a Technical Project Manager at Verizon Connect, I am responsible for managing complex technical projects related to back-end and infrastructure systems, coordinating activities across multiple software teams. In this role, I am also accountable for coaching these teams according to the best Agile practices and facilitating their adoption of Agile processes. The conclusion of my MProfPrac coincided with a change in the organization structure, which increased the scope of my work and the number of teams I am currently supporting.

Jeff Thomas

Jeff Thomas is a passionate foodie, food writer and food educator. As a former Hotel Manager and Chef, his culinary life has seen him work in many countries. He is currently a Secondary School teacher and lives in New Plymouth, New Zealand where he teaches Food Design. When not giving 'Martin Luther King' type speeches to his students about how cool food design is, Jeff spends his time with wife Claudia and sons Mateo and Dante. A man with a keen interest in the concept of 'home-made' he can often be found sipping home brew beer while gazing through the smoke of his wood fired oven as he bakes bread, pizza or some other equally delightful morsel.

Wenling Wang

I am currently working as a Business Development Manager in Kiwiz Comfort Energy Solutions, a community-oriented company focus on providing healthy home solutions. What excites me are the new opportunities in this role, lots of new things to learn, great opportunity to experiment with learning models.

Creating sustainable practice in veterinary nursing through the use of reflective practice.

CLARE MORTON, DR DAVID WOODWARD & JEREMY TAYLOR

My research project is to look at the reflective practices of veterinary nurses (both in industry and education) and how we can incorporate the teaching of this skill within our veterinary nursing programs to our level 6 and 7 students. This project will also look at the question, "by teaching reflectiveness to our veterinary nursing students and educators, can we improve their skillset and reduce compassion fatigue, therefore creating a more sustainable practice for all veterinary nurses?"

Biographies

Clare Morton is a marker and learning advisor for the Otago Polytechnic School of Veterinary Nursing and a lecturer on the Diploma of Veterinary Nursing program at UCOL. Clare completed a Diploma in Veterinary Nursing at Massey University over 18 years ago and has worked in clinical practice in New Zealand and England. From working as surgical supervisor at Massey University's vet school in Palmerston North, she moved into teaching surgical practice to veterinary students, transitioning into a full-time tertiary educator, 5 years ago. Clare completed her GDTE, and found she enjoyed researching and writing about reflective practices and it is in this area that she wishes to undertake further research on her MPP.

Dr David Woodward is a facilitator, assessor and academic mentor at Capable NZ (GDTE, BAM, MPP, DPP), senior lecturer in apiculture, Central Campus, and company director. With a background in botany (MSc (Hons)) and zoology (PhD), he was a research scientist at Adelaide University, state apiculture advisor for South Australia, head of apiculture at Telford, and has over 20 years tertiary teaching experience.

Jeremy Taylor is a facilitator for Capable NZ on both undergraduate and postgraduate programmes. He has a BA in Chinese, Master of Philosophy in Business Studies (Distinction), Post-Graduate Certificate in Education (Distinction) and is currently researching international and comparative education for a DPP. Returning to New Zealand in 2017 after a successful offshore career in international education and business, Jeremy was formerly the Director for Staff Development for Overseas Education Investment Management (OEIM) and was based in Chengdu, China. One of Jeremy's key responsibilities was developing both academic and administration staff. Jeremy also gained considerable external workplace facilitation experience, working with a diverse range of corporate clients, and assisted them to improve their workplace capabilities.

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