



THE UNIVERSITY
OF AUCKLAND

NEW ZEALAND

Te Whare Wānanga o Tāmaki Makaurau

Programme

APRU Deans of Education Meeting



7-8 December 2009

Owen Glenn Building
The University of Auckland
New Zealand

Hosted by

Associate Professor Graeme Aitken
Dean of Education
The University of Auckland

www.auckland.ac.nz
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PROGRAMME

The Organizing Committee has arranged the meeting around the broad themes of common interest and possible collaboration identified in the draft programme and in your feedback on that programme. Given the diversity of interests expressed in the feedback, and the fact that we still do not know each other very well, we have extended the first session to provide each Dean with the opportunity to overview work in their School/Faculty.

There is flexibility within the programme to make adjustments as we go and to add other contributions. Formal presentations are not expected – simply an overview and stimulus for discussion.

PROGRAMME OVERVIEW

Monday 7 December

9.30 Room 325 Meet at the Air Bridge, Level 3 Owen G Glenn Building – see map.	Powhiri (Welcome)
10.00-10.30 Air Bridge	Morning tea
10.30-12.30 Room 317	Introductions and orientation to academic priorities and initiatives Each Dean to report on research and/or teaching and curriculum initiatives that are a significant focus of current work in their Faculty/School and that may be enhanced by discussion or collaboration with other APRU members
12.30-1.15	LUNCH
1.15-3.00 Room 317	Theme 1 Strengthening research-policy connections: the example of improving achievement for students from low-SES backgrounds. Guest speakers and Discussion with Deans A senior official from New Zealand Ministry of Education (Dr Brian Annan) and senior researchers from The University of Auckland (Professors McNaughton, Timperley and Robinson) discuss the problems and potential of research-policy collaborations drawing on examples of improving achievement for students from low-SES backgrounds and on educational leadership that makes a difference to student outcomes.

	<p>Stuart McNaughton Professor of Education at the University of Auckland and Director of the Woolf Fisher Research Centre (established 1998). The Centre has a national and international reputation for excellence in research on teaching, learning and development in culturally and linguistically diverse communities. He has research and teaching interests in developmental and educational psychology with a focus on the development of language and literacy, and processes of education, socialisation and culture. Publications include books on reading and instruction (<i>Being Skilled: The Socialisation of Learning to Read</i>- Methuen 1987) and emergent literacy (<i>Patterns of Emergent Literacy: Processes of Development and Transition</i>- Oxford University Press, 1995); and papers and presentations on many aspects of teaching, learning and development in family and school settings. His most recent book, (<i>Meeting of Minds</i> - Learning Media 2002), develops theory about and extensive examples of effective literacy instruction for culturally and linguistically diverse children. Current research is focused on properties of quality teaching of literacy and language in the context of research-based interventions with urban schools. He has been Head of the School of Education at the University of Auckland, and Director of the University of Auckland at Manukau programme. He was a member of the New Zealand government appointed Literacy Task Force and was chair of the New Zealand Literacy Experts Group.</p> <p>Helen Timperley is Professor of Education at The University of Auckland. Her early career involved teaching in early childhood, primary and secondary education sectors which formed the basis of a research career focused on making a difference to those student outcomes valued by the communities in which they live. A particular research emphasis has been on promoting leadership, organizational and professional learning in ways that improve the educational experience of students currently under-achieving in our education systems. She has published widely in international academic journals such as <i>Review of Educational Research</i>, <i>Journal of Educational Change</i>, <i>Leadership and Policy in Schools</i> and the <i>Journal of Curriculum Studies</i>. She has written four books focusing on the professional practice implications of her research in her specialty areas and is currently writing one on school reform. Helen was lead writer on the New Zealand Ministry of Education funded <i>Best Evidence Synthesis: Teacher Professional Learning and Development</i>. Her analysis of 97 studies of teacher professional learning and development programmes shows that effective professional development can give students a two year boost in their learning.</p> <p>Viviane Robinson is Professor in the Faculty of Education. She is an organisational psychologist, specialising in organisational effectiveness and improvement, leadership and the relationship between research and the improvement of practice. Her work has been published in international handbooks, and leading international journals such as <i>Educational Researcher</i> and <i>Educational Administration Quarterly</i>. Viviane is also Director of the graduate programme in educational management at The University of Auckland, and Academic Director of the First-time Principals Programme – New Zealand’s national induction programme for school principals. This programme prepares newly appointed principals through a programme of residential courses, online learning and mentoring. She is passionate about doing research that makes a difference to practice, and it is this passion that motivates much of her research and writing. She has recently published a best-selling book, based on her experience teaching teachers how to do research that is both rigorous and relevant to their job situation (Robinson, V. M. J., & Lai, M. K. (2006). <i>Practitioner research for educators: A guide to improving classrooms and schools</i>. Corwin Press). She has recently completed an Iterative Best Evidence Synthesis on Educational Leadership. This work is part of the New Zealand Ministry of Education’s Best Evidence Synthesis programme which is designed to support a more evidence-based policy-making process as well as to make relevant research findings accessible to school practitioners (http://www.minedu.govt.nz/goto/bestevidencesynthesis). The leadership synthesis analyses national and international evidence on the impact of leadership on a wide range of student outcomes.</p>
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3.00-3.30 Air Bridge	Afternoon Tea
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3.30-4.00 Room 325	<p>Theme 2 Enhancing teacher quality through initiatives in teaching and learning</p> <p>Presentation Karen Symms Gallagher, Dean, Rossier School of Education, USC A presentation of Rossier School of Education's new online masters of arts in teaching program (MAT@USC). This blended online program uses Web 2.0 platforms, social networking strategies and in-classroom assignments in schools. Not only is it attracting great students from all over the US but it is developing a research agenda that can answer some of the most vexing problems about teachers, their impact on learning and their retention and persistence. The presentation will generate discussion about online teaching and learning.</p>
4.00-4.30 Room 325	Discussion about online teaching and learning, and other initiatives in teaching and learning aimed at enhancing teacher quality.
4.30-5.30	Travel to ferry terminal
6.30-9.30 (ferry returns to Auckland by 10.05)	<p>DINNER Cable Bay Restaurant, Waiheke Island www.cablebayvineyards.co.nz</p>

Tuesday 8 December

8.45 – 9.15 Room 317	<p>Theme 3 Research programmes and priorities: research programs and developments that might offer possibilities for international collaborations.</p> <p>Presentation – two, 15 minute presentations to initiate discussion of research possibilities. Saya Shiraishi, Graduate School of Education, The University of Tokyo</p> <p>1. Barrier-Free Studies and Education Too many people face with difficulties in their everyday life either because of their disabilities or because of social and cultural barriers. Those who are thus “disabled” reflects the way society defines and responds to certain types of “difference”. Under the new leadership of Dean Yoshiteru Muto, Graduate School of Education, The University of Tokyo, opened the Center for Barrier-Free Education in April this year. The Center aims at exploring models and theories that examine social, political, cultural, and educational factors that define disability and creating curriculum that invites students to understand the issue and actively engage in the making of barrier free society. Any collaborative effort and exchange of ideas and information in this field would initiate our joint steps towards the Barrier-Free Pacific Century.</p> <p>2. Pacific Rim Popular Culture Studies Today, young people throughout the Pacific Rim region greatly share, and are engrossed by, popular culture such as pop-music, games, comics and animation. They play the same Nintendo games and they share the knowledge of Naruto around the Pacific. The move of the middle class families from Hong Kong to Canada and to the U.S.A. in 1990's helped expand the Japan's comics market from Asia to America. The</p>
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	Ministry of Foreign Affairs in Japan even established the International Manga (comics) Award as a means for public diplomacy. Will such popular culture prepare the grounds for the Pacific Rim Youth Culture of the 21 st Century? It is time for us to learn the contents, the values expressed, the structure of the industry, and the nature of the market.
9.15-10.30 Room 317	Discussion of Deans' contributions from Theme 3 and preliminary consideration of any collaborative research initiatives that might be pursued.
10.30-11.00 Air Bridge	Morning tea
11.00-12.30 Room 317	Theme 4 The professional doctorate. Discussion among Deans' of initiatives related to supporting professionals, especially leaders, in their efforts to be change agents. Possibilities for cooperation: visiting students or scholars, joint-curriculum, online learning, overseas teaching investigation.
12.30-1.30 Air Bridge	Lunch
1.30-2.15 Room 317	Theme 5 Strategic Internationalization in the University Presentation – one, 15 minute presentation to initiate discussion of measures of international activity. Dr. Mi Zhou , Assistant to the President International University of Science and Technology of China Internationalization is well regarded as an essential requirement for achieving a world-class university. However, the way many Chinese universities involved in international activities is often fragmentary and unsystematic. The critical challenge facing Chinese universities as well as universities in many other countries is how to pursue internationalized development more strategically in order to facilitate their overall progress in today's globalized environment. Therefore, the formulation of appropriate international strategy is becoming increasingly important. This presentation is intended to generate discussion about how to develop coordinated strategies of internationalization in universities with individual features.
2.15-3.00 Room 325	WERA update Karen to report on progress with World Educational Research Association and implications for our work.
3.00-4.00 Room 325	Plenary Actions from here – what outcomes do we want to achieve together?
4.00-4.30	Afternoon Tea and Conclusion

NOTE

The University of Auckland will arrange to meet Deans on arrival and to transport them to their hotel.

We will also arrange a sightseeing tour on Sunday 6 December for those who are interested. Note that the New Zealand Association for Research in Education Conference is in Rotorua from 30 November - 4 December if any Deans want to arrive early (see <http://www.eenz.com/nzare09/>)

If Deans are interested we can also arrange school visits after the 2-day meeting and/or meetings with researchers in the Faculty. Some of the leading areas of research in the Faculty are:

- educational leadership (especially as it relates to improving outcomes for students)
- assessment
- enhancing achievement in reading and writing (especially for low SES students)
- teacher professional learning and development
- pathways into higher education for traditionally underrepresented groups (Maori and Pacific Islands students)
- science education
- mathematics education
- parent and family education
- change in student teacher thinking during teacher preparation programmes
- practicum in teacher education
- teacher induction
- social work (especially families, youth and health social work)

ACCOMMODATION

Hyatt Regency

Waterloo Quadrant, Auckland

<http://www.auckland.regency.hyatt.com/>

The Quadrant Hotel

Waterloo Quadrant, Auckland

<http://www.thequadrant.com/>

The Langham

Symonds Street, Auckland

<http://auckland.langhamhotels.co.nz/>

The Copthorne Anzac

196-200 Quay Street

<http://www.millenniumhotels.co.nz/copthorneharbourcity/>

Bookings should be done direct through the University. Deans will be sent booking details when the program is confirmed on 30 September.

CAR RENTAL

Car Rental can also be arranged through The University of Auckland Travel Consultants. Information Pack attached.