

Capable NZ Professional Practice Symposium

Theme: Exploring professional futures





Capable NZ Professional Practice symposium

Tuesday 11th December 2018.

The Hub, Otago Polytechnic

8.30 – 9.00	Registration
9.00 - 9.15	Welcome and introduction to Open Space design – Kelli Te Maihāroa & Steve Henry
9.15 - 9.45	Keynote presentation – Phil Ker , CEO, Otago Polytechnic. <i>“Professional Practice as a future vocational learning focus”</i>
9.45 - 10.00	Coffee

	STREAM A	STREAM B	STREAM C
	LEARNING AND TEACHING & SNAPSHOT TALKS Chair: Kelli Te Maihāroa	LEADERSHIP & CAREERS Chair: Mawera Karetaï	SOCIAL INNOVATION & EMPOWERMENT Chair: Ray O'Brien
10.00 - 10.30	An excellent adventure: Investigating the stories of Tertiary Teaching Excellence Award winners. Claire Goode	Leadership as Learning: a Professional Practice Framework case study. Margy-Jean Malcolm	Empowering Communities through student led projects in the Pacific Region using an adapted version of the Community Health Assessment Student Education (CHASE) Model. Cynthia-Leigh Mullens
10.30 - 11.00	Developing a Teaching Philosophy. David Woodward, Bronwyn Hegarty, Sarah Redfearn	Finding the Gold Nuggets of Leadership. Andy Thomson	The Centre for Socio-Ecological Learning. Dave Hursthouse, Sam O'Sullivan, Emma Morris, Cameron Ryan, Chris Anderson & Julie Crocker
11.00 - 11.30	Te Kāhui Whetū: Māori Learners Flourishing as Māori. Kelli Te Maihāroa, Mawera Karetaï, Kerri Donghue-Cox, Scout Barbour-Evans, Cullum Harmer Kapa, Emily Severn	Pike River; Career Confidence and Professional Practice (OHS). Heather Carpenter	Tēnei te tira hou – Practice led indigenous social innovation and how it can change the World. Kym Hamilton

	STREAM D	STREAM E	STREAM F
	EXPERIENTIAL LEARNING & TRANSFORMATION Chair: Alexa Forbes	ASSESSMENT Chair: Malcolm Macpherson	EMPLOYABILITY & CAPABILITY Chair: Jo Kirkwood
11.30 - 12.00	Professional experiential learning. James Harrison	Is Capable NZ leading the changing political direction of education? Lindsay Smith	International students' conceptions of capability construction in a master of professional practice program. Behnam Soltani
12.00 - 12.30	Transformational Failure or Failing to Transform? Ray O'Brien (SNAPSHOT) The exponential curve and why we should care about it. Alexa Forbes (SNAPSHOT)	Assessment tools for Work Integrated learning. Kim Park & Simon Middlemas	How is OPAIC getting international graduates to be Work Ready through connections with the industry. Sidra Siddiqui (SNAPSHOT)

12.30 - 1.00	Harvesting Learning – Steve Henry	
1.00 - 1.30	Lunch – the Hub	
1.30 - 2.30	Facilitating/Mentoring for Transformation - Glenys Ker	Doctor of Professional Practice writing workshop. (for DPP learners and academic mentors only) (1.30-5.30) Room G 201
2.30 - 3.30	Facilitating Change - Brett Nairn , Projects Manager DCC	
3.30 - 4.00	Afternoon Tea – the Hub	
4.00 - 5.00	Professional practice and transformation together as impact - Sam Mann	

To register, please email: postgrad@capablenz.co.nz

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OTAGO
POLYTECHNIC
Te Kura Matatini ki Otago

CAPABLE NZ
Valuing your experience

Organising committee

Symposium Co-chairs

Jo Kirkwood, Malcolm Macpherson, Steve Henry

Organising committee

Beth Stephenson, Raewyn Paviour

Reviewers

All abstracts for full presentations and posters have been double-blind peer reviewed.

Thank you to the following reviewers for their work in reviewing the abstracts and posters for this symposium.

Steve Atkins, Otago Polytechnic

Martin Andrew, Otago Polytechnic

Sally Baddock, Otago Polytechnic

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Auckland International Campus

Jo Thompson, Otago Polytechnic

Adrian Woodhouse, Otago Polytechnic

David Woodward, Otago Polytechnic

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Pike River, Career Confidence and Professional Practice (OHS)

Heather Carpenter
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Examining the threads of individual growth in a professional practice qualification

Considering the impact on the industry.

In 2015 following the report relating to the Pike River tragedy, the NZ government passed the Health and Safety Act signalling a new approach to Health and Safety in NZ. At the same time NZISM, the Health and Safety professional body finalised talks with OP about a benchmark qualification for the disparately trained Health and Safety practitioners around New Zealand to gain graduate status within their industry through the level 7 Graduate Diploma in Professional Practice, in Occupational Health and Safety.

Pike River continues to stand out as the significant driver and referencing thread which motivates a new group of students, those in the Graduate Diploma in Professional Practice (GDPP(OHS)) to examine and improve their practice, consider new threats and align systems and practice to the requirements of the Act. The qualification deliverers, the learners and the Professional body maintain a powerful loop where learners' work and experiences and professional practice is featured and discussed. At the time of writing this abstract the Hazardous Substances body is considering the same model to initiate their benchmark qualification for compliance assessors. If these learners follow those ahead of them they will both upskill and innovate within their industries and their lives. Fast forward to graduates signalling to the researcher key elements of development that affect not only their own professional path but that of their industry. This discussion considers the growth and impact of career confidence on identity and practice, introducing a model for discussion; and the contribution of the learners to an industry striving to improve.

An excellent adventure: Investigating the stories of Tertiary Teaching Excellence Award winners

Claire Goode
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This project aims to use narrative enquiry to tell the stories of National Tertiary Teaching Excellence Award winners, investigating their experiences, their professional practice, and how they see their future development. It will highlight critical moments for awardees, reflecting, for example, on people and events that have made a difference for them, and on how good educators emerge from professionals.

Are there common themes in the personal qualities that awardees describe? What would these recognised educators like to see in place around Tertiary Teacher Development?

Tēnei te tira hou – Practice led indigenous social innovation and how it can change the World

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Kym's current course of study is to build theory and practice of indigenous social innovation related to social procurement, social design, and transition design through a kaupapa Māori world view.

This is based on the premise that Indigenous social innovation as a practice can mitigate the impacts of colonisation and lead cultural reclamation and positive social outcomes for whānau, hapū and iwi. It will also showcase indigenous social innovation as a useful tool for systemic change.

The research is intended to craft indigenous social innovation theory and define principles, key elements or markers of indigenous social innovation theory and practice.

Social outcomes linked to racial disparity gained popular understanding in Aotearoa/New Zealand in the 1990's, when policy, Closing the Gaps, by the Labour government reported on the educational, income, employment, and other social disadvantages experienced by Māori and sought to create equality of outcome.

The research proposes:

1. To facilitate an explanation of Indigenous social innovation and its importance to addressing 'wicked problems' in Aotearoa.
2. To analyse priority sites and structural arrangements requiring disruption.
3. To build evidence of Indigenous social innovation as a means by which 'wicked problems' or 'complex social issues' can be addressed.
4. To review International instruments that support Indigenous rights and the freedoms associated with both self-determination and social innovation as tools of practice.
5. To network Iwi and Indigenous social innovation and innovators with a view to building knowledge and practice across sites.

Key Words: innovation, kaupapa Māori, international instruments, policy, social justice.

Professional Practice and its continuous development

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Current PhD research work into experiential learning by professionals has identified that this process is one of a number of similar processes that are responsible for effective ongoing professional practice development. Harrison (2017), Harrison & Soltani (2018). The model described here is based on interviews undertaken with people from a range of professional disciplines including academia and the work of many other significant researchers including Dewey, Kolb, Moon, Schon and others.

The presentation explores the characteristics of these processes together with their underpinning techniques and demonstrates how they not only inform one's own professional future but are particularly helpful in illuminating how we might support the development of others.

The nature of these processes may be likened to a human equivalent of a total quality management process in which a professional individual is able to initiate and improve the currency of their practice throughout their career lifetimes. Just as professionals in sporting or musical arenas continually consciously practice to improve their performance, so it is necessary for others to be able to do the same. The techniques involve continual examination of one's models of practice and the knowledge that underpins it, the utilisation and refinement of its application, the self assessment of its outcomes and continuous reflection and evaluation of its implementation.

In a current environment of more rapid change, it allows such professionals to be responsible for independently obtaining this development from a wide range of approved sources both online and offline and from within their own communities of practice.

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The Centre for Socio-Ecological Learning - activating leadership capacities within existing and emerging change-makers

Dave Hursthouse, Sam O'Sullivan, Emma Morris,
Cameron Ryan, Chris Anderson & Julie Crocker

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"The Centre for Socio-Ecological Learning is a project in development – a land-based learning centre focused on equipping a new generation with skills to navigate the complexity of the modern era. Through the exploration of inner and outer ecosystems, The Centre will activate leadership capacities within existing and emerging change-makers.

The Centre is being guided off the ground by an Activation Group: Dave Hursthouse, Sam O'Sullivan, Emma Morris, Cameron Ryan, Chris Anderson and Julie Crocker. Dave, Sam and Emma are all involved directly with the Leadership for Change programme – exploring different fields of interest in relationship with the development of the Centre. Dave is researching small-scale governance models, in the interest of developing the governing processes for the Centre. Sam is continuing to integrate Tough Talk – a project focused on removing the stigma around mental health - and Emma is exploring the integration of deep ecology and Te Ao Maori in the realm of policy making. These research models both reflect the nature of the Centre, and contribute directly to its long-term goals.

Throughout 2018, and in large part due to the fabric of the Leadership for Change infrastructure, The Centre for Socio-Ecological Learning has advanced significantly. We look forward to sharing the highs and lows of this journey, and all that has been learned along the way."

Te Kāhui Whetū: Māori Learners Flourishing as Māori

Kelli Te Maihāroa, Mawera Karetai, Kerri Donghue-Cox,
Scout Barbour-Evans, Cullum Harmer Kapa, & Emily Severn

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Ahi kā ki uta, ahi kā ki tai, kia horahorahia, purapura o ahi kā | Let your home fires be seen inland, let your home fires be seen along the coast and may the sparks from your fires rise up and be seen throughout the world. This paper provides an introduction to Te Kāhui Whetū | Capable Māori programmes within the School of Capable NZ, Otago Polytechnic and four examples of Māori student success. Over twenty percent of Capable NZ learners identify as Māori, which presents an opportunity to accelerate Māori learner success as Māori. Te Kāhui Whetū adopts a kaupapa Māori approach to support work based knowledge through preferred Māori learning styles and pedagogies. This paper focuses on the experiences of Māori students studying towards the Bachelor of Leadership for Change, navigating and instigating change through their studies and focus areas. Their experiences traverse a variety of topics which include adult learning, disabilities, human rights issues and the motivation behind each unique learner to become a change maker.

Empower communities through student led projects in Vanuatu using an adapted version of the Community Health Assessment Student Evaluation (CHASE) Model

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Aim

This presentation, showcases project based learning exploring the mutual benefits, which can be attained by New Zealand student nurse learners, and a remote community in Vanuatu. I draw upon recent experiences including the Highgate Presbyterian outreach in July 2018, followed by the Civil Engineering School's pilot project, September 2018 in the community of Liro, Paama, Vanuatu.

Background

In accordance with the United Nations 2030 Agenda for Sustainable Development Goals (SDG), the Otago Polytechnic School of Nursing aims to implement short-term outreach projects within the Pacific Region. Nursing learners are ideally placed within a learning and skill based environment to assess a community's health needs and develop and implement health promotion resources for identified population groups to improve health and well-being.

Working in partnership with communities using an adapted version of the Community Health Assessment Student Evaluation (CHASE) model, provides a framework for practice. It is envisioned this model, can empower communities' in resource poor areas within New Zealand, will be transferrable to remote and isolated regions of the Pacific, specifically Liro, on the island of Paama, Vanuatu.

Methodology

Project design will employ Participatory Action Research informed by Critical Social Theory which enables a community to develop, take action, monitor, analyse and evaluate the research process alongside the researcher (Schneider; Whitehead, LeBionodo-Wood & Haber, 2016). This process is cyclical in nature and involves the use of reflection in and on practice, the focus is on 'real world' events as opposed to controlled environments, and has been identified in public health research as participatory and empowering in that stakeholders become co-researchers (Baum, 2016).

Project evaluation will employ focus groups to further generate understanding and will include both the learner participants and the community of Liro. This open-ended approach is carefully designed to obtain perceptions around specific areas of interest in a non-threatening environment (Kreuger & Casey, 2015). Some ethical considerations of using focus groups will entail the interrelatedness of the community of Liro and how this may inhibit disclosure of valuable feedback. Careful consideration will need to be taken to ensure the fullness of Participatory Action Research is fully implemented.

Outcomes

Benefits for learners include not only gaining experience working in remote and isolated communities, but the challenges these contexts of practice offers learners the opportunity to adapt their practice to meet the real time needs of communities'. Working collaboratively with communities to effect change and improve health outcomes is an imperative, as globally climate change and mass migration of populations occur, graduates need to develop the skills to work successfully within a variety of settings and populations.

Graduates need to be prepared for the shift in identification of place where they work, and ready to provide care in multiple contexts, not just clinical settings. Learners will work holistically with identified community leaders, regional and state authorities, elected officials, institutions, organizations and health professionals in order to develop relevant and related health education resources. The aim of these resources will address the health needs outlined by the community and be distributed back for use to improve health and well-being outcomes.

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Leadership as Learning: a Professional Practice Framework case study

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Capable NZ learners are expected to be able to articulate their own professional practice framework by the time they graduate. A lean visual canvas (Mann, 2018) provides learners with some scaffolding to support learners to unpack and articulate such a framework. This short talk will explain *Leadership as Learning*, the professional practice framework which arose out of my doctorate study (Malcolm, 2014), and link it back, in retrospect, to the Capable NZ visual canvas. The intent is to provide a practical example of the canvas tool in use – to try to demystify the messiness of the task of articulating a clear professional practice framework – and as an ongoing process of emergence.

The *Leadership as Learning* framework is grounded in a complexity thinking paradigm. The framework assumes that leadership and learning are both complex, emergent, interactive dynamics – which speak to both our personal journeys as learners and our professional leadership practice in the wider world. When we are working with complexity there are no simple, linear, logical pathways. We learn by doing and reflecting on the patterns and insights we observe looking back. Metaphors offer one way of summing up the mauri, the essence of the complexity we are working with and can help us discern where to focus next. This framework using a metaphor of tides, waves and rip-currents to name, frame and help us work with the messiness and joys of leadership and learning.

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Assessment tools for Work Integrated learning

Kim Park & Simon Middlemas

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While Polytechnics have long valued Work Integrated Learning (WIL, also known as Placement or Collaborative Education), this practical pedagogy is becoming more and more popular throughout many higher education sectors. At the Institute of Sport, Exercise and Health we have made it a corner stone of our degree and post graduate programmes. WIL is rapidly changing in our school, with students spending up to 9 months of an academic year in workplaces in New Zealand, but also India, China, USA, and the Pacific islands. In the past five years, we have explored ways to assess student learning in these environments. ePortfolios, the primary tool we use to assess this learning, ePortfolios allow students identify a collection of learnings from various domains (e.g., classroom, personal life, work settings), select particular learnings that they want to examine in more detail and reflect on the specific learning experiences to uncover the tasks and skills developed (Richards-Schuster, Ruffolo, Nicoll, Distelrath, & Galura, 2014). They can be seen as "a 'living portal' through which students may continually re-articulate their ideas of self to others, bringing about new understandings" (Nguyen, 2013, p. 135). The ultimate purpose is to connect the learning to their future goals, seen as crucial to the philosophy of integrative learning (Nguyen, 2013; Ring & Ramirez, 2012).

In this presentation we outline and critique three assessment tools, which have become part of our ePortfolio assessment suite. Firstly our "Me in 3"; a short video in which the student captures a 360-degree evaluation of their capabilities in a work context, evidence of completion of development activities and ongoing reflection. Secondly, our "Lightening talk"; in which the student shares the WIL journey with their peers using a pecha-kechu style. Finally, ePortfolios; where students collect, select, reflect, and connect learning that has occurred during their study with using Pathbrite. We will offer a discussion on the benefits and challenges of using these assessment tools within our context to help students become more engaged and work ready.

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Is Capable NZ leading the changing political direction of education?

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This research questions whether, when we are assessing learner achievement with a Capable NZ setting, are we looking for attainment of explicit unit standards or evidence of the learner's potential to contribute to their community?

For much of history, assessment of educational achievement has focused on determining the student's readiness to make a contribution to their community; could they hunt, weave or cook to the standard needed to take part in these activities.

In the early 20th century, Frederick Taylor developed scientific management to improve production efficiency; where every task could be analysed, the best method identified and standardised, so that the tasks were divided up and workers learnt and performed one step in the whole process. From there came an educational pedagogy focussed on teaching the explicit skills needed for any role, which culminated in the development and introduction of Unit Standards in New Zealand.

For the last ten years the recent National government's pre-tertiary education policy was firmly directed to the teaching of a list of unit standards and the measurement and national publication of achievement of these to the exclusion of all else. If it wasn't on the list of reported standards, it wasn't measured and therefore wasn't considered important. Currently, the new Labour coalition government has argued for a return to John Dewey's approach, where students learn by experiencing the world around them and teaching efforts are directed to improving a learner's ability to make a contribution to their community.

This tension between the approaches of National and Labour; Taylor and Dewey, comes into clear focus in the assessment of achievement within the frameworks of a taught programme of a "traditional" educational institution and the Independent Learning Pathways offered by educational environments such as Capable NZ which have developed programmes to address an unknown future of work; an approach which CEO Phil Ker proudly labels as "disruptive education".

This research explores if one of the core disruptive factors offered by Capable NZ is a return to a Dewey focused pedagogical approach aimed at assisting a learner to identify the totality of their ability to contribute to their community rather than focus on measuring their achievement of teaching based on Taylorism philosophy of 'One Best Way' for any task.

Keywords: assessment, politics, community, teaching pedagogy

International Students' Conceptions Of Capability Construction In A Master Of Professional Practice Program

Behnam Soltani

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Producing employable graduates is a main concern for the higher education worldwide. In recent years tertiary institutes in many developed countries have claimed employability attributes, generic attributes, key / generic competencies, and learning outcomes, for their graduates as a key aspect of their contribution to society (Bowden et al., 2000; Hager et al., 2002; Barrie, 2004; Jackson, 2016). The common denominator among all these efforts is a strong focus on employability skills and devising strategies to incorporate and embed them in the curriculum as a means of producing employable and work ready graduates. Within the higher education sector, there are skills, which are widely accepted to foster graduate employability. These skills include communication, team working and initiative and enterprise (Allen Consulting Group, 2006). This paper using a community of practice (Lave and Wenger, 1991) perspective, and narrative and interview methods presents data from a study of a group of students in a Master of Professional Practice program. The analysis of the data shows that students develop capabilities and enhance their transferable skills through mutual engagement in the practices of their communities of practice. This process is enacted through membership, and negotiating boundaries of their relevant community as they move from one community to another within their landscapes of practice. The paper then re-examines Stephenson and York's (2013) definition of capability and argues that capability should be understood as a social construct through which individuals participate in the practices of their communities of practice and express their knowledgeability of their community norms, rules, and expectations. The paper concludes that individuals build professional futures and capabilities through a process that involves problem solving, negotiation and learning, resilience, and reflection on one's own and other community members' performance as they engage in practices of their relevant communities of practice. Implications of the study are discussed.

Key Words: Graduate Employability, Capability, Community of Practice

Finding the Gold Nuggets of Leadership

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Personal leadership development is everyone's opportunity. Finding leadership development gems for learners when there is a plethora of leadership training programmes available can be mind boggling. However, understanding what works for learners can help refine the search and empower the delivery of leadership education for both facilitator and learner. Leadership is about relationships and inspiring people to be the best they can be. It is exciting to explore this view from a learner perspective and have that drive personal leadership development in any programme. The learner/facilitator relationship is a complex dance, packed with many predisposed perceptions and dynamic evolving aspects. There is need to explore these deeper while also considering tensions underling the impacts from formal leadership training.

Creating the bedrock of leadership development is the Facilitator/Learner Leadership Model. Wrapped around the epicentre of the model are important areas such as Emotional Intelligence, Cultural Intelligence and Social Structures. The Facilitator/Learner Leadership Model provides a rich foundation for prosperous success in leadership development within the workplace, educational programmes and or other organisational structures. The model can help both facilitator and learner in their leadership relationships. It looks at the engine house that drives good leadership to exceptional leadership while discussing the tapestry that melds key areas into golden learning junctures; the gold nuggets to leadership success.

Key Words: Leadership, Learner, Facilitator, Experiential Learning, Positive Psychology, Health.

Developing a Teaching Philosophy

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A critical component of the Graduate Diploma in Tertiary Education (Level 7), is the development of a 'Teaching Philosophy' as an expression of professional practice.

A teaching philosophy is a narrative description of beliefs, values, rationale and insights into learning and teaching and how these inform teaching (Schonell et al., 2016, p. 4).

A Teaching Philosophy statement articulates 'who you are' as a teacher and what drives your practice and is unique to each individual. This requires a good understanding of your teacher identity and why you teach in the way you do. To prepare a statement, learners examine personal and professional values, and beliefs and assumptions about teaching, and reflect on the effectiveness of their practice. Teachers may find that engaging in deep and critical reflection is not always a comfortable process. The stimulus for a teaching philosophy could be a critical incident on which a practitioner reflects, or it could be the use of metaphor as an expression of the teacher's strongly held ideas about teaching and learning (Schönwetter et al., 2002). For example, a teacher may want to create a spark as a catalyst for learning which turns into a tussock fire (Schonell et al. 2016).

In this presentation, some examples of Teaching Philosophy statements will be shared, and Sarah and David will share excerpts from their philosophies and talk about the processes they used to prepare their statements. Bronwyn will discuss how to use metaphor and established frameworks (e.g., Chism and Schönwetter) to guide reflection when developing a teaching philosophy statement.

References

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Snapshot talks

Not peer reviewed

Transformational Failure or Failing to Transform?

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How is OPAIC getting international graduated to be Work Ready through connections with the industry?

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The exponential curve and why we should care about it.

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Valuing your experience