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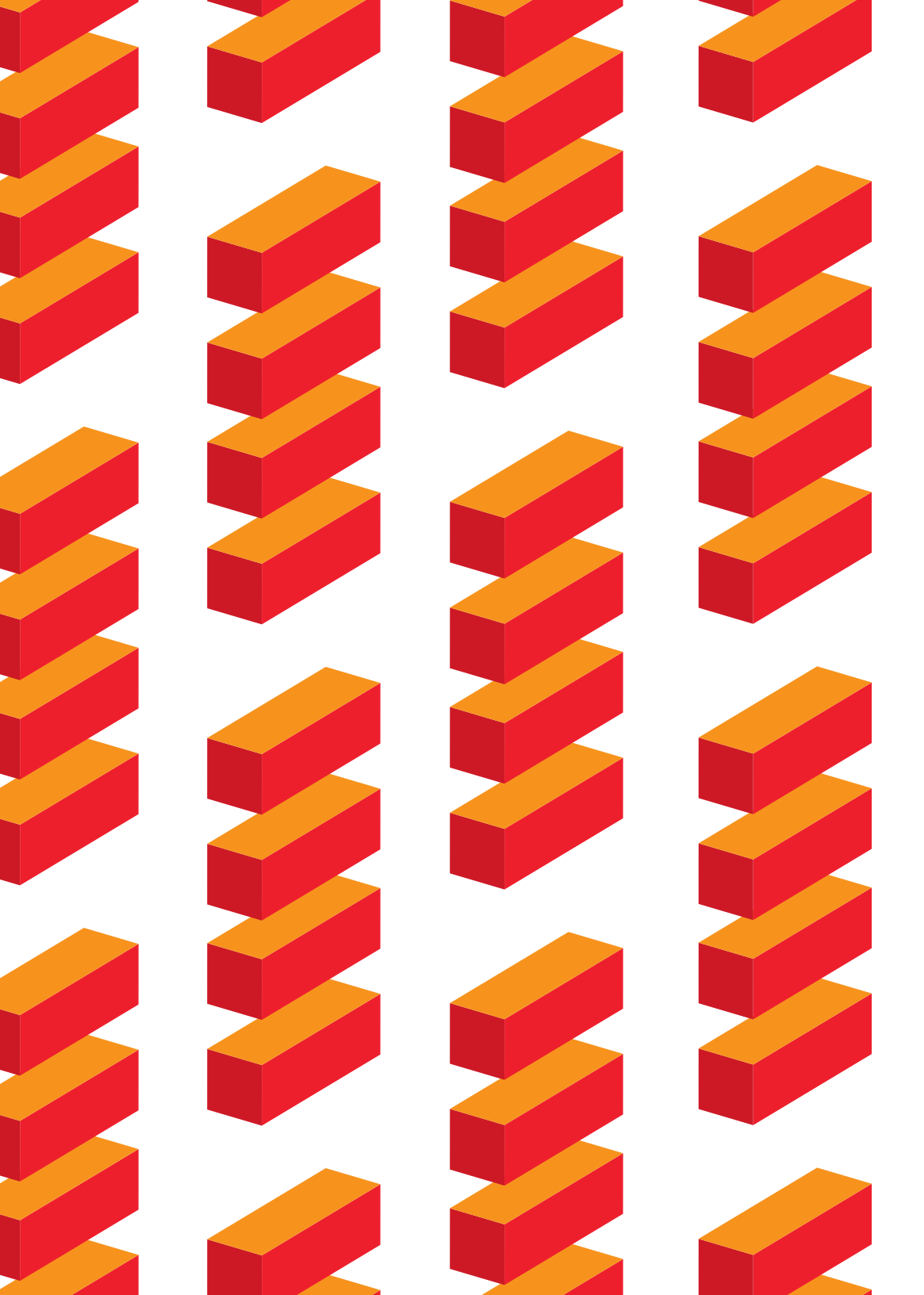
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organising committee



Organising Committee

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

Thank you to the reviewers for their work in reviewing the abstracts for this symposium:

Jo Thompson

Jo Kirkwood

Steve Henry

Glenys Ker

Beth Stephenson



abstracts



Indigenous Way-Finding in the Waters of Academia: Academic Authenticity in the Land of Pūrākau

Adrian Woodhouse

Livestreamed (Dunedin)

When a student first enters postgraduate study, their minds are often preoccupied with questions such as, what will my research topic be? Or; what might the outcomes of my research look like? This is a natural starting point within the postgraduate journey as it allows the student to draw on the power of their intrinsic motivation and sets the early direction of the project compass.

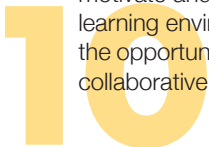
Fuelled by these primary drivers, supervisors often encourage students to abandon the stability of the shores of the known and to enter the waters of turbidity and the unknown. As the initial supplies of student enthusiasm and passion become depleted, the realisation becomes apparent that without any way-finding tools to guide them, the student is now alone and adrift in a swell of meaningless information.

Informed and inspired by the Māori storytelling method of pūrākau, this presentation explores my academic journey as a Doctor of Professional Practice student as I sail from the comfortable shores of the western islands of explicitness and objectivity and traverse through the great Southern Oceans to the lands of Aotearoa and its islands of implicitness and subjectivity.

Throughout this presentation, I will recount my own adventures of the being lost in the sea of academia; the story of the misguided navigator, of being blown off course in a storm of in my hand. The presentation concludes with the story of my eventual strength to take the control of the rudder and to set the trajectory of my waka to the southern island of Rakiura. It is here that I find, connect and effortlessly communicate with the local people of Te Wehi a te Wera through a story that is shared and a voice that is authentic and meaningful. As such, this presentation will be of interest to postgraduate students and supervisors who are interested in indigenous way-finding when navigating the seas of knowledge.

Bios

Adrian's professional background is a blend of contemporary food design and artisan food production. He describes his teaching ambition as "to inspire, motivate and teach students"; and to "light the fire in their minds". He creates a learning environment that embraces the diversity of his students, giving them all the opportunity to contribute and participate in the learning process. Adrian uses collaborative learning strategies to bring innovative approaches to his teaching.



Reflection on IT Career Transition and Professional Identity

Jamie Vaughan

Livestreamed (Dunedin)

The IT industry itself is a perpetually shifting panorama, made up of competition, collaboration and interaction between any number of technology-focused roles and practitioner profiles; it is not surprising then that the career paths of these practitioners often reflect similar properties of constant change. The professional identity of a practitioner and how it adapts to career transition has been documented in several case studies and papers, but very few have been written within the often chaotic IT and technology sector. As an IT Professional still adjusting to a career path change from IT consulting into IT management, how did the skills of my former technical role contribute to my new management role, and what further personal and professional changes have come about since then? By using an autoethnographic action research method as part of a postgraduate study programme, the experiences of my learning pathway were captured and reflected upon; the processes of building of new skillsets, exploring emotional intelligence and ongoing realisation of self-awareness provide valuable insight into what became an almost complete reconstruction of my professional framework of practice. In sharing this research and experience, it is my aspiration that other learners and practitioners can gain a better understanding of the many facets of their professional identity that they may be unaware of, and the importance of acknowledging the aspects of personal growth that go hand in hand with professional development.

Bios

Jamie Vaughan, ICT Manager for Gallaway Cook Allan. Alongside his duties as the primary IT resource for a busy Dunedin law firm, Jamie is also an active member of the Institute of IT Professionals and a CapableNZ MProfPrac alumnus, graduating in 2018. Following 9 years as a systems engineer, Jamie made a significant career change in 2017 to take up IT management, simultaneously taking the opportunity to enter postgraduate study. This combination resulted in significant positive transformations of both his professional framework of practice as well as his personal philosophies and perspectives, all observed and documented as part of his MProfPrac; Jamie hopes that sharing his experiences can benefit and motivate other learners on similar paths. Other than his work in the tech community, Jamie is an avid amateur badminton player but spends most of his spare time with his wife, Jeannie, and two, soon to be three, children.



Tools and techniques to help enable your professional future

Michael McDonald

Livestreamed (Dunedin)

When I first started the Master of Professional Practice program, I was overwhelmed with the amount of research notes and material that I needed to keep track of. I tried to stay organized with a digital notebook, it was effective at collecting notes, but it didn't allow good record keeping, reflective activities, collaboration and did not provide a canvas to visualise the meta collection techniques that would be required.

Prior to the program I was using tools that could fulfil some of these requirements, but not at a level that the program and my area of study would demand of me. Over the past 18 months I have built up my level of knowledge, creating clarity and a path through the MPP program and beyond into my professional career.

I would like to take you for a tour through my tools and techniques that I used to navigate through the MPP program, showing you firsthand what can be achieved. More importantly, you will see that anyone can use these tools to organize, clarify, abstract and share with others in your community of practice.

The tools and techniques I can show you won't magic you through the MPP program or through life successfully, but they will help to enable that future. They seek to aid and assist, they provide that warm glow of understanding as you, step by step, build layers of understanding on whatever you choose.

Bio

Michael McDonald is studying Master of Professional Practice, where Michael aspires to become an action leader in values-based development, working towards creating a culture of values-based software development. At the same time, Michael is a Business Analyst working in the Health Software development domain. Michael champions values-based thinking and is in the middle of building a global community where practitioners can share discoveries, tools, and ideas.

Michael seeks answers to hard questions and then creates a shared understanding between collaborators, having recently answered the question; how do we go about making values-based software? Michael has two dogs, currently living in Mornington, but originally from Auckland. Michael is an avid storyteller and role player, playing in regular tabletop games and is involved in running local conventions. Please email michael.nz01@gmail.com to contact Michael.



Frameworks for supporting leaders in social justice decision making

Bonnie Robinson

Livestreamed (Auckland)

Berkovich (2014) states that “social justice leadership has different goals and priorities, emphasises different practices and measures success differently”. But what does this mean in the actual practice of leadership? Is this just something for the political left, those whose personal values are a fit, or can we find and implement decision making frameworks and processes that both demand and support leaders to include social justice?

It is often thought that the Not for Profit (NFP) sector within which I practice as a leader, will always include social justice. However, the ability to uphold the intrinsic importance of a social justice perspective has been significantly challenged in New Zealand by the rise in the 1990s of managerialism. This world-wide phenomenon shifted the focus of NFPs from sustained generational efforts to short-term outcomes and the metrics of business.

An additional impact was on what was valued as leadership. While NFPs might continue to espouse needing leaders of vision, values and integrity these things came with or even behind the ability to work within managerialism and operate the NFP as a business.

The struggle between the two world views has dissipated a little in the 2000s but after 20 years managerialism is still dominant in that its structures and systems remain despite evidence of its failure and flagging belief in it. In this context as a practitioner-researcher I am interested in discovering whether a framework for social justice decision making can assist NFP leaders to remain true to our mission and values.

Utilizing a range of methods within an overarching autoethnographic methodology, my DPP project will explore whether such a framework is possible and if so what it might include. From work to date some things are already clear – such as the importance of deeply embedded values, critical consciousness, contextual analysis and reflective practice. What is not yet clear is how to scale this beyond the individual to the organisation or sector. My presentation will explore what my research has discovered to date and the questions yet to be answered.

Co-cilitation - Examining the similarities for transformational learning between facilitation and coaching

DJ Forbes and Glenys Ker

Livestreamed (Dunedin & Auckland)

Glenys Ker, Programme Leader in Capable NZ (CNZ) and DJ Forbes, Athlete Engagement Manager for the NZ Olympic Committee (NZOC) believe their models of effective facilitation and coaching have a lot in common. In this session they propose that the role of facilitation and the role of coaching are one and the same, and that for transformative learning to happen there is a very similar set of skills required to support the learner or athlete to perform to their very best.

Ker's (2017) model of effective facilitation and Forbes (2019) athlete-coach relationship model both require a skill set to bring about transformation. Ker's 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, for whom the skills, knowledge and attitudes were identified through this study.

Forbes (2019) athlete-coach relationship model is developed from a study of elite athletes who play for national sporting teams who responded to a comprehensive survey as to what they believed were the requirements of a successful coach.

The key components required of an effective facilitator have been identified as 'Fit', Relationships, Skills/Knowledge/Attitudes, and a Learners First approach. The key components required of an effective coach have been identified as Communication, Leadership, Engagement, Accountability, and Relationships. These have some very strong parallels and similarities. In this session they unpack and explore these.

DJ Forbes and Glenys Ker cont.

Bios

Glenys is the Programme Leader of the undergrad qualifications on offer through Capable NZ, a School in Otago Polytechnic specializing 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, elite sports performance, a teacher in secondary school, polytechnic and university level, and roles in senior management and leadership.



DJ is the Athlete Engagement Manager for the New Zealand Olympic Committee and his role is to engage, support and empower athletes that are working towards being in or part of one of the NZ teams. The Athlete Engagement Manager is an integral member of the NZOC Services Team and will contribute to detailed pre-planning that leads to a seamless and cohesive approach to the functioning of the team at Games time. DJ assists in the implementation of Athlete Commission initiatives and actions where appropriate, as well as support the leadership and advocacy work of the NZOC regarding athlete engagement, support and welfare.



Developing a teaching philosophy for a teaching credential: enablers, challenges and use of metaphor

David Woodward, Bronwyn Hegarty, Elise Allen, Shannon Booth, Sarah Redfearn, Sarah Smith, Karen Wakelin, Jayne Webster

Livestreamed (Dunedin)

A critical component of the Graduate Diploma in Tertiary Education (Level 7) (GDTE) teaching credential, is the development of a Teaching Philosophy Statement as an expression of a professional framework of teaching practice. This statement 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 group of recent GDTE graduates, representing both the taught, Recognition of Prior Learning (RPL) and Independent Learning pathway (ILP) programmes at Otago Polytechnic, was brought together as a Community of Practice (CoP) to collaborate on an article. Participants in the taught programme had studied a series of courses and included teachers relatively new to tertiary teaching. Two experienced teachers undertook the RPL pathway - some course work and some RPL - and two other experienced teachers undertook the Independent Learning pathway (CapableNZ).

The catalyst for this article was the 2018 Capable NZ Professional Practice Symposium, where examples of Teaching Philosophy Statements and the process to prepare them was discussed (Woodward, Hegarty, Allen, & Redfearn, 2018).

Representatives of the CoP will present personal experiences of the process of developing a teaching philosophy statement and the enablers, challenges and use of metaphor that assisted in the metamorphosis development of this framework of practice. We will conclude with some recommendations on effective methods of constructing teaching philosophy statements for a teaching credential.

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David Woodward, Bronwyn Hegarty, Elise Allen, Shannon Booth, Sarah Redfearn, Sarah Smith, Karen Wakelin, Jayne Webster, cont.

Bios

Dr David Woodward is a facilitator, assessor and academic mentor at Capable NZ (GDTE, BAM, MPP, DPP), part-time lecturer in apiculture, Central Otago campus, company director with 20 years tertiary teaching experience.

Shannon Booth joined the College of Community Development and Personal Wellbeing at Otago Polytechnic three years ago. Shannon has previously worked as a secondary school teacher and has taught in the areas of pregnancy, childbirth and parenting education, and women's health and wellbeing.

Sarah Redfearn has had a 25 year career as an Occupational Therapist working in forensic psychiatry and addictions treatment both in the U.K and New Zealand. She joined the Otago Polytechnic Occupational Therapy School three years ago.

Karen Wakelin is in her third year as a Senior Midwifery Lecturer on the Bachelor of Midwifery and Post-graduate Midwifery programmes at Otago Polytechnic, Wellington, along with supervising Master of Midwifery research.

Currencies Creating Connection

Gen de Spa

Livestreamed (Dunedin)

On September 27th 2019 150,000 people in Aotearoa kicked off the International Climate Strike and were followed by millions more all over the globe. The strikes, instigated by school kids, demanded 'climate action' from world leaders to protect the futures of children, coming generations and life on the planet. But what are the actions that are required to protect our childrens' futures? And how would we implement them quickly enough?

Using an understanding from permaculture, that 'the problem is the solution', this thesis looks at the design of currency systems and explores the parallel currency system known as timebanking, to illustrate how the design of a currency is a direct cause of the outcomes of its use. Currency is possibly the most useful tool humans have ever invented. It allows us to trade the things we have for the things we need. The use of currency is a vast organising force, the circulatory system that delivers vital resources from one place to another and allows almost all of society's infrastructure to function. But if there's only one type, and it turns out to be cancerous that leaves us fragile and exposed to harm.

By comparing and contrasting the effects of timebanking with those of our national currency (and correspondingly, the currency system of most of the world), the hypothesis of this thesis is that many of the gravest problems that we face in the 21st century are the result of a monocultural currency system and the imbalance embedded in its design. Part of the solution is to create an environment for multiple collaborative currencies to flourish, knowing that the use of these currencies, depending on their design and purpose, can alter peoples' behaviours and create the outcomes that may result in a sustainably healthy planet and population.

Bio

TGenevieve de Spa (Gen) is an Eco-Warrior and ex-paramedic with a deep belief that indigenous wisdom, especially Te Ao Maori, has much to offer us towards the restoration and regeneration of our living planet. As well as being the caretaker at Staveley Camp and initiating the forest restoration project, Gen is on the ECan Ashburton-Hinds Water Zone Committee and the Mid Canterbury Timebank Board. She is currently completing her Masters in Professional Practice and actioning Permaculture Economics in Christchurch and Mid-Canterbury. A love of snowboarding, skiing and motorcycling makes Te Wai Pounamu the perfect home for Gen.

A transdisciplinary framework: relevance of constructive critical conversations

Marcia Johnson

Livestreamed (Dunedin)

The existence of organisational quality systems is not sufficient to motivate individuals to invest personal energy in further learning or participatory improvements on behalf of an organisation. However there is a need for individuals to pursue personal professional development and the collective mission simultaneously. This presentation is a snapshot of quality within a transdisciplinary framework which embraces diversity and stretches learning edges within professional practice. The framework is transdisciplinary in the sense of collaboration across and within discipline boundaries rather than separate disciplines working side-by-side. Active learning through deliberate reflection and engagement through constructive critical conversations allows the professional to continually grow knowledge and innovate. Using grounded theory to evaluate important themes which may emerge, the social constructivist epistemology will reach into leadership theory, organisational change theory, and emergent psychology to understand and develop a quality model for practitioners within the New Zealand tertiary education environment. Findings to date are intermediary, based on review of literature across multiple disciplines to inform a larger doctoral project. A study design will be presented for analysing the transdisciplinary framework model for potential usefulness.

Bios

Originally from Seattle, Marcia Johnson has lived and worked in four countries, spending the last 30 years in New Zealand. Experiences in diverse environments, from multinational corporations to running her own start-up business, have added value to her practical understanding of how staff learn in the workplace, and how businesses benefit from appropriate quality systems. As a quality specialist in the New Zealand tertiary education environment, Marcia has combined theoretical understanding and practical skills to achieve quality outcomes for organisations. Her current work is focused on a deeper understanding of quality within a transdisciplinary framework.

The Art of Keeping Tigers: A new model to map health and safety vulnerability and applied control efforts.

Jared Kane, David Woodward and Trish Franklin

Livestreamed (Dunedin)

In 1973, William Haddon Jnr used the analogy of a Tiger to represent the unwanted transfer of energy (a hazard) to a target (people, assets and the environment). Haddon outlined ten strategies to prevent and protect vulnerable targets from the harm of energy transfers and in doing so, has influenced health and safety management practice ever since.

This presentation will discuss the potential for approaching current occupational health and safety practice with a new paradigm. The analysis of barrier and control frameworks is predominately nestled within static environments such as industrial and chemical manufacturing and requires expert knowledge coupled with advanced probability analysis. These methods are time consuming and inherently expensive to conduct. Similar approaches outside of industrial facilities are rare.

Thus, a new model utilising complexity and exposure as alternative measures to likelihood is proposed, as well as an outline of a methodology to analyse the controls implemented within an organisation to prevent the “escape of tigers”. Should the proposed model be feasible therein lies an opportunity to influence the health and safety of workplaces and the overall wellbeing of society. Its strength lies within simple, repeatable practice not dependant on experts.

As an Occupational Health and Safety Practitioner, challenging the status quo of one’s profession is a path the author feels he has not travelled often enough. A workplace is not safer just because we are “busy” doing health and safety, if predominantly implemented through weak controls. Such controls may increase risk profiles. Our efforts to manage hazards must focus on developing strong solutions that meet the legal, ethical and moral obligations to protect our workers, family and friends from “Tigers”.

Jared Kane, David Woodward and Trish Franklin Cont.

Bio

Prior to joining the Defence Estate and Infrastructure Portfolio in 2017, Jared Kane worked in many different industries including aviation, logistics and supply chains, oil and gas, agriculture and construction to pre-hospital emergency care. Now, as Deputy Director for Health and Safety Estate and Infrastructure, Jared and his team are developing pragmatic systems and solutions to assist the New Zealand Defence Force on its journey towards becoming a major construction client. Currently completing a Master of Professional Practice degree, Jared's thesis focuses on understanding complexity and vulnerability within health and safety systems and developing organisational vulnerability profiling. He thrives on tinkering with established frameworks and creating potential alternatives for hazard and risk management. He has been published on the topic of Intervention for Manual Handling Safety, and is a Graduate member of New Zealand Institute of Safety Management.

Clinical Governance, Organisational Culture and Leadership

Teresa Bradfield

Livestreamed (Dunedin)

There are an abundance of clinical governance frameworks, tools and processes available to support health care organisations in their responsibilities for quality health care, but they do not bring clinical governance to life. Cementing the crucial relationship between clinicians and governance requires organisations to consider new ways of engaging the hearts and minds of clinicians to enable insightful decisions around the board table. Making meaning of clinical governance during daily work with staff challenges leaders to focus on relationships and not rely on the 'meaningless quick fix' of frameworks to fill the void of poor connection and communication.

My research contributed to understanding of clinical governance and its relationship with organisational culture and leadership. I present the opportunity for those participating in clinical governance to reconsider their approach in light of my research that supports relationships as the key to effective clinical governance function.

In this session I will briefly describe the key findings: 'what emerged', 'why it matters' and the 'how' approaching clinical governance in a new way may enhance sustainability.

Bios

Teresa has lived in New Zealand since 1986. A registered nurse initially, Teresa's career achievements includes executive management and professional leadership roles in health and disability. Teresa's past roles have utilised her leadership competencies and abilities to implement organisational change structurally and culturally. Her key professional focus is to ensure good safe outcomes for users of the services she has led. Teresa holds a Master of Professional Practice that explores the relationship between 'Clinical Governance, Organisational Culture, and Leadership'.

How to be work ready: A guideline for Quantity Surveying graduates in New Zealand

Author 1: Yi Zhou

Author 2: Don Amila Sajeevan Samarasinghe

Livestreamed (Dunedin)

The concept of employability has been described as an economic strategy, promoted by universities and institutions at national, regional and local levels. Construction is seen as an industry that has challenging entry requirements, depending on the nature and the system of the work itself. Therefore, higher education programmes should adequately prepare students before they enter their intended industry. This study aims to provide a guideline for quantity surveying graduates in New Zealand. The guideline includes the role of a quantity surveyor on the duties and daily tasks, in response to changing client expectations and demands. The scope of work for graduate quantity surveyors is not only limited to the regular practices of measurement and estimating, but further beyond this boundary. Quantity surveyors are expected to do contemporary tasks such as project management, value engineering and risk management in addition to the regular quantity surveying specific tasks. Therefore, graduates are expected to be skilled in a wide range of skills and capabilities to be work-ready.

The study employed a qualitative approach, mainly focusing on consultant-quantity surveyor practices. We analysed current and relevant research articles, quantity surveying recruitment advertisements together with informal discussions with industry experts. It was found that the ability to read and integrate project drawings and specifications is the key task in the early career of a quantity surveyor. In other words, measurement and estimating are the fundamental skills required by an entry-level quantity surveyor. In addition, the construction industry requires quantity surveyors to be skilled at procurement, tendering and project financing. Transferable skills such as problem solving and the ability to apply theory into practice are essential too. We recommend graduate quantity surveying students to focus on understanding building drawings, practice measurement and estimating skills before being employed. It is essential that graduates read NZIQS published documents to understand the roles and duties of quantity surveyors and the necessary skills to be work-ready. We believe that our research output would benefit quantity surveying students and fresh graduates to be work ready as professionals in the construction industry.

Author 1: Yi Zhou

**Author 2: Don Amila Sajeevan Samarasinghe
cont.**

Bios

“Don is excited and passionate about teaching and researching in Built Environment Engineering with a strong desire for developing tertiary students and unleashing their potential. During the past 10 years of his academic career, he has designed and delivered effective curriculums to address the diverse needs of learners. Don is currently employed as a Senior Lecturer in Construction Management at Otago Polytechnic Auckland Campus. He also works as an online learning facilitator in the New Zealand Diploma in Construction and the Bachelor of Engineering Technology programmes at Capable New Zealand. His qualifications include a PhD in Engineering (Construction Management), a Graduate Diploma in Tertiary Education and a First Class Honours Bachelor of Civil Engineering degree. One of the greatest achievements in Don’s life was to be able to design and build a two-story house for his parents.”

Speculative Futuring - Learners as the expert on their own future

Ray O'Brien and Alexa Forbes

Livestreamed (Dunedin)

Anticipating the challenges of the future is a daunting task that faces educators no matter what their discipline or sector. To future in a way that includes the voices of an increasingly diverse population of learners adds a layer of complexity to learning design that we have not faced before. While there is extensive recent research which can inform learning design there is an expert group whose voice is largely absent - the learners' voice. We propose a methodology to capture the diversity of learner voice to inform learning design and share an example of the design insights that can be gained when learners are asked to future for themselves. We describe a pilot of a pragmatic process based on Delphi Technique and speculative design concepts which treats the learner as the expert in their own future. This approach allows the learner to determine what their education should include to prepare them for the future as they see it. We expect this co-design approach to contribute to the design of future focussed learning experiences based on heutagogical principles.

Bios

Ray O'Brien works across several areas at Otago Polytechnic, but at the core of all of them he is a learning designer. He has been part of the team designing and implementing the Bachelor of Leadership for Change and specialises in the integration of sustainable practice into programmes across many disciplines.

Alexa Forbes works for the Centre for Sustainable Practice as a Sustainability Advisor and also serves as a Councillor on the Otago Regional Council. Previously she has been a councillor on the Queenstown Lakes District Council had a successful career in journalism, broadcasting and public relations. She completed her Graduate Diploma in Sustainable Practice in 2012.

A member of the Institute of Directors, Alexa works to drive future focused change through community organisations and governance structures. She brings communication skills and a broad understanding of organisational development to the programme.

SNAPSHOTS

Welcoming our refugee-background students

Amber Fraser-Smith

How can we help our refugee-background students succeed in their studies and feel a sense of belonging within the Otago Polytechnic community?

Collaboration across cultures

Amber Fraser-Smith

Looking at using collaboration and problem-posing to expand our worldviews and practices by including the perspectives of international students and migrants.

Learner Capabilities

Amber Patterson

How can New Zealand teaching institutions equip learners to be more employment ready for the fast-changing world of future work? Which capabilities or transferable skills are priorities for employers / stakeholders when they consider graduates as employees?

These questions are central to the development of the Learner Capability Framework (LCF) at Otago Polytechnic. It has been internationally recognised in the previous two decades that the nature of the workplace, the environment, technology, the economy and society is changing. The key to supporting learners for this changing environment is the development of capabilities, or transferable skills, that can be applied in multiple and fluid work situations.

Otago Polytechnic has embarked on a journey of research which initially connected lecturers with employers and stakeholders across fifteen identified clusters of programmes with a view towards embedding employer capability priorities into effective curriculum development. Otago Polytechnic will equip our learners with these prioritised capabilities and support them to provide evidence of having attained them. These capabilities will help our students to thrive, adapt and be effective in their chosen professions, trades and workplaces.

Our initial publication, the first in a set of eight envisaged to disseminate a whole journey over two and a half years, reflects the action research undertaken by Otago Polytechnic towards the development of a Learner Capability Employer Priority Index (LCEPI). This LCEPI explains to the learner and to educators the most desirable capabilities that have been indicated as a snapshot during semi-structured interviews with samples of employers and stakeholders. Our current research is focussing on alumni as well as current users (including staff and students), of i am capable.

This research is the first step towards addressing any existing imbalances between discipline-specific competencies and workplace capabilities in Otago Polytechnic's curricula. The project as a whole will enable learners in any discipline and at all levels to gain validated evidence of their transferable capabilities. A portfolio reflecting capabilities will complement the competencies gained in their education

Developmental capability and its significance to human performance improvement: A model of developmental practice

James Harrison

My PhD study has identified that the cyclical processes of experiential learning, problem solving and research are linked by common underpinning processes that enable the developmental capability of individuals to grow through repeated iteration. The efficacy of research as a developmental process is already evidenced by the work practice doctoral programmes of the University of Middlesex (Costley & Lester, 2012), the research culture developed by Dilly Fung and colleagues at University College London (Fung, 2017) and our own MPP and DPP programmes at Capable NZ (Ker, 2017). Through a development period, continuous application of these processes enables a person to become an autonomous learner who is capable of developing their practice and performance throughout the rest of their life. In many professions, this happens automatically as the major function of the profession is to solve problems in that discipline. However, it is evident that conscious practice with these processes accelerates personal development.

This paper discusses how embodying these processes in the delivery and assessment of tertiary programmes can support student centred learning and transform capability development for vocational and professional careers. At the same time, it has the capacity to provide a more stable platform for qualification design and delivery in a context of rapidly changing knowledge and technology.

Bios

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 has included responsibility for the professional development of several hundred scientists, engineers and business professionals within a capital electronics company of GEC Marconi, one of four civil servants leading the UK vocational qualification changes in the late 20 th century, deriving qualifications for the NZ Electronic Industry and delivering senior academic roles in the NZ tertiary sector. He has for the past 4 years supported mature domestic and international students undertake bachelor and master's work based learning qualifications at Capable NZ, a school of Otago Polytechnic. He is currently completing a part time doctorate researching professional development at Victoria University Melbourne.

Reflection as Practice

Glenys Forsyth

Reflection is a core element of learning from work and experience. In fact, Helyer (2015) and Schön (1983), espouse the role of critical reflection in adult learning. Furthermore, Moon (2004, 2005) takes a critical viewpoint regarding the relationship between reflection and learning in that reflection aids and reinforces learning in practice.

Reflective practice is a key component of Otago Polytechnic's Master of Professional Practice, a project-based programme enabling learners to transform, innovate or challenge real practice in their workplace or the wider industry. Learners undertaking the programme are required to have significant professional experience in the workforce; ten years or more, which suggests they are experienced in their professional practice. Furthermore, they are often engaged in many roles such as a professional role, spouse, parent, and member of their whānau/community/iwi with these roles changing alongside age (Merriam & Bierema, 2014).

As part of their final portfolio, learners complete a critical self-reflection of their Master of Professional Practice journey. Anecdotally, these reflections suggest a richness of information as it relates to the influence of the learning gained from the reflective process, on them as professional practitioners. However, this understanding has yet to be formalised.

The authors interviewed seventeen Master of Professional Practice alumni. Interviews were carried out either face-to-face, or via phone or skype using an interview schedule, focusing on the learner journey, the role of the facilitator/academic mentor and the critical self-reflective process. Interviews were recorded, transcribed verbatim then analysed for emerging themes.

This paper will focus on the key ideas that emerged from the perspective of the learner regarding the critical self-reflective process and the influence, of the learning gained, on them personally and professionally. The key ideas are summarised in Table 1.

Glenys Forsyth cont.

Table 1. Key Ideas on the value of self-reflection

Self-reflection	
Influence on personal self	Influence on professional self
<ul style="list-style-type: none">• Weaving the personal and professional self• Validating who you are• You are not one person: your professional story and personal story are intertwined• Not thinking in silos• Changing thinking about self: endless possibilities of achievement• Enrichment of learning process	<ul style="list-style-type: none">• Significant for business growth• Value of what you are doing becomes more real• Reflection as Practice• New Career directions• Changed the way I viewed the world professionally• Empower and enable others

The findings help us to appreciate the pivotal role of reflection in the learning process. Furthermore, this reinforces the value of developing reflection as normal practice, but to do that, we must bring our whole self to the process.

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Bios

Dr Glenys Forsyth is Head of School for Capable NZ and the programme leader for the Master of Professional Practice. She also sits on Otago Polytechnic Ethics Committee. Glenys worked across a variety of industries including retail, NZ Defence Force (Army), Small Business Owner, and Higher Education. Glenys' expertise includes practitioner research, research methods, ethical awareness, experiential learning, work-based learning, adult learning, physical activity, fitness and health. Seeing learners achieve, watching them grow in confidence and blossoming as individuals is, for Glenys, the most rewarding aspect of her job.

Finding the Gold Nuggets of Leadership in Education

Andy Thompson

Leadership development is everyone's opportunity. We can ignite these opportunities into golden nuggets by understanding the structural relationships between a facilitator and learner. Andy Thompson completed a Masters of Professional Practice looking at such inter-relationship interactions from two leadership programmes.

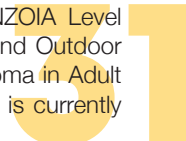
Finding leadership gems for learners that work when there is a plethora of leadership training programmes available can be mind boggling. However, understanding what works for learners can help refine the search and empower the delivery of leadership education for both facilitator and learner. Leadership is about relationships and inspiring people to be the best they can be. 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 possible tensions underling the impacts from formal leadership education.

Presented in this session is the Facilitator/Learner Leadership Model that offers a bedrock framework for leadership development. 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 journey. 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.

Bios

Andy Thompson is the Village Manager of Te Pā Tauria Otago Polytechnic Student Village. He was Programme Coordinator and Principal Lecturer of the Diploma in Outdoor Leadership (Level 5) programme. He also co-facilitates on the Leading Frontiers Staff development programme run specifically for Otago Polytechnic staff. He is a professional outdoor instructor and assessor with New Zealand Outdoor Instructor Association (NZOIA) and Sea Kayak Operators Association New Zealand (SKOANZ). His qualifications include NZOIA Level 2; Alpine, White-water Kayak, Sea Kayak, Rock Climbing, Bush and Outdoor Safety Management. He also has a NZCA Coaching Level 1, Diploma in Adult Teaching and a Post-graduate Diploma in Outdoor Education. He is currently studying his Masters in Professional Practice (MPP).

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



Assessment: The Pandora's Box of Professional Practice?

Sam Mann and Ray O'Brien

In education, the principles of assessment are long standing - assessment is the process of measuring learners' achievement against a predefined standard, it should be done in a way that is valid, reliable and equitable. But assessment norms, practices and quality management systems have largely been developed for a style of education that may not apply to the context of professional practice. Current practice is to teach professional practice within the framework of existing academic quality management systems and to sometimes suffer close encounters with the edge of this box - either in reality or perception. In this presentation we describe elements of professional practice education, and consider the extent to which those elements fit within existing assessment practices. We consider: the extent to which we are tied to timeframes; disciplinarity; nature of plagiarism, self-determined rubrics; collective ways of knowing; collective ways of working; authenticity and messiness; what is evidence; power of writing; adaptability of plan; equity and indigeneity; and personal transformation. Each aspect is considered in terms of the extent to which it fits within, or challenges, current practices, rules, and principles. We expect this discussion to lead to an articulation of rigorous statements about appropriate assessment framework for professional practice education.

Bios

Samuel Mann is a Professor within Capable NZ, Otago Polytechnic's school of work-based learning and professional practice. He led the development of the Doctorate of Professional Practice and the Bachelor of Leadership for Change. He is on Research and Study Leave this semester, exploring how we integrate complex narratives into learning, research and practice, focussing on socioecological transformation and professional practice.

Ray O'Brien works across several areas at Otago Polytechnic, but at the core of all of them he is a learning designer. He has been part of the team designing and implementing the Bachelor of Leadership for Change and specialises in the integration of sustainable practice into programmes across many disciplines.

SNAPSHOTS

A personal & professional framework: WHO & HOW = WHOLE **Finn Boyle**

Splicing ecological metaphors with design process frameworks to find a personal model of practice.

Pack of Professional Practice Possibilities

Samuel Mann, Jo Kirkwood, Glenys Ker, Phil Osborne

In education, concepts such as constructive alignment provide a common language to describe learning design and learning journeys. But this language performs poorly when applied to heutagogically-based (self-determined) learning such as professional practice, especially at higher levels such as Masters and Doctorate. This makes it difficult to describe innovations, align with standard quality assurance mechanisms, define transformations or even provide baselines against which innovations can be considered. Existing descriptions that go beyond instrumental have focussed on autoethnographical accounts of individual learners' journeys which are insightful but haven't provided the common language. Others have explored business impacts or personal impacts but rarely together. In this research we introduce a method of characterising both the learning (as transformation) and the process by which this is achieved. We describe a framework of professional practice research and show through a survey of recent Masters of Professional Practice graduates that it well describes the variation in approaches of the practice, learning, and research nexus experienced. We expect this framework will provide a basis to underpin further improving professional practice learning and research, and for individual learners in planning and undertaking their research. A resource developed from the framework will be introduced.

Bio

Samuel Mann is a Professor within Capable NZ, Otago Polytechnic's school of work-based learning and professional practice. He led the development of the Doctorate of Professional Practice and the Bachelor of Leadership for Change. He is on Research and Study Leave this semester, exploring how we integrate complex narratives into learning, research and practice, focussing on socioecological transformation and professional practice.

Professional Practice Research as an Agent of Positive Change

Samuel Mann, Mawera Karetai, Mike Collins, Phil Osborne

Purpose is inherent in professional practice research, and usually that purpose is to bring about change. This goal of this change (because it would be nonsensical to do otherwise) is to improve the self and/or and the organisational context. However, despite the pervasive nature of this positive change, there is no general method to consider change within professional practice research.

There are many techniques for promoting and considering change, but none are explicitly designed for professional practice research that combines the messiness of practice and the educational aspects of personal transformation. In this presentation we consider the role of positive change in professional practice research.

We describe the application of positive change to making improvements in five contexts - at individual role, a team, an organisation, a regional and at societal scales. We also show the common aspects involve values, empowerment, transformation, leverage and choice. Each raise questions too about timescale, measurement and critical awareness.

We expect this discussion will form the basis of a framework to better consider the role of change in professional practice research.

Bio

Samuel Mann is a Professor within Capable NZ, Otago Polytechnic's school of work-based learning and professional practice. He led the development of the Doctorate of Professional Practice and the Bachelor of Leadership for Change. He is on Research and Study Leave this semester, exploring how we integrate complex narratives into learning, research and practice, focussing on socioecological transformation and professional practice.

SNAPSHOTS

LAMB CHOPS and MINT SAUCE – re-imagining the team-based capstone learning experience

Rob Nelson

LAMB CHOPS and MINT SAUCE is a model/recipe for feeding the development of all-important soft skills in the capstone course environment. It also goes beyond the capstone as one course among many and imagines a situation where the whole qualification is integrated in the manner of a capstone project.

Developing a set of effective Teaching Principles for the Chinese learner and a new framework of practice for International Educators

Jeremy Taylor

This planned snapshot will look at sharing some of the challenges that teaching Chinese students involves with the overall intent of developing a set of principles that could be used to help international educators become more successful in their domains. This work-in-progress discussion will look at posing some questions that could help to move this research forward, as well as encouraging audience members to share their own experiences.

Transferring from clinical leadership to thought leadership: developing a national drug and alcohol strategy for Ara Potama Aotearoa/The Department of Corrections.

Mark Wood, David Woodward and Mawera Karetai

This presentation will focus on the development of the next Alcohol and other Drugs (AOD) strategy for the department of corrections. The presenters will discuss the process of consultation for the strategy and some of the key themes that have emerged from it. The presentation will firstly put the strategy in to the current context in Aotearoa/New Zealand and the legal framework that underpins the need for an AOD strategy. Then a discussion on why the consultation took place and with whom, with reference to Hokai Rangī (Ara Poutama Aotearoa strategy). The presenters will then discuss the key themes and how these themes will underpin the next strategy and how they align with Hokai Rangī.

The presenters will also discuss the challenges, pitfalls and opportunities for growth that have developed for the author while moving from clinical leadership in a drug treatment programme, to thought leadership in a government department. In this discussion the focus will be on understanding the nature of the department and the challenges faced in developing a more holistic understanding and approach to AOD issues for people in corrections care. It will highlight some of the leadership issues that are required from an AOD perspective in order to enable a shift from a purely criminogenic approach to a more health focused approach.

Bio

Mark Wood is the principal adviser, alcohol and other drugs (AOD) for the department of corrections. He has worked in the alcohol and drug field in Aotearoa/New Zealand for the past 12 years. He has managed AOD services, ICAMHS services and prior to his appointment to Corrections he was seconded from the DHB in Whanganui to work for the Iwi health provider to set up the Drug Treatment programme in the Te Tirohanga (Maori focussed) unit at Whanganui prison. He has an extensive background in service development at local and national levels and was a University lecturer in the UK prior to emigration to New Zealand.

Dr David Woodward is a facilitator, assessor and academic mentor at Capable NZ (GDTE, BAM, MPP, DPP), part-time lecturer in apiculture, Central Otago campus, company director with 20 years tertiary teaching experience.

SNAPSHOTS

Exploring observation of teaching strategies to develop teaching practice.

Wendy Dore and David Woodward

In this presentation I will discuss the idea of new teachers observing teaching strategies used by experienced teachers, and how they transform those strategies for use in their own teaching context.

How do we encourage active engagement in simulated practical teaching sessions?

Nic Hughes

The discussion is around the issues that we have been having in our school and gathering information on what others might have experienced.

Inclusive design towards designing user friendly appliances

Machiko Niimi

This study reports on the early stage of a research project, which explored the field of inclusive design applied to designing user-friendly appliances for the elderly and less-abled users. This question was prompted by Fisher and Paykel Appliances industrial design team who is interested in updating their knowledge of how to design for people with lower vision, hearing loss and limited joint agility and mobility.

An Otago Polytechnic Bachelor of Design, Product Design graduate, Rohina Brinsdon was employed as a summer intern by Fisher and Paykel Appliances Dunedin office to research into this area. Rohina was paired with two main industrial designers and a Principal Lecturer from Otago Polytechnic Product Design to help navigate this area of investigation.

Desk-top research and expert interviews were conducted to gain qualitative and quantitative insights. The researchers involved in this project undertook user testing utilising an arthritis simulation kit. This was useful for the researchers to help develop empathy for those with a similar condition as well as to analyse the usability of current products.

The results highlighted the complex nature of understanding the needs of less-abled users while also designing for a specific aesthetic style and features that meet the expectations of a larger market within the global appliance sector. Further research to define a targeted audience and suitable design guidelines for Fisher and Paykel crucial. Interviewing people with different abilities and gathering stories about elderly and less-abled users will help designers and engineers empathise with people who they are designing for as well as give them more insights into priority areas for inclusive appliance design.

For education, and the industry, Inclusive Design is a particularly important area of focus as New Zealand's aging population expands (Craig, C., 2017). This research compiled a report for Inclusive Design with focus in New Zealand that successive students and designers can use as a reference to further research and design in this area.

Claire Craig (2017) Imagined futures: designing future environments for the care of older people, *The Design Journal*, 20.

Machiko Niimi cont.

Bio

I am a Principal Lecturer and Academic Leader for Product Design, teaching in both undergraduate and postgraduate courses.

My research focuses on Human Centered Design and Design for Sustainability. With all aspects of my work, I am particularly interested in putting people at the centre of our design process and making sure we design products and services that answer real needs and have a meaningful impact. I carry out interdisciplinary projects with a team of experts and or clients as well as input from undergraduate and postgraduate students.

Recent highlights of the projects have been "Child to Child vision screening pilot programme lead by Professor Mary Butler at Occupational Therapy; Addressing food waste behaviour; Penguin Monitor System with Yellow-eyed Penguin Trust and Inclusive Design For appliances Report for Fisher and Paykel.

“It was a great trip” – learners reflecting on their journey through their Master of Professional

| Dr Jo Kirkwood, Dr Glenys Ker, Dr Glenys Forsyth

The Master of Professional Practice (MProfPrac) at Otago Polytechnic is an 18 month programme which is designed to enable learners to transform practice in their work places. This presentation describes the findings of a qualitative study of 17 learners who have graduated with a Master of Professional Practice. This paper particularly focuses on their reflections on their journey as a learner through this qualification.

The learners that study for the Master of Professional Practice are required to have significant professional experience in the workforce, which suggests they are entering this study from at least 30 years old and older. Therefore, they are often engaged in many roles – such as a professional role, spouse, parent, and member of their whanau/community/iwi with these roles changing alongside age (Merriam & Bierema, 2014) . Consequently, these learners have often invested a lot of emotional energy in starting their course of study (Canning, 2010) . This type of adult learner may face different challenges than a recent graduate might in completing their degree due to juggling these multiple roles and the stage they are in their lives. However, the flip side of that is that because they are experienced in their professional practice, they have strong histories, with the learners able to sort through and critically reflect on their own past experiences (Mezirow, 1991) and bring these skills and awareness to their learning.

Seventeen MProfPrac alumni were interviewed for the study. Interviews were conducted either in person or via phone or skype by one of the authors, using an interview schedule, focusing on the learner journey and the role of the facilitator/academic mentor. Interviews were recorded and transcribed in full.

Theme One: The Learner Journey

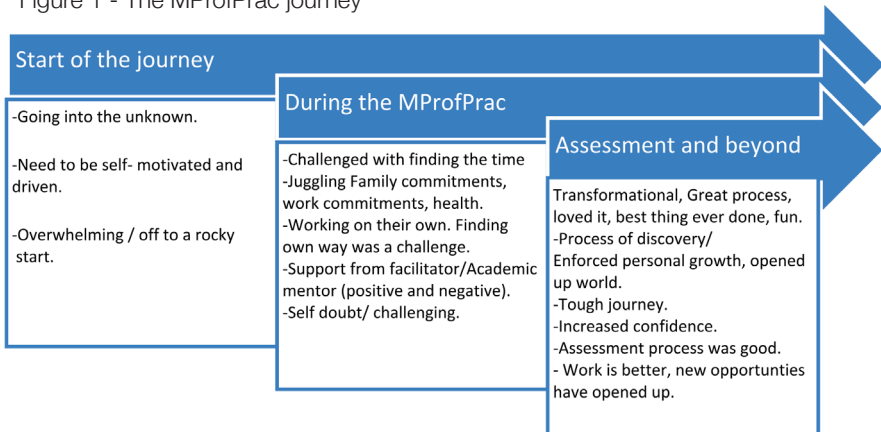
The key themes that emerged from analysis of these transcripts could be split into different stages of the journey – at the start, during the MProfPrac and at the point of assessment and afterwards as shown in Figure 1.

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Dr Jo Kirkwood, Dr Glenys Ker, Dr Glenys Forsyth cont.

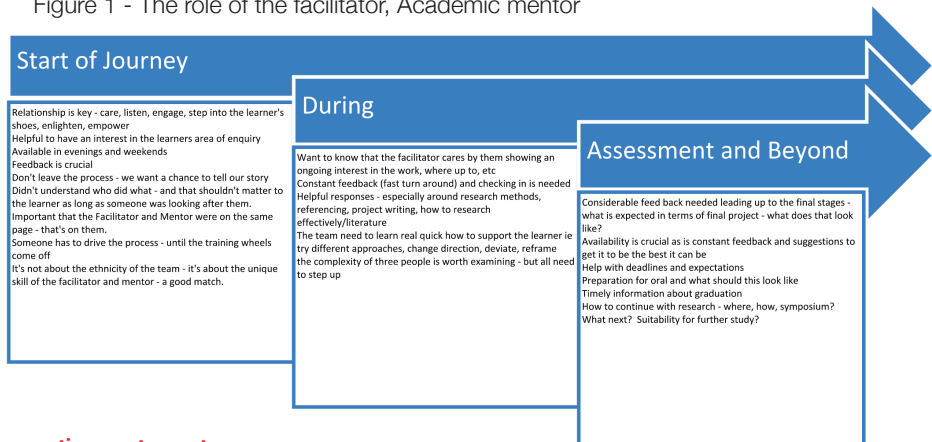
Figure 1 - The MProfPrac journey



As can be seen in Figures 1, the journey does not end at the assessment event – but well after the completion of the Masters as well. The findings help us understand the thought processes at each stage, and we can improve our own facilitation practice by reflecting on the journey of these learners.

Theme 2: The Role of the Facilitator and Academic Mentor in the Learner Journey

Figure 1 - The role of the facilitator, Academic mentor



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Dr Jo Kirkwood, Dr Glenys Ker, Dr Glenys Forsyth cont.

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Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass Inc.

Bio

Dr Jo Kirkwood has been working in higher education in New Zealand for the past 18 years. She 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. In her early career, Jo worked as a Policy Advisor at the Ministry of Commerce (now MBIE) where she was involved as auction manager for the world's first internet auction of radio spectrum. Jo graduated with her PhD from the University of Otago in 2004. Her thesis was focused on gender differences in motivations for entrepreneurship. Jo's present research interests are around women entrepreneurs/mumpreneurs, Tall Poppy Syndrome and its impact on entrepreneurs, and sustainable entrepreneurs/ecopreneurs. Jo's work is widely published in academic journals and textbooks, and practitioner publications such as *NZ Business* and *NZ Entrepreneur*. Jo currently specialises in facilitating and mentoring Postgraduate Learners on the Master of Professional Practice and Doctor of Professional Practice programmes. She has supervised almost 100 Masters and Doctoral students to completion and acts as an external assessor for various institutions' postgraduate programmes. Jo is based in Dunedin, but works with learners all over the country. Jo offers flexibility in terms of when meetings occur to suit the learner. Jo is the Programme Leader for the Doctor of Professional Practice and is a mentor on this programme as well as overseeing the administrative side of our Doctoral learners.

Developing a Spiritual Framework for Academic Professional Practice: From Conventional Processors and AI to Quantum and Spiritual Computing

Firas Al-Ali

Auckland

The demanding pressure and stress of today's modern and fast-paced life (commonly known as "the rat race") impose an increasing toll on people's wellbeing (mental, physical and emotional). In contrast, spiritual wisdom and practices originating from the east and other indigenous cultures around the world, are well known to help maintain, heal and restore a person's wellbeing, balance, inner peace while empowering with a sense of purpose and happiness. This explains why more and more people nowadays in western countries are adopting, to varying degrees, different eclectic spiritual practices in order to help them regain (or gain) their inner balance and harmony. Hence, coming from a mixed blood indigenous background myself, I am bringing my very own spiritual, metaphysical and shamanic practices into my Professional Framework of Practice (PFP) within the general context of academia and the particular field of computer engineering and architecture.

As a result, I introduce in this presentation my current DPP research into: (1) my proposed Spiritual Framework for Academic Professional Practice; and (2) the journey of computer technologies from the traditional microprocessor chips, to AI (Artificial Intelligence), to Quantum Computing, and culminating in my proposal for a new computing paradigm; Spiritual Computing.

I start by explaining my current journey as a very happy DPP (Computer Engineering) learner. Firstly, I present a summary of my Review of Learning (approved last August). Then, I draw a comparison between this DPP (and professional doctorates in general) and a traditional PhD. This is followed by presenting an argument that my DPP is actually a Hybrid DPP, combining the best of both worlds; a professional doctorate but carried out in traditional PhD style! This is motivated by the dual scope of my DPP research work; People (PFP, DPP) vs Technology (Traditional PhD). Next, I present some extracts from my Learning Agreement (currently work-in-progress). However, the over-arching methodologies of Reflection and Change Practice will be interwoven throughout my presentation.

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Firas Al-Ali cont.

	Professional Practice (People, DPP)	Computing (Technology, PhD)
CONVENTIONAL	Professional Framework of Practice	Conventional Computing AI
QUANTUM & SPIRITUAL	Spiritual Framework for Academic Professional Practice	Quantum Computing Spiritual Computing

Bio

Firas has been working in IT and computing since 1991, in various roles within the industry and academia, and in many countries overseas. He was Technical Training Consultant with Hewlett Packard Asia Pacific and NEC Malaysia.

Now, he is Senior Lecturer in Computing Infrastructure, Hardware and Networks at MIT in Auckland. He holds an M.Sc. in Microprocessor Design from Massey University where he used to be Assistant Lecturer.

His current focus is research and collaboration (within NZ and overseas) in the areas of Computer Architecture, HPC (High Performance Computing) and Supercomputing-on-Chip, Reconfigurable Logic and FPGA (Field Programmable Gate Array) Chip Design, AI-on-Chip, AI-in-Chip, NoC (Networks-on-Chip), Neuromorphic Computing and Quantum Computing. He is currently a candidate for the Doctor of Professional Practice (Computer Engineering) at Otago Polytechnic and also the founder and leader of the FPGA AI Research (FAR) team at MIT.

My Transformational and Reflective Journey through GDTE

Don Amila Sajeevan Samarasinghe

Auckland

This paper aims to discuss how the Graduate Diploma in Tertiary Education (GDTE) transformed me as a teacher. I chose the ILP (Independent Learning Pathway) pathway which involved gathering evidence of practice experiences and developing case studies to show that I met the attributes based on the Graduate Profile, which were:

1. Analyse and employ effective learning and teaching strategies using applied, authentic and learner-centred practices informed by relevant educational theories and research.
2. Design and deliver an inclusive curriculum to address the diverse needs of learners within the cultural context in which graduates will be practicing.
3. Construct and implement effective assessment practices for assessing learner progress and achievement in a range of contexts.
4. Employ reflective processes to improve practice and maintain professional currency and capability.
5. Evaluate and respond to relevant trends within the tertiary education context – locally, nationally and globally.

It is the skills, and knowledge I have gained from experience, supported by my existing qualifications and training and teaching experience that form the basis for achieving this qualification.

The paper analyses the background to my professional experience as a teacher and the evidence of my transformational and reflective learning journey. During this process, theories of behaviourism, Piaget's cognitivism, and ARC's Theory of Motivation were they key to underpin my strengths as a passionate, empathetic and supportive teacher who is able to influence others learning and development. My transformation from teacher-centred pedagogy to my current learner-centred approach was influenced by the Social Learning Theory, Experiential learning theories and media and technology theories. Through completing this qualification, I have become a more confident practitioner. I believe that this paper would motivate teachers to undertake a teaching qualification and improve their effective learning and teaching strategies.

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Don Amila Sajeevan Samarasinghe cont.

Bio

“Don is excited and passionate about teaching and researching in Built Environment Engineering with a strong desire for developing tertiary students and unleashing their potential. During the past 10 years of his academic career, he has designed and delivered effective curriculums to address the diverse needs of learners. Don is currently employed as a Senior Lecturer in Construction Management at Otago Polytechnic Auckland Campus. He also works as an online learning facilitator in the New Zealand Diploma in Construction and the Bachelor of Engineering Technology programmes at Capable New Zealand. His qualifications include a PhD in Engineering (Construction Management), a Graduate Diploma in Tertiary Education and a First Class Honours Bachelor of Civil Engineering degree. One of the greatest achievements in Don’s life was to be able to design and build a two-story house for his parents.”

Te Mauri o te Ako: The life spark of learning

Emma Morris & Julie Crocker

Auckland

For humans and the environment to flourish, we need a shift in learning. In shifting how we learn, we shift how we see the world, how we live in it and how we choose to thrive. In the Learning Environment we want to shift away from seeing education as something that can be dictated, compartmentalised, planned and measured. Instead we treat our learning experiences as living entities, awakening a sense of aliveness, vibrancy and self-generating creativity. By engaging not only our intellectual bodies but our whole bodies (physical, emotional and spiritual) we begin to create the conditions for our own life force to be nourished.

This workshop explores the forces of learning; what is learning, why is it important and what is its relationship to wellbeing. Through treating this workshop as a living entity we will explore the relational aspects of learning. We understand learning as a deeply social phenomenon, a multi-layered process of interactions with others, and within our whole selves. Through a series of activities and movements we look at the different cycles of wellness and how to enhance total wellbeing.

Bio

Emma and Julie are part of a group activating The Socio-Ecological Learning Environment, a regenerative educational non-profit. Within Leadership for Change, Emma is exploring a Masters in Professional Practice and Julie a Graduate Diploma. Both inquiries are focused on exploring transformative learning experiences, through different lenses. Emma's Masters project is a discovery into the life-force of learning, how to vivify learning experiences and nourish the vitality of learners. Julie is exploring the power of movement and body intelligence to inspire personal and collective transformation. In this embodied workshop we tap into our personal essences to share our approach to learning within the Socio-Ecological Learning Environment.

SNAPSHOTS

Adult play and its connection with creativity, learning and the spiritual side of life:

Helen Wilderspin

I am researching the effect of adult play as an intervention in particular settings. The idea is to see if adult play increases individual learning, creativity, and an engagement with the spiritual side of life and the sacred. Part of the research will also see whether play alters the participants own practice in any way. The play intervention itself will be a series of clowning workshops. The research will use a qualitative and phenomenological methodology. I would find it useful to have a discussion around the concept of 'adult play', and what others have experienced as well as any changes that might have occurred (with learning, creativity, spirituality etc). If there is time we can have a general discussion about concepts such as spirituality, and creativity.

Using peer observation of teaching as a means of improving teaching practice and establishing a community of practice.

James Staples, David Woodward and James Harrison

As educators in higher education are dual professionals, it is important that they devote time and energy to developing their teaching practice. One recognised way of developing as educators is to engage in a system of peer observations of teaching. My paper will look at the design and implementation of a pilot project of such a peer observation system. The aim of this project is to ensure that such a system, once implemented, is responsive to lecturers' professional development needs and results in a community of practice around teaching,aging audience members to share their own experiences.

SNAPSHOTS & DANCE SESSION

Transformations in my practice- A journey into my reflective deepening

Michael Sarten

But wait, there's more! You're invited to a dance / free movement workshop

Julie Crocker - who's Grad Dip research inquiry is focused on embodied learning.

This session will be a relaxing and fun way to integrate the days learning and experience into your whole being, not just your intellectual mind/body. We'll warm up, discuss the theme of Curiosity and then enter into an hour long movement meditation. This practice is powerful for letting go of self-judgement, being open to your unique creative self-expression and it's fun! Julie will be there to guide you along the way, and you simply can't do it wrong. All welcome and encouraged!

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overall schedule

09
MON

9am- 5pm
Noho Marae Visit
Leadership for change learners TBC

10
TUES

9am- 12pm
Doctor of Professional Practice Workshop
For DPP learners and academic mentors only
Location: Room G 201

1pm- 5pm
Change Hui
Location: The Hub, live-streamed to Auckland International Campus (OPAIC)

11
WED

8:30am- 5pm
Symposium (Professional Practice)
Location: The Hub, Auckland International Campus (OPAIC)
live-streamed between the two venues

12
THUR

Free Day
Take this day to network and explore
our wonderful city

13
FRI

1pm-6pm
Graduation

map



If you have trouble finding your way around ask one of the staff members

Forth St

Union St



Key:

- | | | | |
|---|--------------|---|-----------------|
|  | Café |  | Emergency Exit |
|  | ATM |  | Entrance & Exit |
|  | Rubbish Bins |  | Rubbish Bins |
| | |  | Water Fountain |

symposium 11th December 2019



8:30am Registration & Coffee

9:15am Welcome and introduction Jo Thompson & Jo Kirkwood

9:30am

Stream A LIVESTREAMED
The Hub (Dunedin) & Level 1 Open Space (Auckland)
Structured Activity - Steve Henry (Auckland)

Stream B
Room G 201
Dunedin

Stream C
Room 202
Dunedin

Stream D
Room Boardroom (Level 4)
Auckland

10:00am

INDIGENOUS PERSPECTIVES & IDENTITY

Chair: Jo Thompson

Indigenous way-finding in the waters of academia: Academic authenticity in the land of Pūrākau.
Adrian Woodhouse (Dunedin)

Reflection on IT Career Transition and Professional Identity
Jamie Vaughan (Dunedin)

SNAPSHOTS

Chair: Jo Kirkwood

Welcoming our refugee-background students
Amber Fraser-Smith

Collaboration across cultures – Looking at using collaboration and problem-posing to expand our worldviews and practices by including the perspectives of international students and migrants.
Amber Fraser-Smith

LEADERSHIP

Chair: Sam Mann

Transferring from clinical leadership to thought leadership: developing a national drug and alcohol strategy for New Zealand inmates.

Mark Wood, David Woodward and Mawera Karetai (Dunedin)

11:00am

TECHNIQUES TO ENABLE YOUR PROFESSIONAL FUTURE AND LEADERSHIP

Chair: James Harrison

Tools and techniques to help enable your professional future

Michael McDonald

CAPABILITY

Chair: Alexa Forbes

Learner Capabilities
Amber Patterson

SNAPSHOTS

Developing a set of effective teaching principles for the Chinese learner and a new framework of practice for international educators.
Jeremy Taylor, David Woodward & Martin Andrew

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Frameworks for supporting leaders in social justice decision making
Bonnie Robinson (Auckland)

Developmental capability and its significance to human performance improvement: A model of developmental practice.
James Harrison

12:00pm Lunch Dunedin - the Hub / Auckland - Level 1

1:00pm

LEADERSHIP & TEACHING

Chair: Jo Kirkwood

Co-citation - Examining the similarities for transformational learning between facilitation and coaching

DJ Forbes and Glenys Ker (Auckland and Dunedin)

Developing a teaching philosophy for a teaching credential: enablers, challenges and use of metaphor.

David Woodward*, Bronwyn Hegarty, Elise Allen-Shannon Booth*, Sarah Redfern*, Sarah Smith, Karen Wakelin*, and Jayne Webster (Dunedin)

REFLECTION & LEADERSHIP

Chair: Ray O'Brien

Reflection as Practice.

Glenys Forsyth, Jo Kirkwood, Glenys Ker

Finding the Gold Nuggets of Leadership in Education.

Andy Thompson

SNAPSHOTS

Chair: Rob Nelson

Exploring observation of teaching strategies to develop teaching practice.

Wendy Dore & David Woodward

How do we encourage active engagement in simulated practical teaching sessions?

Nick Hughes*

FRAMEWORK & TRANSFORMATION

Chair: Steve Henry

Developing a Spiritual Framework for Academic Professional Practice: From Quantum Processors and AI to Quantum and Spiritual Computing

Firas Al-Ali

My Transformational and Reflective Journey through GDTE

Don Samarasinghe

TRANSFORMATION

Chair: Martin Andrew

Timebanking

Gen de Spa (Dunedin)

A transdisciplinary framework: relevance of critical conversations

Marcia Johnson (Dunedin)

METHODOLOGY & ASSESSMENT

Chair: David Woodward

Assessment: The Pandora's Box of Professional Practice?

Sam Mann & Ray O'Brien

A personal & professional framework: WHO & HOW = WHOLE

Splicing ecological metaphors with design process frameworks to find a personal model of practice.

Finn Boyle

AKO

Chair: Firas Al Ali

Te Mauri o te Ako: The life spark of learning (2 sessions).

Emma Morris & Julie Crocker

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3:00pm

HEALTH AND SAFETY AND GOVERNANCE

Chair: Amber Patterson

The art of keeping tigers: a new model to map health and safety vulnerability and applied control efforts.

Jared Kane, David Woodward and Trish Franklin (Dunedin)

Clinical Governance, organisational culture and leadership
Teresa Bradfield (Dunedin)

PROFESSIONAL PRACTICE RESEARCH

Chair: Jo Thompson

Pack of Professional Practice Possibilities.

Samuel Mann, Jo Kirkwood, Glenys Ker, Phil Osborne

Professional Practice Research as an Agent of Positive Change.

Sam Mann, Mawera Karetai, Mike Collins, Phil Osborne

USER/LEARNER JOURNEY

Chair: Ray O'Brien

Inclusive design towards designing user friendly appliances

Machiko Niimi

"It was a great trip" – learners reflecting on their journey through their Master of Professional Practice.

Jo Kirkwood, Glenys Ker & Glenys Forsyth

SNAPSHOT TALKS

Chair: Don Samarasinghe

Adult play and its connection with creativity, learning and the spiritual side of life:

Helen Wilderspin

Using peer observation of teaching as a means of improving teaching practice and establishing a community of practice.

James Staples, David Woodward and James Harrison

4:00pm

EMPLOYABILITY AND FUTURES

Chair: Glenys Ker

How to be work ready: A guideline for Quantity Surveying graduates in New Zealand.

Yi Zhou & Don Samarasinghe (Auckland)

Speculative Futuring - Learners as the expert on their own future.

Ray O'Brien and Alexa Forbes (Dunedin)

SNAPSHOTS

Chair: Sam Mann

LAMB CHOPS and MINT SAUCE – re-imagining the team-based capstone learning experience

Rob Nelson

SNAPSHOT TALKS

Chair: Steve Henry

Transformations in my practice - A journey into my reflective deepening.

Michael Sarten

5:00pm - 7:30pm

Scope Publication Launch and Drinks/Nibbles.

The Hub

*Please RSVP to
Lesley.Brook@op.ac.nz if you are attending*

5:00pm - 6:30pm

DANCE SESSION

Julie Crocker

A relaxing and fun way to integrate the days learning and experience into your being, not just your intellectual mind/body.



notes:

“Where thinking meets action”



OTAGO

POLYTECHNIC

Te Kura Matatini ki Otago

CAPABLE NZ

Valuing your experience