

New Book on Social Justice in High-Needs Schools in New Zealand

McNae, R., Morrison, M. & Notman, R. (in press, 2017). *Educational leadership in Aotearoa New Zealand: Issues of context and social justice*. Wellington: NZCER Press.

Later this year, the edited book above will be published. It seeks to identify how successful educational leaders address social justice issues in schools and early childhood centres that operate in a high-need environment. The case studies chosen for this book reveal leaders' own reflections about their work, and underline the variation in leadership approaches and the differing contexts in which such leadership practice takes place. The cases are reported in different ways: some studies describe the leader's overall capabilities in bringing about a school turnaround, others focus on particular leadership characteristics, while another presents a narrative of a whole community's contribution to its school's success.

The cases themselves make for instructive reading. Topic areas contain the following principal / headteacher leadership strategies:

- Including students, parents and external agencies to help raise academic achievement
- How a school worked its way out of statutory management
- Using emotional intelligence to develop staff cohesion
- Creating opportunities for students to explore and question issues of social justice in real-life settings
- Fostering cultural and geographical identity to build student independence and resilience
- How a rural school promoted learning in a culturally responsive way
- Encouraging social justice values within an early childhood centre
- How a faith-based early childhood centre dealt with the prospect of closure
- Using holistic leadership to advocate for children and their disadvantaged families
- Employing change management strategies following a school merger.

Speakers' Programme

We are pleased to be able to offer the following speaker's programme for teachers and leaders in the Otago, Southland regions near the end of this year:

In association with the New Zealand Educational Administration & Leadership Society (NZEALS), David Gurr (University of Melbourne) will be the NZEALS Visiting Scholar for 2017.

David is Associate Professor in educational leadership at the Graduate School of Education, University of Melbourne. He has a 36-year background in secondary teaching, educational psychology, school supervision, and research in educational leadership. He is a founding member of the International Successful School Principalship Project, and the International School Leadership Development Network. He has more than 150 publications and has more than 150 International conference presentations. David has been the Vice-President of the Australian Council for Educational Leaders and awarded the National Presidential Citation in 2004, a national fellowship in 2006, the Hedley Beare Educator of the Year in 2012, and Gold Medal in 2014. David was the Editor of *Leading and Managing*, and is Co-Editor of *International Studies in Educational Administration*. He is associated with universities in Hong Kong (Asia Pacific Centre for Leadership and Change, EUHK), Canada (Western University), and Scotland (Robert Owen Centre for Educational Change at the University of Glasgow).

Local Otago/Southland seminars will be held at the following venues:

Tuesday 24 October, 4 – 5.30 pm:

Dunedin (College of Education Resource Centre, Lower Union Street)

Wednesday, 25 October, 4 – 5.30 pm:

Invercargill (Southland Campus, College of Education, Nelson Street)

Cost: Free entry, as part of NZEALS support for leadership development in the southern region

Enrolments: Registrations of interest will be called for.

David's topic in Dunedin & Invercargill:

Middle level leadership

The importance of the leadership of principals is well described. This session considers the research on others in leadership roles in schools. In particular it will explore the importance of middle level leaders, those who have teaching and leadership responsibilities. The session will also provide some commentary and cautionary notes on the ideas of teacher and student leadership.

Use of Office Facilities

We have an office available for educational leaders wanting to work with us, undertaking a period of sabbatical leave, or simply wanting a quiet space to reflect on leadership issues! Access to leadership staff is freely available, as is our library of leadership books and journal articles. Please contact me for further details.

Consultancy Services

The Centre offers leadership consultancy services to schools and early childhood centres.

Senior leadership teams in primary and intermediate schools

Murray Fletcher facilitates tailored professional learning for leadership teams. These are conversation-based, school context-driven and evidence-informed in sessions that take place over time (three / four terms). Murray acts as listener, questioner, reflector and provider of resource material focused on growing aspects of collective and individual capability within a leadership team.

CELA continues its ongoing leadership development focus on promoting teacher and middle leadership for 2017 - 2018. Inquiries should be directed to Ross at the Centre: ross.notman@otago.ac.nz.

Recommended Leadership Readings on Social Justice Themes

Berryman, M. (2013). Editorial: Culturally responsive pedagogies as transformative praxis. *Waikato Journal of Education*, 18(2), 3–10.

Berryman, M., Eley, E., Ford, T., & Egan, M. (2016). Leadership: Going beyond personal will and professional skills to give life to *Ka Hikitia*. *Journal of Educational Leadership, Policy and Practice*, 30(2), 56–68.

Berryman, M., Egan, M., & Ford, T. (2016). Examining the potential of critical and Kaupapa Māori approaches to leading education reform in New Zealand's English-medium secondary schools. *International Journal of Leadership Education*.
<http://dx.doi.org/10.1080/13603124.2016.1206973>

Bogotch, I., & Shields, C. M. (Eds.). (2013). *International handbook of educational leadership and social (in)justice*. Dordrecht, The Netherlands: Springer.

- Bolman, L. G., & Deal, T. E. (2013). *Reframing organizations: Artistry, choice and leadership*, (5th ed). San Francisco, CA: Jossey-Bass.
- Boston, J., & Chapple, S. (2014). *Child poverty in New Zealand*. Wellington: Bridget Williams Books.
- Clarkin-Phillips, J. (2011). Distributed leadership: Growing strong communities of practice in early childhood centres. *Journal of Educational Leadership, Policy and Practice*, 26(2), 14–25.
- Cranston, J. (2013). School leaders leading: Professional responsibility not accountability as the key focus. *Educational Management Administration & Leadership*, 41(2), 129–142.
- Crippen, C. (2010). Serve, teach and lead: It's all about relationships. *Insight: A Journal of Scholarly Teaching*, 5, 27–36.
- Fasoli, L., Scrivens, C., & Woodrow, C. (2007). Challenges for leadership in Aotearoa/New Zealand and Australian early childhood contexts. In L. Keesing-Styles & H. Hedges (Eds.), *Theorising early childhood practice: Emerging dialogues* (pp. 231–253). Castle Hill, NSW: Pademelon Press.
- Fraser, D., & Deane, P. (2010). Making a difference: Agents of change through curriculum integration. *set: Research information for teachers* (3), 10–14.
- Lumby, J. & Coleman, M. (2016). *Leading for equality: Making schools fairer*. London, UK: Sage.
- McNae, R. (2014). Seeking social justice. In C. M. Branson & S. J. Gross (Eds.) *Handbook of ethical educational leadership* (pp. 93–111). New York, NY: Routledge.
- Ritchie, J. (2016). Qualities for early childhood care and education in an age of increasing superdiversity and decreasing biodiversity. *Contemporary Issues in early childhood*, 1–14. doi: [10.1177/1463949115627905](https://doi.org/10.1177/1463949115627905).
- Thornton, K. (2010). School leadership and student outcomes: The best evidence synthesis iteration: Relevance for early childhood education and implications for leadership practice. *Journal of Educational Leadership, Policy and Practice*, 25(1), 30–40.
- Thornton, K., Wansbrough, D., Clarkin-Phillips, J., Aitken, H., & Tamiti, A. (2009). *Conceptualising leadership in early childhood education in Aotearoa New Zealand*. Wellington: New Zealand Teachers Council.
- Zimmerman, J. (2011). Principals preparing for change: The importance of reflection and professional learning. *American Secondary Education*, 39(2), 107–114.

Publications by CELA Staff: Ross Notman 2017

Refereed Journal Articles

- 2017 “Professional identity, adaptation and the self: Cases of New Zealand principals during a time of change”, *Educational Management Administration & Leadership (Special issue)*, 45(5), 759-773.
- 2017 “Teacher leadership development: An exploration of issues arising from programmes in Scotland and New Zealand” (with Torrance, D. & Murphy, D.). *Scottish Education Review*, 49(2), 43-59.

Leadership Symposia

- 2017 Principal professional identity: Changing or adapting? ISSPP Research and Practice Conference, San Juan, Puerto Rico, 22 April.
- 2017 Invited contributor, Asia Leadership Roundtable 2017, Taipei, 5-7 March.

Invited International Research Presentations

- 2017 Special Interest Group [SIG] panel: International perspectives on school improvement. AERA, San Antonio, 28 April.

Guest Speaker Engagements

I am very willing to accept invitations to speak at educational leaders' meetings across early childhood, primary and secondary sectors.

With best wishes for your leadership work in Terms 3 and 4.

Kind regards

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