

Professional Learning and Development Accreditation

Personal Profile

First name and Surname	Dr Camilla Highfield
Personal statement	Camilla Highfield is the Director of Professional Learning and Development at the The University of Auckland's Faculty of Education. This role involves leading three key business units (totalling more than 100 staff) in delivering large Ministry of Education professional learning and development contracts to educators in New Zealand schools.

Professional Learning and Development Overview

- Building relational trust in organisations
- Project management and oversight
- Staff improvement and development
- Applying educational research to professional learning and development initiatives
- Collaborative inquiry and building evaluative capability using evidence based approaches
- Communication, facilitation and teaching skills
- Vision and strategic leadership

Professional Information

Educational qualifications

2012: Doctor of Education, University of Auckland

2000: Master in Fine Arts, RMIT University, Melbourne

1996: Bachelor of Arts, University of Auckland

Professional qualifications

1986: Diploma in Secondary Teaching, Auckland College of Education

1984: Diploma in Fine Arts, Otago Polytechnic

Research interests

Camilla's research activities have focused on the arts, professional development, school change and leadership. She has given papers at conferences focused on schooling improvement and is an emerging academic writer and supervises Masters level students. Her doctoral thesis, focussed on *The impact of middle leadership practices on student academic outcomes in New Zealand secondary schools*. She is currently working on a research project focussed on the facilitation practices that make a difference to the effectiveness of middle leaders in secondary schools.

Publications

HIGHFIELD, C., & ROBERTSON, J. (2015). Developing a conceptual framework for considering the complexities of professional learning and development in the secondary school context. *American Journal of Educational Research*, 3(5), 610-618. 10.12691/education-3-5-13

HIGHFIELD, C.,(2010) Disparity in student achievement within and across secondary schools: an analysis of department results in English, maths and science in New Zealand. *School Leadership and Management*, 30 (2) 171-190

HIGHFIELD, C. (2000) *Kura Te Waru Rewiri: A Maori woman artist*. Wellington, Gilt Edge International.

HIGHFIELD, C., Smith, P.(2004) Pushing the boundaries: Eleven contemporary New Zealand artists, Wellington, Gilt Edge International.

HIGHFIELD, C (2013) Across and within school variation in New Zealand Secondary Schools. In Boufoy-Bastik (Ed) Handbook of Cultures of Educational Policy: Comparative educational issues in policy outcome relationships, Strasbourg, France, Analytrics. pp103-120

Conferences and courses

2016 American Education Research Association (Washington DC)

2015 American Education Research Association (Chicago)

2014 Australian Research Association Conference (Brisbane)*

2013 American Education Research Association (San Francisco)*

2013 International Congress for Schooling Improvement and Effectiveness (Santiago)*

2010 International Congress for Schooling Improvement and Effectiveness (Malaysia)*

2010 The International Conference of education, Economy and Society (Paris)*

2009 The International Congress for Schooling Improvement and Effectiveness (Vancouver)

* Refereed academic paper delivered

Summary of examples of practice

Academic leadership of Kia Eke Panuku alongside a team of academics to develop intervention strategies aimed at improving Maori student achievement as Maori. Supporting the drawing together of key theoretical practice to support school leaders and teachers to enhance a culturally responsive approach within their schools. Using evidence based critical inquiry approaches and building authentic relationships with Maori whanau, hapu and iwi has been key to the success of this work in secondary schools.

Led development and implementation of Communities of Learning (CoL) course in order to strengthen the theoretical knowledge of practitioners. Participants have used the knowledge and experience of effective facilitation practices to develop their own CoL teams, plans and actions toward achieving the joint achievement challenges approved by the Ministry of Education.

Evaluated the Secondary Student Achievement contract to ensure that intervention strategies were well understood, monitored, evaluated, enhanced and practices adapted where appropriate. Qualitative and quantitative methodologies have been used to demonstrate the impact of working directly with middle leaders in secondary schools, with documented shifts in teacher practice and academic outcomes for students.

Deputy Chair, Board of Trustees Epsom Grammar School (2008-2012)

Developing online learning modules for Ministry of Education colleagues describing various aspects of the new Zealand education system

Referees

Referee Name	Hine WAITERE Director Indigenous Leadership Centre, Te Whare Wananga o Awanuiarangi
Contact Number	0273695087
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Referee Name	Professor Graeme AITKEN
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