

University of Auckland
Standard
ACADEMIC CV



THE UNIVERSITY OF AUCKLAND
NEW ZEALAND

NAME: Viviane Marcelle Joan Robinson (nee Ringer)
BA (Auck); MA First Class Hons. (Auck); Ph.D. (Harv).

CURRENT POSITION: Distinguished Professor, The University of Auckland
Visiting Professor, University of London Institute of Education, 2009-2013
Academic Director, University of Auckland Centre for Educational Leadership

DEPARTMENT: Department of Learning, Development and Professional Practice

FACULTY: Education

EDUCATIONAL QUALIFICATIONS: [Tertiary only]

Bachelor of Arts in Psychology and Education
The University of Auckland, 1970

Master of Arts in Education (1st Class Hons)
The University of Auckland, 1972

Doctor of Philosophy in Clinical Psychology and Public Practice,
Harvard University, 1976

PREVIOUS APPOINTMENTS:

2002- 12 Professor of Education (Personal Chair), The University of Auckland

2003- 05 Head of School, School of Education, The University of Auckland

2002-03 Co-Head of School, School of Education, The University of Auckland

1995-2001 Associate Professor, The University of Auckland

1981-94 Senior Lecturer in Education, The University of Auckland

1976-80 Lecturer in Education, The University of Auckland

1973-74 Teaching Fellow, Graduate School of Education, Harvard University, in organisational psychology.
Teaching Fellow, Sloan School of Management, Massachusetts Institute of Technology, in organisational psychology.

1970-72 Temporary Lecturer in Educational Psychology and Research Associate, Education Department, The University of Auckland.

SIGNIFICANT DISTINCTIONS / AWARDS:

Winner of 2012 Ross Thomas Award for best article in Journal of Educational Administration.

Fellow of the American Educational Research Association, 2011-

William J Davis Award, 2009. Presented by the University Council on Educational Administration for the most outstanding paper published in the Educational Administration Quarterly during the preceding volume year.

Editorial Board, Journal of Educational Administration, Highly Commended Award, 2009

Leadership in Education Award Presented by Secondary Principals Association of New Zealand, 2008.

Headley Beare Award, Australian Council for Educational Leaders, 2007

William Walker Oration to Australian Council for Educational Leaders and Association for Supervision and Curriculum Development, October 2007

Editorial Board, Journal of Educational Administration, 2005
Best Paper in Volume Year.

Literati Club Award for Excellence, 2002, The International Journal of Educational Management, Outstanding Paper

N.Z. Psychological Service Field Award, 1986
(Jointly with A. Raethel and M. Cameron)

Julian Clark Award for Best Paper submitted to
'Mental Handicap in N.Z.' in 1988 (jointly with A. Niehorster)

New Zealand Postgraduate Scholar, 1973-75

Frank Knox Memorial Fellow to Harvard University, 1973-75

Fullbright-Hays Travel Grant 1973-75

PROFESSIONAL SOCIETIES / SERVICE / OTHER ACTIVITIES:**Editorial and Advisory Contributions****Member of the Editorial Boards of:**

Educational Administration Quarterly (USA)
Educational Management, Administration and Leadership (UK)
Leadership and Policy in Schools (Canada)
Journal of Educational Administration (Hong Kong)
Journal of Research in Leadership Education (USA)

Reviewer (2008 -present):

American Journal of Education (USA)
American Educational Research Journal (USA)
Leading and Managing (AUS)

Educational Administration Quarterly (USA)
Educational Evaluation and Policy Analysis (USA)
Educational Management and Administration (UK)

Membership of Professional Associations

American Educational Research Association, Program Chair, Organizational Theory Group, 1998 – 2000.

American Psychological Association

N.Z. Association for Research in Education

TEACHING:

Teaching Profile

a. Guiding Vision for Teaching

My aim as a university teacher is to help students develop the research-based skills and understandings needed to analyse and contribute to the resolution of significant practical and theoretical problems. This aim leads to the following educational objectives:

- Help students develop the theoretical and methodological skills and understandings necessary to analyse social and educational problems that are relevant to their personal and professional lives.
- Help students in graduate professional courses go beyond understanding and critique to develop the research and leadership skills needed to improve practice and resolve educational problems.

b. Major Course Contributions

- **Postgraduate Diploma in Educational Leadership (PGDipEdLdr) and Master of Educational Leadership (MEdLdr)**

These qualifications have been designed to prepare educational leaders as leaders of the improvement of teaching and learning. They use recent evidence about the impact of leadership on student outcomes to teach participants the knowledge and skills needed to make a difference to the learning and well-being of students. Course material integrates evidence about effective teaching, teacher learning and leadership. The qualifications cater for current and aspiring leaders of all school types and from the early childhood sector.

- **Graduate Teaching**

EDPROFST738 Educational Leadership (in both flexi and face to face mode)

EDPROFST757 Undertaking Research for School Improvement

EDPROFST758 Research Project on Educational Practice

These are core courses for the Masters in Educational Leadership and among the largest graduate classes in the Faculty of Education. After developing and teaching these courses for several years, I mentored younger academic staff and experienced practitioners who now deliver sections of these courses. This has built a leadership group within the Faculty of Education. These courses attract students from other masters degrees within the Faculty of Education and are available for MA and MEd qualifications as well as the MEdLdr.

- **Graduate and Undergraduate Teacher Education**

I have taught across primary and secondary teacher education programmes on the topics of effective teaching, learning conversations, and data-based reflective inquiry. I have also taught validity within the undergraduate assessment course.

- **Doctoral supervision**

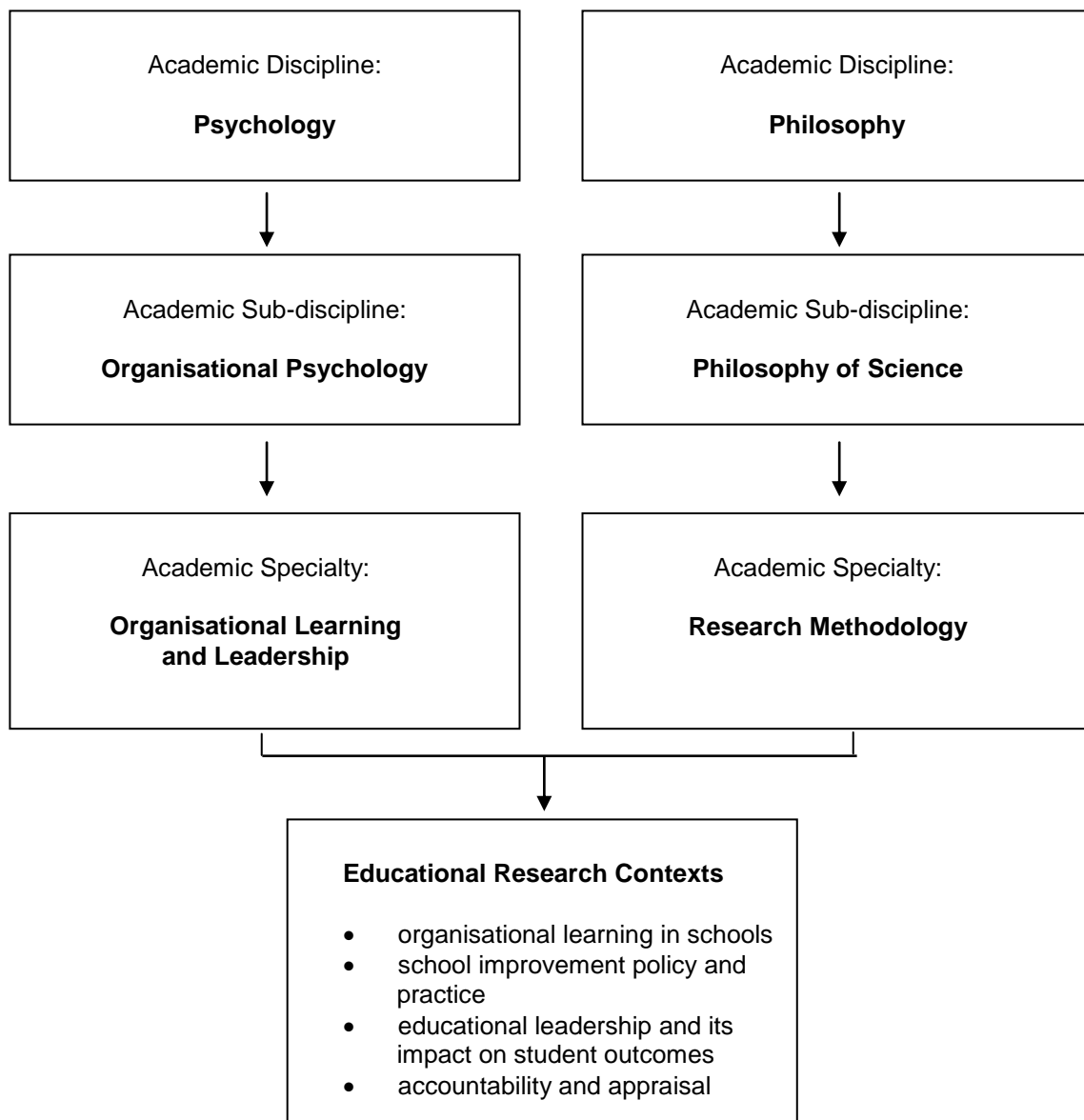
I supervise both PhD and EdD students and have been involved in the latter as both lecturer and supervisor. Current and past students have held senior leadership roles in the Ministry of Education, Education Review Office, schools, polytechnics and community and health agencies.

RESEARCH SPECIALTIES / CAREER:

Summary Statement:

As an organisational psychologist working in the field of education, I pursue a research programme which is concerned with organisational learning and leadership, school effectiveness and improvement, and research methodology. The disciplinary origins of my educational research programme are shown in Figure 1.

Figure 1: Disciplinary Origins of Research Programme



Research Publications

My theoretical and empirical work on research methodology and organisational learning and leadership has been published in the highest quality internationally refereed educational, social science and social philosophy journals and books. The empirical work has been reported in more specialist journals in educational administration and leadership. Alongside this international publishing programme, I have pursued a parallel programme of publishing in more local professional journals. Many of these publications are co-authored with part-time graduate students who hold leadership positions in professional and educational organisations.

The publications are ordered alphabetically within each year.

Books

Robinson, V. (August, 2011). *Student-Centred Leadership*. (Leadership library Series, Editor Andy Hargreaves). San Francisco: Jossey Bass

Robinson, V. M. J. (2007). *School leadership and student outcomes: Identifying what works and why*. Winmalee, NSW: Australian Council for Educational Leaders: (Monograph 41, ACEL Monograph Series Editor David Gurr) 28 pages. **Reprinted in SPANZ: The Journal of the Secondary Principals Association of New Zealand, December 2008.**

Robinson, V.M.J., & Lai, M.K. (2006). *Practitioner research for educators: A guide to improving classrooms and schools*. Thousand Oaks, CA: Corwin Press.

Timperley, H.S., & Robinson, V.M.J. (2002). *Partnership: Focusing the relationship on the task of school improvement*. Wellington: New Zealand Council for Educational Research.

Robinson, V.M.J. (1993). *Problem-based methodology: Research for the improvement of practice*. Oxford: Pergamon Press.

McNaughton, S., Glynn, T., & Robinson, V.M.J. (1981). *Parents as remedial reading tutors: Issues for home and school*. Wellington: New Zealand Council for Educational Research.

Glynn, T., McNaughton, S., Robinson, V.M.J., & Quinn, M. (1979). *Remedial reading at home: Helping you to help your child*. Wellington: New Zealand Council for Educational Research.

Clay, M.M., & Robinson, V.M.J. (1978). *Children of parents who separate*. Wellington: New Zealand Council for Educational Research.

Book Sections

Robinson, V. M. J. (forthcoming). Theories of action. In Phillips, D (Ed.) *Encyclopaedia of Educational Theory and Philosophy*. Thousand Oaks, CA.: Sage

Robinson, V. M. J. (forthcoming). Single and double loop learning. In Phillips, D (Ed.) *Encyclopaedia of Educational Theory and Philosophy*. Thousand Oaks, CA.: Sage

Robinson, V. M. J., Bendikson, L., & Hattie, J. (2011). Leadership and student outcomes: Are secondary schools unique? In Robertson, J. and Timperley, H. (Eds.), *Leadership and Learning*. London: Sage Publications. (pp. 131-142).

Firestone, W. A., & Robinson, V. M. J. (2010). Research on educational leadership: Approaches/promising directions. In P. Peterson, E. Baker & B. McGaw (Eds.), *International Encyclopedia of Education* (Vol. 4, pp. 740-745). Oxford: Elsevier.

- Robinson, V. M. J. (in press). Reducing the research-practice gap through problem-based methodology. In A. Reid, P. Hart, M. Peters & C. Russell (Eds.), *Companion to research in education*. London: Springer
- Firestone, W. A., & Robinson, V. M. J. (2010). Research on educational leadership: Approaches/promising directions. In P. Peterson, E. Baker & B. McGaw (Eds.), *International Encyclopedia of Education* (3rd ed., Vol. 4, pp. 740-745). Oxford: Elsevier.
- Robinson, V. M. J. (2008). Fit for purpose: An educationally relevant account of distributed leadership. In A. Harris (Ed.). *Distributed Leadership: Different perspectives*. Berlin: Springer (pp. 219-240)
- Robinson, V. M. J. (2007). The impact of leadership on student outcomes: Making sense of the evidence. In Australian Council for Educational Research (2007). *The Leadership Challenge: Improving Learning in Schools*. (Proceedings of the Australian Council for Educational Research Conference). Pp 12-16. (available on ACER and Principals Australia websites http://www.acer.edu.au/documents/RC2007_Robinson-ImpactOfLeadershipOnStudents.pdf)
- Robinson, V. M. J., Irving, E., Eddy, D., & Le Fevre, D. (2008). Capability in the leadership of teaching and learning: The validity and utility of a self-assessment tool. In M. Brundrett & M. Crawford (Eds.), *Developing school leaders*. (pp.155-172). London: Routledge.
- Robinson, V. (2010). Why do some policies not work in schools? In Daniels, H., Porter, J., Lauder, H. (Eds.), *Knowledge, values and educational policy* (Companion in Education Series) (pp. 237-252). London: Routledge/Falmer
- Firestone, W. & Robinson, V. (forthcoming). Research in educational leadership: Approaches and promising directions. In McGaw, B. Baker, E. & Peterson, P. (Eds.), *International Encyclopedia of Education, 3rd Ed.* (pp. xx – yy). Oxford: Elsevier
- Timperley, H. Annan, B. & Robinson, V.M. J. (2008). Successful approaches to innovation that have impacted on student learning in New Zealand. In C. Ng and P. Renshaw (Eds.), *Reforming learning: Issues, concepts and practices in the Asia-Pacific region* (pp. 345-364). Berlin: Springer Academic Publishers.
- Timperley, H.S., & Robinson, V.M.J. (2003). Workload and the professional culture of teachers. In Kydd, L., Anderson, L., & Newton, W. (Eds.), *Leading people and teams in education* (pp. 151-168). London: Open University/ Paul Chapman. First published in *Educational Management and Administration*, 28, 47-62.
- Robinson, V.M.J. (2002). Organizational learning, organizational problem solving and models of mind. In K. Leithwood & P. Hallinger (Eds.), *Second international handbook of educational leadership and administration* (pp. 775-812). Dordrecht: Kluwer Academic.
- Robinson, V.M.J. (2001). Embedding leadership in task performance. In K. Wong & C. W. Evers (Eds.), *Leadership for quality schooling: International perspectives* (pp. 90-102). London: RoutledgeFalmer. To be reprinted in Routledge volume, in press.
- Swanton, C., & Robinson, V.M.J. (2000). Virtues of practice. In R. Hursthouse (Ed.), *A432 – Applying virtue ethics: Offprints collection* (pp. 45-60). Milton Keynes: Open University.
- Robinson, V.M.J., & Walker, J.C. (1999). Theoretical privilege and researchers' contribution to educational change. In J.S. Gaffney & B.J. Askew (Eds.), *Stirring the waters: The influence of Marie Clay* (pp. 239-259). Portsmouth, NH: Heinemann.
- Timperley, H.S., & Robinson, V.M.J. (1998). The micropolitics of accountability: The case of staff appraisal. In R.J.S. Macpherson (Ed.), *The politics of accountability: Educative and international perspectives* (pp. 157-171). Thousand Oaks, CA: Corwin Press. Reprinted in *Educational Policy*, 12, 162-176.
- Robinson, V.M.J. (1996). Critical theory and the social psychology of change. In K. Leithwood et al. (Eds.), *International handbook of educational leadership and administration* (pp. 1069-1096). Dordrecht: Kluwer Academic.

Robinson, V.M.J. (1995). The identification and evaluation of power in discourse. In D.J. Corson (Ed.), *Discourse and power in educational organizations* (pp. 111-130). Cresskill, NJ: Hampton Press.

Robinson, V.M.J. (1994). The centrality of the autonomy - accountability dilemma in school and professional development. In D. H. Hargreaves & D. Hopkins (Eds.), *Development planning for school improvement* (pp. 69-79). London: Cassell.

Robinson, V.M.J., & Absolum, M. (1990). Leadership style and organisational problems. The case of a professional development programme. In N. Jones & N. Frederickson (Eds.), *Refocusing educational psychology* (pp. 31-54). London: Falmer Press.

Robinson, V.M.J. (1984). School reviews: A New Zealand experience. In D. Hopkins & M. Wideen (1984). *Alternative perspectives on school improvement* (pp. 141-151). London: Falmer Press. First published in *Educational Management and Administration*, 10, 195-202.

Robinson, V.M.J. (1984). The complexity of school improvement. In P.D.K. Ramsay (Ed.), *Family, school and community* (pp. 164-173). Sydney: George Allen & Unwin.

Robinson, V.M.J. (1982). Theories and strategies of school development. In *Educational effectiveness* (pp. 11-27). Auckland Primary Principals' Association, Extension Course Lectures, 1982.

Robinson, V.M.J. (1979). The children of separated parents: Testing some assumptions. In A. Jelley (Ed.), *Children in New Zealand: The raw materials of our society* (pp. 1-12). Auckland Primary Principals' Association, Extension Course Lectures, 1979.

Refereed Journal Articles

Sinnema, C. & Robinson, V.M. J. (2012) Goal setting in principal evaluation: Goal quality and predictors of achievement. *Leadership and Policy in Schools*, 11(2), 135-167.
<http://dx.doi.org/10.1080/15700763.2011.629767>

Robinson, V.M. J., Mc Naughton, S & Timperley, H. (2011). Building capacity in a self-managing schooling system: The New Zealand experience. *Journal of Educational Administration*, 49 (6), 720-738.

Bendikson, L., Hattie, J. & Robinson, V. M. J. (2011). Identifying the comparative academic performance of secondary schools. *Journal of Educational Administration*, 49(4), 443-449.

Robinson, V. M. J. & Le Fevre, D. (2011). Principals' capability in challenging conversations: The case of parental complaints. *Journal of Educational Administration*, 49 (3), 227-255. **(This article won the Ross Thomas award for the best article in the volume year as judged by the members of the editorial board).**

Emstad, A. & Robinson, V. M. J. (2011). The role of leadership in evaluation utilization: Cases from Norwegian primary schools. *Nordic Studies in Education*, 31(4), 245-257.

Robinson, V. M. J. (2010). From instructional leadership to leadership capabilities: Empirical findings and methodological challenges. *Leadership and Policy in Schools*, 9(1), 1-26. **(This article was included in the "Class of 2011", meaning it was the most downloaded article published in 2011 in Leadership and Policy in Schools).**

Hohepa, M. & Robinson, V. M. J. (2008). Māori and educational leadership: Tū rangatira. *AlterNative: An International Journal of Indigenous Scholarship*, 4 (2), 20 – 38.

Robinson, V. M. J. (2008). Forging the links between distributed leadership and educational outcomes. *Journal of Educational Administration*. (Special Issue on Distributed Leadership: Guest Editor Alma Harris), 46 (2), 241-256.

Robinson, V. M. J., Lloyd, C. & Rowe, K. (2008). The impact of leadership on student outcomes. An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635-674.

(Recipient of the William J Davis Award, 2009, presented by the Editorial Board of the Educational Administration Quarterly for the most outstanding paper published in the journal during the preceding volume year).

Reprinted in English, F. W., Lumby, J., Papa, R., Samier, E., & Walker, J. (Eds.). (2008). Educational Leadership and Administration. London: Sage.

Robinson, V. M. J. & Timperley, H. S. (2007). The leadership of the improvement of teaching and learning: Lessons from initiatives with positive outcomes for students. *Australian Journal of Education*, 51 (3), 247-262

Sinnema, C., & Robinson, V. (2007). The leadership of teaching and learning: Implications for teacher evaluation. *Leadership and Policy in Schools*, 6 (4), 1-25.

Robinson, V., M, J, Eddy, D., & Irving, E. (2006). Catering for diversity in a principal induction programme. *School Leadership and Management*, 26(2), 149-167.

Robinson, V. (2006). Putting education back into educational leadership. *Leading & Managing*, 12(1), 62-75.
Reprinted in 2012 as Vol. 2, in Asia Pacific Centre for Leadership and Change Monograph Series, Hong Kong: Hong Kong Institute of Education.

Ward, L., Robinson V.M.J. & Parr, J.M. (2005). Getting ICT into classrooms: The case for broader swamps in the future. *Computers in New Zealand Schools*, 17(2), 23-29.

Robinson, V.M.J. & Ward, L. (2005). Lay governance of New Zealand's schools: An educational, democratic or managerialist activity? *Journal of Educational Administration*, 43, 170-186.

Robinson, V.M.J. (2004). New understandings of educational leadership. *SET: Research Information for Teachers*, (3), 39-43.

Timperley, H.S., & Robinson, V.M.J. (2004). O le Tala ia Lita – Lita's Story: The challenge of reporting achievement to parents. *New Zealand Journal of Educational Studies*, 39, 91-112.

Ward, L., Parr, J.M., & Robinson, V.M.J. (2004). Oversold and underused? Computers in New Zealand secondary school classrooms. *Computers in New Zealand schools*, 16(2), 13-17.

Ward, L., & Robinson, V.M.J. (2004) Lay governance in New Zealand schools: An educational activity? *Orbit Magazine*, 34(3), 34-38.

Annan, B., Lai, M.K., & Robinson, V. (2003). Teacher talk to improve teaching practices. *SET: Research Information for Teachers*, (1), 31-35.

Lai, M.K., Sinclair, M., Naidoo, P., Naidoo, S., & Robinson, V. (2003). Inclusion: What happened after Special Education 2000? *SET: Research Information for Teachers*, (1), 40-44.

Robinson, V. (2003). Teachers as researchers: A professional necessity? *SET: Research Information for Teachers*, (1), 27-29.

Robinson, V.M.J., Ward, L., & Timperley, H. (2003). The difficulties of school governance: A layperson's job? *Educational Management & Administration*, 31, 263-281.

Thomas, P., Lai, M.K., Robinson, V., Agbede, J., & Pythian, M. (2003). Reporting to parents. *SET: Research Information for Teachers*, (1), 45-48.

Timperley, H., McNaughton, S., Howie, L., & Robinson, V. (2003). Transitioning children from early childhood education to school: Teacher beliefs and transition practices. *Australian Journal of Early Childhood*, 28(2), 32-38.

Timperley, H.S., & Robinson, V.M.J. (2003). Partnership as an intervention strategy in self-managing schools. *School Effectiveness and School Improvement*, 14, 249-274.

- Robinson, V., Phillips, G., & Timperley, H. (2002). Using achievement data for school-based curriculum review: A bridge too far? *Leadership and Policy in Schools*, 1, 3-29.
- Timperley, H., & Robinson, V. (2002). Partnerships: Accomplishing important work together. *SET: Research Information for Teachers*, (3), 41-43.
- Heron, M., Hucker, J., Rooney, C., Robinson, V., Lai, M.K., & Mose, K. (2001). Progressive achievement testing at Southern Cross Middle School. *SET: Research Information for Teachers*, (2), 35-38.
- Millward, P., Neal, R., Kofoed, W., Parr, J., Lai, M.K., & Robinson, V. (2001). Evaluating a literacy intervention at Dawson Road Primary School. *SET: Research Information for Teachers*, (2), 39-42.
- Robinson, V.M.J. (2001). Descriptive and normative research on organizational learning: Locating the contribution of Argyris and Schön. *The International Journal of Educational Management*, 15, 58-67.
- Robinson, V.M.J. (2001). Prototypes, virtues and the ethics of practice. *Journal of Educational Administration*, 39, 521-538.
- Timperley, H.S., & Robinson, V.M.J. (2001). Achieving school improvement through challenging and changing teachers' schema. *Journal of Educational Change*, 2, 281-300.
- Robinson, V.M.J. (2000). Reducing differential educational attainment: Have we really tried? *Improving Schools*, 3(1), 40-44.
- Robinson, V., & Timperley, H. (2000). The link between accountability and improvement: The case of reporting to parents. *Peabody Journal of Education*, 75(4), 66-89.
- Timperley, H., & Robinson, V. (2000). Innovation and the persistence of old solutions. *Journal of Educational Enquiry*, 1(1), 54-72.
- Timperley, H.S., & Robinson, V.M.J. (2000). Workload and the professional culture of teachers. *Educational Management and Administration*, 28, 47-62. Reprinted in Kydd, L., Anderson, L., & Newton, W. (Eds.) (2003). *Leading people and teams in education* (pp. 151-168). London: Open University/ Paul Chapman.
- Robinson, V.M.J., & Lai, M.K. (1999). The explanation of practice: Why Chinese students copy assignments. *International Journal of Qualitative Studies in Education*, 12, 193-210.
- Robinson, V.M.J. (1998). Methodology and the research-practice gap. *Educational Researcher*, 27(1), 17-26.
- Timperley, H.S., & Robinson, V.M.J. (1998). Collegiality in schools: Its nature and implications for problem solving. *Educational Administration Quarterly*, 34(Supplemental), 608-629.
- Timperley, H.S., & Robinson, V.M.J. (1998). The micropolitics of accountability: The case of staff appraisal. *Educational Policy*, 12, 162-176. First published in R.J.S. Macpherson (Ed.) (1998). *The politics of accountability: Educative and international perspectives* (pp. 157-171). Thousand Oaks, CA: Corwin Press.
- Timperley, H.S., & Robinson, V.M.J. (1997). The problem of policy implementation: The case of performance appraisal. *School Leadership and Management*, 17, 333-345.
- Robinson, V.M.J. (1996). Problem-based methodology and administrative practice. *Educational Administration Quarterly*, 32, 427-451.
- Robinson, V.M.J., & Timperley, H.S. (1996). Learning to be responsive: The impact of school choice and decentralization. *Educational Management and Administration*, 24, 65-78.
- Timperley, H.S., & Robinson, V.M.J. (1996). Appraisal and accountability: Views of secondary school principals. *New Zealand Journal of Educational Administration*, 11, 21-24.
- Robinson, V.M.J. (1995). Dialogue needs a point and purpose: Review essay. *Educational Theory*, 45, 235-249.

- Robinson, V.M.J. (1995). Organisational learning as organisational problem-solving. *Leading and Managing*, 1, 63-78.
- Timperley, H.S., & Robinson, V.M.J. (1995). Achieving shared values between schools and their communities. *Leading and Managing*, 1, 137-149.
- Robinson, V.M.J. (1994). The practical promise of critical research in educational administration. *Educational Administration Quarterly*, 30, 56-76.
- Robinson, V.M.J., Timperley, H.S., Parr, J. M., & McNaughton, S. (1994). The community-school partnership in the management of New Zealand schools. *Journal of Educational Administration*, 32(3), 72-87.
- Parr, J., McNaughton, S., Timperley, H., & Robinson, V. (1993). Bridging the gap: Practices of collaboration between home and the junior school. *Australian Journal of Early Childhood*, 18(3), 35-42.
- Robinson, V.M.J. (1993). Current controversies in action research. *Public Administration Quarterly*, 17, 263-290.
- McNaughton, S., Parr, J., Timperley, H., & Robinson, V. (1992). Beginning reading and sending books home to read: A case for some fine tuning. *Educational Psychology*, 12, 239-247.
- Robinson, V.M.J. (1992). Doing critical social science: Dilemmas of control. *International Journal of Qualitative Studies in Education*, 5, 345-359.
- Robinson, V.M.J. (1992). Why doesn't educational research solve educational problems? *Educational Philosophy and Theory*, 24(2), 8-28.
- Damerell, S., & Robinson, V.M.J. (1989). A descriptive study of aspects of primary school management. *The New Zealand Principal*, 4(2), 25-33.
- Niehorster, A., & Robinson, V.M.J. (1989). Problems with IPP implementation in a vocational training centre. *Mental Handicap in New Zealand*, 12(1), 3-10.
- Robinson, V.M.J. (1989). Some limitations of systemic adaptation: The implementation of Reading Recovery. *New Zealand Journal of Educational Studies*, 24, 35-45.
- Robinson, V.M.J. (1989). The nature and conduct of a critical dialogue. *New Zealand Journal of Educational Studies*, 24, 175-187.
- Swanton, C.H.M., Robinson, V.M.J., & Crosthwaite, J. (1989). Treating women as sex objects. *Journal of Social Philosophy*, 20(3), 5-20.
- Absolum, M., & Robinson, V.M.J. (1988). Excellence in communication: Talking across world views. *New Zealand Journal of Educational Administration*, 3, 49-56.
- Robinson, V.M.J. (1988). The Picot Report: An opportunity for participatory democracy? *Access*, 7, 16-26.
- Robinson, V.M.J. (1988). The problem of finding the problem. *New Zealand Guidance and Counselling Association Journal*, 10, 49-53.
- Robinson, V.M.J., & Halliday, J. (1988). Relationship of counsellor reasoning and data collection to problem-analysis quality. *British Journal of Guidance and Counselling*, 16, 50-62.
- Burlton-Bennet, J., & Robinson, V.M.J. (1987). A single subject evaluation of the K-P diet for hyperkinesis. *Journal of Learning Disabilities*, 20, 331-335, 346.
- Robinson, V.M.J. (1987). A problem analysis approach to decision-making and reporting for complex cases. *Journal of the New Zealand Psychological Service Association*, 8, 35-48.

Robinson, V.M.J., & Halliday, J. (1987). A critique of the microcounselling approach to problem understanding. *British Journal of Guidance and Counselling*, 15, 113-124.

Robinson, V.M.J. (1986). The role of theory and practice in the training of educational administrators: A critique and an alternative. *New Zealand Journal of Educational Administration*, 1, 25-30.

Smith, L., & Robinson, V.M.J. (1986). Consultation in a multicultural context. *New Zealand Journal of Guidance and Counselling*, 8(1), 58-67.

Robinson, V.M.J., Cameron, M. M., & Raethel, A. M. (1985). Negotiation of a consultative role for school psychologists: A case study. *Journal of School Psychology*, 23, 43-49.

Peters, M., & Robinson, V.M.J. (1984). The origins and status of action research. *Journal of Applied Behavioral Science*, 20, 113-124.

Robinson, V.M.J. (1982). School reviews: A New Zealand experience. *Educational Management and Administration*, 10, 195-202. Reprinted in Hopkins, D., & Wideen, M. (1984). *Alternative perspectives on school improvement* (pp. 141-151). London: Falmer Press.

Cameron, M., & Robinson, V.M.J. (1980). Effects of cognitive training on academic and on-task behavior of hyperactive children. *Journal of Abnormal Child Psychology*, 8, 405-419.

Robinson, V.M.J., & Swanton, C.H.M. (1980). The generalization of behavioral teacher training. *Review of Educational Research*, 50, 486-498.

Robinson, V.M.J., Glynn, E.L., McNaughton, S., & Quinn, M. (1979). Parents as remedial reading tutors: A report on the work of the Mangere Home and School Project. *SET: Research Information for Teachers*, (2), item 3.

Robinson, V.M.J. (1978). Job reactions of New Zealand manual workers: A theoretical comment. *New Zealand Psychologist*, 7, 11-14.

Robinson, V.M.J. (1978). The behavior of staff: An ignored variable in programme evaluation. *Social Science and Medicine*, 12, 175-182.

Ringer, V.M.J. (1973). The use of a "token helper" in the management of classroom behavior problems and in teacher training. *Journal of Applied Behavior Analysis*, 6, 671-677.

Technical Reports

Robinson, V. M. J., Hohepa, M. & Lloyd, C. (2008). School leadership and student outcomes: Identifying what works and why. Final report to the Ministry of Education. Auckland; Auckland Uniservices, 220 pages

Lloyd, C. Robinson, V. M. J., Jones, D. & Bendall, M. (2006). Mentoring principals for improved instructional leadership. (Evaluation Report for TVNZ). Auckland Uniservices, 47 pages

Robinson, V., & Timperley, H. (with L. Ward, L. Tuioti, V. Tu'uga Stevenson & S. Mitchell) (2004). Strengthening education in Mangere and Otara Evaluation: Final evaluation report. Wellington: Ministry of Education, Research Division, 111 pages.

Robinson, V., Eddy, D., & Cameron, M. (2003). *Identifying indicators – evidence that principals are having a positive impact on student outcomes*. University of Auckland, Auckland UniServices Limited, 25 pages.

Robinson, V.M.J., Timperley, H.S., & Bullard, T. (2000). *Strengthening education in Mangere and Otara: Second evaluation report*. Wellington: Ministry of Education, Research Division, 150 pages.

Timperley, H.S., Robinson, V.M.J., & Bullard, T. (1999). *Strengthening education in Mangere and Otara: First evaluation report*. Wellington: Ministry of Education, Research Division, 104 pages.

Timperley, H.S., Robinson, V.M.J., Samu, T., & Johnston, P. (1998). *Strengthening education in Mangere and Otara evaluation (Phase 1: Scoping Report)*. Wellington: Ministry of Education, 32 pages.

Robinson, V.M.J., Timperley, H., & Halliday, J. (1996). Facilitating organisational learning in schools. (*Report of Phase 3 Organisational Learning for Self-Managing Schools*). Wellington: Ministry of Education, 55 pages.

Robinson, V.M.J., Halliday, J., & Timperley, H. (1995). How schools solve complex problems. (*Report of Phase 2: Organisational Learning for Self-Managing Schools*). Wellington: Ministry of Education, 55 pages.

Robinson, V.M.J., & Halliday, J. (1994). Statements of service performance and school management. (*Report of Phase 1: Organisational Learning for Self-Managing Schools*). Wellington: Ministry of Education, 45 pages.

McNaughton, S., Parr, J., Timperley, H., & Robinson, V. (1992). *A survey of community and school educational values*. Wellington: Ministry of Education, 56 pages.

Timperley, H., McNaughton, S., Parr, J., & Robinson, V.M.J. (1991). *Community-school collaboration: Beliefs and practices*. (A Report to 38 participating Auckland schools and to the Ministry of Education on Phase 1 of the Community School Collaboration Study). University of Auckland, Education Department, 45 pages.

Robinson, V.M.J., & Absolum, M. (with C. Cardno & T. Steele) (1990). *Leadership for tomorrow's schools*. (Report of a three year collaborative action research project funded by the Ministry of Education), 95 pages.

Translations and New Editions

McNaughton, S., Glynn, T., & Robinson, V. (1987). *Pause, prompt and praise: Effective tutoring for remedial reading*. Birmingham: Positive Products.

(This is a revised edition of the 1981 monograph McNaughton, S., Glynn, T. & Robinson, V. Parents as remedial reading tutors: Issues for home and school).

Research Grants / Funding:

Dates	Project	Source	Amount
2012-14	First-Time Principals Project	Ministry of Education	\$4,983,120
2011-12	Project TATIST: Tackling Tough Issues Together	South Australian Department of Education and Children Services	\$104,186.00
2010	Distinguished Visitor Award (Professor Karen Seashore Louis, University of Minnesota)	University of Auckland	\$6,127.50
2009-10	Project LILT: The Leadership of the Improvement of Teaching and Learning	Faculty of Education, PBRF fund	\$125,000
2009-11	Experienced Principals Project	Ministry of Education	\$669,000
2008-10	Tackling Tough Issues: The interpersonal skills of First-time Principals	Faculty of Education, PBRF fund	\$5000
2008-2010	First-Time Principals Project	Ministry of Education	\$2,400,000

2005-2007	BES Iteration on <i>Educational Leadership (Schooling)</i>	Ministry of Education	\$395,000
2004-2006	First-Time Principals Project	Ministry of Education	\$3,664,000
2002-2003	First-Time Principals Project	Ministry of Education	\$3,099,154
2000-2002	Follow-up Evaluation of 'Strengthening Education in Mangere and Otara'	Ministry of Education	\$101,927
2000-2002	Teacher Researchers in SEMO Schools	Ministry of Education	\$25,000
1998-2000	Evaluation of 'Strengthening Education in Mangere and Otara'	Ministry of Education	\$258,000

Selected International Conference Papers and Addresses (2010 - present)

I contribute regularly to international conferences, particularly the annual meeting of the American Educational Research Association, which requires participation in a highly competitive peer-reviewed submission process in order to gain acceptance onto the programme.

Robinson, V. M. J. (2012). "Reducing and Joining the Dots: Leading Coherent School Improvement. Invited Keynote Address to PDN School Leaders' Conference, 23-24 August, Gold Coast, Australia.

Robinson, V. M. J. (2012). "Student-Centred Leadership: How Leadership Makes a Difference to Student Outcomes". Keynote Address to 4th APS Global Education Conference, 12 - 13 July 2012, Grand Copthorne Waterfront Hotel, Singapore

Robinson, V. M. J. & Le Fevre, D. (2012). Principals' interpersonal skill in addressing performance issues. Paper presented at Annual Meeting of the American Educational Research Association, Vancouver.

Sinnema, C. & Robinson, V. M. J. (2012). Leadership effectiveness: Discrepancies between principals' and teachers' perceptions. Paper presented at Annual Meeting of the American Educational Research Association, Vancouver.

Sinnema, C. & Robinson, V.M.J. (2011). Leadership effectiveness: Discrepancies between principals' and teachers' perceptions. Paper presented at the Biennial Conference of the International Study Association on Teachers and Teaching, University of Minho, Braga Portugal, July 2011.

Robinson, V.M.J. (2010). Researching the impact of leadership practices on student outcomes: Progress made and challenges to overcome. Address to Asia Pacific Leadership Roundtable 2010, Hong Kong Institute of Education, Hong Kong.

Selected New Zealand Conference Papers / Invited Addresses and Workshops (2010 - present)

Robinson, V. M. J. (2012, August 9th). Open to Learning Conversations. Keynote Address and Workshop for Canterbury Association of Deputy and Associate Principals, Hanmer Springs

RECENT INTERNATIONAL CONSULTANCIES

Bastow Institute of Educational Leadership, Victoria Department of Education and Early Childhood Development. Provided workshops and seminars based on my leadership research programme, June 25-29, 2012.

University of Oslo, National Graduate School in Educational Research (NATED). Visiting Professor giving seminars and workshops and acting as critical friend to this national doctoral training programme, May 30-31st, 2012.

South Australia Directors of Schools, Adelaide (2010-2012). Principle investigator and consultant on research and development project with South Australian government to enhance skills of regional directors in leading the improvement of teaching and learning.

Diocese of Broken Bay, Sydney Australia (January 2011 – December 2012). Consultant and Facilitator for Leadership Professional Development Programme for System and School Leaders

Catholic Diocese of Melbourne, August 2011. Consultant and facilitator of professional development for school leaders.

National College for School Leadership, Nottingham England. International advisor on design of new curriculum on “Leading Teaching and Learning”, February 13- 5, 2009

National College for School Leadership, Nottingham England. Invited member of international panel to advise senior management on leadership programmes, June - July 2008.

Singapore Ministry of Education, Keynote and workshops to support leadership development strategic plan of Ministry, April-May 2008

National College for School Leadership, Nottingham England. Invited member of international panel to advise senior management on the development of a new curriculum on the leadership of learning, February 2009.

RECENT SERVICE TO THE PROFESSION

Australian Institute for Teaching and School Leadership. Appointed as Member of International Advisory Board, 2010-

Association of Independent Schools, New South Wales. Appointed as Member of International Advisory Board, 2011-

University of Hong Kong. Advisor on professorial appointment, June 2008

National Institute of Education, Nanyang Technological University, Singapore. Advisor on professorial appointment, August 2008