

## **Publications since 2002**

### **Books**

DAVIES, A. & HILL, M. *Making classroom assessment work*. Wellington: NZCER Press, 130pp, 2009.

### **Chapters**

- HILL, M. Using classroom assessment for effective teaching and learning. In C. Mc Gee & D. Fraser (eds.) *The Professional Practice of Teaching (3<sup>rd</sup> Edition)*. Melbourne, Australia: Cengage Learning. (pp.136-151), 2008.
- HILL, M. Ethical issues in practitioner research: Teaching and learning research initiative lessons. In C. Rawlinson and C. Rubie-Davies (eds.) *Teaching, Learning and Development Monograph*. New York: Nova. (pp.255-268), 2008.
- ROBERTSON, J. & HILL, M. Developing the platform with postgraduate researchers. In J. van Swet, P. Ponte & B. Smit (eds.) *Postgraduate programmes as platform*. Rotterdam, The Netherlands: Sense Publishers. (pp.197-218), 2007.
- HILL, M.F. & LOCKE, T.J. Effects of educational restructuring on the nature of teachers' work and professionalism: Some early findings of a comparative study in New Zealand and England. In D. Fraser and R. Openshaw (eds) *Informing our Practice: Special volume*. Palmerston North, NZ: Kanuka Grove Press, (pp.77-95), 2003.

### **Monographs/Occasional Papers**

HILL, M. Assessment in the real world: What teachers actually do in the classroom. *Occasional papers: Research Information for NZEI Te Riu Roa Members*. Wellington, NZ: NZEI Te Riu Roa, 2003.

### **Journal Articles**

#### **Refereed**

- Hill, M. & Haigh, M. Creating a culture of research in teacher education: learning research within communities of practice. *Studies in Higher Education*, DOI: 10.1080/03075079.2011.559222, 12 August 2011
- Bennett, F., Carpenter, V. M. & Hill, M.F. Passing the baton: Principal succession in schools. *Leading and Managing*, 17 (1), 28-44, 2011.
- Hill, M., Cowie, B., Gilmore, A. & Smith, L.F. Preparing assessment-capable teachers: What should preservice teachers know and be able to do? *Assessment Matters* 2, 44-64. 2010.
- HILL, M. Ways of seeing: using ethnography and Foucault's 'toolkit' to view assessment practices differently. *Qualitative Research*, 9 (3) 309-330, 2009.
- MAIN, S. & HILL, M. Culture of care: A chronology of New Zealand teacher induction policy. *New Zealand Journal of Teachers' Work*, 4 (2), 117-126, 2007.
- LOCKE, T., HILL, M., VULLIAMY, G. & WEBB, R. Being a 'professional' primary school teacher at the beginning of the 21<sup>st</sup> century: A

- comparative analysis of primary teacher professionalism in New Zealand and England. *Journal of Education Policy*, 20 (5), 555-581, 2005.
- VULLIAMY, G., WEBB, R., LOCKE, T. & HILL, M. Globalization, primary pedagogy and teacher professionalism: A comparative analysis of England and New Zealand. *New Zealand Journal of Educational Studies*, 39 (2), 255-274, 2004.
- EYERS, G. & HILL, M. Improving student learning: Research evidence about teacher feedback for improvement in New Zealand schools. *Waikato Journal of Education*, 10, 251-262, 2004.
- HILL, M.F. Great expectations: Working in partnership to enhance learning and strengthen teaching in diverse primary schools. *Teachers and Curriculum*, 7, 9-14, 2004.
- HILL, M. Focussing the teacher's gaze: Primary teachers reconstructing assessment in self managing schools. *Educational Research for Policy and Practice*, 1 (1&2) 113-125, 2002.

### **Articles in Non-refereed Journals**

- HILL, M.F. The education standards act and enhancing learning: Flipsides of the same coin or chalk and cheese?. *New Zealand Principal*. June, 5-9, pp. 5-9, 2002.

### **Commissioned/Contracted Research Reports**

- HILL, M.F. TLRI: Learning to become 'assessment capable' teachers, Quarterly report for the TLRI monitor, March 2010.
- HILL, M.F. TLRI: Learning to become 'assessment capable' teachers, Quarterly report for the TLRI monitor, June 2010.
- HILL, M.F. TLRI: Learning to become 'assessment capable' teachers, Quarterly report for the TLRI monitor, September 2010.
- HILL, M.F. TLRI: Learning to become 'assessment capable' teachers, Quarterly report for the TLRI monitor, January 2011.
- HILL, M.F. TLRI: Learning to become 'assessment capable' teachers, Quarterly report for the TLRI monitor, March 2011.
- HILL, M. & GAN, J.S. The barriers/enablers of effective assessment professional development and practices in New Zealand secondary schools. *Paper commissioned by the Ministry of Education for the National Assessment Review*, p.20, 8 August, 2008
- HILL, M. & ROBERTSON, J. Great expectations: Enhancing learning and strengthening teaching in primary schools with diverse student populations through action research. *Milestone 5. Commissioned report for the New Zealand Council for Educational Research (TLRI fund)*, Wellington, p.4, 31 March, 2005.
- HILL, M. & ROBERTSON, J. Great expectations: Enhancing learning and strengthening teaching in primary schools with diverse student populations through action research. *Milestone 4. Commissioned report for the New Zealand Council for Educational Research (TLRI fund)*, Wellington, p.36, 31 December, 2004.
- HILL, M. & ROBERTSON, J. Great expectations: Enhancing learning and strengthening teaching in primary schools with diverse student

- populations through action research. *Milestone 3. Commissioned report for the New Zealand Council for Educational Research (TLRI fund)*, Wellington p.4, 30 September, 2004.
- HILL, M. & ROBERTSON, J. Great expectations: Enhancing learning and strengthening teaching in primary schools with diverse student populations through action research. *Milestone 2. Commissioned report for the New Zealand Council for Educational Research (TLRI fund)*, Wellington, p.8, 30 June 2004.
- HILL, M. & ROBERTSON, J. Great expectations: Enhancing learning and strengthening teaching in primary schools with diverse student populations through action research. *Milestone 1. Commissioned report for the New Zealand Council for Educational Research (TLRI fund)*, Wellington p.6, 31 March, 2004. (2004, 31 March).
- MCGEE, C., HILL, M., COWIE, B., MILLER, T., LEE, P., MILNE, L., EARL, K., DONAGHY, A. & JONES, A. Curriculum Stocktake: Case studies of schools: implementation of national curriculum. *Commissioned report for Ministry of Education, Wellington, p.201, 2004.*
- MCGEE, C.F., JONES, A.T., COWIE, B.M., HILL, M.F., MILLER, T.F., HARLOW, M. A. & MACKENZIE, K A. Teachers' Experiences in implementing the science curriculum in the New Zealand Curriculum. *Commissioned report for Ministry of Education. Hamilton, NZ, The University of Waikato, p.95, 2003.*
- MCGEE, C.F., JONES, A.T., COWIE, B.M., HILL, M.F., MILLER, T.F., HARLOW, M.A. & MACKENZIE, K.A. Curriculum Stocktake: National school sampling study: Teachers' experiences in curriculum implementation: English, languages, science and social studies. *Commissioned report for Ministry of Education, Wellington, p.380, 2003.*
- MCGEE, C., HARLOW, A., MILLER, T., COWIE, B., HILL, M., JONES, A., & DONAGHY, A. Teachers' experiences in implementing health and physical education in the New Zealand curriculum. *Commissioned report for Ministry of Education. Hamilton, NZ, The University of Waikato, p.132, 2003.*
- MCGEE, C., HARLOW, A., MILLER, T., COWIE, B., HILL, M., JONES, A., & DONAGHY, A. Curriculum Stocktake: National school sampling study: teachers' experiences in curriculum implementation: general curriculum, the Arts and health and physical education. *Commissioned report for Ministry of Education. Hamilton, NZ, The University of Waikato, p.330, 2003.*
- MCGEE, C.F., JONES, A.T., COWIE, B. M., HILL, M.F., MILLER, T.F., HARLOW, M. A., OLIVER, D. A., & MACKENZIE, K. A. Teachers' experiences in implementing the New Zealand national curriculum. *Commissioned report for Ministry of Education. Hamilton, New Zealand, University of Waikato, 2002.*
- MCGEE, C.F., JONES, A.T., BISHOP, R.R., COWIE, B.M., HILL, M.F., MILLER, T.F., HARLOW, A.A., MACKENZIE, K.A., TIAKIWAI, S. J., LANG, C.M., LEE, P.L., & SPURR, G. Curriculum Stocktake: National school sampling study. *Milestone 3: Report on the development of the second round of questionnaires: English, Languages, Science, and*

- Social Studies. Commissioned report for Ministry of Education. Hamilton, NZ, University of Waikato, 2002.*
- MCGEE, C.F., JONES, A.T., COWIE, B.M., HILL, M.F., MILLER, T.F., HARLOW, M. A., OLIVER, D.A., & MACKENZIE, K.A. Teachers' experiences in implementing technology in the New Zealand national curriculum. *Commissioned report for Ministry of Education. Hamilton, New Zealand, University of Waikato, 2002.*
- MCGEE, C.F., JONES, A.T., COWIE, B.M., HILL, M.F., MILLER, T.F., HARLOW, M. A., OLIVER, D.A., & MACKENZIE, K.A. *Teachers' experiences in implementing mathematics in the New Zealand national curriculum. Commissioned report for Ministry of Education. Hamilton, New Zealand, University of Waikato, 2002.*
- MCGEE, C.F., JONES, A.T., BISHOP, R.R., COWIE, B.M., HILL, M.F., MILLER, T.F., HARLOW, A.A., OLIVER, D.A., TIAKIWAI, S.J., & MACKENZIE, K.A. Teachers' experiences in curriculum implementation: General curriculum, mathematics, and technology. *Commissioned report for Ministry of Education. Hamilton, The University of Waikato, 2002.*

#### ***In Press and Submitted Publications***

- HILL, M. "Getting traction": Enablers and barriers to implementing assessment for learning in secondary schools. *Assessment in Education*, 18 (4), in Press.
- HILL, M., Grudnoff, L. & Ell, M. Learning to think as an effective mathematics teacher: teacher educator impacts on curriculum knowledge and learning to teach. *Teachers and Curriculum*, 11, in Press.
- HILL, M. Using classroom assessment for effective teaching and learning. In C. Mc Gee & D. Fraser (eds.) *The Professional Practice of Teaching (4th Edition)*. South Melbourne, Australia: Cengage Learning. (pp.160-184), in Press.

#### ***Invited International Presentations***

- HILL, M. Implications of the implementation of national standards in New Zealand for primary teachers' professional development. Invited address to the 4<sup>th</sup> *International symposium on Assessment for Learning*, Solstrand, Norway, 16-19<sup>th</sup> June, 2011.
- HILL, M. Panel member at the *Norwegian National Conference on Assessment for Learning*, Bergen, Norway, 15<sup>th</sup> June, 2011.
- HILL, M., COWIE, B., GILMORE, A. & SMITH, L.F., Preparing Assessment Capable Teachers: A Program of Research. Paper presented at the *Queens International Symposium on Classroom Assessment*, Kingston, Ontario, Canada, 6-8<sup>th</sup> May, 2010.
- GLIMORE, A., SMITH, L.F., COWIE, B. & HILL, M., Beliefs about assessment: Towards a conceptual framework and initial findings. Paper presented at the *Queens International Symposium on Classroom Assessment*, Kingston, Ontario, Canada, 6-8<sup>th</sup> May, 2010.
- COWIE, B., HILL, M., SMITH, L.F. & GILMORE, A., Preparing Assessment Capable Teachers: Qualitative aspects of the study. Paper presented

- at the *Queens International Symposium on Classroom Assessment*, Kingston, Ontario, Canada, 6-8<sup>th</sup> May, 2010.
- SMITH, L.F., GILMORE, A., COWIE, B. & HILL, M., Assessing how pre-service teachers learn to become “assessment capable. Presented to the *IQB*, Berlin, Germany. 23 August, 2010.
- HILL, M. Using assessment to improve learning through collaboration: Challenges for New Zealand and Canadian teachers. Invited keynote address at the *Vernon School District annual conference* “Improving through collaboration”, Vernon, British Columbia, Canada, 23-24 November, 2009.
- HILL, M. New Zealand assessment tools. Invited *UBC Faculty of Education symposium*, University of British Columbia, Vancouver, Canada, 23 October, 2009.
- HILL, M. Using assessment information formatively. Invited talk at the *Assessment for Learning Summer Residential School*, Crown Isle, Courtenay, British Columbia, Canada, 3 July, 2009.
- HILL, M. Mapping the assessment curriculum. Invited presentation at the 2<sup>nd</sup> *International Conference on Classroom Assessment: Sound practice in every classroom*. Portland, Oregon, USA. September 12-15, 2005.

#### ***Invited New Zealand Presentations***

- HILL, M. Using classroom assessment for effective learning and teaching. Invited lecture, University of Waikato, 3 May, 2011.
- HILL, M. ‘Ready for Work’: Making authentic and trustworthy judgments in co-operative education. Invited keynote address for the *New Zealand Association of Co-operative Education Annual Conference*, EIT Napier, 18 April, 2011.
- HILL, M. Using classroom assessment for effective learning and teaching. Invited lecture, University of Waikato, 4 May, 2010.
- HILL, M. Building a research culture in the Faculty of Education: First steps with a response by Prof. John Hattie. Invited address to review my term as Associate Dean Research, The University of Auckland, Auckland, 20 November, 2008.
- HILL, M. Assessment’s place in extending “high standards”: The big Picture. Invited keynote address at *Auckland Inner City Schools EHSAS conference*, Ponsonby Primary School, Auckland, 2 February, 2007.
- HILL, M. Producing assessment for learning in New Zealand schools through the 2006 evaluation of schools' collection and use of assessment information. Invited keynote address for *ERO Combined Area Training*, Waipuna Lodge, Auckland, 24 January, 2006.
- HILL, M. Evidence to inform practice. Keynote address delivered at the *Ministry of Education, Evidence to Action Learning Hui*, Te Papa, Wellington, 17 August, 2004.
- HILL, M. *Informing practice through evidence*. Keynote address delivered at the *Secondary School Support Services Hui*, Ministry of Education, Town Hall, Wellington, 17 August, 2004.
- HILL, M. Using data as evidence to inform practice. Keynote address delivered at the *University of Waikato School Support Services Conference*, Rydges Hotel, Rotorua, 1 June, 2004.

- HILL, M. NZARE President's address. Keynote address at the New Zealand *Association for Research in Education Annual Conference* at the Hyatt Hotel, Auckland, 30 November, 2003.
- HILL, M. Risks and possibilities for school assessment practices as a result of the Education Standards Act, 2001. Keynote address delivered at the *National Assessment Regional Seminar*, Hamilton, April, 2002.

### **Refereed Abstracts**

- COWIE, B. & HILL, M. The assessment discourses of teacher educators. Paper presented at the annual meeting of the American Education Research Association, New Orleans, 9 April, 2011.
- SMITH, L.F., GILMORE, A., HILL, M. & COWIE, B. *Assessment capable teachers: Initial findings from a multi-university study of student teacher development and learning*. Presented at the New Zealand Association for Educational Research Annual Conference, Auckland, 6-9 December, 2010.
- SMITH, L.F., GILMORE, A., HILL, M. and COWIE, B. *Teacher education students' knowledge and beliefs about assessment at entry to their teacher education programme*. Presented at the *Teacher Education Forum of Aotearoa/New Zealand Biennial Conference*, Auckland, 26-28 October, 2010.
- USSHER, B., COWIE, B., COOPER, B., HILL, M., SMITH, L.F. & GILMORE, A. Preparing assessment capable teachers: First steps in a national project. Presented at the *Australian Teacher Education Association Conference*, Townsville, 4-7 July, 2010.
- SMITH, L.F., GILMORE, A., COWIE, B. & HILL, M. Assessing how pre-service teachers learn to become "assessment capable. Presented at the *7th Conference of the International Test Commission*, Hong Kong. 19-21 July, 2010.
- ELL, F., HILL, M., GRUDNOFF, L. & AITKEN, G. Can we measure change in competences? Recognising key features of children's work during initial teacher education. Paper presented at the *European Association for Research on Learning and Instruction*, Amsterdam, The Netherlands, 25-29 August, 2009.
- HILL, M., GRUDNOFF, L. & ELL, F. Learning to think as an effective teacher: Stories of change. Paper presented at the *annual meeting of the American Education Research Association*, San Diego, April 2009.
- HILL, M. & GRUDNOFF, L. Learning from our student teachers: Natalie's story. Poster presented at the *Investigating our practices conference*, University of British Columbia, Vancouver, May 2, 2009.
- HILL, M. & ROBERTSON, J. After the project is over: Do teacher researchers continue researching to improve outcomes for their students? Presented at the *International Congress on School Effectiveness and Improvement*, Skycity Convention Centre, Auckland, New Zealand, 5-8 January, 2008.
- ELL, F., AITKEN, G., GRUDNOFF, L., HILL, M. & LE FEVRE, D. Thinking for effective teaching (TFET) in mathematics: How does it change in an initial teacher education course? Paper presented at the *American*

- Educational Research Association (AERA) Annual Meeting*, New York (March), 2008.
- HILL, M. & BARTLE, J. Do teacher researchers research after the project is over? Presented at the *British Educational Research Association (BERA) conference*, Institute of Education, London University, UK, 8 September, 2007.
- HILL, M. & HAIGH, M. Building research capability in a teacher education dominated faculty of education. Presented at the *British Educational Research Association (BERA) conference*, Institute of Education, London University, UK, 7 September, 2007.
- ELL, F., AITKEN, G., GRUDNOFF, L. & HILL, M. Developing baseline instruments to assess growth in teacher knowledge in an initial teacher education programme. Paper presented at the *American Educational Research Association (AERA) Annual Meeting*, Chicago (April), 2007.
- HILL, M. & ROBERTSON, J. Meeting and managing ethical challenges in a New Zealand practitioner research project. Presented at the *British Educational Research Association (BERA) conference*, Warwick University, UK, 6-9 September, 2006.
- HILL, M. Comparing apples with pears. Teacher knowledge about assessment and its impact on their practices. Presented at the *British Educational Research Association (BERA) conference*, Warwick University, UK, 6-9 September, 2006.
- ROBERTSON, J. & HILL, M. Developing conceptual frameworks in qualitative action research projects. Paper presented at the *Annual Conference of the New Zealand Association for Research in Education (NZARE)*, Wellington (24-26 November), 2004.
- LOCKE, T. & HILL, M. Constructions of primary teaching practice in the wake of the 90s reforms. Paper presented at the *annual conference of the New Zealand Association for Research in Education (NZARE)*, Auckland, 29 November-3 December, 2003.
- HILL, M. & ROBERTSON, J. (2004). Practice-based evidence for improvement: early findings of the 'Great Expectations' TLRI project. Paper presented at the *Annual Conference of the New Zealand Association for Research in Education (NZARE)*, Wellington (24-26 November), 2004.
- BISHOP, A.R., COWIE, B.M., HILL, M.F., JONES, A.T. & MCGEE, C.F. Curriculum Stocktake: National school sampling study. *New Zealand Association for Research in Education (NZARE)*. Palmerston North (5-8 December). p.38, 2002.