

	<h2 style="color: red; margin: 0;">Margaret Egan</h2> <p style="margin: 0;">Academic Director and Facilitator, Kia Eke Panuku</p>		
POSITION STATEMENT	<p>Our capacity is boundless when our curiosity is sparked, we are challenged beyond our comfort zone, we see familiar things from another perspective, we can connect our learning to who we are and what we know, we learn with and from others. <i>Ki te kore koe e hoe i tō waka</i>, if we don't continue to challenge ourselves with questioning, reflecting and developing new skills, new ways of being and responding, <i>kāore tō waka e tū, ka hoki whakamuri</i>, we won't just stand still we will go backwards. I have been a teacher, dean, head of department and deputy principal in secondary schools. I strive to be a culturally responsive educator and leader who works collaboratively to transform learning contexts and systems to promote a more socially just, equitable and bicultural Aotearoa.</p>		
QUALIFICATIONS	2014 – current 2010 2009 1994 1987 1985 1983 Current	Undertaking Doctor of Philosophy Postgraduate Diploma of Education Diploma in Te Ara Reo Māori Masters of Science - Chemistry Teacher Certification Diploma of Secondary Teaching Bachelor of Science Practising Teacher Certificate - 115661	The University of Waikato The University of Waikato Te Wānanga o Aotearoa Massey University Auckland College of Education Massey University Education Council
RECENT RELEVANT EMPLOYMENT HISTORY	2014 – current 2013 – 2014 2012 – 2013 2002 – 2012 1994 – 2002	Academic Director and facilitator, Kia Eke Panuku, The University of Waikato Regional Research Co-ordinator, Te Kotahitanga, The University of Waikato Regional Co-ordinator, Te Kotahitanga, The University of Waikato Deputy Principal, Tauranga Girls' College, Tauranga Head of Department, Science, Tauranga Girls' College, Tauranga	
RELEVANT EXPERIENCE	2014 – current Academic Director, Kia Eke Panuku 2012 – 2014 Regional Research Co-ordinator Te Kotahitanga 2010 – 2016 Research interests	A member of the national leadership team, I have engaged with educational research and theory to contribute to the academic and strategic development of professional learning within Kia Eke Panuku. I contribute to milestone reporting including supporting the data team, identifying and providing evidence and analysis, summarising outcomes and impact at the school, regional and national levels. I lead a regional team of six professional development facilitators focused on supporting teachers and school leaders to develop and implement culturally responsive and relational learning contexts to accelerate the equitable achievement of Māori students. This work both within the facilitation team, and within and across schools, is underpinned by Critical and Kaupapa Māori theory and Socio-cultural views of learning. We collaboratively engage in iterative cycles of inquiry focused on developing professional practice at multiple levels (classroom pedagogy, leadership and facilitation), testing the impact against outcomes for learners, with the specific focus of addressing the aspirations of Māori communities by supporting Māori students to pursue their potential. I was responsible for the analysis and strategic communication of relevant participation, engagement and achievement evidence to and from schools, and across the Research and Development team, focused on impact of the professional learning and development. I liaised with school leaders and teams to support their implementation, integration and evaluation of Te Kotahitanga at levels of leadership and classroom practice, providing both in-school and out of school professional development towards the goal of improving Māori student achievement.	

	<p>1994 – 2012 School Leadership</p> <p>I re-engaged with post-graduate studies focused on educational leadership and Māori education. I continue to explore Leadership theories and approaches, Kaupapa Māori and Critical theories, and theories and views of learning. I am interested in leadership praxis and particularly the impact of learning on leadership practice and on outcomes for others including reciprocal influence: within schools colleagues, staff, learners; beyond the school whānau and community.</p> <p>I am currently engaged in PhD research investigating how leadership influences a shared understanding of culturally responsive and relational practices across a secondary school and the impact this has on Māori students enjoying and achieving education success as Māori.</p> <p>I have drawn on my previous experience, as a deputy principal and middle leader in a large urban secondary school, to build capacity and expertise of teams within and across schools, to sustain in-school professional learning using iterative and evidence-based critical ako inquiry cycles.</p> <p>As a deputy principal I was responsible for school-wide curriculum development, senior school assessment including co-ordinating moderation processes, NZQA liaison, pastoral care for cohorts of students, professional learning integrating ICTs with pedagogy for teachers, co-ordination and management of SMS (student management system), analysis and reporting of educational outcome data.</p> <p>As head of Science I lead a team of 13 staff to co-ordinate the design and development of curriculum to meet needs of learners and the requirements of NZC across science, biology, chemistry and physics. Support the professional practice and development of the science staff team, manage resourcing and staffing across the department.</p>
RELEVANT AWARDS	<p>2015 NZARE Group Award – University of Waikato: Te Kotahitanga Research and Professional Development Team</p> <p>2013 WISE Award – Te Kotahitanga</p>
RECENT CONFERENCE PRESENTATIONS	<p>Ford, T. & Egan, M. (2016). Giving life to Ka Hikitia: Māori students enjoying and achieving education success as Māori. Workshop presentation at the First Time Principals Residential. Auckland NZ</p> <p>Egan, M., Berryman, M., & Ford, T. (2015, November). <i>Te Kotahitanga Phase 5: An accelerated school-based reform</i>. Paper presented at the New Zealand Association for Research in Education Conference, Whakatane, NZ.</p> <p>Ford, T. & Egan, M. (2015, November). Kia Eke Panuku - Ako: critical cycle of learning in professional learning and development praxis. In <i>Kia Eke Panuku – from policy to praxis</i>. Symposium conducted at New Zealand Association for Research in Education Conference, Whakatane, NZ.</p> <p>Berryman, M. & Egan, M. (2015, September). <i>Identifying the impacts of an accelerated Te Kotahitanga reform response on classroom pedagogy in two different school cohorts</i>. Paper presented at the European Conference on Educational Research, Budapest, Hungary.</p>
SELECTED RECENT PUBLICATIONS	<p>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. <i>International Journal of Leadership in Education</i>. Published online 11 August 2016. DOI: 10.1080/13603124.2016.1206973</p> <p>Berryman, M., Eley, E., Ford, T. & Egan, M. (2015). Leadership: Going beyond personal will and professional skills to give life to Ka Hikitia. <i>Journal of educational leadership, policy and practice</i>. 30(2) pp 56-68. New Zealand Educational Administration & Leadership Society, Wellington, NZ</p>

	<p>Berryman, M., Ford, T. & Egan, M. (2015). Developing collaborative connections between schools and Māori communities. <i>Set: research information for teachers 2015: no. 3</i>. pp 18-25. NZCER, Wellington, NZ</p> <p>Egan, M. (2015). Opening futures: culturally responsive and relational practice in schools. In M. Berryman, A. Nevin, S. Soohoo & T. Ford (Eds.), <i>Relational and responsive inclusion</i>. pp 107-125. Peter Lang, New York.</p> <p>Berryman, M., Egan, M. & Ford, T. (2014). <i>Sustaining and Spreading Education Reform: including marginalised students</i>. University of Waikato, Hamilton, NZ</p> <p>Egan, M. (1994) <i>The synthesis of quaternary ammonium cellulosic ion exchangers</i>. Unpublished thesis presented in partial fulfilment of the requirements for the degree of Master of Science in Chemistry at Massey University, Palmerston North, NZ.</p>
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Bio

MARGARET EGAN

M.Sc (Hons), PGDip Ed, BSc, DipT

Academic Director and facilitator

Kia Eke Panuku: Building on Success

Margaret is an Academic Director and facilitator for the University of Waikato team working in Kia Eke Panuku: Building on Success. She is an experienced leader and facilitator who works collaboratively within and across schools throughout New Zealand to develop and implement culturally responsive learning contexts to accelerate the achievement of Māori students. Margaret supports school leaders and school-based facilitation teams to sustain iterative cycles of inquiry focused on developing professional practice at multiple levels (classroom pedagogy, leadership, whānau and learners), testing the impact against outcomes for learners, with the specific focus of Māori learners enjoying education and succeeding as Māori. She has previous facilitation experience working as a regional and research co-ordinator with the Te Kotahitanga research and professional development team. Margaret has a particular focus on culturally responsive and transformative leadership praxis influencing learning contexts and systems to promote a more socially just, equitable and bicultural Aotearoa. She publishes in this area.