Curriculum Vitae

Reynold Macpherson

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FULL NAME   Reynold John Sinclair Macpherson

PERSONAL

Born 25 July 1946 in Kaitaia, Northland, holds New Zealand nationality and Australian citizenship
Married to Monica Ruth Macpherson, British nationality, Australian citizenship, four independent children
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Prescription drugs to control hypertension and cholesterol.

EDUCATIONAL QUALIFICATIONS

1966 North Shore Teachers Training College, Trained Teachers Certificate
1975 Reading University, Diploma in the Advanced Study of Education
1976 Open University, Bachelor of Arts; mathematics and management
1980 University of New England, Master of Educational Administration; school leadership
1985 Monash University, Doctor of Philosophy; strategic leadership in large systems
2007 University of Waikato, Postgraduate Certificate of Management Studies.

PROFESSIONAL APPOINTMENTS

1965-1967 Primary School Teacher, New Zealand
1968-1974 Secondary School Teacher, Scotland
1975-1977 England - Head of Year, Secondary School
1978-1979 Mathematics Master, Senior High School, Western Australia
1980-1981 Teacher Development Officer, Department of Education, Western Australia
1980-1981 Tutor, Sociology, Murdoch University
1981-1984 Lecturer, Educational Leadership, Monash University
1984-1991 Senior Lecturer, Educational Administration, University of New England
1992-1997 Associate Professor, Education, University of Tasmania
1997-2002 Professor and Director, Centre for Professional Development, University of Auckland
2002-2005 CEO, Waiariki Institute of Technology
2005-2007 Chancellor, CEO and Professor of Strategic Management, Abu Dhabi University, UAE
2007   Adjunct Professor of Educational Leadership, Australian Centre for Educational Studies Macquarie University, Sydney
2008   Formative Evaluator, Kaikoura Community Planning Project
2008   Konica Minolta Dame Jean Herbison Scholarship holder, New Zealand Educational Administration and Leadership Society, to conduct a 'National Review of the Preparation and Succession of Educational Leaders in New Zealand / Aotearoa'.
2009   New Zealand Aid, capacity building in the Inspectorate, Ministry of Education, East Timor.
2009-2012 Evaluator, School-based Integrated Health Centres Project, Cornwall, England
2013-2014 Adjunct Professor, Macquarie University, Ryde, Sydney, Australia.
2014-2015 Researcher, History of the Institute of Senior Educational Administrators, NSW, Australia
2015-2016 Endorsed mayoral candidate, Rotorua District Residents and Ratepayers

SIGNIFICANT DISTINCTIONS / AWARDS

1965	Completed probationary year of the New Zealand Trained Teachers Certificate
1987-1988	Senior Management Policy Researcher to the New Zealand Government's Review of the Administration of [*Tomorrow's*] Schools - chaired by Mr Brian Picot
1988, 1989	Visiting Professor at two Summer Schools, Faculty of Education, University of Victoria, British Columbia, Canada
1989	Senior Management Policy Researcher to the Minister's Management Review of the New South Wales Secondary School System, chaired by Dr Brian Scott
1989	Senior Management Policy Researcher to the Minister's Management Review of the New South Wales Technical and Further Education System, chaired by Dr Brian Scott
1991	Awarded Fellowship of the Australian Council for Educational Administration (FACEA)
1992	Awarded Fellowship of the Commonwealth Foundation: Evaluation of aid programmes in Kenya, Botswana, Ghana and Namibia, Africa
1992	Leadership and Management Training for Principals Project: Project Designated as being of National Significance, Australia
1992-1994	Editor, *Studies in Educational Administration*
1993	Governor-in-Council appointment to the Schools Board of Tasmania
1993	British Council Travel Award
1994-1998	Editor, *International Studies in Educational Administration*
1994	Awarded Fellowship, Commonwealth Council for Educational Administration (FCCEAM)
1995	Guest Editor, *Organisational Theory Dialogue*
1996	Guest Editor*, International Journal of Educational Research,* 23, 6*.*
1997-2002	Professor and Director, Centre for Professional Development, University of Auckland
1998	Guest Editor*, Educational Policy*
1998	Guest Editor, *Politics of Education Yearbook*
1998	New Zealand Academic Auditor, New Zealand Vice Chancellor's Committee
2000	Awarded Fellowship of the New Zealand Educational Administration and Leadership Society (FNZEALS)
2001	Academic Quality Auditor, Australian Universities Quality Agency
2002-2005	CEO, Waiariki Institute of Technology – Whare Takiura
2005-2007	Chancellor and CEO, Abu Dhabi University, personal chair in strategic management
2007	Adjunct Professor, Educational Leadership, Australian Centre of Educational Studies, Macquarie University, to lead the team upgrading the Educational Leadership Programme
2008	Awarded Konica Minolta Dame Jean Herbison Scholarship, NZEALS, to conduct a 'National Review of the Preparation and Succession of Educational Leaders in New Zealand / Aotearoa'
2009	Outstanding Paper Award Winner, Emerald Literati Network Awards for Excellence 2009, for Macpherson, R.J.S. (2008). Critical management in knowledge organizations, *International Journal of Educational Management,* 22(7), 676-695, translated into Chinese and republished in the *Journal of Education Research*, Higher Education Press, Taiwan.

PROFESSIONAL SOCIETIES / SERVICE / OTHER ACTIVITIES:

1984, 1985, 1986	Conference Committees, Applied Philosophy and Educational Administration
1989	Chairman, Inaugural National Graduate Seminar, Educational Administration, UNE
1989	Convener, ACEA's Structures Think Tank
1990-2002	AERA Papers Proposal Reviewer
1991-1998, 2000 – 2002	Member, Board, CCEA
1994-1998	Vice-President, CCEA
1995	Organiser, AERA Symposium on Accountability in Education
1999	National Workshop Co-organiser for Academic Auditors, Quality Assurance Staff and Academic Development Unit Directors, Victoria University of Wellington
1995 -	Member of Editorial Boards of the *International Studies in Educational Administration,*

School Organisation, Journal of Educational Administration, Educational Administration Quarterly, School Leadership and Management, Journal of Educational Administration and History

1999	Chair, NZEAS's Research Conference, Waipapa Marae, University of Auckland
2000	Conference Committee, NZEAS
2000	Organising Committee, International Council of Experiential Learning Conference
2000	Founding Board Member, Health Professional Education Unit, University of Auckland
2000	Member, Flexible Learning Initiatives Funds Committee, University of Auckland
2000	Member, Teaching Awards Committee, School of Medicine, University of Auckland
2001	Board of the CCEAM

LEADERSHIP SERVICES

Summary Statement

My leadership philosophy is centred on the concept of educative leadership. It has been the central motif of my experience and research for decades at team, unit, institution, national and international levels of service. It has evolved and focused through practice and research on to the issues of leadership professionalization, the leadership of interprofessional collaboration and large system leadership.

Educative leadership is concerned with evidence-based practice that achieves learning. In school and system settings it seeks organizational learning through coherent action across all six phases of policy making and implementation;

1. the philosophical processes of determining purposes,
2. the strategic processes of evaluating circumstances and determining options and their consequences,
3. the political processes of articulating policy and mobilising support and resources,
4. the cultural processes of reconciling cultural safety with the planned reconstruction of organisational norms and services,
5. the management processes of planning and achieving improvements, and
6. the evaluation processes of measuring outcomes against objectives and then reviewing primary purposes.

At various times, my philosophy of educative leadership has focused on
- policy making at team to international system level,
- enabling others to achieve concordance over ends and means,
- creating learning organisations,
- promoting the principles of New Zealand's Treaty of Waitangi,
- achieving a financial 'turn round' in a polytechnic in financial crisis,
- delivering the 'start up' of an elite private university in the Middle East intended to contribute to the development of a knowledge society in the United Arab Emirates and wider region
- developing a new approach to community-initiated education planning in a context of self-governing and self-managing schools
- the preparation and succession of educational leaders in New Zealand / Aotearoa
- the preparation of principals internationally
- the professionalization of educational leaders
- the leadership of interprofessional collaboration, and
- leading the reform and development of large organisations and systems.

All applications of educative leadership have been intended to achieve capacity building, that is, *human resource development* (equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively), *organizational development* (improving management structures, processes and procedures, and external relationships), *and institutional and legal framework development* (legal and regulatory changes to enhance and sustain effectiveness).

1984-1991   University of New England

As a member of the Department of Administrative, Higher and Adult Education Studies, leadership service included membership of various working parties concerned with computerisation, curriculum development and regulations, coordination of student research, marketing and curriculum development.

I was three times elected Sub Dean of the Educational Administration Programme, then the largest MEdAdmin programme in the Southern Hemisphere. As a member of the Faculty of Education, Nursing and Professional Studies, my services included
- membership of the Standing Committee of Faculty,
- membership of various *ad hoc* working parties of Standing Committee and Faculty,
- membership of the Faculty Marketing and Publicity Advisory Committee,
- Academic Coordinator of Overseas Studies, and
- staff-elected member of Senate.

1992-1997   University of Tasmania

I was appointed to the Department of Education at Launceston, 1992, as Associate Professor and Director of Research Development. The Faculty Executive and Executive Dean commissioned me to conduct a collaborative review of research development and management policy. This led to the development of a Higher Research Degrees Student Database, the co-edited *Research Newsletter,* a Research Seminar Series, weekend workshops, a number of inter-state and international visitors and facilitating colleagues and research teams developing research grant applications. The five-year research development targets were achieved in three years.

Appointed Head of the Department of Education at Launceston, 1992 – 1993, I led retreats in which colleagues collaboratively reviewed strategies, structures, workloads, services and resource allocation policies. This led to splitting the department into two, each with AUD3+ million budgets, new workload management practices, and reconstructed teaching and secretarial services. A business plan was also developed for the English Language Centre, Launceston. Collaborative and competitive bids were successfully mounted for minor works and large equipment bids to the Australian Research Council (ARC). Middle management structures were restructured into teaching and R&D teams, each with a program budget.

Leadership service to the School of Education from 1992 included membership of the Advisory Group to the Executive Dean, the School Research Policy Committee, School Executive, School Research Advisory Board and service as Deputy Academic Dean.

Service to the Department of Secondary and Post-Compulsory Education in 1994 included the successful marketing of courses in Singapore, Vietnam and Malaysia. Service to the Schools of Education, Health Sciences and Humanities and Social Sciences included leadership of the team that established the Launceston Social Science Research Laboratory with an ARC grant. Service to the University of Tasmania included membership of Academic Senate and membership of the Research Higher Degrees Committee.

1997-2001   University of Auckland

I was appointed Professor and Director, Centre for Professional Development, to manage a NZD1 million budget, 16 full-time and 50 part-time staff, and 14 programmes
- Teaching/Learning and Research
- Generic Professional/Personal Development and Training
- Education Technology
- Computer Training
- Tutors and Demonstrators

- Leadership and Management
- Graduate Research
- Organisational Research and Development
- Orientation for New Staff
- General Staff D evelopment Review
- Evaluation of Teaching
- CPD Administration to all Programmes
- CPD Internal Professional.

Policy advice was provided to the following committees
- Professional Development Committee
- Staff Professional Development Committee
- Teaching and Learning Committee
- Education Committee
- Vice Chancellor's Staff Advisory Committee
- Vice Chancellor's Staff Advisory Committee's Human Resource Working Party
- Senate.

Consultancies were provided to a wide range of Departments. This included that facilitation of strategic planning such as vision and mission building, curriculum review and development, structural reform, staff re-profiling, marketing, evaluation and improvement of teaching, programme planning and budgeting.

Leadership services included

1999 Chair of the Teaching and Learning Committee's Working Parties that investigated flexible learning, teaching improvement grants, and student study space.

1999-2000 Investigated on-line delivery of leadership development in higher education during six months research and study leave in Canada and USA

2000-2001 Participated in the Vice Chancellor's 'Key Issues' meetings concerning Human Resources Development and Flexible Learning

2001 Participated in policy review working parties concerned with Academic Staff Professional Development, Orientation, Induction and Mentoring, Customer Service, Evaluation of Teaching, Courses and Qualifications, Student Surveys, Review and Evaluation of teaching, Courses and Qualifications.

Community service in the period 1999 – 2001 facilitated the development of research at Northland Polytechnic.

2002-2005   Waiariki Institute of Technology – Whare Takiura

I was appointed Chief Executive Officer January 2002 to lead about 500 part- and full-time staff (330 FTEs), manage the NZD30 million budget, and deliver appropriate programmes to about 9,500 students (2,834 EFTS) on seven campuses. A provisional budget was created for 2002 and the institution's management and information systems were then reconfigured. The Council and the Senior Management Team (SMT) agreed to focus on four priorities in 2002; the reform of governance, the reform of management systems, settle debts, and to deliver a financial turn round.

Governance processes focussed on risk management and fresh strategic plans for growth, governed by an elected Council advised by Te Mana Matauranga (a council of kaumatua and kuia from the main iwi of the region). The SMT reformed management systems, developed new programmes and fresh methods of reconciling academic quality with course and programme viabilities. All debts, including discovered liabilities, were cleared in 2002, but unexpected variances in two Schools resulted in a $700K deficit.

The results of the reforms became particularly evident in 2003. All but two Schools achieved returns on revenue in excess of the institutional overhead of 31%. The two Schools with unacceptable variances were reorganised into new entities that then achieved threshold viability within the year. Improvement projects managed by Directors resolved many long-standing problems. An audited $800K surplus was achieved in 2003.

Collaborative strategic planning processes involving stakeholders developed new Charters and Profiles in 2002, and revised them in 2003 and 2004. Budgets were signed off in October each year to enable operational planning to proceed.

The strategic achievements of Waiariki between January 2002 and July 2005 included
- systematic re-integration of governance and management, including Maori policy
- new planning, risk management, scheduling and information systems
- organisational reviews that improved the productivity of support units, regional campuses, schools
- established bridging studies and curriculum alignment partnerships with regional schools
- developed many new external strategic and operational partnerships
- partnered with Forest Industries Training and the University of Auckland to develop a new National Centre of Excellence in Wood Processing Education and Training
- partnered with the Rotorua District Council, Skill NZ and Work and Income New Zealand to research employment skill gaps in the region
- developed Charters and Profiles that were approved by the Tertiary Advisory Monitoring Unit of the Ministry of Education and delivered on the Government's Tertiary Education Strategy.

Key operational reforms achieved in the same period included
- academic management systems, especially curriculum alignment and development
- academic support service systems
- financial and resource management systems
- human resource management and development systems
- successful completion of a full NZPPC Audit
- establishing a new Directorate of Maori Advancement.
- NZD $1 million refurbishment of the nursing and health studies building
- NZD $5m for a new National Centre of Excellence in Wood Processing Education and Training.

A summary of Waiariki's financial performance and projections using national performance benchmarks set by TAMU follow. All actual data are audited.

Indicator (national benchmark)	Actual 2001	Actual 2002	Actual 2003	Actual 2004	April Reforecast Budget 2005
Operating Surplus	608,000	(761,000)	807,000	768,000	918,550
Return on Income (3-5%+)	2.57%	-3.00%	2.90%	2.84%	3.19%
Return on Assets (1-3%+)	2.05%	-2.50%	2.40%	2.33%	2.91%
Working Capital	(2,544,000)	(2,801,000)	(1,690,000)	(1,164,000)	(1,463,391)
Working Capital (95-105% plus)	59.79%	52.00%	65.00%	70.12%	59.24%
Net Operating Cashflows	1,882,000	2,929,000	2,844,000	3,313,000	3,800,312
% Tot Cashflow / Cash out (5-12%+)	8.52%	13.00%	12.00%	13.65%	14.12%
Liquid Assets	3,718,000	2,918,000	3,036,000	2,658,000	2,053,244
% Cash inflow / outflow (105-115%+)	109.19%	113.00%	112.00%	117.04%	114.30%
Asset Productivity (60-70% plus)	79.63%	112.00%	97.00%	82.15%	91.18%
Student debt (<3% student income)	11.22%	8.50%	1.60%	0.07%	1.08%
Net Cash & Investments	(431,000)	1,038,000	1,273,000	2,061,000	1,325,337

The degree of reform, and the financial turn round achieved, provided an effective platform for continuous improvement in academic quality and services, although the national policy and funding context remained uncertain. I left Waiariki in mid 2005 to take up leadership of Abu Dhabi University.

2005 - 2007 Abu Dhabi University

ADU is a private university on three sites; Abu Dhabi City, Khalifa City and Al Ain. Its vision is to become a premier university regionally. Its mission is to provide higher education needed for human, social and economic development in the region.

The preliminary strategic objectives of the ADU were to:
- Create an environment where excellent people thrive
- Achieve excellence in teaching and learning
- Manage resources and organization for quality
- Achieve international standing as a premier university
- Develop a responsive engagement with communities
- Become a national leader in research and creative works, and
- Achieve financial success.

The University started operations in September 2002 but grew slowly in temporary facilities. I was appointed Chancellor and CEO in July 2005 to provide strategic leadership to the University. It moved into custom built facilities in October 2006 to begin its fourth year of operations.

By June 2007 it had achieved a student headcount of over 4,000. Student trend data already in the public domain follow, *not including* the cohorts of mature-aged students enrolled in the Institute of Continuing Studies, nor those enrolled in short courses in the Institute of Executive Development and English Language Institute which, together, would add over 1400 to the head count:

	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Total Student Headcount	912	1,366	1,820	2,600
Nationals as % of New Students	53%	55%	39%	44%
Average Class Size	24	22	20	23
Retention Rate	-	69%	75%	83%
% New Students HSGPAs >80%	28%	31%	42%	40%
ItyAcademic Facu	-	94	123	135
Support Staff	-	77	107	124

Key stakeholders include the Board of Trustees and Governors, the Executive Board of Governors (EBG), the Commission of Academic Accreditation, Ministry of Education, leaders in higher education, government and private sectors, international partners, ADU staff and the media. Key clients, or recipients of services, include the Chairman, EBG, ADU students, parents and sponsors of ADU students, and potential employers of ADU students.

From the outset, as approved by the EBG, my service focussed on
- Strategic leadership in planning, continuous improvement, budgeting and evaluation in academic, administrative and financial systems, most especially the development of foundational HR, budgeting, curriculum development, and institutional evaluation policies and processes
- Liaison with the Commission for Academic Accreditation, the national quality assurance agency in the Ministry of Higher Education and Scientific Research
- Line management and coordination of the Provost, Vice Chancellor, Institutional Research Office, the Document Control Office, and the Chancellor's Office
- Entrepreneurial initiatives as approved by the Chairman of the Board of Trustees and published on the Chancellor's Tasks and Projects list.

The main methods of delivering services included membership of the Board of Governors, chairing ADU's University Council, line managing senior executives, managing a complex set of improvement projects, establishing working parties for short-term policy and action research tasks, and sustaining effective external and international liaison, all at the personal direction of the Chairman of the Executive Board of Governors.

Six primary objectives were agreed for achievement in three academic years (from 2005-2006 to 2007-2008):
1. To establish effective strategic planning and strategic leadership in the University
2. To further develop the scope, quality and productivity of the University's academic program
3. To further develop appropriate, effective and efficient service and support systems
4. To initiate a University community engagement strategy involving higher education, government and private sectors, community, staff and students
5. To initiate a University internationalization strategy
6. To coordinate University development with the Holding Company's initiatives.

The following indicators show the degree to which these targets were achieved by the end of June 2007:

1. Strategic Planning and Leadership
   - Phase One of the Capital Works Program, AED260 million, successfully concluded in 2006, with Phase 2, about AED500 million, to follow
   - The Draft University, College and Support Department Balanced Scorecard Strategic Plans were completed and submitted for approval to the EBG by mid 2006
   - The Proposed Operational Budget for 2006-2007, of AED95 million, was revised to bring the deficit under AED20 million and thus remain on track to breakeven by August 2008
   - New planning and budgeting policies and processes were designed and implemented, including the introduction of new tools of financial monitoring during budgeting for 2006-2007 that raised the productivity of the three current Colleges.

2. Academic Development
   - Curriculum development accelerated to the point where the July 2005 product range and enrolments more than doubled by September 2007; due to the launching of five new masters and five new bachelors programs, the planned launching in September 2007 of three new Colleges (Faculties) - Engineering and Design (with four new BSc programs), Medical and Health Sciences (with a new Doctor's Program and five new BSc programs in Health Science), and a College of Law (with two BA programs)
   - New University and College Balanced Scorecard Plans were ready for approval by July 2006, currently being reworked for July 2007
   - MOUs were signed on the 5th of February 2007 with Technology University of Munich and the University of Bonn regarding the collaborative development of a German College of Medical and Health Sciences.

3. Service and Support Services
   - New evaluation tools for all service and support departments were designed and trialled
   - Early evidence suggests that clients and stakeholders are indicating, with some exceptions, over 80% satisfaction with regard to the quality of services provided,
   - Further major improvement projects, such as an Educational Resource Planning and an Executive Information System, were started when the new Vice Chancellor for Administrative and Financial Affairs arrived in January 2007.

4. Community Engagement
   - Higher education networks were evidenced in regular inter-institutional consultations
   - Open and effective relationships with government ministries and agencies were established
   - New College and Support Department advisory structures engaged with many communities
   - Students serving on University Council
   - Numerous press events gained regular and extensive media coverage.

5. Internationalization
   - A wide and growing range of international partnerships were established for curriculum development and accreditation purposes
   - Many MOUs put in place with international universities of standing
   - With the first graduates due at the end of 2006, the formal recognition of the ADU (by Middle Eastern countries and via US institutional accreditation processes) was advancing steadily.

6. Coordination in the Holding Group during Entrepreneurial Outreach
   - Bridging education contracts were won by the Institute of Continuing Studies; up to 6,000 mature-aged students will be prepared for their move from the public to the private sector, and up to 4,000 military personnel will be given medical training.
   - Executive development short courses offered by the Institute of Executive Development were taking a strong market position and bridging many mature-aged executives into the new MBA
   - English language short courses - for special purposes and as bridging education into the new masters degrees –diversified and boosted the contribution of the English Language Institute.

Having achieved these three-year targets in two, a separation agreement was negotiated with the Chairman so that I could to seek a new challenge from the end of June 2007. I was offered an adjunct

professorship at Macquarie University to help reform the Educational Leadership Program in the Australian Centre for Educational Studies.

2007   Adjunct Professor, Australian Centre for Educational Studies, Macquarie University

This appointment was to help reform the Educational Leadership Program, including research-based content related to leadership for learning, interactive pedagogy in a Blackboard CE6 environment, on-line delivery and marketing.

2008   National Review of the Preparation and Succession of Educational Leaders in New Zealand / Aotearoa

This national policy review was selected for support by the NZEALS through the award of its Konica Minolta Dame Jean Herbison Scholarship.

2008-2009   Capacity Building, Ministry of Education, Timor Leste

Commissioned by NZAid to evaluate and develop the Inspectorate of schools in Timor Leste, especially to advise on improvement to structures, functions and professional development and to compile a *School Inspection Manual.*

2009-2012   Evaluator, School-based Integrated Health Centres Project, Cornwall County, England

This was a three-year commission to design a rigorous evaluation strategy for the project and to manage data collection, reporting and project information systems, including the dissemination of findings and research publications.

2013-2014   Adjunct Professor, Macquarie University

This commission was to develop and deliver a prototype masters unit, Power, Values and Educative Leadership, in Session 3 (Summer School), using a blended delivery system (online and oncampus simultaneously) for the Educational Leadership Masters Programme.

2014-2015   *The Institute: A Centennial History of the Institute of Senior Educational Administrators, formerly known as the Institute of Inspectors of Schools and Senior Educational Administrators, and prior to that, as the Institute of Inspectors of Schools of NSW.*

Available at http://www.amazon.com/The-Institute-Centennial-Educational-Administrators/dp/1631357425 the purpose of this history was to provide an authoritative and scholarly account, and appreciation of, the Institute's development, services, major events, leadership, crises, and achievements.

The history acknowledged and appraised the considerable power exercised by members of the Institute over the last 100 years. At various times the Institute was a dominant force in education policy-making and implementation in NSW, at other times less so. Members exercised a decisive influence over curriculum development, the assessment of student learning, school accreditation and development, and the careers of teachers. Hence the outcome proposed: a sociology of the Institute as an organization with political philosophy used to evaluate its use of power.

This purpose and intended outcome required a description of how the Institute of Inspectors of Schools was established on the 14 January 1914 with a formal constitution. It clarified the traditions of association that were inherited from those with similar prior roles in the education system that had been developing since the British colony of NSW was established in 1788. The history reflected the policy context and administration of public schooling throughout the twentieth century and into the early decades of the twenty-first century. Overall, it explained the life cycle of the Institute; its context, founding, exhilarating growth, achievements and criticisms, and finally, its gradual marginalization in the NSW public school administrative systems.

TEACHING

My teaching philosophy favours blending constructivist and directed approaches in order to challenge learners with a wide range of learning experiences and trustworthy feedback on their progress. The main aims are to create manifest progress in achievement and to have learners learn how to engage systematically in advancing their knowledge, skills and dispositions.

This approach assumes that learners deepen their understandings and develop expertise in learning when they construct personal sense of concepts and coherent webs of belief related to practice, solve problems of substance, and in addition, develop a strategic and critical appreciation of their learning.

This suggests that the effectiveness of teaching and leadership is to be indicated by an evidence-based appreciation of outcomes, including measurements on a common scale, the creation of effective solutions and sustained learning progress. The key tasks of teachers and educative leaders include encouraging the collaborative visioning of intended outcomes, designing and responding to creative learning challenges, providing access to trustworthy knowledge, applying learning in diverse settings, and sustaining rigorous feedback on learning achievements.

Tertiary education has a strategic inter-generational opportunity to exploit information and communication technology (ICT) for educational purposes. ICT appears to be a determinant of the competitiveness of nations in the global economy. While applications are still converging, they are in their infancy, and one reason why researching ICT applications in education has been an important adjunct to my educative leadership research programme. To illustrate, one of my sabbaticals was used to research international developments in flexible learning and distributed delivery systems. More recently, the reconstruction of Macquarie's Educational Leadership Programme was driven in part by international demand by mature learners for asynchronous and ICT-enabled pedagogy based on individual learning contracts.

In my view, flexible learning could yet give small nations like New Zealand strategic advantages in the global knowledge economy, especially so with the provision of capacities critical to the development of knowledge societies. Universities have a special responsibility to guide critical scholarship into the role being played by ICT in all aspects of cultural, social and economic development, while polytechnics can make major contributions through capacity building.

In more recent times I have developed a strong interest in helping aspirant, newly appointed and experienced leaders learn about leadership. This has involved articulating curriculum and professional development strategies through engagement in the International Study of the Preparation of Principals Project, in the consortia that developed the seminal *International Handbook on the Preparation and Development of School Leaders,* and in the research network concerned with the leadership of teaching and learning in *The 21st Century, Globalised University.* Current projects related to teaching educational leadership entail researching international policy options regarding the professionalization of leaders, and with the advent of school-based integrated health centres, the leadership of interprofessional collaboration.

A summary of my teaching follows

1980-81   Tutor of MEd Sociology of Education, Murdoch University.

1981-84   BEd and MEd units (semester-length courses) taught at Monash University included
- o Technology and the Administrator
- o Human Elements of Educational Administration
- o Introduction to Educational Administration
- o Theory and Research
- o Management of School Improvement
- o Ethics and Educational Administration.

1984-1991 MEdAdmin units taught at the University of New England included
- o Research Preparation
- o School Organisation and Development
- o Recent Interpretations of Practice.

Regular contributions to the Master of Public Policy program
Helped design and deliver a practitioners' doctorate; the EdD
Designed the Joint Staff Development Program that yielded about 40 masters enrolments annually
Designed overseas delivery modes for Hong Kong and Singapore
Supervised 41 higher degree research students (25 completed), examined 25 theses, project reports or dissertations from various universities
Initiated a mentoring service to ex-students and colleagues.

1988, 1989   Visiting Professor at Summer Schools, Faculty of Education, University of Victoria, British Columbia, Canada

1992   Teaching duties at the University of Tasmania included
- MEd Educative Leadership and Policy Making unit (35 enrolments)
- Occasional contributor to the BEd (Hons) and BEd programs
- Coordination of MEd Educational Administration
- Ccoordinator of MEd Research Methods
- Supervisor of seven PhD and four MEd(Res) students and examinations
- Sustained a mentoring service to ex-students and colleagues.

1993   Teaching duties at the University of Tasmania included
- Coordination of Educative Leadership and Policy Making
- MEd Summer School unit
- Graduate Diploma in Social Science Policy Process
- Occasional contributions to the BEd (Hons) and BEd programs
- Coordinator of Educational Administration MEd class
- Coordination of MEd Research Methods
- Sustained a mentoring service to ex-students and colleagues.

Supervisor of 13 part-time research higher degree students and one full-time Korean candidate, and examinations
Designed Graduate Certificate in Educative Leadership
Designed Graduate Certificates in Early Literacy, LOTE, Arts Education, TESOL/TESL and Special Education

1994   Teaching duties at the University of Tasmania included
- Coordination of Graduate Certificate in Educative Leadership units
- Contributions to the BEd (Hons) and BEd programs
- Sustained a mentoring service to ex-students and colleagues.

Supervisor of 16 part-time research higher degree students and one full-time Korean candidate. Two doctoral and one masters research supervisees graduated. Examined three doctoral theses
Convenor, Faculty Executive Working Party that developed an EdD

1995-7   Teaching duties at the University of Tasmania included
- Coordination of Graduate Certificate in Educative Leadership
- Occasional contributions to the BEd and Research programs
- Sustained a mentoring service to ex-students and colleagues.

Successful supervision of 17 part-time research higher degree students and one full-time Korean PhD candidate. Two Canadian, one New Zealand and one British PhD candidates were enrolled with all successfully completing. Supervised six Malaysian joint masters research students.
Negotiated new program delivery systems with the Government of Malaysia and the National Union of Teaching Professionals in Malaysia.

1997 -   Teaching-related duties as Professor and Director, Centre for Professional Development, University of Auckland, including

- Supervising seven doctoral students, mentoring ex-students and colleagues, and providing professional development workshops and consultancies on management, leadership, strategic planning and programme budgeting
- Strategic planning consultancies in many Departments of the University resulting in curriculum review and development, programme planning and budgeting, teaching evaluations and professional development, marketing, restructuring and re-profiling
- Evaluations of teaching were consistently above five on a seven-point scale.

2011-2014   Adjunct supervision of a PhD, University of New England, completed 2014, graduation due 24 October 2014.

2013-2014   Teaching of a prototype masters unit, Power, Values and Educative Leadership, in Session 3 (Summer School), using a blended delivery system (online and oncampus simultaneously) for the Educational Leadership Masters Programme. It made use of my most recent academic textbook, *Political philosophy, educational administration and educative leadership,* London: Routledge. Twenty enrolled, eighteen completed, student evaluations averaged above four on a five-point scale, one joint paper published.

RESEARCH

My philosophy concerning research, after Boyer, is that discovery research is one of four critical forms of scholarship that, together, are needed to guarantee the growth of trustworthy knowledge, the development of knowledge societies and the development of responsible global governance. Definitions follow

1. *Discovery research* is disciplined investigation that creates new ideas and understandings, adding to the stock of knowledge.
2. *Integration research* makes connections across disciplines, in a disciplined way, to order to interpret, draw together and bring new insights to original ideas.
3. *Applied research* is the responsible and rigorous application of knowledge to problems of consequence (to people, institutions and peoples).
4. *Scholarly teaching*, the fourth form of scholarship, is equally disciplined interaction between learners and teachers intended to build skills, understandings and dispositions, and to question knowledge.

It is therefore vital, this view, that there is a close nexus between research and teaching, between research and efforts to improve organisational learning, and between evidence-based professional practice and the solution of problems of consequence.

My research platform is educational leadership. More specifically, having completed my PhD in the leadership of education systems at Monash University, my research at the University of New England focussed on *educative leadership*, that is, leadership intended to achieve learning. My research at the University of Tasmania expanded to include educative accountabilities at system and institutional level in Tasmania and Malaysia in order to provide policies and practices intended to generate continuous learning. My appointment to a chair in professional development at the University of Auckland in 1997 enabled my research to focus on the evaluation of teaching and professional development, academic leadership, organisational development, and the educative potential of ICT.

On appointment to Waiariki, the institution itself and its policy context became an all-encompassing action research project. All other forms of research were suspended to deliver comprehensive institutional reforms; organizational, financial, curricula and pedagogical. Invitations to speak at national and international conferences were guardedly accepted with few papers submitted to internationally refereed journals. My main research interest was, inevitably, the relationships between institutional survival and regional development, in a globalising context.

During my appointment to ADU my interests focussed on delivering its vision – to become a premier university in the region – and its mission – to deliver the higher education needed for human, social and economic development in the region. The institution and its unique policy context constituted an action research project. Given that it is a private university in a highly competitive international market, and guarded concerning its competitive advantages, the findings of this strategic action research will never be published, although analyses of ADU's accelerated curriculum development have been published with permission.

The adjunct professorial appointment to Macquarie University was to help revitalize the Educational Leadership Program with updated research-based content, flexible learning in a CE6 online environment and sophisticated marketing. It resulted in a monograph entitled *Towards Evidence-Based Leadership of Learning* published in the blind- and peer-reviewed Australian Council of Educational Leadership series.

My recent research has been about evaluating the measured outcomes of the three pilot School-Based Integrated Centres in Cornwall, England. The evaluation strategy was intended to evaluate the three IHCs and the Project. Baseline data were collected in 2009 on the sexual, mental and general health and well being of two cohorts, along with academic achievement. Case study and case control methods were used to measure the impact of the centres by late 2012, published in 2013, and the basis for further developments in 2014 funded by the Duchy Health Charity.

In my spare time, I provide genealogical research to my extensive Anglo-Celtic and Maori family networks, read biographies of leaders and geo-political analyses, write biographies of interesting family

members, and to imagine how educative leadership might help people and their organizations learn to the benefit of their clients.

My most recent research project has been a commissioned history of the Institute of Senior Educational Administrators of NSW, Australia. It was published in July 2015.

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16. Pettit, D., Duignan, P.A. & Macpherson, R.J.S. (Eds.) (1990). *Educative leadership and reorganising the delivery of educational services,* Canberra: ACT Department of Education, 84 & xi. ISBN 0 7305 9935 ISSN 0 7306 0931 6
17. Northfield, J.R., Duignan, P.A. & Macpherson, R.J.S. (Eds.) (1987). *Educative leadership and quality teaching*, Sydney: NSW Department of Education, 188 & x. ISBN 0 7305 3834 6 ISSN 0 7306 0931 6
18. Macpherson, R.J.S. (Ed.) (1987). *Ways and meanings of research in educational administration,* Armidale: University of New England, 355 & xvi. ISBN 0 85834 6516 ISSN 0726 156 X
19. Macpherson, R.J.S. (1984). *Ethnographic research in educational administration: An Introduction,* Clayton: Faculty of Education, Monash University, 104 & iv, 1984. ISBN 0 262 19232 X

Papers in Refereed Conference Proceedings

1. Macpherson, R.J.S. (2008) Introducing political philosophy to educational administration. Proceedings of the NZEALS Conference, Auckland, 30 April - 3 May.
2. Macpherson, R. J. S. & Sylvester, K. (2007). Demand for engineering professionals in the UAE: Development of an ABET-compliant program of engineering in Abu Dhabi. Proceedings of the American Society for Engineering Education Conference, Honolulu, Hawaii, June 24-27.
3. Macpherson, R.J.S. (1997) Building a communitarian policy of educative accountability using a critical-pragmatist epistemology. Proceedings of the American Educational Researchers Association (AERA) Conference, Chicago, 24-28 March.
4. Macpherson, R.J.S. (1996). Reframing accountability policy research with post-positivism, pluralism, democracy and subsidiarity. Proceedings of the AERA Annual Meeting, New York, 8-12 April.

5. Macpherson, R.J.S. (1996). OFSTED school inspection and value adding: Educative and public accountability or symbolic politics? Proceedings of the British Educational Research Association (BERA) Conference, Lancaster University and University College of St Martins, 12-15 September.

6. Macpherson, R.J.S. and Cusack, B. (1996). John Dewey and educative leadership. Proceedings of the NZEALS International Conference, Christchurch, 18-21 January.

7. Macpherson, R.J.S. (1996). Contractual or responsive accountability? Neo-centralist 'self-management' or system subsidiarity? Tasmanian parents' and other stakeholders' policy preferences. Proceedings of the AERA Annual Meeting, New York, 8-12 April.

8. Macpherson, R.J.S. (1996). Educative accountability policy research, theory and practice.' Proceedings of the British Educational Leadership Management and Administration Society (BELMAS) Conference, Coventry, 20-22 September.

9. Macpherson, R.J.S. (1995). Educative accountability policies for locally-managed schools: Research findings from Tasmania. Proceedings of the BERA Conference and European Conference on Educational Research, University of Bath. 14-17 September.

10. Macpherson, R.J.S. (1995). Malaysian educative leadership: Interim research findings. Proceedings of the British Educational Management and Administration Society (BEMAS) Conference, Oxford University, 22-24 September.

11. Grady, N. B., Macpherson, R.J.S. & Mulford, W.R. (1995). Problem-based learning in block delivery modes. Proceedings of the AERA Annual Meeting, San Francisco, 17-22 April.

12. Macpherson, R.J.S. (1995). Educative accountability policies for Tasmania's locally managed schools. Proceedings of the AERA Annual Meeting, San Francisco, 17-22 April.

13. Macpherson, R.J.S. (1994). Administrative policy as myth. E. Hickcox & S. Jacobson (Eds.) Proceedings of the 8th International Intervisitation Program, Toronto and Buffalo, 15-27 May.

14. Macpherson, R.J.S. (1992). Educative accountability policies for systems of 'self-managing' schools: Towards domesticating near-feral Schools.' In H. Paine (Ed.) Proceedings of the Australian Council for Educational Administration (ACEA) Annual Conference, Darwin, 5-8 July, Darwin: Department of Education.

15. Macpherson, R.J.S. (1992). Educative school executive teams and the productivity of schools: An applied research project. In K.K. Wong, (Ed.) Proceedings of the Regional Conference of the Commonwealth Council for Educational Administration (CCEA), Hong Kong, 17-21 August.

16. Macpherson, R.J.S. (1991). Policy research into educational administration: An insider view and philosophical implications.' In Teo Lye Huat (Ed.) Proceedings of the Educational Research Association of Singapore Conference, Singapore, 7-8 September, 117-134.

17. Macpherson, R.J.S. and Vann, M. (1994). The management of grief and educative leadership styles. Proceedings of the BERA Conference, Oxford, 10 September.

18. Macpherson, R.J.S. (1994). The Tasmanian educative accountability policies project: Progress, findings and implications for British leaders. Proceedings of the BEMAS Conference, Manchester. 16 September.

19. Macpherson, R.J.S. & Riley, D. (1991). Industrial relations: Education, context and critique. In McKenzie, P. (Ed.) Proceedings of the Australian Association for Research in Education (AARE) Conference, Surfer's Paradise, Queensland, 26-30 November, Melbourne: Australian Council of Educational Research.

20. Macpherson, R.J.S. & Riley, D. (1991). Coping tactics or strategic reform? Industrial relations in NSW state schools and the challenge for educative leaders. In P. McKenzie (Ed.) AARE Conference, Surfer's Paradise, Queensland, 26-30 November, Melbourne: Australian Council of Educational Research.

21. Macpherson, R.J.S. (1990). The reconstruction of New Zealand education: A Case of 'High Politics' Reform. Proceedings of the International Inter-visitation Program of Educational Administration, Manchester, April.

22. Macpherson, R.J.S. (1990). The radical reform of administrative policies in NSW school education: Practical and theoretical implications. Proceedings of the AERA Conference, April.

23. Macpherson, R.J.S. (1989). Interpreting the restructuring of New South Wales school education as philosophy-In-Action: A search for meaning and immortality, and as genetic engineering. Proceedings of the AARE Conference, Adelaide, November and December.

24. Macpherson, R.J.S. (1988). Why politicians intervened into the administration of New Zealand education. Proceedings of the AARE Conference, Armidale, November/December.

25. Macpherson, R.J.S. (1988). Radical administrative reforms in New Zealand education: The implications of the Picot Report for institutional managers. Proceedings of the AARE Conference, Armidale, November and December.
26. Macpherson, R.J.S. (1988). New reform directions for educational governance in New Zealand. Proceedings of the AERA Conference, San Francisco, March.
27. Macpherson, R.J.S. (1987). Towards research-driven postgraduate curricula for educative administrators in a politicised context. Proceedings of the BEMAS Conference, Southampton, September.
28. Macpherson, R.J.S. (1987). Regional directors and the theory of educational administration: Endangered species. Proceedings of the BERA Conference, Manchester, September.
29. Macpherson, R.J.S. (1987). Equal power in adversity: An educational myth for post-Renwick policy-making in New Zealand education. Proceedings of the joint Conference of the AARE and the New Zealand Association of Researchers in Education, Christchurch, 3-6 December.
30. Duignan, P.A. & Macpherson, R.J.S. (1987). The educative leadership project: Methodology and early findings. Proceedings of the BERA Conference, Manchester, September.

Reviews

1. Collecutt, R., Dyer, C., Macpherson, R.J.S., McVeagh, J., Menefy, D., Moller, M., Palmer, A. & Saunders, A. (2001). *Flexible learning action research at Northland Polytechnic*, New Zealand, 14 December, 14 pp.
2. Macpherson, R.J.S. and McKillop, A. (2001). *An evaluation of Far North REAP's mentoring of schools boards of trustees*, 15 October, pp. 88 + iii.
3. Macpherson, R.J.S. (2001). *Northland Polytechnic interim research development report*, Whangarei: Northland Polytechnic, 12 June, pp. 17.
4. Macpherson, R.J.S. (1994). *Educative accountability policies for locally managed schools.* Report to the Secretary, Department of Education and the Arts, Hobart: Tasmania, 1-158 & ii, 21 October.
5. Grady, N.B., Macpherson, R.J.S., Mulford, W.R. & Williamson, J. (1994). *Australian school principals: profile 1994,* Launceston: University of Tasmania, 49 & iv.
6. Macpherson, R.J.S. (ed.) (1990). *The ACEA into the 1990s: The report of the structures think tank,* Melbourne: ACEA, 1-30 & v.
7. Duignan, P.A., Gaut, C. & Macpherson, R.J.S. (1986). *Educative leadership project: Project specifications*, Armidale: UNE Press, pp. 37.
8. Gardiner, P., Fyfield, J. & Macpherson, R.J.S. (1983). *Bialik College: An evaluation*, Clayton: Monash University, 1-160 & ix.

Technical Reports

1. Macpherson, R.J.S. (1999). *The quality of teaching at the University of Auckland.* Inaugural professorial lecture, University of Auckland, 26 August.
2. Macpherson, R.J.S. (1998). *Evaluation of teaching effectiveness - Beyond student evaluations and towards research-led organisational learning.* Report presented at the Association of Staff Developers in the Universities of New Zealand Conference, Victoria University of Wellington, 18-20 November.
3. Macpherson, R.J.S. and Frielick, S.F. (1998). *The Learning Improvement Strategies Questionnaire.* Report presented at the Association of Staff Developers in the Universities of New Zealand Conference, Victoria University of Wellington, 18-20 November.
4. Macpherson, R.J.S. (1998). *A review of the Course Evaluation Questionnaire and implications for New Zealand universities.* Report presented at the Association of Staff Developers in the Universities of New Zealand Conference, Victoria University of Wellington, 18-20 November.

Research Grants / Funding

1986-1993 Co-Director, Educative Leadership Project, New South Wales, ACT and Victorian Departments of Education.
1992-1994 Three Australian Research Council Awards
1992-1997 Director, Educative Accountabilities for Locally Managed Schools Project
1994-1995 Lead Consultant, Malaysian Educative Leadership Research Project
1997 –- NZADT Education Trust Research Grant, Evaluation Information System

2007	Macquarie University, Educational Leadership Programme Review
2008	Ministry of Education, Kaikoura Community-Initiated Education Planning Project, Process Evaluation
2008	New Zealand Educational Administration and Leadership Society, National Review of Preparation and Succession of Educational Leadership, Konica Minolta Dame Jean Herbison Scholarship
2008-2009	Capacity Building Programme, Ministry of Education, East Timor through New Zealand Aid, Ministry of Foreign Affairs and Trade.
2009-2012	Evaluator, School-based Integrated Health Centres Project, Cornwall, England
2013-2014	Unit design commission, Adjunct Professor, Macquarie University, Ryde, Sydney, Australia.
2014-	Research commission, History of the Institute of Senior Educational Administrators, NSW, Australia.

Invited Lectures

1. Macpherson, Reynold. (2014) Educational Administration and capacity building in South Korea, invited keynote paper, Annual Conference of the Korean Association for Educational Administration, Chonbuk National University, Jeonju-si, Jeollabuk-do, South Korea, 24-26 October.
2. Macpherson, R.J.S. (2007). Managing change in English language teaching. Invite keynote paper to the Inaugural and International ADU-IATEFL-ELTM and TD SIGs' Conference, Hilton Hotel, Abu Dhabi, 27-28 January.
3. Macpherson, R.J.S. (2002). Can REAPs ignore globalisation? E hokia Kupe? Invited keynote paper, Rural Education Activities Programme Annual Conference, "Building a Strategy for the Future", Brentwood Hotel, Kilbirnie, Wellington, 9 May.
4. Macpherson, R.J.S., Cusack, B., Hinchcliffe, D., Howse, J., Hyung, P.S., Morrison, C., Vann B., & Wicks, N. (2001). Publishing as you go: The career-critical management of your research reputation. Invited keynote, Staff Research Development Symposium, Auckland University of Technology, 21 November 2001, and to Research Symposium, Northland Polytechnic, 30 November.
5. Macpherson, R.J.S. (2000). Information and communication technology and institutional management in higher education. Invited paper, Programme on Institutional Management in Higher Education, OECD, Paris, 14 June.
6. Macpherson, R.J.S. (2000). The impact of information and communication technology on policies, practice, theory and research in educational administration. Invited paper given to the Canadian Association for the Study of Educational Administration, Congress of the Social Sciences and Humanities, University of Alberta, Edmonton, 25 May.
7. Macpherson, R.J.S. (2000). Taking professional development to virtual heights: Web-enabled learning in a knowledge organization. Invited paper given to the Learning Commons, University of Calgary, 3 May.
8. Macpherson, R.J.S. (2000). Learning organisations for a knowledge economy: The role of national technological institutes of higher education in the 21st Century. Invited paper given to the TEND Conference, Abu Dhabi, United Arab Emirates, 8-10 April.
9. Macpherson, R.J.S. (2000). The role of research in policy development within a political environment. Invited paper presented to the Information Technology and Leadership Policy Seminar, Department of Education and Training, Winnipeg, Manitoba, 24 March.
10. Macpherson, R.J.S. (2000). The direction of graduate programs in education: The probable impact of information and communication technology. Invited paper presented to a Faculty of Education Seminar, University of Manitoba, Winnipeg, Manitoba, 24 March.
11. Macpherson, R.J.S. (2000). Issues in the reform of teacher education: Curriculum, planning and information and communication technology. Invited paper presented to the IT and Leadership Policy Seminar, Department of Education and Training, Winnipeg, Manitoba, 23 March.
12. Macpherson, R.J.S. and Piggot-Irvine, E. (2000). Performance management in New Zealand education. Invited keynote paper presented to the New Zealand Educational Administration Society Annual Conference, Waitangi, 18 January.
13. Macpherson, R.J.S. (1996). The third watershed in building theories of educational administration: Indigenous and international implications for policy research and leadership practice. Invited keynote paper, Eighth Regional/ International Conference of the CCEA, Kuala Lumpur, 19-24 August.
14. Macpherson, R.J.S. (1994). Malaysian educative leadership: A national project proposal. Invited keynote paper given to the Institut Aminuddin Baki (National Institute of Educational Management), Genting Highlands, Malaysia, 23 March.

15. Macpherson, R.J.S. (1994). Evaluating Hodgkinson's axiology of leadership: Exploratory surgery. Invited respondent's paper, Division A symposium, AERA Annual Conference, New Orleans, 9 April.
16. Macpherson, R.J.S. (1994). Restructuring accountability: Educative policy research into a politically incorrect issue. Invited international symposium paper, Division A, AERA Annual Conference, New Orleans, 8 April.
17. Macpherson, R.J.S. (1994). Educative accountability policies: International trends and implications for locally-managed schools. Invited keynote paper given to the Leicestershire Principals' Conference, Buxton, 15 Septembe,.
18. Macpherson, R.J.S. (1993). The balkanisation of powers in Australian education: Political lessons from the recent collapse of national partnerships in policy making. Invited keynote paper given to the BEMAS Conference, Heriot-Watt University, Edinburgh, 10 - 11 September.
19. Macpherson, R.J.S. (1991). Implementing administrative reforms in the Antipodes: Current challenges and opportunities. Invited keynote paper given to the BEMAS Conference, Leeds University, 13-15 September.
20. Macpherson, R.J.S. (1991). The Tasmanian principalship in the 1990s -- What can be, what can't be and what will be. Invited keynote paper, Tasmania's Primary Principals' Association Annual Conference, Hobart, 20-22 October.
21. Duignan, P.A. & Macpherson, R.J.S. (1990). A practical theory of educative leadership. Invited keynote paper given to the BEMAS Annual Conference, University of Reading, September.
22. Macpherson, R.J.S. (1990). The role of epistemic evaluation in methodology and theory development in educational administration. Invited keynote paper given to the National Joint Conference for Lecturers and Post-Graduate Students in Educational Administration, University of Tasmania, 26-29 September.
23. Macpherson, R.J.S. (1990). The new oligarchic politics of Australian educational management. Invited keynote paper given to the National Joint Conference for Lecturers and Post-Graduate Students in Educational Administration, University of Tasmania, 26-29 September.
24. Duignan, P.A. & Macpherson, R.J.S. (1990). Educative leadership: A practical theory for managers and administrators. Invited keynote paper given to the Joint National Conferences of the Australian Secondary Principals' Association, the Australian Primary Principals' Association and the ACEA, Hobart, September/ October.
25. Macpherson, R.J.S. (1989). Mock not the explosive cockroach - The joy of graduate research. Invited keynote paper, Inaugural National Graduate Research Seminar in Educational Administration, University of New England, 22-24 September.
26. Duignan, P.A. & Macpherson, R.J.S. (1987). Educative leadership for quality teaching and curriculum development. Invited keynote paper, BEMAS Conference, Southampton, September.