

AUTHOR BIOGRAPHIES

Carly R. Ackley is currently the assistant director of admissions at the Carey Business School at Johns Hopkins University. She earned her Ph.D. in educational leadership from the Pennsylvania State University with her research focusing on green school leadership. She completed her B.S. from the University of Tennessee in child development and early childhood education and has worked in both early childhood education in Knoxville, TN, and higher education at the Smeal College of Business at Penn State. Dr. Ackley's research interests include green school practices and environmental education as well as early childhood administration and values and ethics in educational administration.

Viv Aitken is senior lecturer in drama education at the Faculty of Education, University of Waikato, New Zealand. She contributes to preservice programs for undergraduate and graduate students preparing to teach at primary and secondary schools. She also supervises postgraduate students and works with teachers in schools. Her research interests include drama as pedagogy including Dorothy Heathcote's Mantle of the Expert system, power, positioning, and agency in the teacher-student relationship, particularly with regard to teacher in role, drama, and cultural appropriacy in NZ curriculum and drama as a tool for people with intellectual disabilities. Dr. Aitken has published internationally including contributions to *Journal of Educational Administration*, *IJEA: International Journal of Education and the Arts*, *RIDE: Research in Drama Education*, *Drama Research: International Journal of Drama Education*, and *New Zealand Journal of Research in Performing Arts and Education*.

Mary V. Alfred is associate professor of adult education and associate dean for faculty affairs in the College of Education and Human Development at Texas A&M University. Her research interests include learning and development among women of the African Diaspora, sociocultural contexts of migration, welfare reform and economic disparities among low-income adults, and issues of equity and social justice in higher education and in the workplace. Her most recent book (edited with Carmela Nanton) is *Social Capital and Women's Support Systems: Networking, Learning, and Surviving* (San Francisco, Jossey-Bass, 2009). Other recent work appeared in *Adult*

Education Quarterly, International Journal of Training and Development, and The International Journal of Lifelong Education.

Paul T. Begley is professor in the Masters of Education Program at Nipissing University and executive director of the UCEA Center for the Study of Leadership and Ethics. His current teaching and research interests focus on all aspects of school leadership including the influence of values and ethics on school leadership practices, socializing influences experienced by aspiring principals, international images of effective school leadership, the ethics and procedures of performance appraisal, the administrator's role in school improvement, and state-of-the-art preservice and in-service practices for school leadership development (including on-line education). Because of his extensive field development experience in Ontario and the Northwest Territories of Canada, Pennsylvania, Sweden, Hong Kong, and Australia, his work reflects a strong practitioner orientation. His publications include three books: *The Ethical Dimensions of School Leadership* (2003, Kluwer Press), *The Values of Educational Administration* (1999, Falmer Press), and *Values and Educational Leadership* (1999, SUNY Press).

Mere Berryman is currently a senior research fellow at Waikato University in New Zealand, where she is the professional development director of Te Kotahitanga. Dr. Berryman began work as a researcher in 1997, after more than 20 years as a classroom practitioner. As a researcher, she has collaborated extensively with classroom practitioners, communities, and other professionals to develop culturally responsive and collaborative approaches to understanding and resolving problems concerning students identified as having issues with learning and behavior. Dr. Berryman has collaborated on the writing of several books and journal articles around this research. Some of her research has been published in peer-reviewed journals including *Teaching and Teacher Education, Teacher Development, Journal of Maori and Pacific Development, Canadian Journal of Native Education, and International Journal of Bilingual Education and Bilingualism.*

Michael Bezzina is associate professor and currently head of the School of Educational Leadership and director of the Centre for Creative and Authentic Leadership at the Australian Catholic University. Dr. Bezzina has been a secondary school teacher, school leader, teacher educator, curriculum leader consultant, system administrator, process facilitator, and researcher. He has worked with organizations in Australia, New Zealand, Papua New Guinea, Mauritius, Fiji, and Pakistan. He has held leadership roles in schools, universities, and school systems. His major research and

writing interests are the role of values and moral purpose in leadership for improved learning, Catholic schooling, and university community engagement. He is a fellow of the Australian Council of Educational Leaders and holds (or has held) adjunct professorships at ACU, the University of Western Sydney, and the University of Fiji. Dr. Bezzina is widely published in a number of peer-reviewed journals including *Journal of Educational Administration*, *Leading and Managing*, *Curriculum Perspectives*, *Innovative Higher Education*, *Journal of Catholic School Studies*, and *British Journal of Religious Education*.

Christopher M. Branson is a senior lecturer in leadership at the Australian Catholic University. He has been an educational professional in Australia for more than 30 years. During this time, he has been a teacher, deputy principal, principal, supervisor of schools, educational consultant, and a university lecturer in State, Catholic, and independent schools in South Australia, Tasmania, Victoria, and Queensland. His principalship experiences were in Catholic coeducational secondary and P-12 colleges. Dr. Branson's research focuses on the relationship between personal values and preferred leadership behaviors of secondary school principals. His ensuing academic studies have extended this research further into issues associated with authentic leadership, moral leadership, the nexus between personal and organizational values, organizational change, the nature and function of wisdom, leadership mentoring, and self-reflection. Subsequently, he has published two texts: *Leadership for an Age of Wisdom* (2009, Springer), and *Leading Educational Change Wisely* (2010, Sense). Articles relating to his research have been published in both Australian and international journals and he has provided keynote presentations at a number of international conferences. As a consequence of the internationally recognized standing of his research, he has been appointed as a research associate with the Centre for the Study of Leadership and Ethics at the Pennsylvania State University. Also, he is editor of the *Values and Ethics in Educational Administration Journal*, the international journal attached to the University Council of Educational Administration (UCEA) Centre for the Study of Ethics and Leadership.

Charles Burford is associate professor in educational leadership at The Australian Catholic University. Over 35 years, his research, writing, and work in the development of programs for school leaders have received international recognition. He has been an administrator, academic, and consultant in the university, school, and business sectors in Canada, United States, Hong Kong, Papua New Guinea, and Australia. He has been a

visiting research scholar at Pennsylvania State and Fordham Universities in the United States and the invited international keynote speaker to the International Conference on Values and Ethics in 2004 and 2006 in Barbados and Victoria, British Columbia, Canada. His research and consulting interests include moral literacy, ethical leadership, and linkages between leadership and learning and have included a Federal Government-funded investigation into the tensions and dilemmas facing leaders in frontline service organizations, especially in policing and education (Service Organisations Leadership Research), and the Leaders Transforming Learners and Learning Project that investigated the impact of a conceptual model of ethical and morally based leadership on learning (LTLL). He is fellow of the Australian Council for Educational Leadership and was awarded the 2008 Willower Award for Excellence for his contribution to the study of values and ethics in educational leadership by the UCEA Centre for Values and Leadership.

Lorenzo Cherubini is an associate professor in the Faculty of Education at Brock University, Hamilton, Ontario, Canada. The focus of Professor Cherubini's research is on aboriginal education and policy analysis and is supported by the Social Sciences and Humanities Research Council of Canada (SSHRC). His research is published in various journals including *Canadian Journal of Education*, *The Alberta Journal of Educational Research*, *McGill Journal of Education*, and in *Canadian Journal of Native Studies*. In 2009, Dr. Cherubini was appointed as the Editor of the American Association of Behavioral and Social Sciences Journal. The AABSS Journal is an international, peer-reviewed publication that relates to the social and behavioral sciences with particular focus on applied research, education, administration and evaluation.

Cristina Devecchi is a lecturer in special educational needs and inclusion at the School of Education, University of Northampton, United Kingdom, where she teaches research methods and supervises Ph.D. students on transition from primary to secondary school, mentoring, school leadership in sub-Saharan Africa, and education for Francophone refugees in the United Kingdom. Cristina's research has ranged from studies on the collaboration between teachers and paraprofessionals, education for adults with learning difficulties, to developing mobile technology for children with autism. She is currently working on a project about transition from secondary to further and higher education for young people with disabilities in collaboration with Trinity College, Dublin, Ireland, and a project on the

deployment of paraprofessionals in one local education authority in England.

Lynn Ilon is associate professor at Seoul National University's College of Education. She teaches in the Global Perspectives in Lifelong Education program. She is an educational economist specializing in educational policy and planning issues arising from the globalization of the world's economies. Dr. Ilon specializes in issues around a global knowledge economy – especially as it applies to the value of learning among and between culturally different groups. Dr. Ilon has lived in several regions of the world, continues to build her intellectual work through field work globally, and publishes regularly in the areas of global economy, education, and culture. Her publications appear in journals such as *International Journal of Educational Development*, *Education Policy*, *Comparative Education*, *The Journal of Education Finance*, and *The International Journal of the Humanities*.

Gaetane Jean-Marie is associate professor in Educational Leadership and Policy Studies Department at the University of Oklahoma. She is former program coordinator of Educational Administration, Curriculum and Supervision and provides leadership in administering the Principals' Leadership Academy, a partnership with an urban school district. Her research interests include innovative leadership preparation, cross-boundary leadership, educational equity/social justice, and women and educational leadership. Her works have been published in the *Journal of School Leadership*, *Journal of Educational Administration*, *Journal of Research in Leadership Education*, and *Journal of Women in Educational Leadership*, among other refereed academic journals. Dr. Jean-Marie has forthcoming chapters in *Gender and Women's Leadership: A Reference Handbook* (2010, Sage); *New Perspectives in Educational Leadership: Exploring Social, Political, and Community Contexts and Meaning* (2010, Peter Lang); and *Building Bridges, Connecting Educational Leadership and Social Justice to Improve Schools* (2010, Information Age). Her most recent book is title *Educational Leadership Preparation: Innovation and Interdisciplinary Approaches to the Ed.D. and Graduate Education* (2010, Palgrave Macmillan, and co-authored with Anthony H. Normore).

Pare Kana is a proud member of the Ngaiterangi and Ngati Ranginui tribes. She is a senior lecturer and associate director for Māori education at the Faculty of Education, University of Waikato, New Zealand. Pare has taught at all levels of primary school in both mainstream and bilingual

(Māori/English) schools. Teaching in the Faculty of Education has included delivering papers across a number of programs including early childhood, primary, secondary, and papers in the master's in educational leadership program. Her research interests are in educational leadership for social justice, preservice and in-service teacher education and in Kaupapa Māori research. Her research appears in peer-reviewed journals including *Journal of Educational Administration*, *New Zealand Journal of Educational Leadership*, and *Waikato Journal of Education*.

Meta L. Krüger is an assistant professor at the Department of Educational Studies, Faculty of Behavioral Sciences of the University of Amsterdam. She combines this with a professorship at the School Management Academy Penta Nova, a collaboration of five universities of applied sciences in The Netherlands. Dr. Kruger's research interests include educational leadership and school improvement, inquiry-based leadership, and leadership and gender. Her present research is focused on the impact of school leadership on creating cultures of inquiry. Besides her Dutch articles, her research has been widely published in journals including *Australian Educational Researcher*, *Educational Administration Quarterly*, *The Elementary School Journal*, *International Journal of Leadership in Education*, *School Effectiveness and School Improvement*, and *School Leadership & Management*.

Pauline E. Leonard is a former school teacher who currently serves as chair and associate professor in the Curriculum, Instruction, and Leadership Department in the College of Education at Louisiana Tech University. She has taught courses in educational leadership programs in Canada and the United States. Her writing and research interests include topics related to educational leadership, school culture, professional learning communities, and moral literacy teaching competencies. Dr. Leonard's research is widely published and appears in journals such as *Values and Ethics in Educational Leadership*, *Planning and Changing*, *Equity and Excellence in Education*, and *Journal of Educational Administration*.

Hollie J. Mackey, an enrolled member of the Northern Cheyenne nation, is an assistant professor of education at the University of Oklahoma. Her areas of interest include educational leadership, school discipline reform, ethics, educational law, school-university partnerships, multicultural education, and equity. She has experience serving as an instructor at the college level and conducting program evaluations. She has also served as a program coordinator for the Montana Office of the Commissioner of Higher Education and as a K-12 public educator. As a young and

developing scholar, she has an increasing number of publications, presentations, and service activities including a peer-reviewed article in *The Beacon*, as well as several governmental reports for the U.S. Department of Education. She has been successful in obtaining external grant funds and has received a number of awards, including an Outstanding Graduate Assistant Teaching Award from Penn State.

Costantine Malama works with USAID/Zambia, an HIV prevention specialist, and lectures at the University of Zambia, School of Medicine. He is a medical virologist with extensive experience in clinical and community medicine and development program management in Zambia. Costantine has a passion for development work and believes in home-grown solutions to the Third World's development needs. He was instrumental in implementing an innovative way of reaching underserved rural communities with HIV/AIDS care through Public Private Sector Partnership-run mobile clinics. He continues to seek innovative home-grown solutions to the development needs of developing countries.

Jonathan Mathis is a Ph.D. student at the University of Southern California. He is a provost fellow and research assistant in the Center for Higher Education Policy Analysis, under the direction of Dr. William Tierney. He has earned a Bachelors of Science in Business Administration from American University and a Master's of Science in Administration for Educational Administration (K-12) from Trinity University of Washington, DC. His research interests include the following: development of leaders who serve in primary, secondary, and postsecondary educational institutions; college preparatory school design; and issues of college access for underserved and underrepresented student communities.

Gaston Kapuku Mudipanu is professor at the University of Kinshasa, Department of Education, Faculty of Psychology and Educational Sciences of the University of Kinshasa, R.D. Congo. Dr. Kapuku's major areas of teaching and research include educational leadership and management of education systems, education and development, education policy, economics of education, lifelong education and learning, and nonformal education. He has published books and articles in French that cover a wide variety of educational interests. His work appears in academic journals in Congo, Africa, and Asia. Professor Kapuku is currently involved in developing collaborative links with some Korean universities and research institutes in efforts to develop and promote comparative studies and research from a global perspective.

Ann Nevin is professor emerita at Arizona State University and a faculty affiliate of Chapman University in Orange, California. She has an abiding interest in collaborating with K-12 students, teachers, and parents in designing and evaluating effective instructional procedures for students with disabilities. She has authored books, research articles, chapters, and federal and state grants over the past 35 years. She is recognized for her scholarship and dedication to providing meaningful, practice-oriented, research-based strategies for teachers to integrate students with special learning needs. Since the 1970s, she has codeveloped various innovative teacher education programs in Vermont, Arizona, California, and Florida. Her advocacy, research, and teaching span more than 35 years of working with a diverse array of people to ensure that students with disabilities succeed in normalized school environments. Dr. Nevin's most recent research articles appear in *Florida Educational Leadership* (2010, with Smith-Pethybridge) and *Journal of Teaching and Teacher Education* (2010, with Thousand and Villa). She is also the co-author of the book titled *Collaborating with Students in Instruction and Decision Making: The Untapped Resource* (Corwin Press, 2010, with Villa and Thousand).

Anthony H. Normore is associate professor and program development coordinator of the Doctorate in Educational Leadership at California State University Dominguez Hills in Los Angeles. He spent the summers of 1999 and 2001 with the Canadian Teachers Federation working with educational leaders in the Himalayan Kingdom of Nepal. More recently, he was a visiting scholar in the Education Leadership Institute at Seoul National University, South Korea (summer, 2009). His research focuses on leadership development, preparation, and socialization of urban school leaders in the context of ethics and social justice. His books include *Leadership for Social Justice: Promoting Equity and Excellence through Inquiry and Reflective Practice* (2008, Information Age Publishing); *Leadership and Intercultural Dynamics* (2009, Information Age Publishing and co-authored with John Collard); *Educational Leadership Preparation: Innovation and Interdisciplinary Approaches to the Ed.D. and Graduate Education* (2010, Palgrave MacMillan, and co-authored with Gaetane Jean-Marie, 2010), and *Discretionary Behavior and Performance in Educational Organizations: The Missing Link in Educational Leadership and Management* (forthcoming, Emerald Publishing Group, and co-authored with Ibrahim Duyar, 2011). Dr. Normore is also the Series Editor of the *Emerald Publishing Group Advances in Educational Administration*. His research has appeared in various journals including *Journal of School Leadership*, *Journal of*

Educational Administration, Values and Ethics in Educational Administration, Leadership and Organizational Development Journal, Canadian Journal of Education Administration and Policy, International Journal of Urban Educational Leadership, Educational Policy, International Electronic Journal for Leadership in Learning, International Journal of the Humanities, and Journal of Research on Leadership Education.

Izhar Oplatka is an Associate Professor and head of the executive program of educational administration and leadership in the School of Education, Tel Aviv University, Israel. His current areas of interest are the career and career development of teachers/principals, gender and educational administration, school marketing, and foundations of educational administration as a field of study. Dr. Oplatka has published his works in various peer-reviewed journals including but not limited to *Educational Administration Quarterly, Journal of Educational Administration, Educational Management, Administration & Leadership, Comparative Education Review, Urban Education, School Leadership & Management*. He is also an author and a co-editor of several books including *Women Principals in a Multicultural Society* (R. Hertz-Lazarowitz) and the *Legacy of Educational Administration* (forthcoming, Peter Lang).

Terrence Quong has been an educator for 33 years, during which time he has taught in primary, secondary schools and at the tertiary level. Dr. Quong has been the principal of primary and secondary schools and currently holds the position of principal at Jockey Club Ti-I College in Hong Kong. In addition to his role in schools, he has provided consultancy services to various organizations. As a strategic planning consultant, he has facilitated strategic planning in over 100 schools in Singapore, Australia, and Hong Kong. In addition, he has provided strategic planning services to a range of noneducational organizations. Dr. Quong's doctoral thesis was on the development of a new framework of leadership grounded in Jurgen Habermas' Critical Theory. He has published widely in various journals including *International Electronic Journal of Leadership for Learning, School Leadership and Management, The New Zealand Principal, Peabody Journal of Education, Journal of School Leadership, and International Studies in Educational Administration*.

Heather M. Rintoul is assistant professor of education in the Schulich School of Education, Graduate Studies, at Nipissing University, Ontario, Canada. Her writing and research interests include educational leadership and decision making, ethics, and reflective practice. Recent publications

include, “How principals respond to moral dilemmas” (*Journal of Authentic Leadership in Education*); “The translation of professional ethics into vice principal practice” (*Values and Ethics in Educational Administration*); and “The vice principalship and moral literacy: Developing a moral compass” (*Educational Management Administration and Leadership*).

Julie Slayton is associate professor of clinical education at the University of Southern California. Before joining the faculty at USC, Dr. Slayton worked for the Los Angeles Unified School District for 10 years where she served in a wide variety of roles. She directed the district’s research and policy analysis division and worked directly with principals and coaches to improve their approach to professional development and teacher practice. Dr. Slayton’s research has focused on the relationship between district-provided professional development for teachers, coaches, and administrators and changes in the quality of teacher content and pedagogical knowledge and practice. She is co-author of a chapter entitled *An interdisciplinary doctoral program in educational leadership (Ed.D): Addressing the needs of diverse learners in urban settings* (2010, Palgrave MacMillan), and *Using program evaluation to inform and improve the education of young English learners in US schools* (2009, *Language Teaching Research Journal*). She holds a J.D. from Pepperdine University School of Law and a Ph.D. in education policy from the UCLA Graduate School of Education and Information Studies.

Suzanne SooHoo is a professor in the School of Education and the codirector of the Paulo Freire Democratic Project at Chapman University in Orange, California. A former school administrator, Dr. SooHoo teaches in multicultural education, critical pedagogy, decolonizing methodologies, and action research at both the doctoral and the master’s levels. Dr. SooHoo is particularly active in the American Educational Research Association assuming leadership positions in divisions and other committees. Dr. SooHoo has presented papers at numerous state and national conferences and is a published author with theoretical, methodological, and theory/practice-based works. Her research appears in several peer-reviewed journals including *International Electronic Journal for Leadership in Learning*, *Teacher Education Quarterly*, *Scholarly Partnerships Edu*, *The Australian Educator*, and *Journal of Moral Education* and *Educational Forum*. Dr. SooHoo is also the co-editor for the peer-reviewed journal *Issues in Teacher Education*.

George S. Spais is an adjunct lecturer of Athens University of Economics & Business and a part-time educational personnel member of Hellenic Open

University. Dr. Spais is an academic member of the Research Unit of Marketing of the Athens Institute for Education and Research (ATINER). His research interests focus on promotion management and marketing education and other research topics related to effectiveness and efficiency of sport sponsorship programs, educational techniques, and objectives in marketing education and marketing ideology in the time. His works have appeared in international academic journals of marketing. He is editor of the book titled *Introduction to Technological Innovation Management: From Technology Strategy to the Development of Products and Services through Innovative Ideas* (published in 2007 with Kritiki Publishing, Athens, Greece). He further serves as a marketing co-editor of the *Journal of Applied Business Research* and as a member on the editorial boards of *Asian Journal of Marketing*, *Innovative Marketing*, *International Journal of Integrated Marketing Communications*, *International Review of Management*, *Journal of Business Case Studies*, and *Journal of Promotion Management*. He is the regional editor (Continental Europe) of the *International Electronic Journal for Leadership in Learning* and he is acting as an ad hoc reviewer for several international academic journals of marketing and academic conferences. He is a member of the Academy of Marketing Science (United States), the European Marketing Academy of the European Institute for Advanced Studies in Management (Belgium), the Marketing Academy (United Kingdom), the EuroMed Academy of Business of the EuroMed Research Business Institute (Cyprus), the Greek Marketing Academy (Greece), and the Hellenic Institute of Marketing (Greece).

Jacqueline A. Stefkovich is a professor of education law and ethics at The Pennsylvania State University. At Penn State, she has served as associate dean for Graduate Studies, Research, and Faculty Development and as head of the Department of Education Policy Studies. She holds a doctoral degree in administration, planning, and social policy from Harvard University's Graduate School of Education and a J.D. from the University of Pennsylvania. Dr. Stefkovich began her career as a teacher and guidance counselor. She has published extensively, co-authoring (with Lawrence Rossow) a law and education text book and a monograph on search and seizure. With Joan Shapiro, she published *Ethical Leadership and Decision Making in Education: Applying Theoretical Perspectives to Complex Dilemmas* (Lawrence Erlbaum Associates). Her latest book is *The Best Interests of the Student: Applying Ethical Constructs to Legal Cases in Education* (Lawrence Erlbaum Associates).

Howard Stevenson is Professor of Education and deputy director of the Centre for Educational Research and Development at the University of Lincoln, United Kingdom. His research interests lie in understanding the formation and development of education policy processes, educational management, school sector labor relations/teacher unions, and the investigation of teachers' work through labor process analysis. He is the co-author (with Bob Carter and Rowena Passy) of *Industrial Relations in Education: Transforming the School Workforce* (Routledge, 2010).

Autumn K. Tooms is the director of The Center for Educational Leadership at The University Of Tennessee. As a former school principal, Dr. Toom's research interests are focused on the study of principalship with a particular concentration on the micro-politics related to the role as well as a concern for those who aspire, train, and socialize to positions of school leadership. Her work for both scholars and practitioners can be found in journals such as *Educational Administration Quarterly*, *The Journal of School Leadership*, *International Journal of Leadership in Education*, and *Journal of Research and Educational Leadership*. Representative books for practitioners and scholars in the field of educational administration include *The Rookie's Playbook: Insights and Dirt for New Principals* (Roman and Littlefield) and *The Principals' Guide to Literacy in the Elementary Classroom* (Scholastic; with Padak and Rasinski).

Louis Volante is an associate professor in the Faculty of Education at Brock University in Hamilton, Ontario, Canada. His recent research interests include school leadership in highly accountable policy contexts, implications of large-scale assessment for diverse student populations, use of data in school improvement planning, and the development of assessment literacy for administrators and teachers. He is currently working on a longitudinal project, funded by the Social Sciences and Humanities Research Council of Canada (SSHRC), which examines the influence of policy contexts on school leadership and teacher assessment. His work has been published in *Assessment in Education*, *Journal of Educational Administration*, *Canadian Journal of Education*, *Action in Teacher Education*, *Studying Teacher Education*, *Journal of Educational Thought*, and *Canadian Journal of Educational Administration and Policy*, among other scholarly journals. Dr. Volante is a past recipient of the R.W.B. Jackson Award for the most outstanding English language journal article from the Canadian Educational Researchers' Association.

Duncan Waite is a Professor in the Education and Community Leadership Program at Texas State University. Editor of *The International Journal of Leadership in Education*, he has written numerous articles and book chapters on leadership, language and culture, supervision, and organization for journals such as the *American Educational Research Journal*, *Teaching and Teacher Education*, *The Journal of School Leadership*, *World Studies in Education*, *Education and Society*, *International Studies in Educational Administration*, and *School Leadership and Management* to name but a few. He has been the keynote speaker at conferences in Portugal; Russia; Barcelona, Granada and Cordoba, Spain; Mexico City; Glasgow, Scotland; and Ankara, Turkey. He plays to a golf 7 handicap.

Allan Walker is chair professor of International Educational Leadership at the Hong Kong Institute of Education. He is also chair of the Department of Education Policy and Leadership and director of the Asia Pacific Centre for Leadership and Change. He has worked in South East and East Asia for 25 years. He works closely with practicing education leaders on a range of innovative leader learning programs. His research interests include the impact of leadership on student outcomes, leader learning and development, the influence of culture of leadership, and the principalship in Chinese societies. Dr. Walker is the author of two books including *Educational Leadership: Culture and Diversity* (co-authored with C. Dimmock, 2005, Sage) and *Effective Leadership in Multi-Ethnic Schools: Priorities, Strategies and Challenges* (2005, National College of School Leadership). He has published extensively in various journals including *Asia-Pacific Journal of Education*, *Journal of Educational Administration*, *International Studies in Educational Administration*, *Journal of School Leadership*, *Australian Journal of Education*, *British Journal of Educational Research*, *School Leadership and Policy*, and *International Journal of Educational Research*.

Paul Woller is a researcher at the Poutama Pounamu Educational Research & Development Centre, a research group that supports Māori students and their whānau in a range of Māori and English language education settings and is a part of Special Education, Ministry of Education. Paul is actively involved in his local community including serving as a trustee with Huria Management Trust since its inception. The Trust is a marae-based private training establishment and health provider and is a kaupapa-Māori based organization that was established in 1986 by the people of Ngaitamarawaho to strengthen tribal activities and direct tribal development, which included the rebuilding of the tribal ancestral house Tamatea Pokaiwhenua that was completed in 2005.