

CURRICULUM VITAE

August 2011

NAME: **Mary Frances Hill (formerly Faire)**

CURRENT POSITION: **Principal Lecturer**
DEPARTMENT: **School of Teacher Education Practice**
FACULTY: **Faculty of Education**
UNIVERSITY: **The University of Auckland**

EDUCATIONAL QUALIFICATIONS

Ph D 2001 *Remapping the assessment landscape: primary teachers reconstructing assessment in self-managing schools.* (Waikato)

M Ed (Equiv. 1st Class Honours) 1992 *Young Children Developing Place Value Understanding and Multi-digit Number Knowledge* (Waikato)

B A 1982 Education major (Victoria)

Diploma in Teaching 1978 (Wellington College of Education)

Trained Teacher Certificate (with Merit) 1973 (Wellington College of Education)

Teacher Registration

Registered teacher with a current practising certificate (Reg. No. 116395)

PREVIOUS APPOINTMENTS/POSITIONS

2005-2008 The University of Auckland, Faculty of Education, Associate Dean Research

2005 Joined The University of Auckland, Faculty of Education, as Head of Centre for Education

1990-2005 University of Waikato, School of Education - Lecturer and Senior Lecturer (Ranges 1 and 2, ie, above the bar);

1988-1990 Hamilton Teachers' College, Education Department - Lecturer and Senior Lecturer

1987-1988 Insoll Avenue School, Hamilton - Assistant and Deputy Principal with responsibility for the junior school

1987 Hamilton Teachers' College, Education - Seconded Lecturer

1972-1987 Primary schools in Wellington and Hamilton - Teacher/Senior Teacher in junior classes

DISTINCTIONS

- 2009 Invited Visiting Scholar at the Faculty of Education, University of British Columbia, Vancouver, Canada. (1 year appointment)
- 1998 University of Waikato, School of Education staff development award to complete Ph D thesis (\$25,000)
- 1982 Study award on full pay for 1 year to complete B A at Victoria University
-

SERVICE CONTRIBUTIONS

Government Appointments

- 2010-2011 New Zealand Council for Educational Research Board member
- 2006-2008 New Zealand Council for Educational Research Deputy Chair of the Board
- 2004-2005 New Zealand Council for Educational Research Chair of the Board
- 2003-2004 New Zealand Council for Educational Research Board member

Teacher Education External Monitor / Moderator / Examiner

- 2011 External moderator for all University of Otago College of Education 400 level assignments and research essays
- 2008 Invited as external examiner for all University of Otago College of Education 400 level research essays
- 2005 Moderator for Christchurch College of Education: Master's assessment paper
- 2002-2005 Monitor for the Auckland University of Technology B Ed (Tchg) ECE and Primary and Specialty (Montessori) degrees
- 1999-2004 Monitor for the University of Auckland's B Ed (Tchg) degrees and Primary and Secondary Graduate Diploma of Teaching
- 1999-2001 Monitor for the University of Otago's B Tchg (primary)

Teacher Education Approval Panel Member

- 2007 Member of Teachers Council accreditation panel for Massey University College of Education B Ed (Tchg) Primary and Dip Ed Studs
- 2002 Member of Teachers Council accreditation panel for approval of AUT's B Ed (Tchg) ECE and Primary

National Research and Professional Advisory Committees

- 2010-2011 Research, analysis and insight into national standards (RAINS) academic advisory group member
- 2006-2010 Teaching and Learning Research Initiative (TLRI)¹ national steering committee member

¹ The TLRI is the primary government research fund for building research capability nationally administered by the New Zealand Council for Educational Research for the Ministry of Education.

- 2008, 2010-11 TLRI selection panel member
- 2005-2010 National Education Monitoring (NEMP)² Project Advisory Committee member
- 2005-2010 NEMP Project curriculum forum member
- 2005-2008 National Assessment Advisory Group member, Ministry of Education
- 1999-2001 National Assessment Advisory Group member, Ministry of Education

National Tertiary Teaching Excellence Awards Assessment Panel

- 2008 Member of the awards assessment panel (nominated by TEFANZ)

Professional Organisation Service

- 2006-2011 New Zealand Association for Research in Education member
- 2004-2005 New Zealand Association for Research in Education immediate past president
- 2002-2003 New Zealand Association for Research in Education president
- 1998-2001 New Zealand Association for Research in Education council member
- 2000-2008 American Educational Research Association member

The University of Auckland

University Level

- 2010-2011 University of Auckland Research + Ethics module Reference Group Chair
- 2011 University of Auckland Electronic Research Management Advisory Committee member – academic representative
- 2010 University of Auckland Future Research Leaders Programme Workshop presenter (Presented workshop on accountability and transparency)
- 2010 University of Auckland Human Participants Ethics Committee (FoEd nominee)
- 2005-2008 University of Auckland Human Participants Ethics Committee (DVC nominee)
Deputy Chair, acting chair and member
- 2005-2008 University of Auckland Research Committee member
- 2008 Associate Deans Research Committee member
- 2007 Heads Up project sponsor
- 2007 E-research committee member
- 2006 PBRF committee co-ordinator (Faculty of Education)
- 2008 PBRF user group
- 2008 Winter Lecture Series sub committee member
- 2005-2007 University of Auckland Research Grants sub committee member

Faculty of Education (FoEd) Level

² NEMP is the Ministry of Education funded national evaluation of educational achievement for primary education. It includes research components as well as evaluating achievement of New Zealand pupils.

2011 FoEd Academic Programmes and Regulations committee member
 2005-2008 Associate Dean Research (0.8FTE)
 2005-2008 FoEd Research Committee Chair
 2005-2008 FoEd Management Committee member
 2005-2008 Co-ordinator FoEd ethics advisor
 2008 DSAC advisor for Centre for Academic Development
 2008 FoEd IT Committee member
 2008 FoEd Staffing Committee member
 2008 FoEd Heads of School Committee member
 2005 FoEd Head of Centre for Education
 2005 FoEd Heads of Centre Committee member (as HOC Education)

School Level

School of Teaching, Learning and Development (TLD) Service

2006 TLD Research Committee member
 2006-2007 Acting Head of School on several occasions
 2006-2007 Annual Performance Review appraiser

School of Teacher Education Practice (STEP) Service

2008, 2010-2011 STEP Research Committee member
 2010 Mentor for AP Mavis Haigh and team's TLRI successful expression of interest and proposal (funded \$180,000)
 2011 Post graduate course development leader for EDPRAC751, EDPRAC 752 (both approved for teaching in 2012)
 2011 Coordinated STEP exhibitions at post graduate open evenings
 2011 APR appraiser

Centre for Education

2005 Head of Centre

(University of Waikato service record available on request.)

TEACHING

The University of Auckland

Research Supervision

Qualification	Name	Year begun	Project title	Main /Co supervisor (if applicable)	Year of completion
Doctoral candidates					
Ph D (Waikato)	Rufina Fredrick	2002	An outsider's take: a case study of the	Ass. Prof. Beverley Bell	2005

	(Full time)		NZQA to theorise the need for change towards a qualifications framework for the organization of the Eastern Caribbean States	(main)	
Ed D	Ruth Williams (Part time)	2003	Completing a Bachelor of Education (Teaching) upgrade: The impact on experienced primary teachers	Dr Helen Anderson (co)	2008
Ph D	Andrea Squirrel Main (Full time)	2006	Induction Experts: An analysis of beginning teacher support in low-socioeconomic New Zealand primary schools	Prof John Hattie (co)	2008
Ph D	Joo Seng (Mark) Gan (Full time)	2008	The effects of prompts and explicit coaching on peer feedback	Prof John Hattie (main)	2010

Thesis Examination

(Since appointment at The University of Auckland in 2005)

Ph D examiner for five theses

M Ed examiner for four theses

Bed Hons examiner.

Course Teaching

2006-2012

EDPRAC 751 Practitioner Inquiry

EDPRAC 752 Evidence-based Teaching Practice

EDPROFST 790 B Ed (Hons)

EDPROFST 214 Guest lecturer for Educational assessment

EDPRAC 602 Guest lecturer for Ed assessment

EDPROFST 214 Guest lecturer for Ed assessment

2005

701 Educational Assessment lecturer 35 students

702 Educational Policy lecturer

RESEARCH

Research Specialties/Career

From 2000 I have been active nationally and internationally in two areas of educational research: classroom assessment and teacher learning. In the context of national standards for primary schools, and NCEA in the secondary sector, I work individually and collaboratively to investigate how teachers learn about, understand and use assessment in their classrooms. More recently I have broadened my focus to investigate how professional educators (such as teacher educators and social work educators) build a research dimension into their academic identities. This work began when I took on the very challenging role of Associate Dean Research and underpinned the strategic approach I implemented. Central to both of these areas of research focus is the use of practitioner inquiry for evidence-based practice.

Research Publications

Books

Authored

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

Edited

FAIRE, M. & FAIRE, J. (eds.) *Successful social studies*. Hamilton, Developmental Publications, 1988.

FAIRE, M. & FAIRE, J. (eds.) *Developmental teaching and learning*. Hamilton, Developmental Publications, 1988.

FAIRE, M. & FAIRE, J. (eds.) *Social studies in perspective*. Hamilton, Developmental Publications, 1988.

Chapters

HILL, M. Using classroom assessment for effective teaching and learning. In C. McGee & D. Fraser (eds.) *The Professional Practice of Teaching (3rd Edition)*. Melbourne, Australia: Cengage Learning. (pp.136-151), 2008.

HILL, M. Ethical issues in practitioner research: Teaching and learning research initiative lessons. In C. Rawlinson and C. Rubie-Davies (eds.) *Teaching, Learning and Development Monograph*. New York: Nova. (pp.255-268), 2008.

ROBERTSON, J. & HILL, M. Developing the platform with postgraduate researchers. In J. van Swet, P. Ponte & B. Smit (eds.) *Postgraduate programmes as platform*. Rotterdam, The Netherlands: Sense Publishers. (pp.197-218), 2007.

HILL, M.F. & LOCKE, T.J. Effects of educational restructuring on the nature of teachers' work and professionalism: Some early findings of a comparative study in New Zealand and England. In D. Fraser and R. Openshaw (eds) *Informing our Practice: Special volume*. Palmerston North, NZ: Kanuka Grove Press, (pp.77-95), 2003.

HILL, M. Classroom Assessment and Evaluation. In C. McGee & D. Fraser (eds.) *The professional practice of teaching (2nd Edition)*. Palmerston North: The Dunmore Press, (pp. 176-200), 2001.

- FAIRE, M. Thematic approaches to teaching. In H. Barr & P. Gordon (eds.) *Introduction to the curriculum*. Palmerston North: The Dunmore Press, (pp. 225-240), 1995.
- CALDER, I., FAIRE, M. & MCGOUGAN, A. Learners and learning. In C. McGee & D. Fraser (eds) *The professional practice of teaching*. Palmerston North: Dunmore Press, 1994.
- FAIRE, M. & YATES, R. Assessing and evaluating student learning. In C. McGee & D. Fraser (eds.) *The professional practice of teaching*. Palmerston North: Dunmore Press, 1994.
- FAIRE, M. Thematic approaches. In J. Neyland (ed.) *Mathematics education: A handbook for teachers, Vol. 1*. Wellington: Wellington College of Education, (142-150), 1994.
- FAIRE, M. Social studies in the classroom: the 'feeling for' approach in R. Openshaw (ed.) *New Zealand Social Studies*, The Dunmore Press, Palmerston North, (158-164), 1992.

Monographs/Occasional Papers

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

Journal Articles

Refereed

- Hill, M. & Haigh, M. Creating a culture of research in teacher education: learning research within communities of practice. *Studies in Higher Education*, DOI: 10.1080/03075079.2011.559222, 12 August 2011
- Bennett, F., Carpenter, V. M. & Hill, M.F. Passing the baton: Principal succession in schools. *Leading and Managing*, 17 (1), 28-44, 2011.
- Hill, M., Cowie, B., Gilmore, A. & Smith, L.F. Preparing assessment-capable teachers: What should preservice teachers know and be able to do? *Assessment Matters* 2, 44-64. 2010.
- HILL, M. Ways of seeing: using ethnography and Foucault's 'toolkit' to view assessment practices differently. *Qualitative Research*, 9 (3) 309-330, 2009.
- MAIN, S. & HILL, M. Culture of care: A chronology of New Zealand teacher induction policy. *New Zealand Journal of Teachers' Work*, 4 (2), 117-126, 2007.
- LOCKE, T., HILL, M., VULLIAMY, G. & WEBB, R. Being a 'professional' primary school teacher at the beginning of the 21st century: A comparative analysis of primary teacher professionalism in New Zealand and England. *Journal of Education Policy*, 20 (5), 555-581, 2005.
- VULLIAMY, G., WEBB, R., LOCKE, T. & HILL, M. Globalization, primary pedagogy and teacher professionalism: A comparative analysis of England and New Zealand. *New Zealand Journal of Educational Studies*, 39 (2), 255-274, 2004.
- EYERS, G. & HILL, M. Improving student learning: Research evidence about teacher feedback for improvement in New Zealand schools. *Waikato Journal of Education*, 10, 251-262, 2004.
- HILL, M.F. Great expectations: Working in partnership to enhance learning and strengthen teaching in diverse primary schools. *Teachers and Curriculum*, 7, 9-14, 2004.

- HILL, M. Focussing the teacher's gaze: Primary teachers reconstructing assessment in self managing schools. *Educational Research for Policy and Practice*, 1 (1&2) 113-125, 2002.
- HILL, M. Dot, slash, cross: How assessment can drive teachers to ticking instead of teaching. *SET: Research Information for Teachers*, 1, 21-25, 2000.
- HILL, M. Assessment in self-managing schools: Primary teachers balancing learning and accountability demands in the 1990s. *New Zealand Journal of Education Studies*, 34 (1) 176-185, 1999.
- HILL, M. Self assessment in primary schools: A response to student teacher questions. *Waikato Journal of Education*, 1, 61-70, 1995.
- FAIRE, M. Children's understanding of place value. *SAME papers*, 1, 1991.

Commissioned/Contracted Research Reports

- HILL, M.F. TLRI: Learning to become 'assessment capable' teachers, Quarterly report for the TLRI monitor, March 2010.
- HILL, M.F. TLRI: Learning to become 'assessment capable' teachers, Quarterly report for the TLRI monitor, June 2010.
- HILL, M.F. TLRI: Learning to become 'assessment capable' teachers, Quarterly report for the TLRI monitor, September 2010.
- HILL, M.F. TLRI: Learning to become 'assessment capable' teachers, Quarterly report for the TLRI monitor, January 2011.
- HILL, M.F. TLRI: Learning to become 'assessment capable' teachers, Quarterly report for the TLRI monitor, March 2011.
- HILL, M. & GAN, J.S. The barriers/enablers of effective assessment professional development and practices in New Zealand secondary schools. *Paper commissioned by the Ministry of Education for the National Assessment Review*, p.20, 8 August, 2008
- HILL, M. & ROBERTSON, J. Great expectations: Enhancing learning and strengthening teaching in primary schools with diverse student populations through action research. *Milestone 5. Commissioned report for the New Zealand Council for Educational Research (TLRI fund)*, Wellington, p.4, 31 March, 2005.
- HILL, M. & ROBERTSON, J. Great expectations: Enhancing learning and strengthening teaching in primary schools with diverse student populations through action research. *Milestone 4. Commissioned report for the New Zealand Council for Educational Research (TLRI fund)*, Wellington, p.36, 31 December, 2004.
- HILL, M. & ROBERTSON, J. Great expectations: Enhancing learning and strengthening teaching in primary schools with diverse student populations through action research. *Milestone 3. Commissioned report for the New Zealand Council for Educational Research (TLRI fund)*, Wellington p.4, 30 September, 2004.
- HILL, M. & ROBERTSON, J. Great expectations: Enhancing learning and strengthening teaching in primary schools with diverse student populations through action research. *Milestone 2. Commissioned report for the New Zealand Council for Educational Research (TLRI fund)*, Wellington, p.8, 30 June 2004.
- HILL, M. & ROBERTSON, J. Great expectations: Enhancing learning and strengthening teaching in primary schools with diverse student populations through action research. *Milestone 1. Commissioned report for the New*

- Zealand Council for Educational Research (TLRI fund), Wellington p.6, 31 March, 2004. (2004, 31 March).*
- MCGEE, C.F., JONES, A.T., COWIE, B. M., HILL, M.F., MILLER, T.F., HARLOW, M. A., OLIVER, D. A., & MACKENZIE, K. A. Teachers' experiences in implementing the New Zealand national curriculum. *Commissioned report for Ministry of Education. Hamilton, New Zealand, University of Waikato, 2002.*
- MC GEE, C., JONES, A., BISHOP, R., COWIE, B, HILL, M., MILLER, T., HARLOW, A., OLIVER, D., MCKENZIE, K. & CRAM, C. Curriculum Stocktake: National school sampling study. *Milestone 2: Report for the Ministry of Education on the first round of questionnaires: General, mathematics, technology, Maori medium. Hamilton: University of Waikato, December, 2001.*
- MCGEE, C.F., JONES, A.T., BISHOP, R.R., COWIE, B.M., HILL, M.F., MILLER, T.F., HARLOW, A.A., MACKENZIE, K.A., TIAKIWAI, S. J., LANG, C.M., LEE, P.L., & SPURR, G. Curriculum Stocktake: National school sampling study. *Milestone 3: Report on the development of the second round of questionnaires: English, Languages, Science, and Social Studies. Commissioned report for Ministry of Education. Hamilton, NZ, University of Waikato, 2002.*
- MCGEE, C.F., JONES, A.T., COWIE, B.M., HILL, M.F., MILLER, T.F., HARLOW, M. A. & MACKENZIE, K A. Teachers' Experiences in implementing the science curriculum in the New Zealand Curriculum. *Commissioned report for Ministry of Education. Hamilton, NZ, The University of Waikato, p.95, 2003.*
- MCGEE, C.F., JONES, A.T., COWIE, B.M., HILL, M.F., MILLER, T.F., HARLOW, M. A., OLIVER, D.A., & MACKENZIE, K.A. Teachers' experiences in implementing technology in the New Zealand national curriculum. *Commissioned report for Ministry of Education. Hamilton, New Zealand, University of Waikato, 2002.*
- MCGEE, C.F., JONES, A.T., COWIE, B.M., HILL, M.F., MILLER, T.F., HARLOW, M. A., OLIVER, D.A., & MACKENZIE, K.A. *Teachers' experiences in implementing mathematics in the New Zealand national curriculum. Commissioned report for Ministry of Education. Hamilton, New Zealand, University of Waikato, 2002.*
- MCGEE, C.F., JONES, A.T., COWIE, B.M., HILL, M.F., MILLER, T.F., HARLOW, M.A. & MACKENZIE, K.A. Curriculum Stocktake: National school sampling study: Teachers' experiences in curriculum implementation: English, languages, science and social studies. *Commissioned report for Ministry of Education, Wellington, p.380, 2003.*
- MCGEE, C.F., JONES, A.T., BISHOP, R.R., COWIE, B.M., HILL, M.F., MILLER, T.F., HARLOW, A.A., OLIVER, D.A., TIAKIWAI, S.J., & MACKENZIE, K.A. Teachers' experiences in curriculum implementation: General curriculum, mathematics, and technology. *Commissioned report for Ministry of Education. Hamilton, The University of Waikato, 2002.*
- MCGEE, C., HARLOW, A., MILLER, T., COWIE, B., HILL, M., JONES, A., & DONAGHY, A. Teachers' experiences in implementing health and physical education in the New Zealand curriculum. *Commissioned report for Ministry of Education. Hamilton, NZ, The University of Waikato, p.132, 2003.*
- MCGEE, C., HARLOW, A., MILLER, T., COWIE, B., HILL, M., JONES, A., & DONAGHY, A. Curriculum Stocktake: National school sampling study: teachers' experiences in curriculum implementation: general curriculum, the Arts and health and physical education. *Commissioned report for Ministry of Education. Hamilton, NZ, The University of Waikato, p.330, 2003.*
- MCGEE, C., HILL, M., COWIE, B., MILLER, T., LEE, P., MILNE, L., EARL, K., DONAGHY, A. & JONES, A. Curriculum Stocktake: Case studies of schools:

- implementation of national curriculum. *Commissioned report for Ministry of Education, Wellington, p.201, 2004.*
- SMARDON, D., FLETCHER, M. HILL, M., COUCH, N. & TOPHAM, L. Assessment for better learning professional development contract: *Milestone one report for the Ministry of Education. Hamilton: University of Waikato, 1998.*
- SMARDON, D., FLETCHER, M. HILL, M., COUCH, N. & TOPHAM, L. Assessment for better learning professional development contract: *Milestone two report for the Ministry of Education. Hamilton: University of Waikato, 1998.*
- SMARDON, D., FLETCHER, M. HILL, M., COUCH, N. & TOPHAM, L. Assessment for better learning professional development contract: *Milestone three report for the Ministry of Education. Hamilton: University of Waikato, 1998.*
- SMARDON, D., FLETCHER, M. HILL, M., COUCH, N. & ALLAN, R. Assessment for better learning professional development contract: *Milestone four report for the Ministry of Education. Hamilton: University of Waikato, 1999.*
- SMARDON, D., FLETCHER, M. HILL, M., COUCH, N., & ALLAN, R. Assessment for better learning professional development contract: *Milestone five report for the Ministry of Education. Hamilton: University of Waikato, 1999.*
- SMARDON, D., FLETCHER, M., HILL, M., COUCH, N. & ALLAN, R. Assessment for better learning professional development contract: *Milestone six report for the Ministry of Education. Hamilton: University of Waikato, 1999.*
- SMARDON, D., FLETCHER, M. HILL, M., COUCH, N. & ALLAN, R. Assessment for better learning professional development contract: *Milestone final report for the Ministry of Education. Hamilton: University of Waikato, 2000.*
- FAIRE, M., BROWN, C. & YATES, R. Recording and Reporting: *An exploratory study for the Ministry of Education. Hamilton: University of Waikato, 1994.*
- FAIRE, M., TRUDEAU, J., RZOSKA, A. & ROBINSON, E. Beginning School Mathematics Teacher Development Programme - *Final Report: Report of the Beginning School Mathematics Contract TD90/2, University of Waikato, Hamilton, 1991.*
- HILL, M. Recording and Reporting Action Research: *Final report for the Ministry of Education on the action research project in recording and reporting in primary, intermediate and secondary schools. Hamilton: University of Waikato, 1998.*
- HILL, M. Recording and Reporting Trial: *Milestone one report for the Ministry of Education. Hamilton: University of Waikato, 1997.*
- HILL, M. Recording and Reporting Trial: *Milestone three report for the Ministry of Education. Hamilton: University of Waikato, 1998.*
- HILL, M. Recording and Reporting Trial: *Milestone two report for the Ministry of Education. Hamilton: University of Waikato, 1997.*

Articles in Non-refereed Journals

- HILL, M.F. The education standards act and enhancing learning: Flipsides of the same coin or chalk and cheese?. *New Zealand Principal. June, 5-9, pp. 5-9, 2002.*
- HILL, M. Innovative assessment: Self assessment as a component of a teacher education course. *TLDU Talk, 2 (December), 12, pp. 2 1995.*
- HILL, M. Planning valid and valuable school assessment systems: A possible model for New Zealand schools. *Teachers and Curriculum: New Zealand Journal of Curriculum Studies, 1, 85-98, 1997.*
- HILL, M. Portfolios: What are they and what can they do? *Developmental Network Newsletter, 1997.*

FAIRE, M. Schools in great grandparents' Day in *Social Studies Observer*, V22, 1, 1989.

In Press and Submitted Publications

HILL, M. "Getting traction": Enablers and barriers to implementing assessment for learning in secondary schools. *Assessment in Education*, 18 (4), in Press.

HILL, M., GRUDNOFF, L. & ELL, M. Learning to think as an effective mathematics teacher: teacher educator impacts on curriculum knowledge and learning to teach. *Teachers and Curriculum*, 11, in Press.

HILL, M. Using classroom assessment for effective teaching and learning. In C. Mc Gee & D. Fraser (eds.) *The Professional Practice of Teaching (4th Edition)*. South Melbourne, Australia: Cengage Learning. (pp.160-184), in Press.

ELL, F., GRUDNOFF, L., & HILL, M. Finding out more about teacher candidates prior knowledge. *Asia Pacific Journal of Teacher Education*, resubmitted 20 July 2011.

GAN, M. J. S. & HILL, M. Exploring the Role of Peer Feedback during Chemistry Investigative Task Discussion. *Science Education*, submitted 28 July 2011.

Invited International Presentations

HILL, M. Implications of the implementation of national standards in New Zealand for primary teachers' professional development. Invited address to the 4th *International symposium on Assessment for Learning*, Solstrand, Norway, 16-19th June, 2011.

HILL, M. Panel member at the *Norwegian National Conference on Assessment for Learning*, Bergen, Norway, 15th June, 2011.

HILL, M., COWIE, B., GILMORE, A. & SMITH, L.F., Preparing Assessment Capable Teachers: A Program of Research. Paper presented at the *Queens International Symposium on Classroom Assessment*, Kingston, Ontario, Canada, 6-8th May, 2010.

GLIMORE, A., SMITH, L.F., COWIE, B. & HILL, M., Beliefs about assessment: Towards a conceptual framework and initial findings. Paper presented at the *Queens International Symposium on Classroom Assessment*, Kingston, Ontario, Canada, 6-8th May, 2010.

COWIE, B., HILL, M., SMITH, L.F. & GILMORE, A., Preparing Assessment Capable Teachers: Qualitative aspects of the study. Paper presented at the *Queens International Symposium on Classroom Assessment*, Kingston, Ontario, Canada, 6-8th May, 2010.

SMITH, L.F., GILMORE, A., COWIE, B. & HILL, M., Assessing how pre-service teachers learn to become "assessment capable. Presented to the *IQB*, Berlin, Germany. 23 August, 2010.

HILL, M. Using assessment to improve learning through collaboration: Challenges for New Zealand and Canadian teachers. Invited keynote address at the *Vernon School District annual conference "Improving through collaboration"*, Vernon, British Columbia, Canada, 23-24 November, 2009.

HILL, M. New Zealand assessment tools. Invited *UBC Faculty of Education symposium*, University of British Columbia, Vancouver, Canada, 23 October, 2009.

- HILL, M. Using assessment information formatively. Invited talk at the *Assessment for Learning Summer Residential School*, Crown Isle, Courtenay, British Columbia, Canada, 3 July, 2009.
- HILL, M. Mapping the assessment curriculum. Invited presentation at the *2nd International Conference on Classroom Assessment: Sound practice in every classroom*. Portland, Oregon, USA. September 12-15, 2005.

Invited New Zealand Presentations

- HILL, M. Using classroom assessment for effective learning and teaching. Invited lecture, University of Waikato, 3 May, 2011.
- HILL, M. 'Ready for Work': Making authentic and trustworthy judgments in co-operative education. Invited keynote address for the *New Zealand Association of Co-operative Education Annual Conference*, EIT Napier, 18 April, 2011.
- HILL, M. Using classroom assessment for effective learning and teaching. Invited lecture, University of Waikato, 4 May, 2010.
- HILL, M. Building a research culture in the Faculty of Education: First steps with a response by Prof. John Hattie. Invited address to review my term as Associate Dean Research, The University of Auckland, Auckland, 20 November, 2008.
- HILL, M. Assessment's place in extending "high standards": The big Picture. Invited keynote address at *Auckland Inner City Schools EHSAS conference*, Ponsonby Primary School, Auckland, 2 February, 2007.
- HILL, M. Producing assessment for learning in New Zealand schools through the 2006 evaluation of schools' collection and use of assessment information. Invited keynote address for *ERO Combined Area Training*, Waipuna Lodge, Auckland, 24 January, 2006.
- HILL, M. Evidence to inform practice. Keynote address delivered at the *Ministry of Education, Evidence to Action Learning Hui*, Te Papa, Wellington, 17 August, 2004.
- HILL, M. *Informing practice through evidence*. Keynote address delivered at the *Secondary School Support Services Hui*, Ministry of Education, Town Hall, Wellington, 17 August, 2004.
- HILL, M. Using data as evidence to inform practice. Keynote address delivered at the *University of Waikato School Support Services Conference*, Rydges Hotel, Rotorua, 1 June, 2004.
- HILL, M. NZARE President's address. Keynote address at the *New Zealand Association for Research in Education Annual Conference* at the Hyatt Hotel, Auckland, 30 November, 2003.
- HILL, M. Risks and possibilities for school assessment practices as a result of the Education Standards Act, 2001. Keynote address delivered at the *National Assessment Regional Seminar*, Hamilton, April, 2002.
- HILL, M. Making assessment formative in self-managing primary schools. *Waitakere City Principals' Annual Conference*. Auckland, March, 2001.

Refereed Abstracts

- COWIE, B. & HILL, M. The assessment discourses of teacher educators. Paper presented at the annual meeting of the American Education Research Association, New Orleans, 9 April, 2011.
- SMITH, L.F., GILMORE, A., HILL, M. & COWIE, B. *Assessment capable teachers: Initial findings from a multi-university study of student teacher development and*

- learning*. Presented at the New Zealand Association for Educational Research Annual Conference, Auckland, 6-9 December, 2010.
- SMITH, L.F., GILMORE, A., HILL, M. and COWIE, B. *Teacher education students' knowledge and beliefs about assessment at entry to their teacher education programme*. Presented at the *Teacher Education Forum of Aotearoa/New Zealand Biennial Conference*, Auckland, 26-28 October, 2010.
- USSHER, B., COWIE, B., COOPER, B., HILL, M., SMITH, L.F. & GILMORE, A. *Preparing assessment capable teachers: First steps in a national project*. Presented at the *Australian Teacher Education Association Conference*, Townsville, 4-7 July, 2010.
- SMITH, L.F., GILMORE, A., COWIE, B. & HILL, M. *Assessing how pre-service teachers learn to become "assessment capable"*. Presented at the *7th Conference of the International Test Commission*, Hong Kong. 19-21 July, 2010.
- ELL, F., HILL, M., GRUDNOFF, L. & AITKEN, G. *Can we measure change in competences? Recognising key features of children's work during initial teacher education*. Paper presented at the *European Association for Research on Learning and Instruction*, Amsterdam, The Netherlands, 25-29 August, 2009.
- HILL, M., GRUDNOFF, L. & ELL, F. *Learning to think as an effective teacher: Stories of change*. Paper presented at the *annual meeting of the American Education Research Association*, San Diego, April 2009.
- HILL, M. & GRUDNOFF, L. *Learning from our student teachers: Natalie's story*. Poster presented at the *Investigating our practices conference*, University of British Columbia, Vancouver, May 2, 2009.
- HILL, M. & ROBERTSON, J. *After the project is over: Do teacher researchers continue researching to improve outcomes for their students?* Presented at the *International Congress on School Effectiveness and Improvement*, Skycity Convention Centre, Auckland, New Zealand, 5-8 January, 2008.
- ELL, F., AITKEN, G., GRUDNOFF, L., HILL, M. & LE FEVRE, D. *Thinking for effective teaching (TFET) in mathematics: How does it change in an initial teacher education course?* Paper presented at the *American Educational Research Association (AERA) Annual Meeting*, New York (March), 2008.
- HILL, M. & BARTLE, J. *Do teacher researchers research after the project is over?* Presented at the *British Educational Research Association (BERA) conference*, Institute of Education, London University, UK, 8 September, 2007.
- HILL, M. & HAIGH, M. *Building research capability in a teacher education dominated faculty of education*. Presented at the *British Educational Research Association (BERA) conference*, Institute of Education, London University, UK, 7 September, 2007.
- ELL, F., AITKEN, G., GRUDNOFF, L. & HILL, M. *Developing baseline instruments to assess growth in teacher knowledge in an initial teacher education programme*. Paper presented at the *American Educational Research Association (AERA) Annual Meeting*, Chicago (April), 2007.
- HILL, M. & ROBERTSON, J. *Meeting and managing ethical challenges in a New Zealand practitioner research project*. Presented at the *British Educational Research Association (BERA) conference*, Warwick University, UK, 6-9 September, 2006.
- HILL, M. *Comparing apples with pears. Teacher knowledge about assessment and its impact on their practices*. Presented at the *British Educational Research Association (BERA) conference*, Warwick University, UK, 6-9 September, 2006.

- ROBERTSON, J. & HILL, M. Developing conceptual frameworks in qualitative action research projects. Paper presented at the *Annual Conference of the New Zealand Association for Research in Education (NZARE)*, Wellington (24-26 November), 2004.
- LOCKE, T. & HILL, M. Constructions of primary teaching practice in the wake of the 90s reforms. Paper presented at the *annual conference of the New Zealand Association for Research in Education (NZARE)*, Auckland, 29 November-3 December, 2003.
- HILL, M. & ROBERTSON, J. (2004). Practice-based evidence for improvement: early findings of the 'Great Expectations' TLRI project. Paper presented at the *Annual Conference of the New Zealand Association for Research in Education (NZARE)*, Wellington (24-26 November), 2004.
- BISHOP, A.R., COWIE, B.M., HILL, M.F., JONES, A.T. & MCGEE, C.F. Curriculum Stocktake: National school sampling study. *New Zealand Association for Research in Education (NZARE)*. Palmerston North (5-8 December). p.38, 2002.
- HILL, M. Disciplining assessment: Primary teachers' assessment practices in a managerialist education environment. Paper presented at the *Annual Meeting of the American Educational Research Association (AERA)*, Seattle, USA. April 10-14, 2001.
- HILL, M. (2001). Assessment stories from primary classrooms: a brief synopsis. *Paper presented to the Ministry of Education National Assessment Advisory Group, Wellington, March 13, 2001.*
- HILL, M. (2000). Disciplining assessment: Primary teachers' assessment practices in a managerialist environment. *Paper presented at the New Zealand Association for Research in Education annual conference*, Hamilton, November 30 – 3 December, 2000.
- HILL, M. (Using Assessment to Differentiate: A case study of the use of assessment specifically to improve learning. *Paper presented at the annual conference of NZARE, University of Otago, Dunedin, 3-6 December, 1999.*
- HILL, M. Assessment in self managing schools: Primary teachers balancing learning and accountability demands in the 1990s. Paper presented at the *Decade of Reform Conference*, University of Waikato, 10-11 June, 1999.
- HILL, M. Models of assessment practices of teachers in New Zealand primary schools. Paper presented at the *NZARE annual conference*, Auckland University, 4-7 December, 1997.
- HILL, M. & JONES, M. Partnership in Teacher Education. *Paper presented at the Australian Teacher Education Conference*, Sydney, 5-8 July, 1996.
- FAIRE, M. How do teachers' beliefs about learning in mathematics assist number concept formation in young children? Paper presented at the *International Congress of Mathematics Educators 7 Conference*, Quebec City, 1992.

Non-refereed Papers

- HILL, M. Using assessment tools in practitioner research: Challenging assessment situations faced by teacher-researchers when making assessment for learning decisions. Paper presented at the *What's next with assessment for learning? Conference*, Massey University, Palmerston North, 6-8 October, 2006.
- HILL, M.F. Assessment stories from primary classrooms: A brief synopsis. *Ministry of Education National Assessment Advisory Group*. Wellington, 13 March, 2001.

- HILL, M.F. Dangerous liaisons: Using genealogy and ethnography to investigate teacher assessment practices. *Annual Conference of the New Zealand Association for Research in Education*. Christchurch, 6-9 December, 2001.
- HILL, M. The school-wide assessment effects of planning and reporting: TLRI project. Paper presented for *The University of Auckland, Faculty of Education Research Seminar Series*, 8 February, Epsom Campus, 2005.
- HILL, M. Using assessment tools in practitioner research: Challenging assessment situations faced by teacher researchers when making assessment decisions for learning. Paper presented at the *What's next with assessment ? conference*, Massey University College of Education, 6-8 October, 2006.
- LOCKE, T. & HILL, M. Constructions of primary teaching practice in the wake of 90s reforms. Paper presented at the *Australian Association for Research in Education and the New Zealand Association for Research in Education joint conference*, Hyatt Hotel, 29 November-3 December, 2003.
- HILL, M.F. Curriculum Stocktake Project: Surveys of teachers' experiences in implementing the New Zealand national curriculum. *Research Symposium* with colleagues from the University of Waikato, The University of Sydney and Umea University. University of Waikato; 10-11 December, 2002.
- HILL, M.F. Lessons from our first University of Sydney student exchange experience. *Research Symposium* with colleagues from the University of Waikato, The University of Sydney and Umea University. University of Waikato; 10-11 December, (2002).
- MC GEE, C., JONES, A., COWIE, B., HILL, M. & BISHOP, R. Early results of the national sampling study. Paper presented at the *Teacher Education Forum of Aotearoa New Zealand*, 28-31 August, 2002.
- LOCKE, T. & HILL, M. Educating professionals: Findings of a comparative study of professionalism in *Waikato (NZ) and YORK (UK)*. Paper presented at the *bi-annual conference of the Teacher Education Forum of Aotearoa/New Zealand*. 2002.
- HILL, M. Dot, Slash, Cross: How school-based assessment for accountability can drive teachers to ticking instead of teaching. Paper presented at the *Bay of Plenty, Waikato and Poverty Bay Intermediate Deputy and Assistant Principals' Conference*, Mt Maunganui, 14-15 October, 1999.
- HILL, M. SMARDON, D. & COUCH, N. The Crevasse between teacher professional development and children's learning outcomes: How can a teacher development contract ensure that better learning outcomes are achieved for children? Paper presented at the *New Zealand Council for Teacher Education Conference, University of Waikato*, Hamilton, 14-17 October, 1998.
- HILL, M. Power and control in school-based assessment: Assessment for achievement or learning? Paper presented at the *Partnerships in the Assessment of Student Achievement Conference*, Auckland, 26-28 September, 1996.
- HILL, M.F. Assessment and evaluation: Valid and valuable. Paper presented at the *AP/DP Conference*, Novotel Hotel Rotorua, 16 August, 1996.
- HILL, M.F. Portfolios: What are they and what can they do? Paper presented at the *AP/DP Conference*, Novotel Hotel Rotorua, 16 August, 1996.
- FAIRE, M. Clothes peg planning: A schematic way of describing the structure of a thematic mathematics unit. Paper presented at *N.Z.A.M.T. conference*, Christchurch, New Zealand, August, 1993.

FAIRE, M. Recording and reporting on learning in primary and secondary schools: Some issues and directions. Paper presented at the *Learning and Assessment conference*, Palmerston North, September, 1993.

Research Grants/Funding

Research Contracts (externally funded)

- 2010-2012 Learning to become assessment capable teachers (Teaching and Learning Research Initiative project, **\$450,000**)
- 2008 The barriers/enablers of effective assessment professional development and practices in New Zealand secondary schools (National Assessment Review, **\$15,000**) (Ministry of Education funded)
- 2004-2005 Great Expectations: Enhancing learning and strengthening teaching in primary schools with diverse student populations through action research (Teaching and Learning Research Initiative project, **\$180,000**) (Ministry of Education funded through NZCER)
- 2001-2003 National Sampling Study for Curriculum Stocktake with Profs Clive McGee and Russell Bishop, Assoc. Prof. Alister Jones and Dr Bronwen Cowie. (Ministry of Education funded, **\$500,000**)
- 1997-1998 Recording and Reporting Evaluation Project. (Ministry of Education funded, **\$70,000**)

Research Projects (university funded)

- 2007 Vice Chancellor's University Strategic Development Fund project to build research capability in the Faculty of Education (**\$150,000**)
- 2006 Vice Chancellor's University Development Fund project to investigate research capability building in teacher education dominated faculties of education (**\$50,000**)
- 2006 Practitioner Research project (**\$3,000**)
- 2001-2004 International teacher professionalism comparative study with Associate Professor Terry Locke. This project is in association with the University of York, UK. University of Waikato research grant (**\$5000**)

Professional Development Contracts (externally funded)

- 2000-2002 Team member of contract to produce a professional development video on Classroom Assessment. (Ministry of Education funded, **\$40,000**)
- 1998-2000 Director, Assessment for Better Learning. (Ministry of Education funded PD for 2 years, **\$250,000**)
- 1995-1996 Director, Assessment for Better Learning. (Ministry of Education funded PD for 2 years, **\$250,000**)
- 1993-1994 Director, Recording and Reporting: Primary, Intermediate and Secondary Schools. (Ministry of Education funded PD for 18 months, **\$40,000**)
- 1990-1991 Director, Beginning School Mathematics. (Ministry of Education funded PD for 2 years, **\$90,000**)

Editorial work

Editor

Assessment Matters (NZ)

2011 Editor
2009-2011 Editorial Board member

English teaching: Practice and critique (N Z)

Vol 4, No., 2.
2005 Guest Co-Editor

Editorial Board Member

International Journal of Teaching and Learning in Higher Education (UK)

2007-2011 Review Board Member

Educational Research for Policy and Practice (Singapore)

2002-2005 Editorial Board member

New Zealand Journal of Educational Studies (NZ)

2005 Chair Management Board
Management Board member

Journal of Teachers' Work (NZ)

2004-2008 Editorial Board member

Journals reviewed for

Assessment in Education: Principles, policy and practice	(UK)
Assessment and Evaluation in Higher Education	(UK)
Assessment Matters	(NZ)
British Journal of Educational Psychology	(UK)
English teaching: Practice and critique	(NZ)
International Journal of Teaching and Learning in Higher Education	(UK)
Journal of Education for Teaching	(UK)
Journal of Teacher Education	(USA)
New Zealand journal of Educational Studies	(NZ)
New Zealand Journal of Teachers' Work	(NZ)
Qualitative Research	(UK)
SET: Research information for teachers	(NZ)
Teachers and Curriculum	(NZ)
Teaching and Teacher Education	(USA)
Waikato Journal of Education	(NZ)
