EDITORIAL

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Capable NZ in association with Otago Polytechnic is proud to present the 2020 issue of *Scope – Contemporary Research Topics* (Work-based Learning). The editorial team has been thrilled with the range and depth of submissions, and believe that this edition reflects the project work, thinking and doing that characterises the broader community of work-based learning. At the end of 2019, we decided on a theme with two aspects: innovation and creativity in professional practice; and professional practice in the age of disruption. As it turned out, disruption has been the theme of everyone's year, but COVID-19 has proven to be a catalyst for innovation and creativity as researchers and learners find lateral ways to tackle unforeseen situations and problems in transformative ways. It has been our task to curate and orchestrate the voices of facilitators, mentors, assessors and learners into a harmonious whole.

The year 2020 also marks the retirement of Chief Executive Phil Ker, and the first article in this edition pays tribute to the overlapping lifespans of his tenure and Capable NZ itself as a leading work-based learning provider. Capable NZ's slow but steady pathway to success is charted in this anthology, featuring segments by key movers in the history of the organisation: Robin Day, Heather Carpenter, Glenys Ker and, of course, Phil Ker. Among the themes are the centrality of recognition of prior learning as a foundation stone; the importance of experiential and transformational learning as theoretical frameworks; and fresh, holistic ways to facilitate, mentor and assess work-based learning projects across an increasing range of programmes. The core endeavour of expanding the work capabilities of individual learners in the post-discipline fields of work-based learning and professional practice lies very much at the heart of this study as, indeed, it does in the articles within this volume.

This edition is bookended by another anthology article in which Steve Henry leads a range of facilitators and mentors to reflect on the importance of elements of community of practice pedagogy in their own programmes and significant interest groups within the broader institution. Alignments between community of practice theory and such dimensions of kaupapa Māori as ako provide a guiding light for Capable practitioners. This theme reappears in the article by David Woodward and colleagues in the Graduate Diploma in Tertiary Education. Here, a community of practice, aligned with both humanistic and Māori learning models, bring together their narratives of evidence-based teaching practice. The stories of participants sing in accord with each individual's epistemological position, creating resonant bridges between theory and practice. Even in the emergency transition to e-delivery, the fundamental tenets of constructivism ensured that teaching and learning had a secure infrastructure.

The anthology article is a way to bring into circulation a wide range of participants in the Capable NZ community, and 'representing identities' has emerged as an editorial criterion for the 2020 editors, with authors ranging from learner to professor and including a mentor/mentee continuum in the work of Margy-Jean Malcolm and Tracy Te Wake in the third and fourth articles. The latter considers possibilities for using oral assessments as a strategic and authentic way to improve outcomes for Māori, creating an act of decolonisation by employing principles of kaupapa Māori which are embedded in the Bachelor of Leadership for Change programme. Malcolm, too, in an evaluative study, operates into this space, where a consciously heutagogical set of principles not only affords self-determined learning, but also promotes the navigation of complexity by curating individualised learning experiences. The self-

transformative capacity of self-determined learning is a concept with which Steve Henry wrestles in his own learning journey of self-actualisation. Self-transformativity may be one instrument to enable learners to navigate the rough waters of our age of disruption.

In our second item, the theme of disruption speaks to Sam Mann's investigation of the shape of professional practice, a shape that only metaphors such as "surfing the edge of chaos" and walking on a rickety bridge can come close to capturing. Drawing on survey data from learners in the Master of Professional Practice, Mann anatomises the often messy learner journey, often characterised by paradox, ambiguity and uncertainty and increasingly described using an autoethnographic approach, where the experienced practitioner investigates a research problem grounded in their experience and tells the transformative story of how they set out to investigate it, laying out challenges for learners in such programmes as the Doctorate in Professional Practice in the process.

Six or more of the articles within this edition are the work of learners on their Doctor of Professional Practice journeys, and the element of journey is seen as a guiding metaphor in papers by Jeremy Taylor and Don Samarasinghe, Oonagh McGirr, Jeremy Hanshaw and Na Vicki Rangitautehanga Murray. Taylor and Samarasinghe emerge transformed from their reflective journey of discovery through the independent pathway route of the Graduate Diploma in Tertiary Education, leading to an innovative frame of practice as an educator. McGirr investigates the impact of geographical change on framework of practice and details a 're-positioning' of the lived experience of her professional practice through the twin instruments of reflectivity and reflexivity. Hanshaw, employing narrative enquiry as his method of tracing journey, takes the reader through six, arguably seven, diverse narrative landscapes pivoting on critical incidents impacting his own professional practice. Drawing on the rich heritage embodied in verse shaped as tauparapara (an ancient chant), Na Vicki Rangitautehanga Murray embarks on "he wheku mataara," an autoethnographic discovery of professional practice through the professional epochs of her life as viewed through an array of whakataukī (metaphors). Instruments for viewing, understanding and becoming guide our authors on their manifold journeys through the wilds of professional practice.

Articles by Bonnie Robinson and Anne Alkema emerge from the messy doctoral space, but each author offers ways forward in their respective endeavours. Robinson's autoethnographic examination of the role of values and justice in leadership in the age characterised by COVID-19 also uses a metaphor, or rather a simile, as a vehicle for exploration: leading an organisation during times of disruption is like building a bicycle while riding it, bringing the orderliness of management out of the chaos of crisis. What follows is an examination of thinking on one's feet during difficult times, guided by the anchors of institutional values and the principles of social justice. Alkema works, too, with solutions – hopefully for learners/trainees/apprentices, employers, and partner tertiary education organisations in vocational workplace learning contexts. While Robinson's organising metaphor is that of an unreconstructed bicycle, Alkema utilises that of the automobile, noting that putting others in the driver's seat apart from Tertiary Education Organisations (TEOs) and the workplace requires direct interface and engagement with employers. Her study outlines the affordances of three models of workplace delivery in Aotearoa.

The articles in this volume reflect not only how far Capable NZ has come in its own history, but also how diverse and resilient its researchers, facilitators, mentors and learners have become. This volume choreographs a euphony of researcher voices in cacophonous times – the voices of work-based learning practitioners in our times of disruption. This richness promises a future of ongoing innovation and creativity for Capable NZ and the many programmes and stakeholders represented in this journal.