



**Professor Jocelyn (Joce) Nuttall**

**Executive Dean, Faculty of Education, University of Canterbury, New Zealand**

Email: [joce.nuttall@canterbury.ac.nz](mailto:joce.nuttall@canterbury.ac.nz)

UCanterbury webpage: [Joce Nuttall | University of Canterbury](#)

UCanterbury profile: [Investing passion and experience to give back to education | University of Canterbury](#)

ORCID page: [Joce Nuttall \(0000-0002-2571-7839\) - ORCID](#)

My introduction to cultural-historical activity theory was thanks to Professor (now Professor Emerita) Anne Edwards, and her visit to Monash University in 2004. I had just completed my PhD (Victoria University of Wellington, 2004) using symbolic interactionism, and Anne directed me to its similarities with CHAT. As soon as I began reading the CHAT literature, I knew I had found my epistemic ‘home’: a theory that would help me make sense of organisational cultures, the learning of teams within those organisations, and the role of contradictions in workplaces as sources of renewal.

My focus ever since has been on how teams of teachers in early childhood education settings learn and develop their practices. For more than ten years this work has focused on learning to lead teams of educators. Most recently my focus has shifted to how teams of early childhood educators learn (or fail to learn) to mobilize the rich expertise brought to their workplaces by educators who have migrated from another country.

After twenty years living and working in Australia, at Monash University then at Australian Catholic University in Melbourne, I've return to New Zealand in the role of Executive Dean of the Faculty of Education at the University of Canterbury. This role provides many rich opportunities to put into action the tools and strategies I have learned through my immersion in CHAT for the past twenty years.

Suggested readings:

Nuttall, J., Henderson, L., Wood, E. A., & Martin, J. (2024). *Leadership in early childhood education: A cultural-historical theory of practice development*. Springer.

Nuttall, J., Reinertsen, A., & Armstrong-Read, A. (2023). *Learning to lead in early childhood education: New methodologies for research and practice*. Cambridge University Press.

Nuttall, J., Henderson, L., Wood, E., & Martin, J. (2023). Reconceptualizing pedagogical leadership for quality in early childhood education: From individual dispositions to systemic creativity. In C. Ringmose & L. S. Hansen (Eds), *Educational quality through organizational and professional development*. Springer.

Nuttall, J., Grieshaber, S., Lim, S., Yun, E., Oh, J., Ahn, H., Sum, C. W., Yang, W., & Kim S. J. (2022). Workforce diversity and quality improvement policies in early childhood education in East Asia. *Early Years*, 42(1), 6-22.

Nuttall, J. (2022). Formative interventions and the ethics of double stimulation for transformative agency in professional practice. *Pedagogy, Culture and Society*, 30(1), 111-128.