

Dr Mark Bradford
Claire Le Grice
Fiona Melrose

Ideas that RIPPL

A practical, system-level approach for
disseminating research and innovation



SKILLS
INSTITUTE

How can people thrive in change?

Skills Group exists within a wider
sector context of reform, consolidation
and disruption

Is there power in
accessible entry?

RIPPL, is a system-level approach
that connects research, teaching,
and professional learning

Is there power in
accessible entry?

“I’m not a researcher”

“Am I a researcher?”

“I’m part of this research conversation”

“Why do I feel like toast this morning?”

“I am a researcher!”



How do I belong?

Opt-in freely.

Keep it playful.

Experiment with joy.

Honour the clock.

How do I belong?
Theory of
Communities
of Practice

“Learning is **participation in a community**, not just acquiring knowledge. It’s through joining in – talking, doing, contributing – that we form a sense of identity.” (Wenger, 1991)

I became part of something collaborative and creative.

How does RIPPL
build confidence?

“Identity is socially constructed.”
(Beauchamp & Thomas, 2009;
Rawlings-Smith et al., 2023)

**“Psychological safety is key – when
people feel safe to experiment without
fear of judgment, learning and creativity
accelerate.”** (Edmondson, 2019)

A group of six people are gathered around a large wooden table in an office or meeting room. They are all smiling and looking towards the camera. The table is set with various items including a large white bowl of orange-colored food, several beer bottles, glasses, plates of snacks like crackers and cheese, and some papers. In the background, there are computer monitors, office chairs, and a blackboard with some papers pinned to it. The overall atmosphere is casual and collaborative.

Little RIPPL's...



...big waves



Relationality

Relational Leadership

“Aikidō is in a way ‘conservative’ in the sense of conservation – ‘looking after’ people. . . , it’s a microcosm of society, and a society where people try to work harmoniously together.” (Mari Kondo Shihan as cited in Bradford, 2015)

Collective Leadership

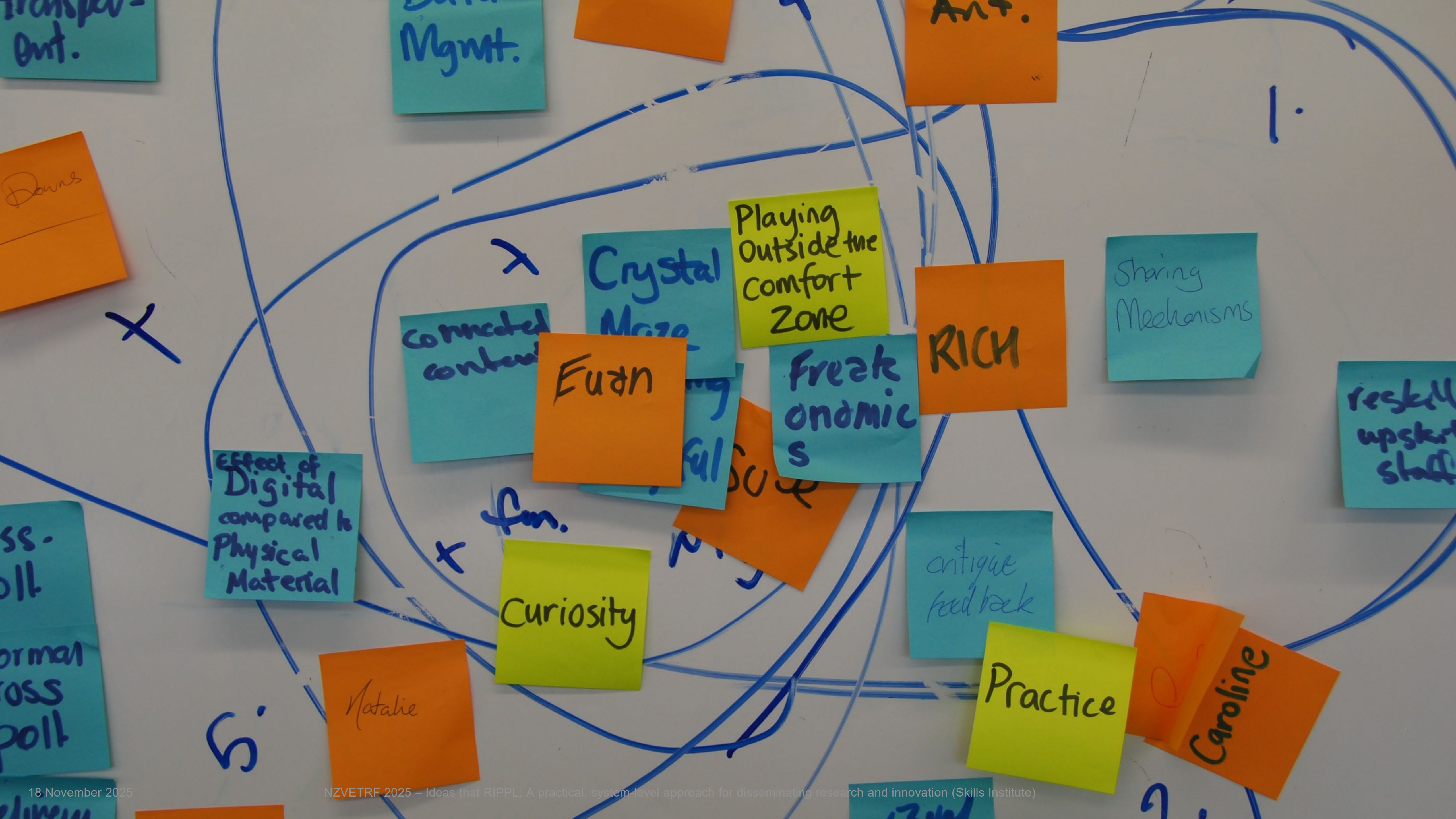
**How can I use what I've learned
through Aikidō to handle life's
challenges off-the-mat?**

I'd occasionally hear people mention some exciting projects happening, but it all felt a bit like luck.

Why isn't there a simple way for staff to learn about what others are doing – and how could I change that?

ZEME









Interdisciplinary
sessions

34

Research
projects
disseminated

90

bounce

Whitecliffe College

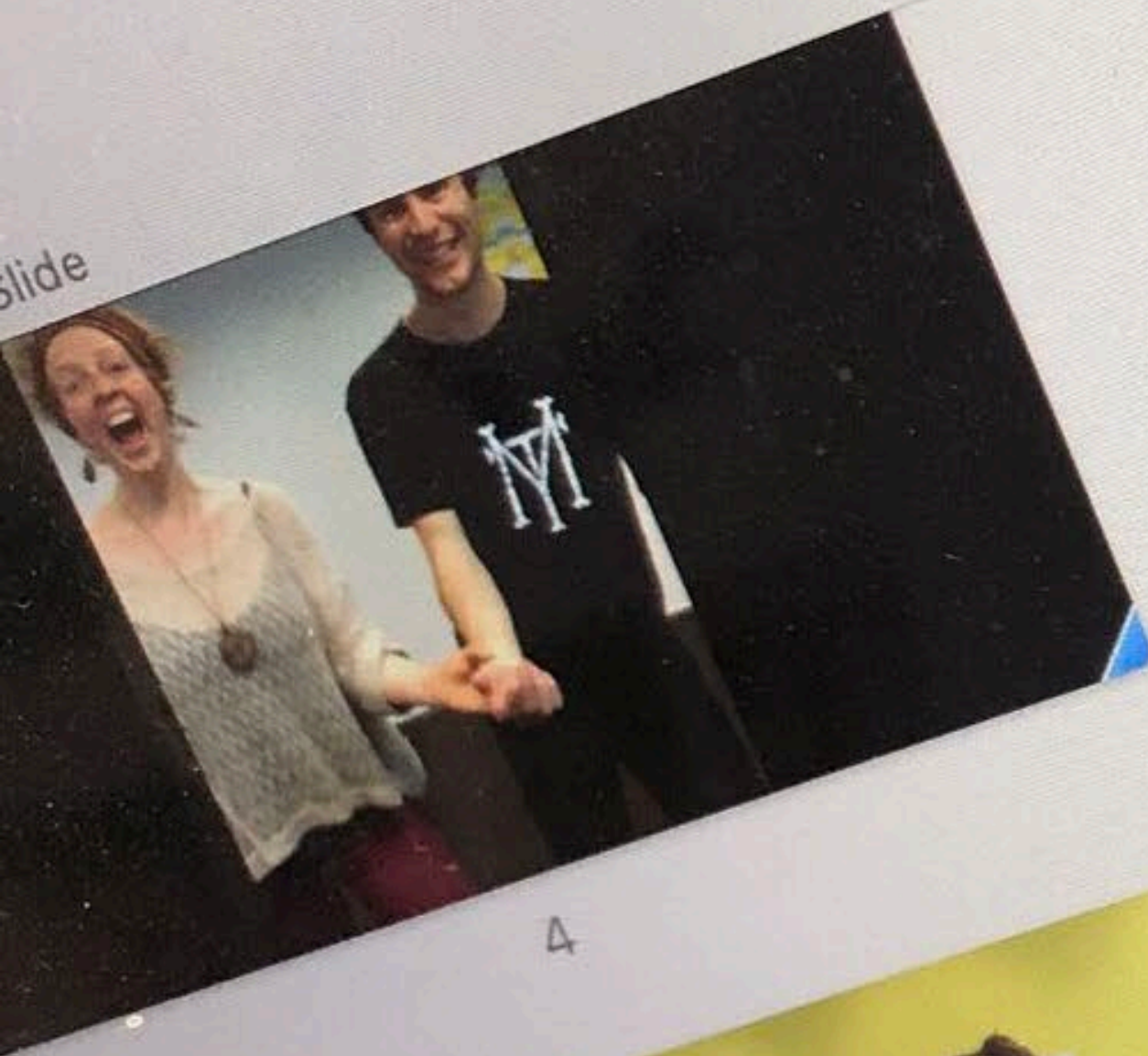
It felt like everyone was working in their own corner, and we really needed a way to spark and support an emerging research culture.

How could we create the conditions for a more connected, collaborative research culture to grow?

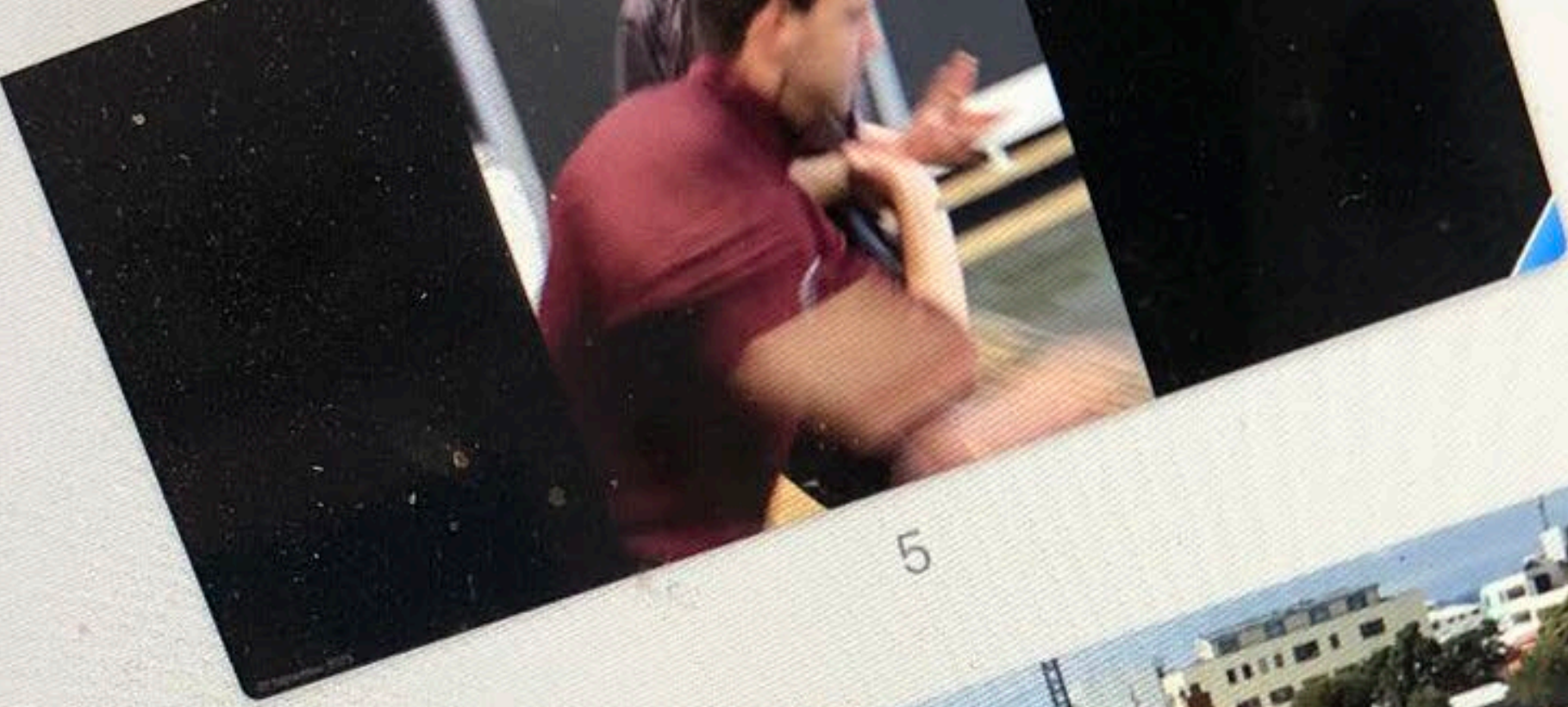


bounce

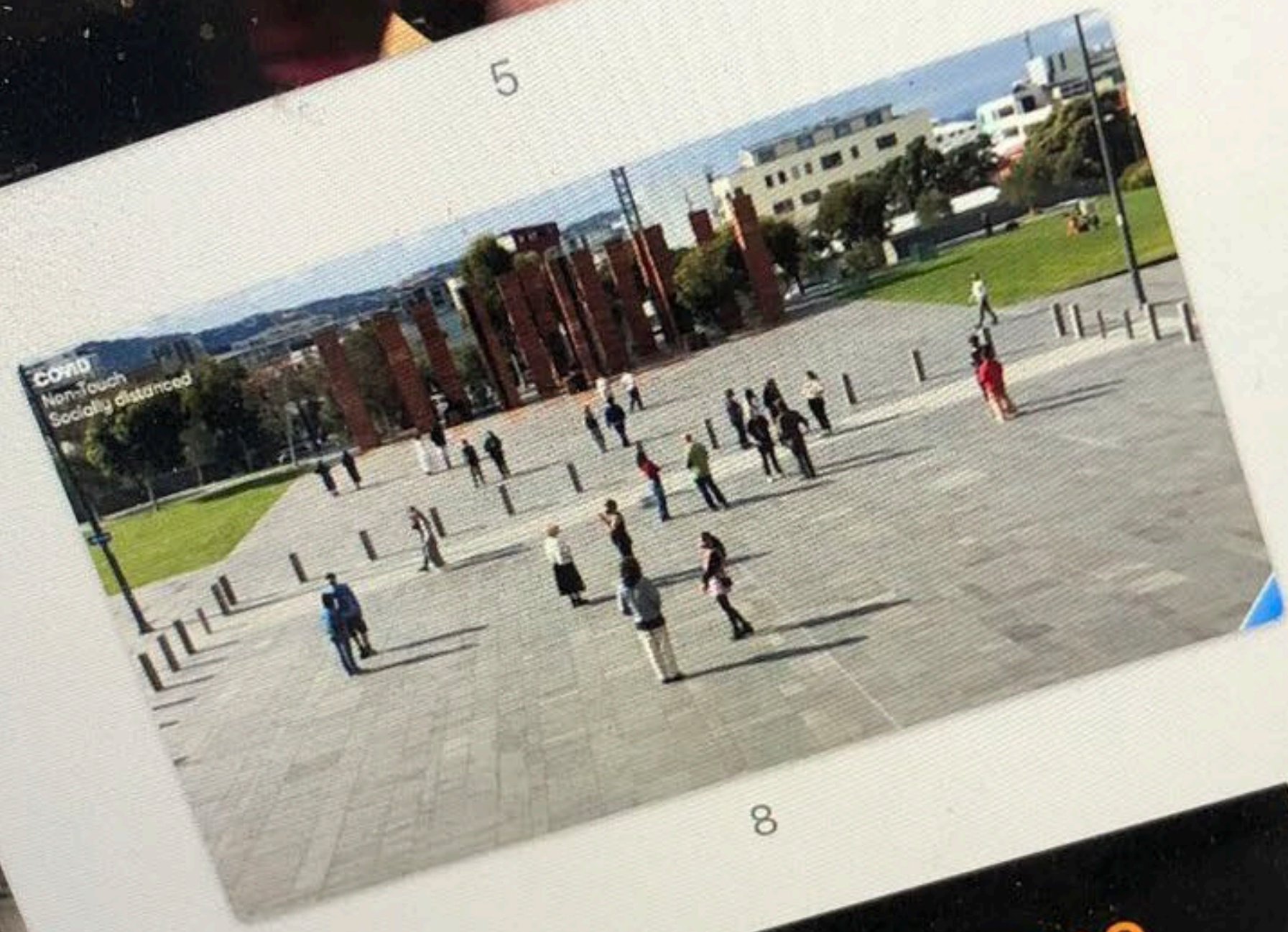




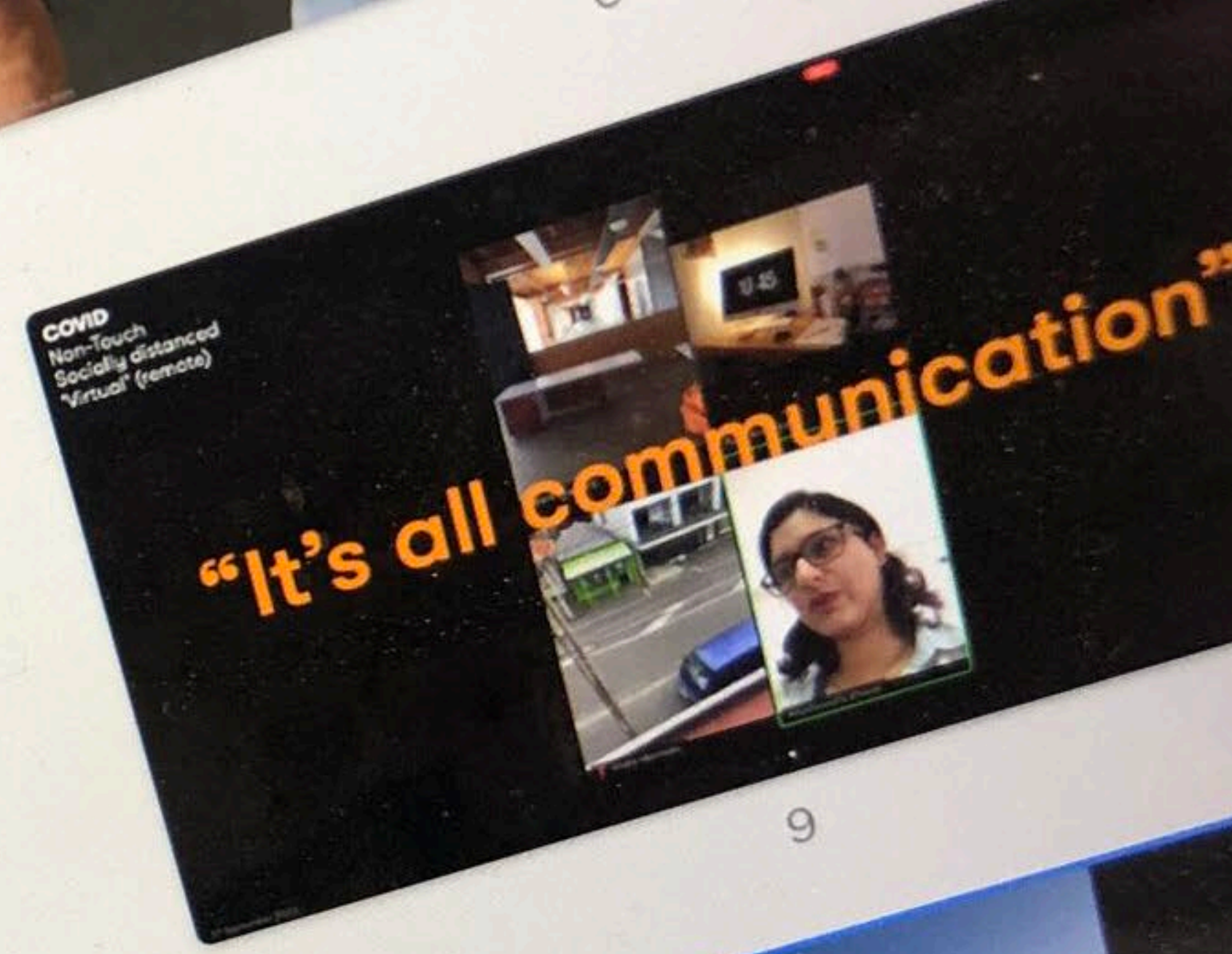
4



5



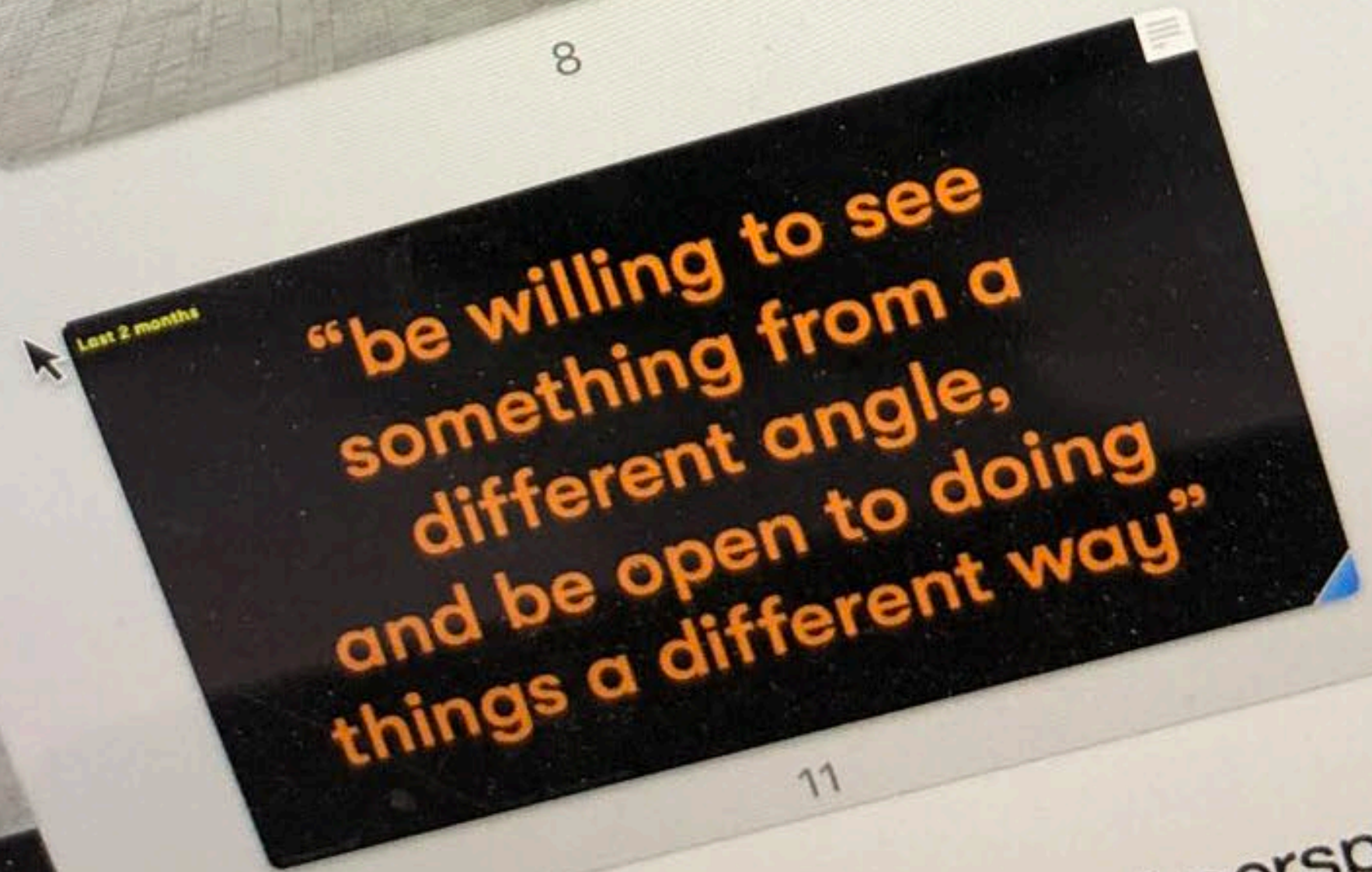
8



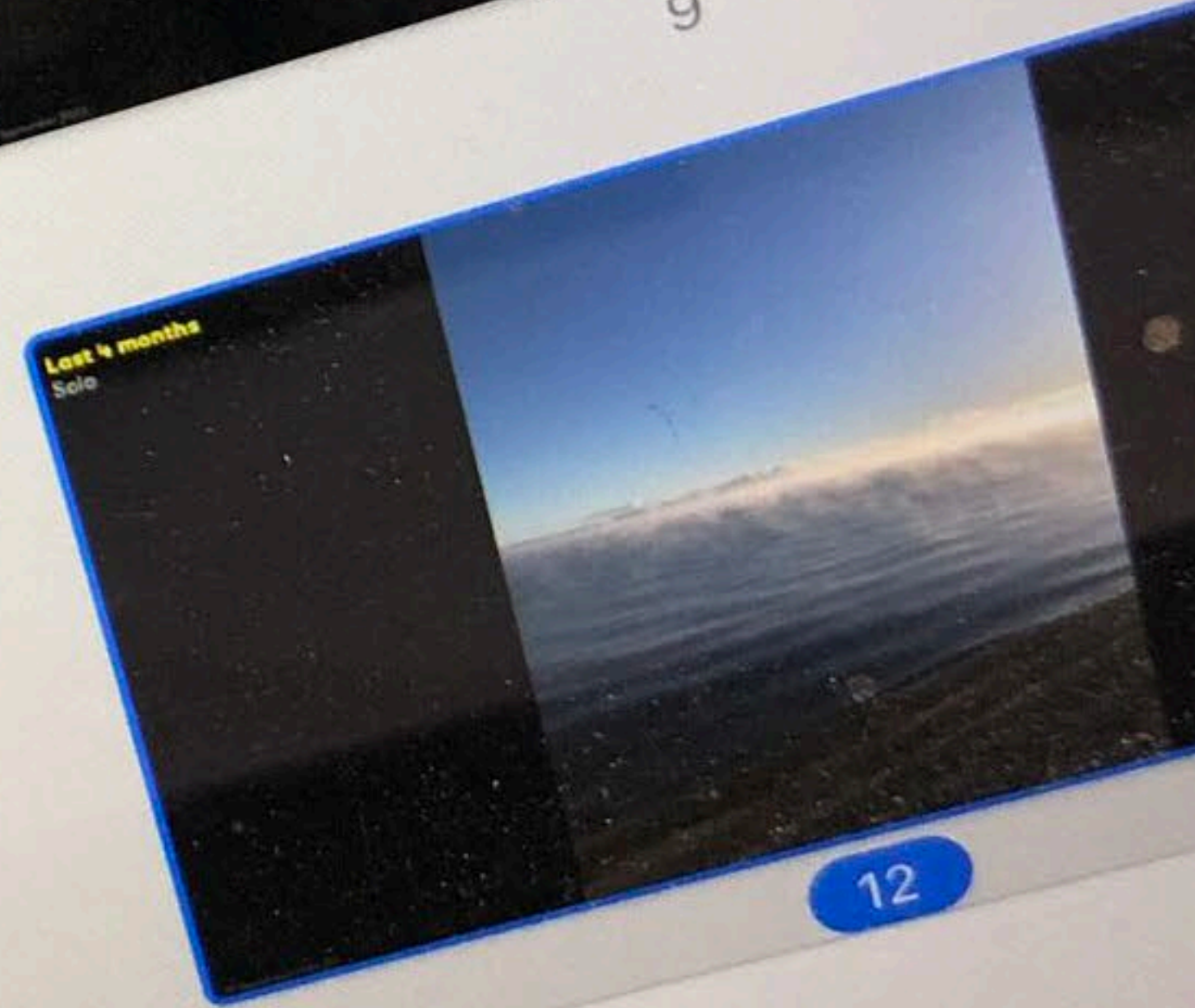
9



7



11



12







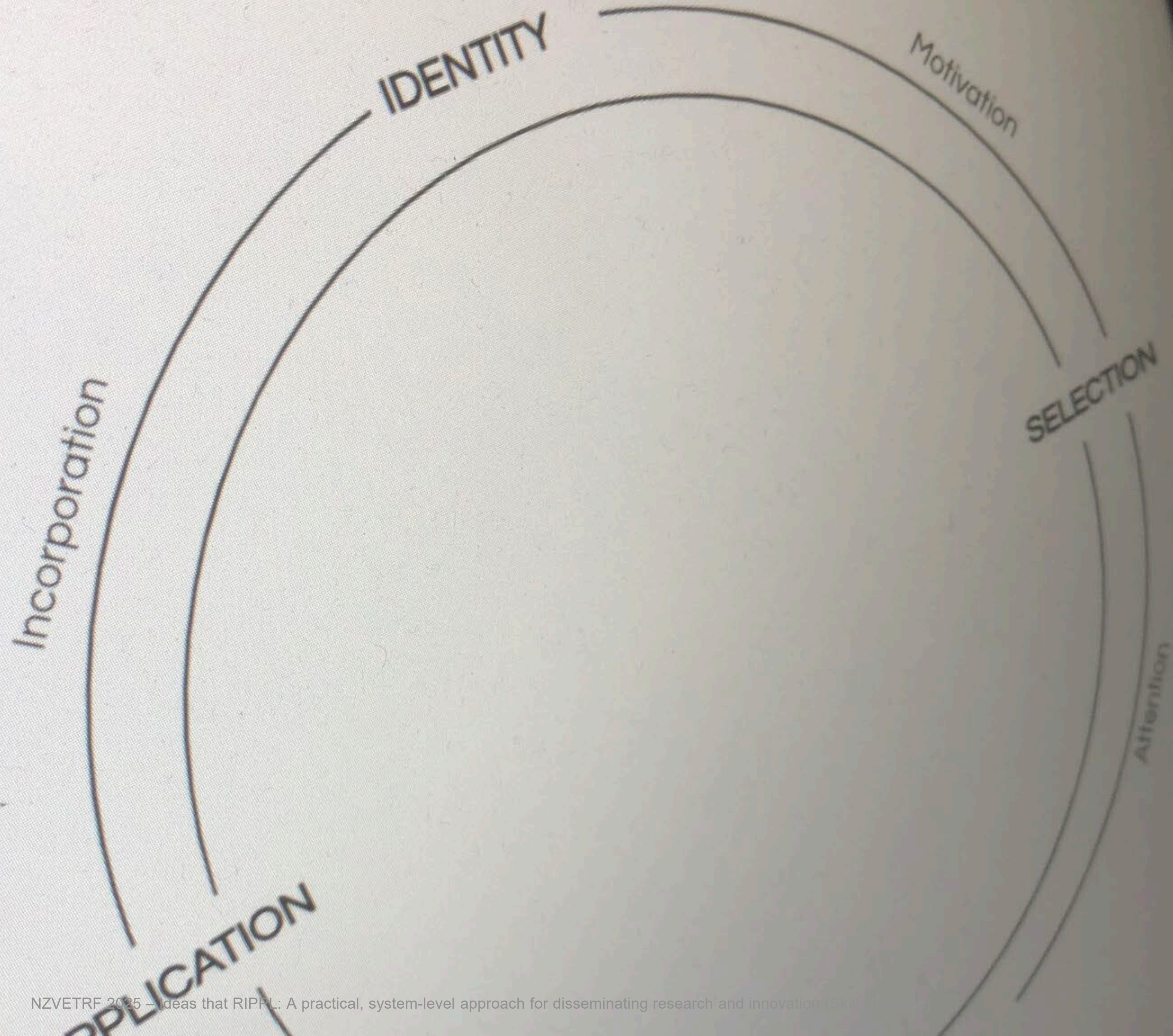


ch you can use
esp
how the criticality
+ evolution of the th
how will we use
to achieve
deep
Positive
learning



Identity isn't something you are assigned or fixed; but something that you can grow into through participation.





NZVETRF 2025 – Ideas that RIPPL: A practical, system-level approach for disseminating research and innovation (Skills Institute)



Adjacency

Index

Thinking
Image

am ciety.

Person

Research
projects
disseminated

30

bounce is...

“useful to reflect to our own study and look at ways to improve it. We also learn different methods of research, which differ from our own.”

“an innovative and mind-expanding forum. What a brilliant event, and it was super interesting!”

How can we encourage staff across Skills Group to view their everyday practice through a ‘research lens’?

How could we design the infrastructure and mindset to make that possible across the whole organisation?



"Less FOMO, More Focus"

Mass Intelligence Era
Models now learn across text, images, audio, and live feeds with real-time capabilities.

Relentless Pace
10-200 AI updates weekly, 10-30 being major updates.

Search Revolution
60% of searches yield no clicks—SEO 9.0 Engine Optimisation.

RIPPL







A group of approximately ten people are seated around a large, light-colored wooden conference table in a meeting room. The room has a large screen at the front displaying a presentation titled 'Skills Awards' with a trophy image. The participants are engaged in discussion, with one woman gesturing while speaking. On the table are various items including laptops, notebooks, pens, a tissue box, and a water bottle. The large yellow text 'So, how does it work?' is superimposed over the center of the image.

So, how does it work?

How do you make research something people want to be a part of?

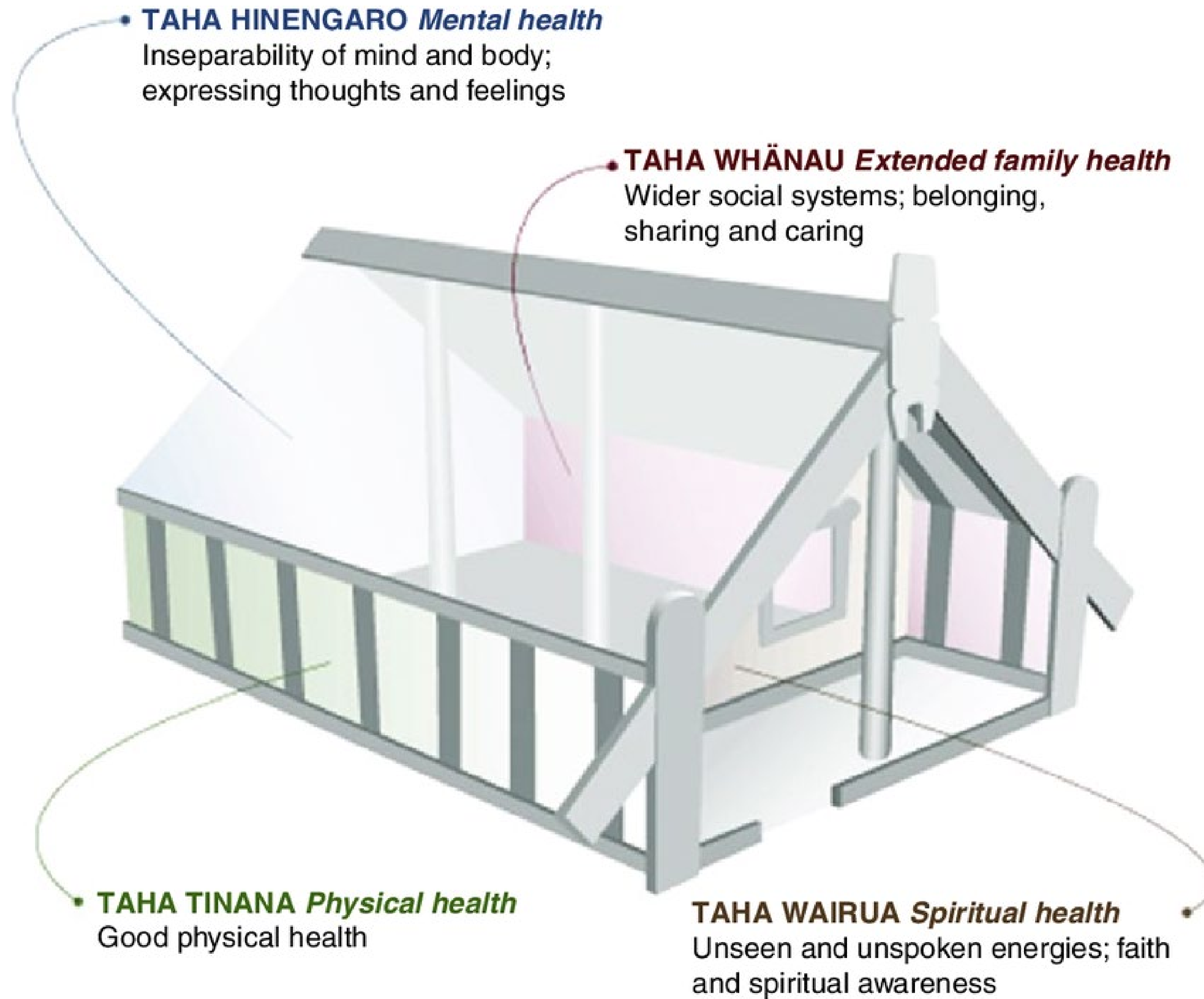
How do I belong?

Opt-in freely.

Keep it playful.

Experiment with joy.

Honour the clock.

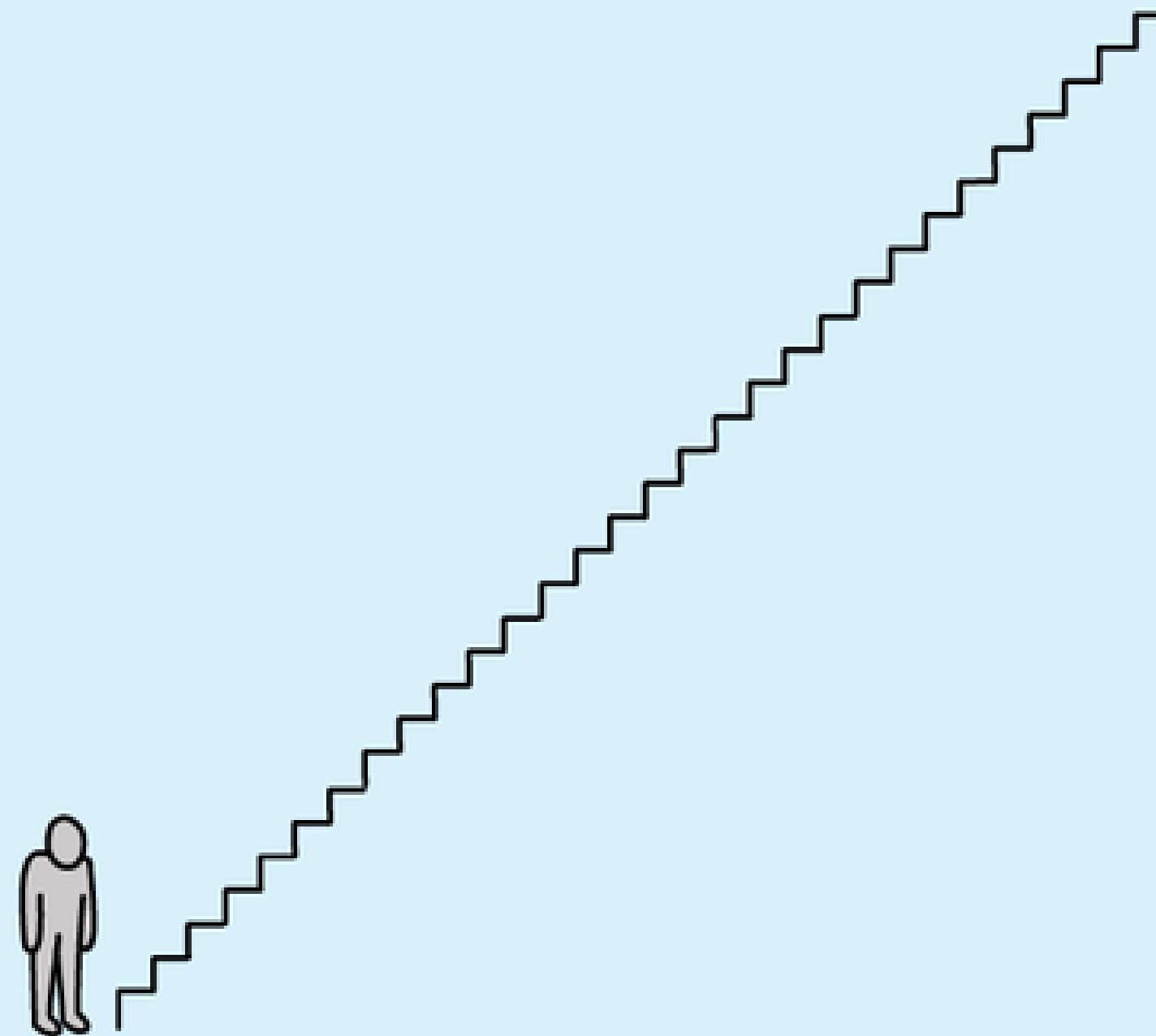




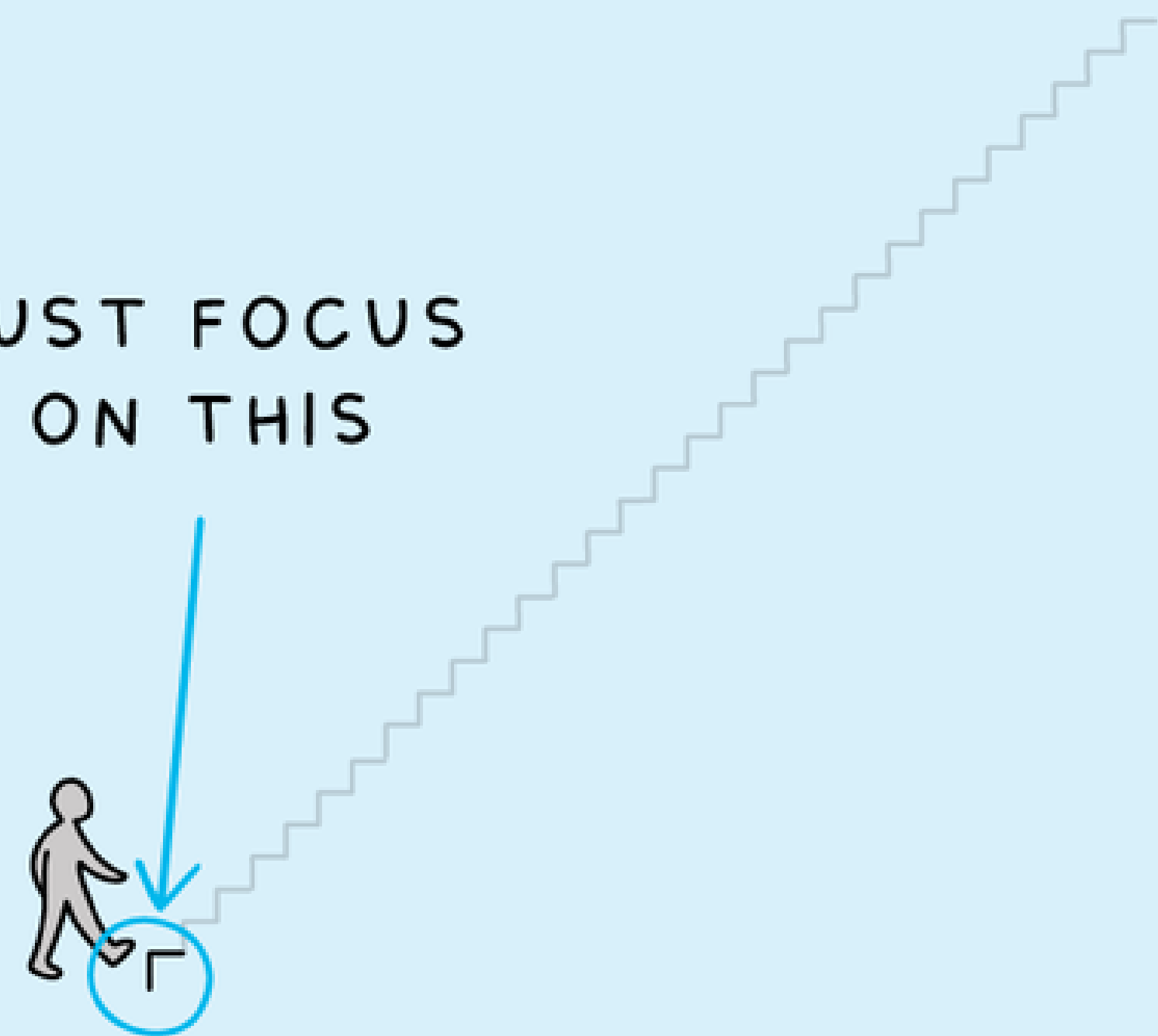
LeVa

Scale

WHEN EVERYTHING
FEELS OVERWHELMING



JUST FOCUS
ON THIS





Thanks 😊

Any questions?

References

- Bradbury, H., & Lichtenstein, B. (2000). Relationality in organizational research: Exploring the space between. *Organization Science*, 11(5), 551–564. <https://doi.org/10.1287/orsc.11.5.551.15203>
- Bradford, M. (2015). BeWeDō®: Co-creating possibilities with movement. (Doctoral dissertation, Massey University, Palmerston North, New Zealand). Retrieved from <http://mro.massey.ac.nz/handle/10179/8273>
- Carson, M., et al. (2020). Collective dimensions of leadership: Connecting theory and method. *Human Relations*, 73(4), 441-463. <https://doi.org/10.1177/0018726719899714>
- Durie, M. H. (1998). *Whaiora: Māori health development*. Oxford University Press.
- Dutton, J. E. (2003). *Energize your workplace: How to create and sustain high-quality connections at work*. Jossey-Bass.
- Edmondson, A. C. (2019). *The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth*. Wiley.
- Egan, R., & Timmins, F. (2019). *Māori health model: Te Whare Tapa Whā* [Figure 4.1]. In F. Timmins & S. Caldeira (Eds.), *Spirituality in healthcare: Perspectives for innovative practice* (pp. 55–66). Springer. https://doi.org/10.1007/978-3-030-04420-6_4
- Fosslien, L. (2024). *Focus on the first step* [Digital illustration]. <https://www.fosslien.com/liz-fosslien-focus-on-the-first-step>
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.
- Le Va. (n.d.). *About us*. <https://www.leva.co.nz/about-us/>
- Lowery, B. S. (2023). *Selfless: The social creation of “you.”* Harper.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.
- Uhl-Bien, M. (2006). Relational leadership theory: Exploring the social processes of leadership and organizing. *The Leadership Quarterly*, 17(6), 654–676. <https://doi.org/10.1016/j.leaqua.2006.10.007>