Distributed Leadership

FROM ENABLING TO EVALUATING LEADERSHIP in LEARNING AND TEACHING: A CRITERION BASED APPROACH

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This showcase aims to….

1. Introduce the ASERT (Action Self Enabling Reflective Tool) as a tool for *auditing* Distributed Leadership,

2. Outline the *results* of a pilot audit of Distributed Leadership,

3. Engage participants in a *reflective activity* on the criteria for Distributed Leadership, *and*

4. Invite participants to contribute to a survey on Distributed Leadership.

The Project Aims to:

develop a systematic, evidence-based benchmarking framework for Distributed Leadership to build leadership capacity in learning and teaching.

http://www.distributedleadership.com.au/.

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Description

Action by *many people* working *collectively* across the institution to build leadership capacity in learning and teaching.

*DL differs from other approaches to building leadership capacity in which the **traits, skills and behaviours of individual leaders** are emphasised*

Introducing the Action Self Enabling Reflective Tool (ASERT)

- Designed by the Project team as an outcome of an earlier ALTC project (DL9-1222)

http://emedia.rmit.edu.au/distributedleadership/?q=node/75

Distributed Leadership

Criteria for Distributed Leadership	Dimensions and Values to enable development of Distributed Leadership			
	CONTEXT Trust	CULTURE Respect	CHANGE Recognition	RELATIONSHIPS Collaboration
People are involved	Expertise of individuals is used to inform decisions	Individuals participate in decision making	All levels and functions have input into policy development	Expertise of individuals contributes to collective decision making
Processes are supportive	Leadership is implemented as a shared process not just a position	Decentralised groups engage in decision making	All levels and functions have input into policy implementation	Communities of Practice are modeled
Professional development is provided	DL is a component of leadership training	Mentoring for DL is provided	Leaders at all levels proactively encourage DL	Collaboration is facilitated
Resources are available	Space, time & finance for collaboration are available	Leadership contribution is recognised and rewarded	Flexibility is built into infrastructure and systems	Opportunities for regular networking are supported

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2. The Pilot Audit
of ALTC DL Projects

- 9 projects audited, 7 specifically funded to use DL, 2 as cross-disciplinary projects

- A five point Likert scale was used

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-2	-1	0	+1	+2
Never	Rarely	Sometimes	Often	Always

- If there was no evidence in the report as to whether an action occurred or not, it was identified as 'n/a'.

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3. Reflective Activity:
Self rating using the ASERT

_____

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Never	Rarely	Sometimes	Often	Always

http://emedia.rmit.edu.au/distributedleadership/?q=node/77

2. The results: Four Distributed leadership projects that contributed to the design of the ASERT

Project title	Overall score
Leadership and Assessment: Strengthening the Nexus	1.58
Distributive leadership for learning and teaching: Developing the faculty scholar model	1.81
Development of distributed institutional leadership capacity in online learning and teaching project	1.50
Developing Multi-level leadership in the use of student feedback to enhance student learning and teaching practice	1.75

2. More results Additional Distributed leadership projects

Project title	Overall score
Sustaining distributive leadership in learning and teaching: cascade and perpetual effectiveness of the faculty scholar model	1.50
Promoting teaching and learning communities: Institutional leadership project	0.88
Tiddas Showin' Up, Talkin' Up and Puttin' Up: Indigenous Women and Educational Leadership	0.31

2. Results: Disciplinary leadership national network projects

Project title	Overall score
Leading for effective partnering in clinical contexts	1.31
Quantitative diversity: disciplinary and cross-disciplinary mathematics and statistics support in Australian universities	-0.44

Pilot Audit of ALTC DL Projects

Results

- Broad spectrum of alignment of projects to the criteria of the ASERT, ranging from -0.44 to 1.81.

    - 6 projects scored > 1 indicating that evidence of the action criterion was present

    - Highest scored 4 projects that had contributed to the development of the ASERT plus 1 extension project

    - 1 discipline network project, with the other appearing to be more focused on the improvement in learning and teaching than in building leadership capacity.

Developing the Survey Design

- Need to:
  - agree on common criteria
  - provide description of distributed leadership
  - identify unit of activity (project) under investigation
  - address complexity of engaging broad range of staff given nature of distributed leadership
  - clarify whether assessment is assessing the existence of the enabling action or the outcome of the enabling action
  - adjust terminology from enabling to evaluating focus

Developing the Survey Design

What we learnt:

1. DL needs to be related to an activity

2. Respondents need to include all levels of contribution to L&T, both in positional/structural leadership roles and providing leadership expertise

Activity

The next step in our project is to establish a community of practice;

Please identify how we might attract people to join a CoP that has as its domain – the design of a benchmarking framework for DL

Activity Responses

1. Relate model to an area of interest for the participants. Target champions of this area within each university, eg flexible delivery and student engagement. in this way it will be most likely to be related to an area that participants are working in and so see value
2. Email invitations with personal names rather than 'dear colleague'
3. Define DL; describe what you mean by CoP; IE lay our the content and process of what you are proposing
4. Make clear the benefits for participants of being in the CoP.
5. Invitation to joint to read "Sick of herding cats? Your colleagues could be your best allies in improving L&T in your institutions"
6. Appeal to the need to empower outstanding classroom teachers to enthuse colleagues and generate support vis shared goals
7. Clearly define how group would work so that people can make a decision about participating – sometimes people don't participate purely because they don't know enough
8. Go to conference/workshop and ask participants to respond to a question
9. Make it relevant, timely, useful
10. Connect personally
11. Have formal leaders raise awareness and interest
12. Identify purpose and outcome
13. Clearly articulate goals so potential participants can engage with the idea-what's in it for me
14. Make it worthwhile – aims and outcomes; enable people to work together for a clear purpose eg monograph or other SoTL outcomes

SURVEY DESIGN FROM OUTCOMES of AUDIT

Survey designed to focus respondents on an L&T initiative and identify

- its genesis
- source of contributors
- level and type of input into the design and/or implementation
- opportunities for collaboration provided
- extent and type of collaboration that resulted
- professional development support provided for participants resources support provided
- outcomes
- suggestions for change

4. Survey Invitation

You are invited to complete the survey at:

https://www.surveymonkey.com/s/distributed_leadership