Benchmarking Distributed Leadership:

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- **This session aims to:**
  - Explain the draft Benchmarking framework for distributed leadership

  - Invite feedback as a means to validate, verify, refine and finalise the framework

  - Provide the stimulus for on-going discussion on distributed leadership in higher education through the formation of a Community of Practice

Format

1. Presentation by project team
2. Written comments & questions invited during the presentation
3. Verbal discussion invited at the conclusion of the presentation
4. Participants invited to become a member of a Community of Practice on DL in higher education

Can you please have the draft Benchmark document you were sent open to assist

NOTE: The session will be recorded for report and research purposes

Further information available
http://www.distributedleadership.com.au

Resources:

1. ASERT - Enabling resource for Distributed Leadership

2. Benchmarks for Distributed Leadership

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*

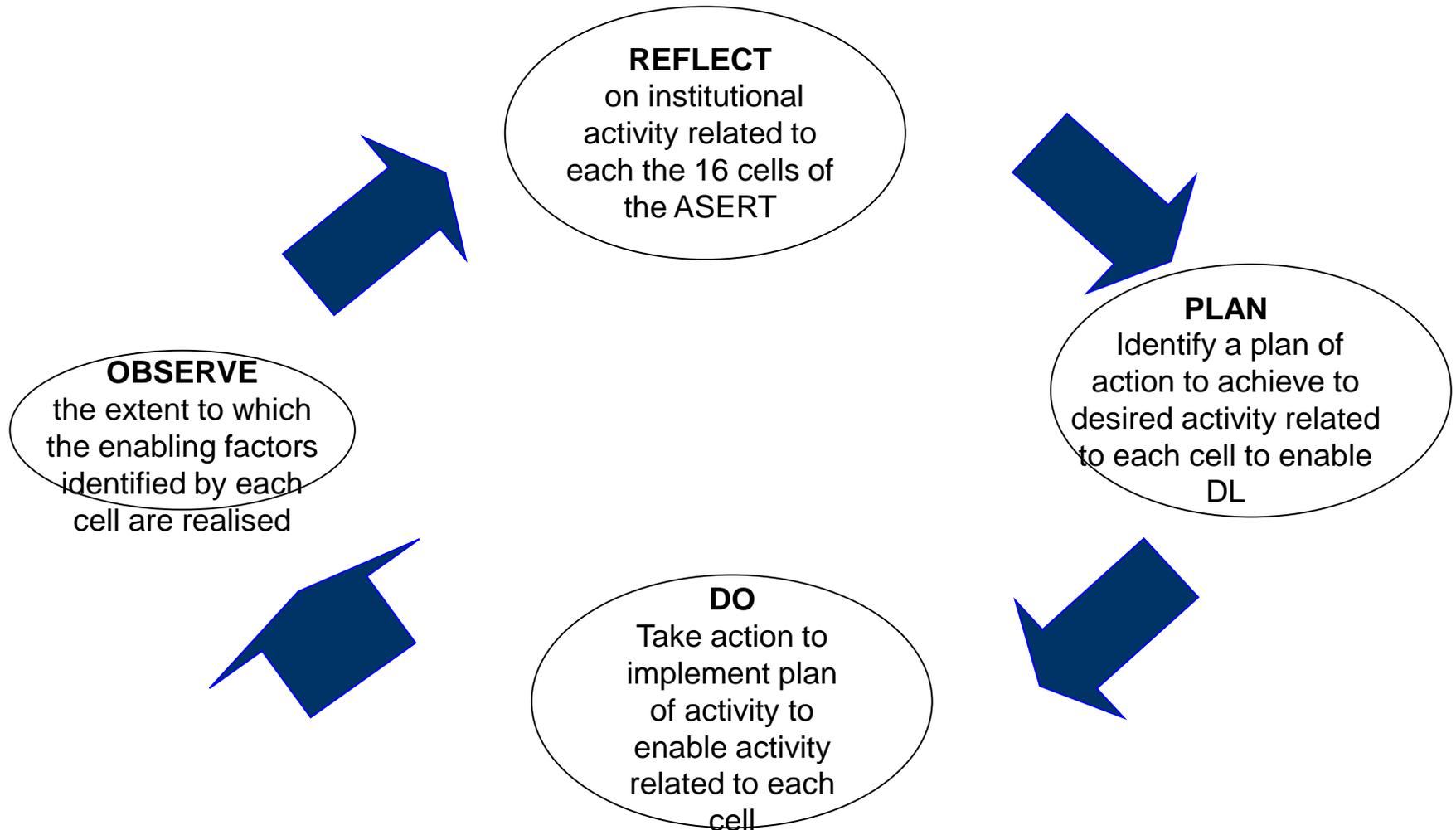**BACKGROUND:**

The Action Self Enabling Reflective Tool (ASERT)

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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ACTION REFLECTION CYCLES underpin change

REFLECT
on institutional activity related to each the 16 cells of the ASERT

PLAN
Identify a plan of action to achieve to desired activity related to each cell to enable DL

OBSERVE
the extent to which the enabling factors identified by each cell are realised

DO
Take action to implement plan of activity to enable activity related to each cell

BENCHMARKING DISTRIBUTED LEADERSHIP

Benchmarking in this instance is a self- evaluating process

The points of reference for the benchmarks have ben identified from existing practice in the use of distributed leadership across Australian higher education institutions

TENET: ENGAGE

SCOPE: Distributed leadership for learning and teaching engages a broad range of participants from all relevant functions, disciplines, groups and levels. This includes formal leaders, informal leaders and experts.

ELEMENT: Informal leaders

Good Practice Descriptor:

Staff are recognised for their expertise in learning and teaching through good practice, teaching awards, grants and/or fellowships and participate in learning and teaching enhancement projects.

- **Description of current practice**

- **Evidence of performance in this element**

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TENET: ENABLE

SCOPE: Distributed leadership for learning and teaching is enabled through a context of trust and a culture of respect coupled with effecting change through collaborative relationships

ELEMENT: Context of trust

Good Practice Descriptor:

Decisions made in learning and teaching enhancement projects are based on respect for and confidence in the knowledge, skills and expertise of the academics and professional staff in addition to relevant rules and regulations

Description of current practice

Evidence of performance in this element

TENET: ENACT

SCOPE: Distributed leadership for learning and teaching is enacted by the involvement of people, the design of participative processes, the provision of support and the integration and alignment of systems

ELEMENT: Design of processes

Good Practice Descriptor:
Communities of Practice and other networking opportunities are encouraged and supported

Description of current practice

Evidence of performance in this element

TENET: EVALUATE

SCOPE: Distributed leadership is best evaluated drawing on multiple sources of evidence of increased engagement in learning and teaching, collaboration and growth in leadership capacity

ELEMENT: Growth in leadership capacity

Good Practice Descriptor:

Participation in learning and teaching enhancement projects is recognised and rewarded

Description of current practice

Evidence of performance in this element

TENET: EMERGENT

SCOPE: Distributed leadership is emergent and sustained through cycles of action research built on a Participatory Action Research methodology

ELEMENT: Reflective practice

Good Practice Descriptor:
 Reflective practice is built into learning and teaching enhancement projects as a formal practice and stage of the project

Description of current practice

Evidence of performance in this element

DISCUSSION QUESTIONS

1. Could this DL Benchmarking framework be used in your institution to assist the design of action to evaluate the effectiveness of action taken to enable distributed leadership?

2. What factors might enhance the effectiveness of this DL benchmarking framework?

3. What factors might reduce the effectiveness of this DL benchmarking framework?

THANK YOU AND FURTHER ACTION

Thank you for your participation.

We are planning to engage in further discussion on the role of DL in higher education institutions through the establishment of a Community of Practice.

Kevin Ryland will be contacting you in the near future to gauge the level of interest in such a CoP and to plan future activity