



Distributed Leadership

Evaluating Distributed Leadership in learning and teaching: extending the CADAD benchmarking model



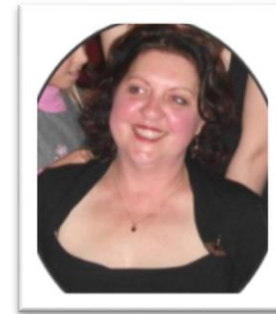
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This presentation aims to....

1. Introduce the draft benchmarking tool for distributed leadership

2. Engage CADAD members in an introductory *reflective activity* on draft benchmarking tool

3. Invite CADAD leaders to
 - i) Invite interested learning and teaching leaders and experts in their institutions to participate in a community of practice on the draft benchmarks
 - ii) Participate in a webinar on the draft benchmarks



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/>.



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 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



National Survey

Aim:

to identify distributed leadership related systems and frameworks that are currently employed to build leadership capacity in learning and teaching across Australian higher education institutions.

Analysis:

90% (of 110 respondents representing 47 Australian higher education institutions) had used a distributed leadership approach in the project they were identifying for the survey purpose.

Key findings:

- There was a correlation between DL and 'increased engagement in learning and teaching' and 'building and sustaining collaboration'.
- distributed leadership actions have been employed to build leadership capacity in learning and teaching
- evidence of significant involvement of a broad range of people and supportive processes BUT
- fewer professional development opportunities were available and there was little evidence that resources, apart from finance, were provided.



RECOMMENDATIONS FROM NATIONAL SURVEY

1. That the meaning and processes of distributed leadership for learning and teaching be further explicated.
2. That the survey design be used as the basis for an update to a more advanced survey.



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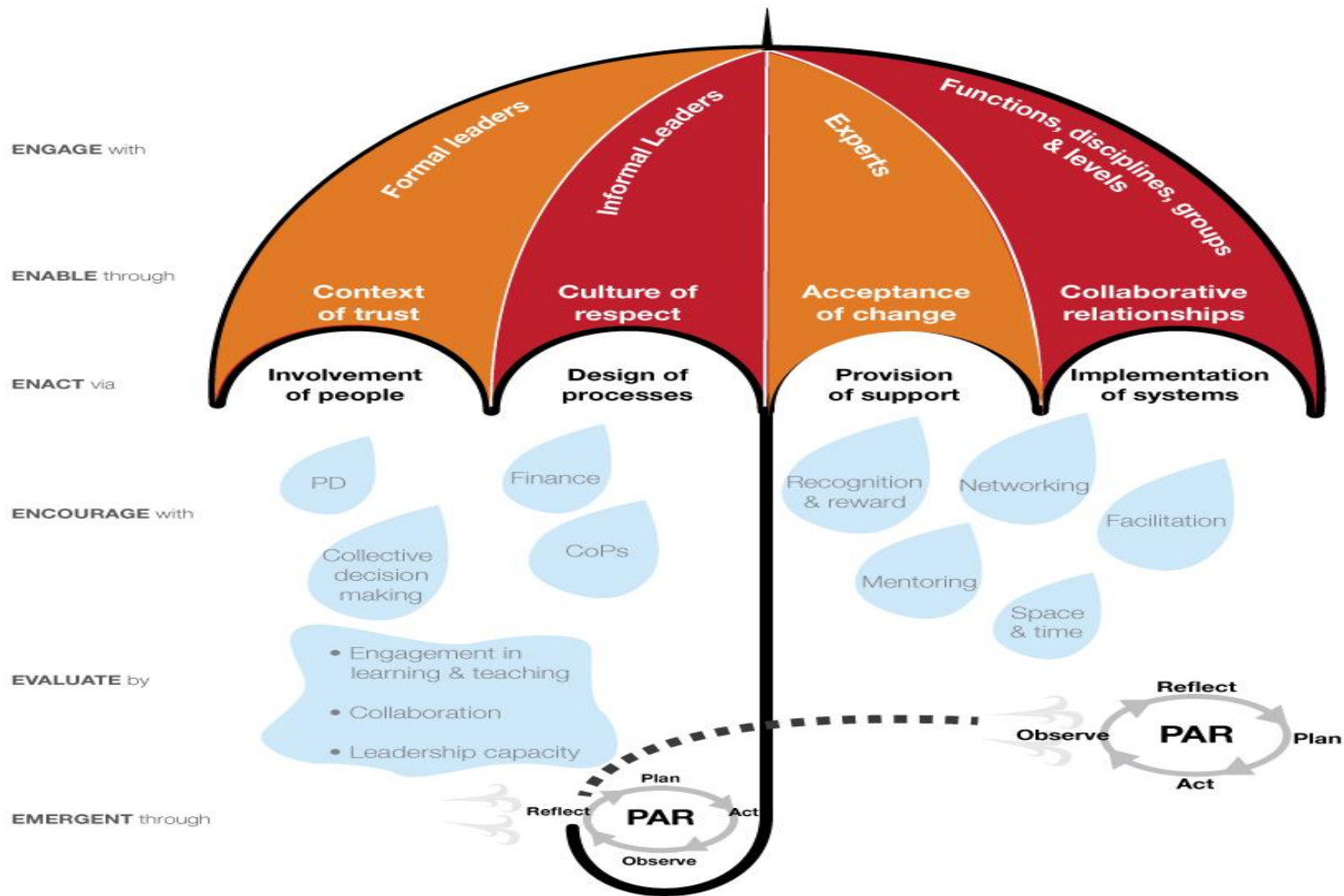
EXPLICATING DISTRIBUTED LEADERSHIP: THE 6E conceptual model

Six basic tenets –

- **Engages** with a broad range of formal and informal leaders and experts from all relevant functions, disciplines, groups and levels.
- Is **Enabled** through a context of trust and a culture of respect coupled with effecting change through collaborative relationships.
- Is **Enacted** via the involvement of people, the design of processes, the provision of support and the implementation of systems.
- Is best **Evaluated by** using evidence of examples of increased engagement in learning and teaching, collaboration and growth in leadership capacity.
- Is an ever **Emergent** through sustainable process of cycles of Participative Action Research.
- Is **Encouraged** with professional development, mentoring, facilitation of networks, communities of practice, time, space and finance for collaboration and recognition of, and reward, for contribution. to raise awareness and scaffold learning about distributed leadership.

Distributed Leadership

DISTRIBUTED LEADERSHIP 6E Conceptual Model





Distributed Leadership

BENCHMARKING DISTRIBUTED LEADERSHIP

1. TENET ONE: 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.

ELEMENTS

ONE: Formal leaders of learning and teaching (academic and professional)

TWO: Informal leaders of learning and teaching

THREE: Discipline experts in learning and teaching

FOUR: Functional experts in learning and teaching

2. TENET TWO: 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.

ELEMENTS:

ONE: Context of trust

TWO: Culture of respect

THREE: Acceptance of need for change

FOUR: Collaborative relationships



Distributed Leadership

BENCHMARKING DISTRIBUTED LEADERSHIP

3. TENET THREE: ENACT

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

ELEMENTS:

- ONE: Involvement of people
- TWO: Design of participative processes
- THREE: Provision of support
- FOUR: Integration and alignment of systems

4. TENET FOUR: 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

ELEMENTS:

- ONE: Increased engagement in learning and teaching
- TWO: Increased collaboration
- THREE: Growth in leadership capacity



BENCHMARKING DISTRIBUTED LEADERSHIP

5. TENET FIVE: EMERGENT

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

ELEMENTS:

ONE: Participative action research process

TWO: Reflective practice

THREE: Continuous improvement in learning and teaching