

Leadership Colloquium

Canberra

29 November 2006

Purpose of the Colloquium

To provide an opportunity for university leaders to contribute to the understanding of **“(effective) leadership for learning and teaching in Australian higher education”** (“it”) by examining:

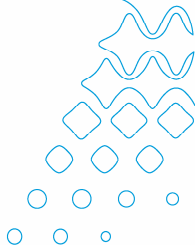


- What does “it” entail?
- What is understood by “it” ?
- How can “it” be developed and supported?
- How are different constructs of “it” reflected in structures, systems and policies?
- How is “it” conceptualised in various academic roles?

Insert slides from Anderson/Johnson/Marshall here

Sub heading

- Text



Question 1: What does *“it”* entail?

Interim answers to Question 1

- Envisioning, conceptualising (and ensuring implementation of) policies and practices that lead, sustainably, to “demonstrable enhancement of learning and teaching”
- Determining and gathering evidence of the “demonstrable enhancement of learning and teaching”
- Influencing and engaging others to effect change (Kotter, 1990) and “supporting, managing, developing and inspiring academic colleagues” (Ramsden, 1998)
- Specific strategies, e.g.
 - recognising and encouraging examples of effective L&T
 - creating a culture of excellence in L&T
- Knowing, clarifying and (re)-applying theories of leadership
- An inclusive approach (see Questions 4 and 5)

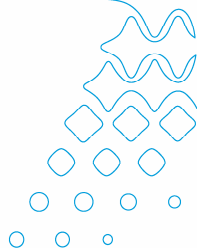
Question 2: What is understood by “it”?

Interim answers to Question 2

- Many different, sometimes contradictory and half-baked ideas
- A complex and ill-defined set of elements
- Something based more on myths and legends than on sound evidence

However, some agreement that

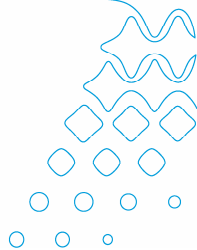
- “*It*” is conceptualised rather narrowly, mainly as either “positional leadership” or “leadership based on competence in one’s field”
- “*It*” involves change
- “*It*” involves relationships amongst human beings and requires good communication amongst all players
- “*It*” is made difficult because of a perception that T&L has lower status than R&D



Question 3: How can “it” be developed and supported?

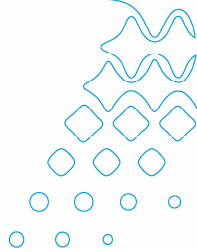
Interim answers to Question 3

- Being able to answer the preliminary question of whether “it” can be developed and supported
- Assuming it can be, then ensuring an approach anchored in the overall strategic direction of the university
- In any LD program (whether discipline-based or based on enhancement of teaching capabilities) incorporating
 - skills in both strategy and emotional intelligence
 - sensitivity to disciplinary differences
- Ensuring evaluation of any LD program



Question 4: How are different constructs of “it” reflected in structures, systems and policies?

Interim answers to Question 4



- In general, incidentally/implicitly rather than systematically
- Implicit reflections can involve:
 - “trait” theories – select people with specific traits
 - “behavioural” theories – enable people to learn from exemplars
 - “context-dependent” approaches
 - “contingency” approaches – focus on the organisation > individual
 - “power and influence” approaches – development of self-perceptions e.g. of proven experts in discipline
 - “social exchange” approaches – focus on all, not just formal leaders
 - “organisational development and cultural change” – “mould, shape and transform culture in line with institutional objectives”

Question 5: How is “it” conceptualised in the various academic roles of those who have a direct impact on curriculum and assessment?

Interim answers to Question 5

- Only some academic roles seem to be considered important
 - rare involvement of students
 - some lower level “neglected” groups
- Marshall’s 8 domains of knowledge and skills for leading L&T:
 - discipline-based
 - learning and teaching
 - leading/working in L&T teams
 - managing L&T development projects
 - leading and managing an organisational unit
 - organisational and environmental analysis
 - organisational change
 - social and interpersonal interactions
- Is there an assumption that only academic roles have a “direct impact”?

