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

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
<table>
<thead>
<tr>
<th>Criteria for Distributed Leadership</th>
<th>Dimensions and Values to enable development of Distributed Leadership</th>
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<tbody>
<tr>
<td><strong>People are involved</strong></td>
<td>Expertise of individuals is used to inform decisions</td>
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<td></td>
<td>Individuals participate in decision making</td>
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<td></td>
<td>All levels and functions have input into policy development</td>
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<td>Expertise of individuals contributes to collective decision making</td>
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<td><strong>Processes are supportive</strong></td>
<td>Leadership is implemented as a shared process not just a position</td>
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<td>Decentralised groups engage in decision making</td>
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<td>All levels and functions have input into policy implementation</td>
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<td>Communities of Practice are modeled</td>
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<td><strong>Professional development is provided</strong></td>
<td>DL is a component of leadership training</td>
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<td>Mentoring for DL is provided</td>
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<td>Leaders at all levels proactively encourage DL</td>
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<td></td>
<td>Collaboration is facilitated</td>
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<td><strong>Resources are available</strong></td>
<td>Space, time &amp; finance for collaboration are available</td>
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<td></td>
<td>Leadership contribution is recognised and rewarded</td>
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<td></td>
<td>Flexibility is built into infrastructure and systems</td>
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<td>Opportunities for regular networking are supported</td>
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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
• 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.
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
6E Conceptual Model

ENGAGE with

ENABLE through

ENACT via

ENCOURAGE with

EVALUATE by

EMERGENT through

Involvement of people
Design of processes
Provision of support
Implementation of systems

Context of trust
Culture of respect
Acceptance of change
Collaborative relationships

Formal leaders
Informal Leaders
Experts
Functions, disciplines, groups & levels

PD
Finance
CoPs
Recognition & reward
Networking
Facilitation
Mentoring
Space & time

Collective decision making
Engagement in learning & teaching
Collaboration
Leadership capacity

Paradox of Reflect
Observe
Act
Plan

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1. TENET ONE: ENGAGE

SCAPE: 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

SCAPE: 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
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
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