

Distributed Leadership in Teaching Program Programme Overview and Guidelines

1. Introduction

The *Distributed Leadership in Teaching Programme* offers teaching staff the opportunity to become leaders within the teaching community. The programme encourages participants to engage in the scholarship of teaching and learning, within their localised teaching and learning communities. The programme addresses strategic priorities while building developmental capacity for collaborative problem-solving through authentic, practiced-based teaching development. The scholarships are prestigious, and will reward those staff who are interested in developing teaching practices by giving them sufficient time to explore their curiosity. Moreover, teaching development that is integrated and aligned, as described herein, will be more responsive to pedagogies that meet the needs of disciplines and cultures¹. They will be built on communities of teaching practice with peer-led professional learning², and therefore provide a greater opportunity for demonstrating leadership in teaching development.

2. Objective of the programme

The Distributed Leadership in Teaching Programme (DLTP) has been developed to proactively align teaching development with the strategic intent of UC. The programme disrupts orthodox ways of delivering teaching development. The DLTP model shifts the focus of Academic Development from individual teachers and places greater emphasis on the development of **leadership** in teaching³. Taking a distributed approach to leadership in teaching will enable opportunities for teaching staff to identify local issues and build capacity for collaborative problem solving with peers, within UC's teaching and learning communities⁴. It draws on the intrinsic motivation of teaching staff to problem solve, learn, be willing to take on new challenges associated with addressing the issues they identify⁵ and to share these findings for the benefits of others. By embedding development within academic departments, and led by scholars, the model puts the focus of influence squarely into the hands of those who must deliver; where initiatives are designed *for* and *by* those who must apply them. The development of authentic, practiced-based teaching development⁶ will ensure integrated and aligned practice that is less centralised and more responsive to disciplinary pedagogies and cultures, alongside localised strategic needs.

¹ Refer <https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-accelerating-success-20132017/>

² For an interdisciplinary example of distributed leadership in teaching development see Davison, A., Brown, P., Pharo, E., Warr, K., McGregor, H., Terkes, S., ... & Abuodha, P. (2014). Distributed leadership. *International Journal of Sustainability in Higher Education*, 15, issue 1.

³ Gibbs, G. (2013). Reflections on the changing nature of educational development *International Journal for Academic Development*, 18(1), 4-14.

⁴ Taylor, K. L. (2005). Academic development as institutional leadership: An interplay of person, role, strategy, and institution. *International Journal for Academic Development*, 10(1), 31-46.

⁵ ten Cate, O. T. J., Kusrkar, R. A., & Williams, G. C. (2011). How self-determination theory can assist our understanding of the teaching and learning processes in medical education. AMEE guide No. 59. *Medical teacher*, 33(12), 961-973.

⁶ Loads, D., & Campbell, F. (2015). Fresh thinking about academic development: authentic, transformative, disruptive? *International Journal for Academic Development*, 20(4), 355-369.

3. The DLTP model

The DLTP will grow teaching quality across UC through the secondment of suitable teaching staff. Applicants will be supported by Faculty Executive Deans in consultation with their own Learning and Teaching Committees, Heads of Schools/Departments, the ACMPE (or nominee) and the DVC-A (or nominee). There will be strict and explicit eligibility criteria. Applicants will have to demonstrate a clear track record of excellent teaching, whilst showing potential for leadership within the teaching community. The DVC-A will have the final approval. Appointees and Faculties will need to commit up to 0.2 FTE of their time to this work⁷. The role will typically be for one full day per week and will be an agreed day across all the team to enable collaboration, and in general will replace existing administrative/service commitments as part of the 40:40:20 workload model for academic staff. Lecturer/Teaching only roles⁸ will also be eligible to apply, in this case the 0.2 FTE commitment could be drawn entirely from their teaching role. Once appointed, successful candidates will be referred to as Distributed Leadership in Teaching Program Scholars (DLTPS).

DLTPS will physically co-locate (one day per week) with the *Future Learning and Development* team, to enable them to work in a supported environment with the other nominated DLTPS. Co-location is a critical component for the programme. The University of Edinburgh has operated a similar programme for the past decade, and suggest that co-location has two-fold benefit; it enables DLTPS the space to protect time by separating them from their day-to-day responsibilities. It also enables them to get a different view point of the University, due to being located within a central unit, thereby breaking down silos and developing greater unity of purpose across the institution⁹. Appointments will have a fixed upper limit of two years to ensure DLTPS remain focused on completing their respective projects on time.

There are three stages to the programme. Stage 1 is envisaged to be about a year-long and Stages 2 and 3, combined make up the second year of the secondment. After completion of the programme Scholars will be recognised as esteemed teaching leaders and champions of teaching at UC. It is envisaged DLTPS will continue to be a valuable resource to lead and champion teaching initiatives and support the scholarship of teaching within the academic community. While embedding development locally this model will grow and sustain the depth and capability of teaching expertise over time.

3.1. Stage 1: The Development stage

The DLTPS is given sufficient space to explore topics of interest to them. During this stage it is envisaged that the DLTPS should also become familiar with the teaching environment and support needs of their Faculty-based LTC and any related strategies. Alignment of the interests of both the Scholar and the Faculty is strongly preferred, but not a precondition for projects moving forward. DLTPS may decide to develop a project for participatory research¹⁰ leading to specific and actionable development interventions with other teaching staff across UC. They may also decide to work on something specific and actionable within their own department or school. These may be discipline based in intent, equally they could be interventions that have a high level of transferability to other Faculties and contexts (stronger Scholarship of Teaching and Learning (SoTL) focus). Collaboration with other DLTPS will also be

⁷ In some cases, the staff member may opt for a different balance of portfolio release and some projects may be less than or greater than a 0.2 FTE. These will be negotiated with the DVC-A or nominee.

⁸ Those employed on the Senior Tutor and Lecturer (Teaching and Administration Only) scale.

⁹ Turner, J. Director for Institute of Academic Development, University of Edinburgh, pers. comm., 7 Oct, 2019

¹⁰For an introductory guide to action research in higher education see: Norton, L. (2018). *Action research in teaching and learning: A practical guide to conducting pedagogical research in universities*. Routledge

encouraged. This stage will see the flow of information and needs assessment moving backwards and forwards between the Faculty/Department and the DLTPS, as they clarify their project and approach. It is expected that the DLTPS will use the first part of this stage to define and lay out the plan and timeline for the fellowship.

3.2. Stage 2: The Engagement stage

Stage 2 will see a shift in focus and information flow. The DLTPS will continue to work on their project, however, as the project gains momentum, the benefits will begin to flow outwards. Depending on the nature of the project, this flow may only return to their own department/school or Faculty, however it is preferable that wider dissemination of information and outcome(s) be extended to other parts of the University. At this point, the focus is clearly on engagement and leadership with teaching colleagues. It is envisaged that DLTPS will recruit/collaborate with other teaching staff as participants in their action research projects. These staff will be subsequently able to accrue time toward required teaching development endeavours by participating in interventions/activities that may arise as part of the participatory projects¹¹. As findings become clearer, and teaching development/interventions increase, the engagement phase will begin to produce observable and measurable outcomes.

During the Engagement stage, financial support can be used to attend at least one Higher Education academic conference to share their findings, be these applied Discipline-based Higher Education research (DBHER) or more intensive Scholarship of Teaching and Learning (SoTL) research. As DLTPS increase in confidence, skill and knowledge acquisition, they will be supported to take external/international opportunities to work with other external experts in their field. During Stage 2, the DLTPS will also attend central Learning and Teaching Committee, though this will be for information sharing, not for taking on administrative tasks on the part of the Faculty.

3.3. Stage 3: The Reflection stage

Stage 3 commences after the project has completed. All DLTPS will spend the last 3 months of the project on a 'teaching reflection sabbatical'. Explicit performance indicators will need to be met. This time will be used to reflect on learnings, consolidate actions to feed into Faculty Learning and Teaching Plans and practice, and most importantly, complete writing for publication. If not already attended, DLTPS will be encouraged to disseminate findings externally.

3.4. A rolling, part-time and collaborative model

It is envisaged that at any given time, ideally there will be at least two DLTPS from each Faculty. Each year an intake round will happen. In 'year 2' the initial cohort will move to the *Engagement Stage*, while a new intake will come into the *Development Stage* - 'year 1'. This rolling model will allow sufficient overlap to support continuity of thinking as well as scaffolding progress for meeting teaching development ideas within each Faculty. It will provide senior DLTPS opportunities to support, mentor and help develop the junior DLTPS. Two years into the project, it is anticipated that there will be 10 DLTPS all working at 0.2 FTE capacity on Faculty-Scholar partnered ideas. The importance of the part-time position, is to enable the teaching staff member to remain engaged with their own teaching (to ensure development is connected to explicit experience) and to also ensure that research momentum is not lost within their own discipline-based research where relevant. Collaboration and leadership will be

¹¹ As part of the implementation of the Academic strategy, the DVC-A has proposed that teaching staff will be required to undertake a set number of hours annually of teaching development endeavours. Participation in a project would contribute to this responsibility.

enhanced through a community of practice^{12,13}, as DLTPS have the opportunity to work with other DLTPS from *Future of Learning and Development* as well as the other permanent staff across UC.

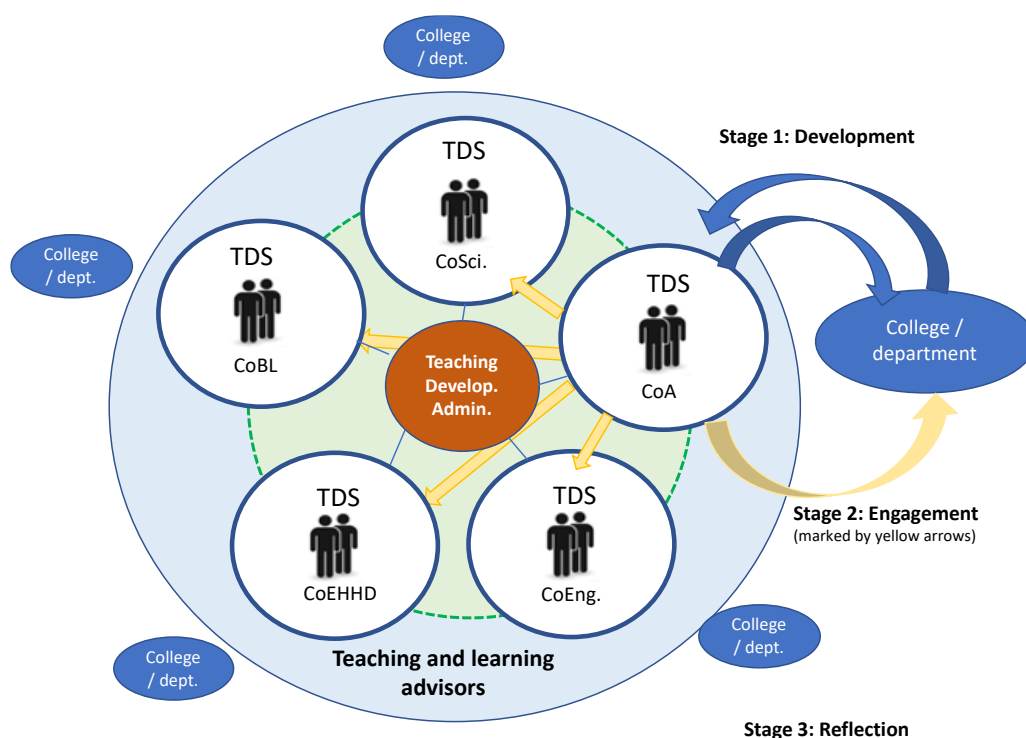


Figure 1: An integrated model for distributed leadership in teaching development.

4. Support for Scholars

4.1. Funding for the Scholar

Funding to support this project will come from the DVC-A. Compensatory funding for the DLTPS appointment will be released from the DVC-A budget to the respective Faculty budget. In effect, this provides the department with a small amount of salary relief to meet shortfall in administrative and/or other duties. The DLTPS will be given a grant of up to \$10K to be used over the two-year period of participation in the programme (up to \$5k annually). These funds will be used to support research (be that an assistant or other operational support costs) and to enable conference attendance where appropriate. HEA accreditation will be supported through the DVC-A budget. Funds will be required to be used in the year allocated. It will be the Scholars' responsibility to seek reimbursement from the programme coordinator for expenses connected to the grant. Specific details around this can be obtained from the Programme Coordinator (see below)

4.2. Professional support

As DLTPS will be part of the *Future of Learning and Development* wider team throughout the period, they will work in collaboration with teaching development staff that may include *Teaching and Learning Advisors* and/or Kaiārahi to develop and operationalise their projects. The *Director of Future Learning*

¹² Green, W., Ruutz, A., Houghton, L., & Hibbins, R. (2017). Enabling stories: Narrative, leadership, learning and identity in a faculty-based teaching community of practice. In *Implementing communities of practice in higher education* (pp. 159-181). Springer, Singapore.

¹³ Ghimisi, S. (2016). The role of community of practice in higher education. *Bulletin of the Transylvania University of Braşov*, 9(58), 139-145.

and Development has significant senior experience in the leadership of teaching and learning, and will bring this expertise to provide guidance and input. For operational support administrative staff and teaching and learning advisors within the department will be available. In addition, DLTPS will be encouraged and supported to progress to the [HEA accreditation programme](#). The reflection stage (Stage 3) will thus allow staff time to complete and submit their applications for this accreditation process.

With successful completion of Stage 3, and once requirements have been met, where relevant the DLTPS will be able to use their contribution for academic promotion. Successful completion of the programme would provide substantive evidence in relation to outstanding leadership/Service contribution to UC or to Teaching as part of the service component of their promotion application. This gives teaching staff that have greater strength in teaching (compared with research) the opportunity to potentially progress on the promotion ladder.

5. Selection criteria and project evaluation

The scholarships are prestigious, and will reward staff who are interested in developing teaching practices sufficient time to explore their curiosity and make a significant contribution to teaching development at the university level. Teaching development that is integrated and aligned will be more responsive to pedagogies that meet the needs of disciplines and cultures, and therefore provide a greater opportunity for enhanced and distributed leadership in teaching development. Therefore, the programme has a very strong preference for research projects that include other staff as research participants/collaborators, from across UC. It will also be important that proposed projects align with University strategic plans and/or *Rautaki*. In addition, projects must be achievable and benefits must be able to be realised beyond the individual teaching practice.

The following factors should be considered in developing a project:

- Collaboration with a broad range of teaching peers (and disciplines) for greater benefit
- Alignment with Faculty L & T plans
- Alignment with UC's L & T priorities
- Transferability of intended outcomes across disciplines and Faculties
- Ability of project objectives to be met within time frame and within budget.

Applicants must:

- Demonstrate a track record in quality teaching as evidenced by such things as SET surveys, teaching awards, teaching fellowships.
- Demonstrate understanding and application of bicultural competency in teaching endeavours
- Have the capacity to work collaboratively and constructively with others to more broadly influence colleagues across the university to improve teaching and learning outcomes
- Be able to be relieved from the equivalent FTE duties for the length of the tenure
- Be a permanent member of staff at UC
- Be able to identify peers who are willing to participate in the intended project.

As well as applicants being able to demonstrate the above, the application will be evaluated in terms of its Project Plan, Motivations and Project Impact. These criteria have the following weightings:

- **Project Plan:** 30%. Though it is understood changes may occur, it will be necessary to have a clearly articulated intended project direction.
- **Motivations:** 30%. It will be important that scholars approach the project with the right motivation, and express an intent to work alongside others.
- **Project Impact:** 40% will be directed to the potential impact the project is aiming towards.

Applications must be submitted to the programme coordinator by advertised close off date. Applicants will be notified of the outcome within four weeks of the close off date.

6. Expectations of Scholars

DLTPS will be expected to engage in a programme of developmental research that aims to address teaching issues and bring about improvements in practice. Sharing of project results with UC's academic community through internal teaching develop forum and other mechanisms (i.e. teaching month) will be required. It is expected that every DLTPS research project is designed with the objective to produce a peer-reviewed article for publication, either with disciplinary focus or in the field of higher education. A short report summarising the learning journey and the outcomes of the project should be submitted to Faculty LTCs as well the central LTC. The Central LTC will have a rolling panel of active DLTPS who will become familiar with the function and role of the committee. They will become ambassadors of LTC and may provide roles in future years to support ad hoc working groups and other initiatives. If projects coincide with sabbatical, objective alignment will need to be demonstrated.

The following expectations of the DLTPS are to ensure they meet commitments in line with the role:

- Co-location in the Future Learning and Development, one day per week for the project tenure
- Preparation and submission of research findings to a peer reviewed journal, either in a disciplinary focused journal or in the field of higher education where appropriate
- A short report summarising the learning journey and the outcomes of the project will be expected to be submitted to Faculty LTCs as well as the central LTC
- Sharing of project results with UC's academic community through internal teaching develop forums as identified by the DVC-A.
- Periodic participation in the Central LTC.

7. Expectation of the Future of Learning and Development Department

In order to fully support the candidate the *Future of Learning and Development* department will provide:

- Professional and technical guidance where required
- A workspace away from the day-to-day environment to ensure protection from other demands
- A scholarship grant of up to \$10K (\$5,000 per year)
- Support for development of HEA application
- Support for academic promotion (where appropriate)
- Compensation will be paid to Departments/Schools from the Centre¹⁴.

¹⁴ A budget contribution to departments will be set at \$18,000 per annum. This will be paid to departments each year, for the two years the scholar is seconded to the role. Part years will be paid pro-rata.

8. Expectations of Departments/Schools

In order to fully support the candidate Schools/Departments will:

- participate in the initial higher level 'objectives identification phase' of the project.
- Proactively release staff from 0.2 of their duties as agreed to upon application.
- Adjust workload model to reflect the additional service to the University and Faculty.
- Where relevant, provide coconvenors for over the final three months of the scholarship (the reflection stage) to enable sufficient release time to complete the project with success. This will only be relevant to courses normally convened by the Scholar, and in cases where course convening is not already negotiated as part of the 0.2 release.

9. Application process

The following figure outlines the process for application to the Distributed Leadership in Teaching Programme. Subsequent to the initial call for projects, applicants will be required to work through a project identification step, which includes consultation with various stakeholders, and finally the approval process. Once approval has been gained and the secondment paperwork completed the candidate will then be ready to commence their proposed project.

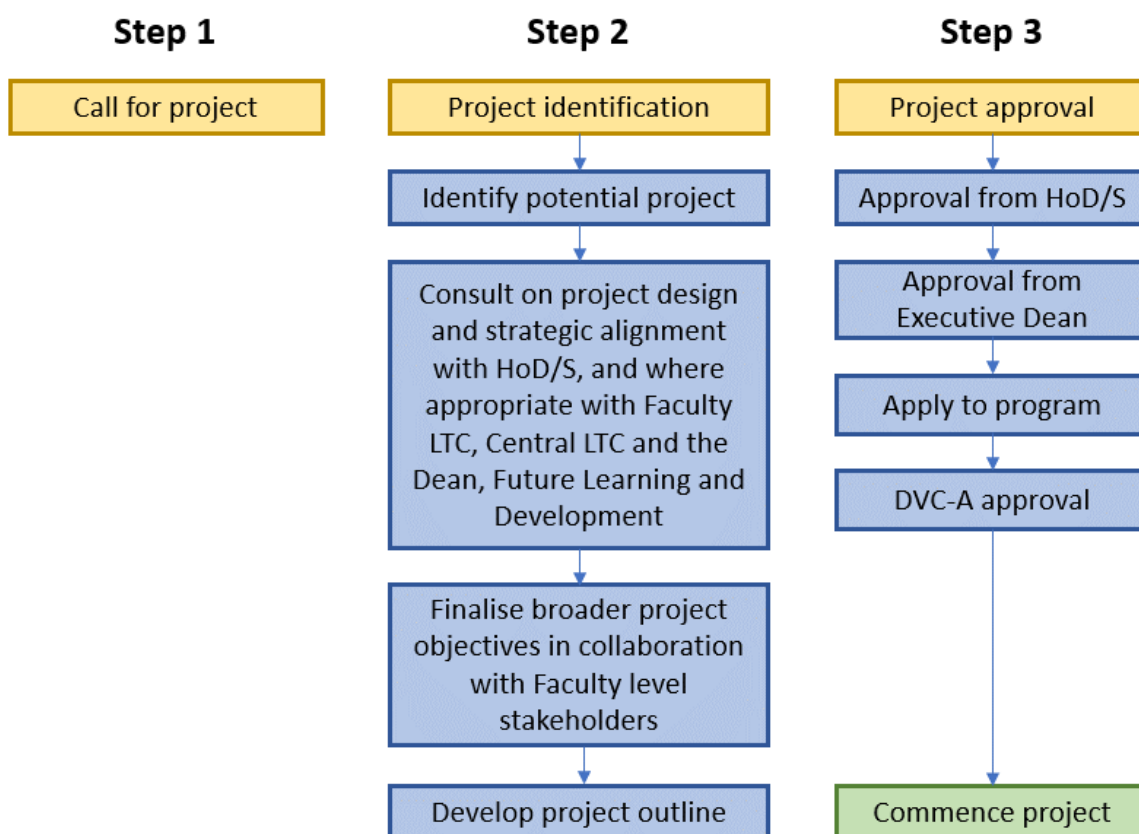


Figure 2: Steps of the Application process to the DLTP

10. Project closure process

At the close of the project, DLTPS will be required to submit a brief written report on the outcomes of the project to Faculty and UC's Central LTCs.

11. Contact Information

Programme Lead: Mick Grimley - Dean, Future Learning and Development

Contact Mick for questions related to project structure and objectives, strategic alignment, and reserach plans.

michael.grimley@canterbury.ac.nz

Programme Coordinator: Dr Trevor Nesbit – Academic Developer, Future Learning and Development

For enquiries relating to the administration of the Programme including funding, contact Trevor via the Academic Development email address.

academicdevelopment@canterbury.ac.nz