

Enabling Leadership Capacity for Higher Education Scholarship in Learning and Teaching (SOTL) through Action Research

ALARA webinar

14 May, 2021

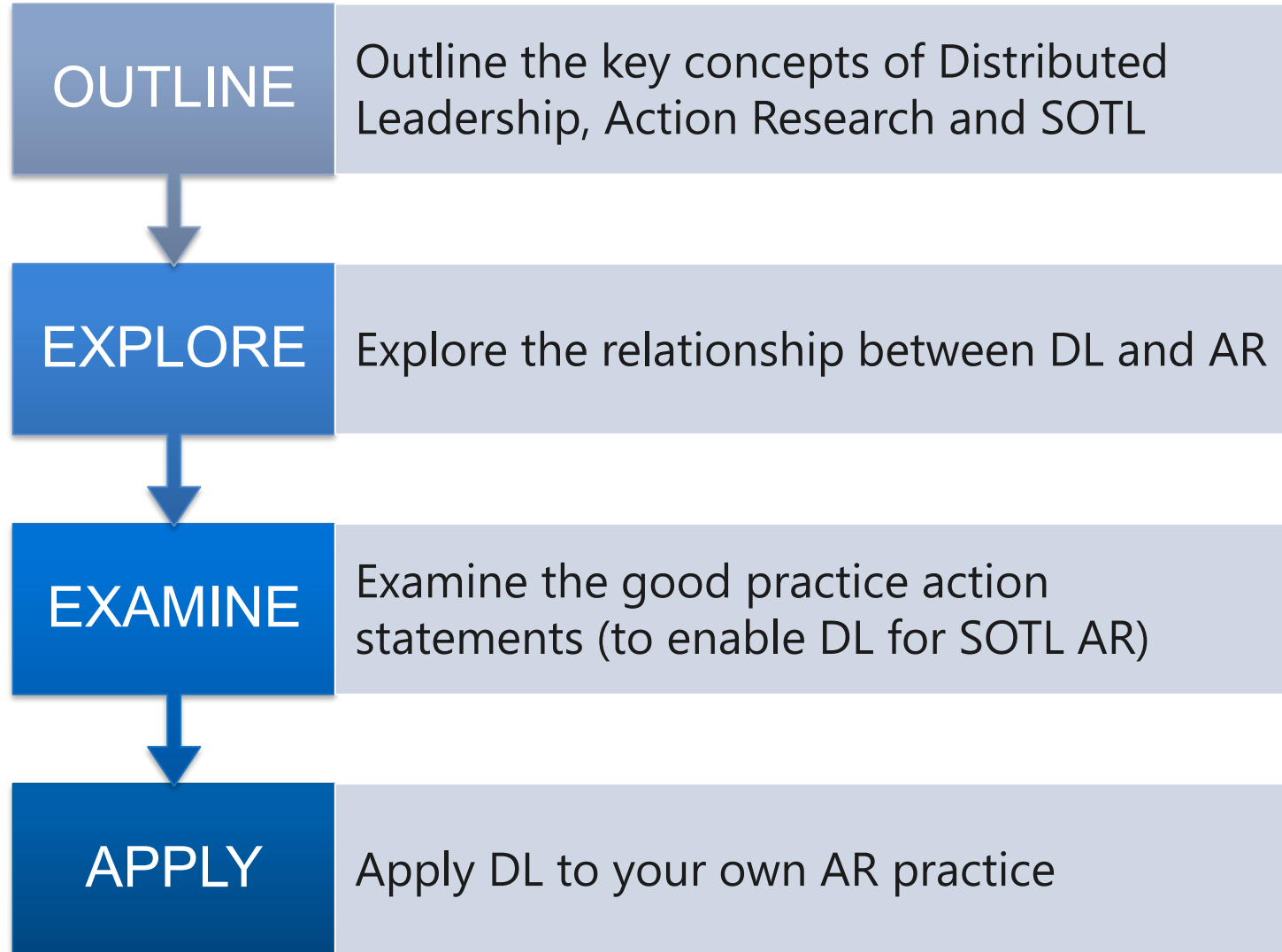
Dr Marina Harvey - dr.marina.harvey@gmail.com

Professor Emerita Sandra Jones - sandra.jones@rmit.edu.au



An
acknowledgement

Aims of the session



Three key concepts

1. AR

2. SOTL

3. DL

- All three concepts were poorly understood by higher education researchers.

Three key concepts: 1. AR

Four-step model of Plan, Act, Observe and Reflect.

(after the Spiral of Action Research, Kemmis, McTaggart & Nixon, 2014, 18-19)



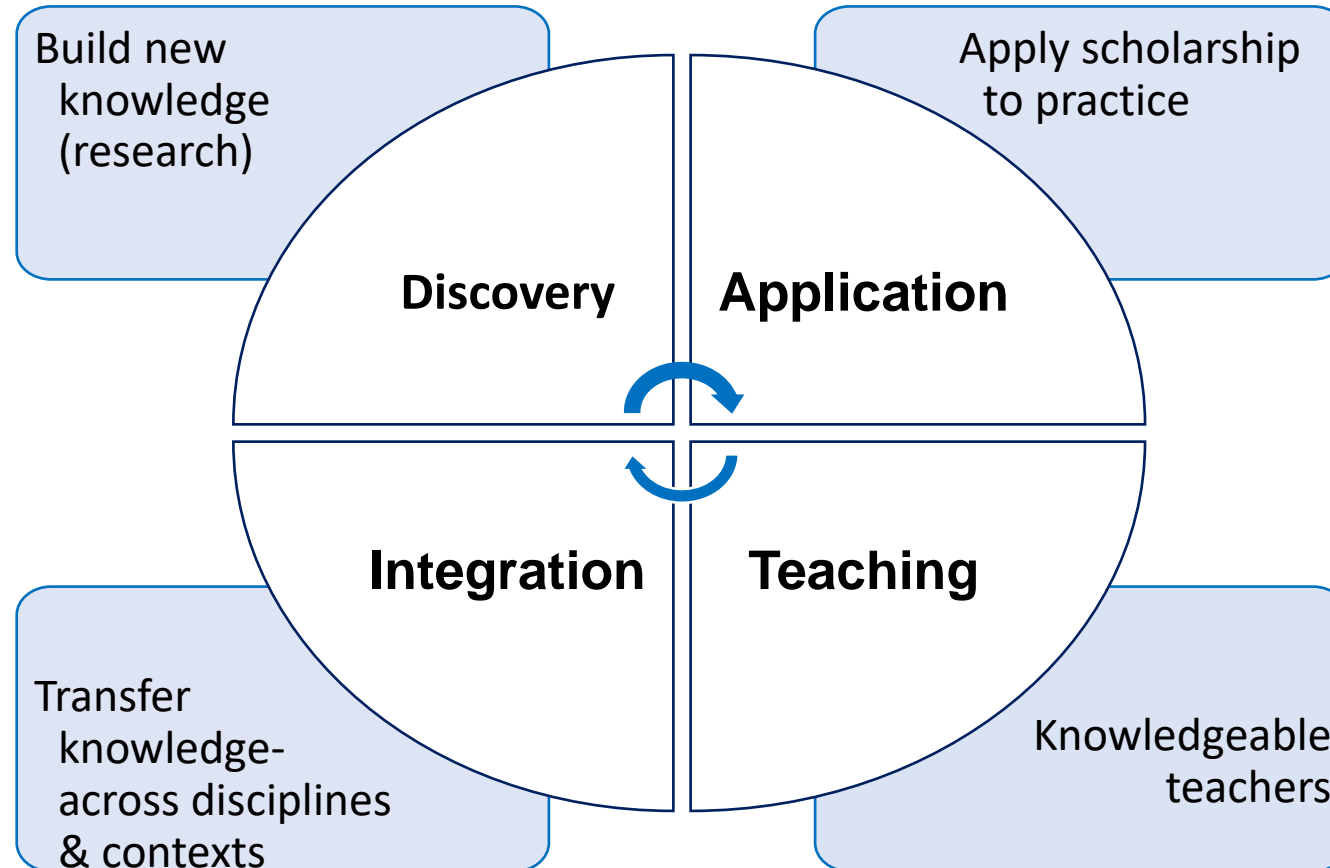
Three key concepts: 2 SOTL

Australian regulatory bodies expect that teaching staff are:

- knowledgeable about their disciplinary scholarship
 - active in scholarship - continuing scholarship that informs their teaching.
- Higher Education Standards Framework (Threshold Standards) 2021



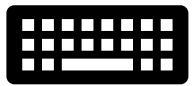
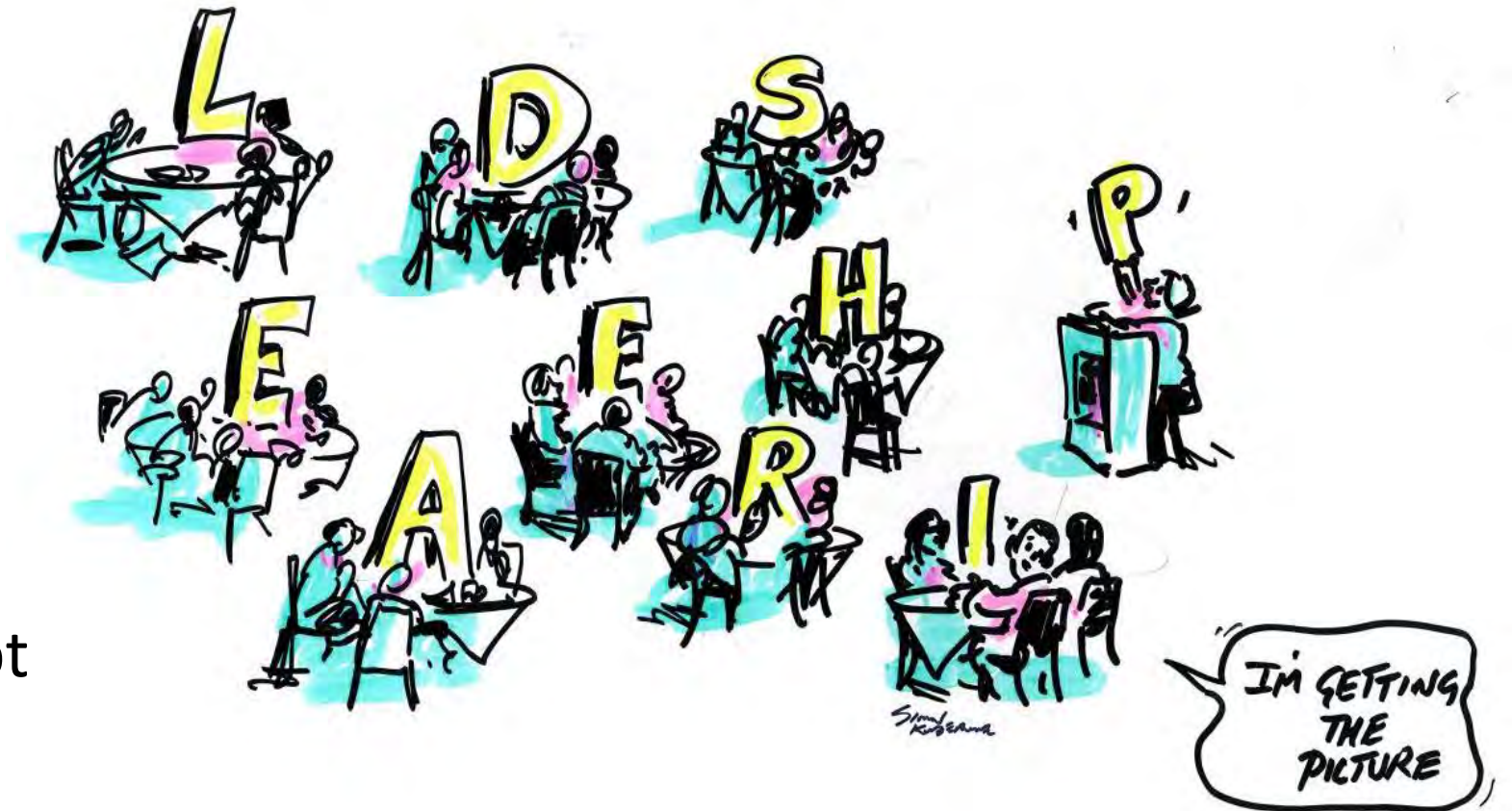
2. Scholarship Of Teaching and Learning (SOTL)



(After Boyer, 1990)

Three key concepts: 2 DL

What is distributed leadership?



Type words that describe this concept into the chat

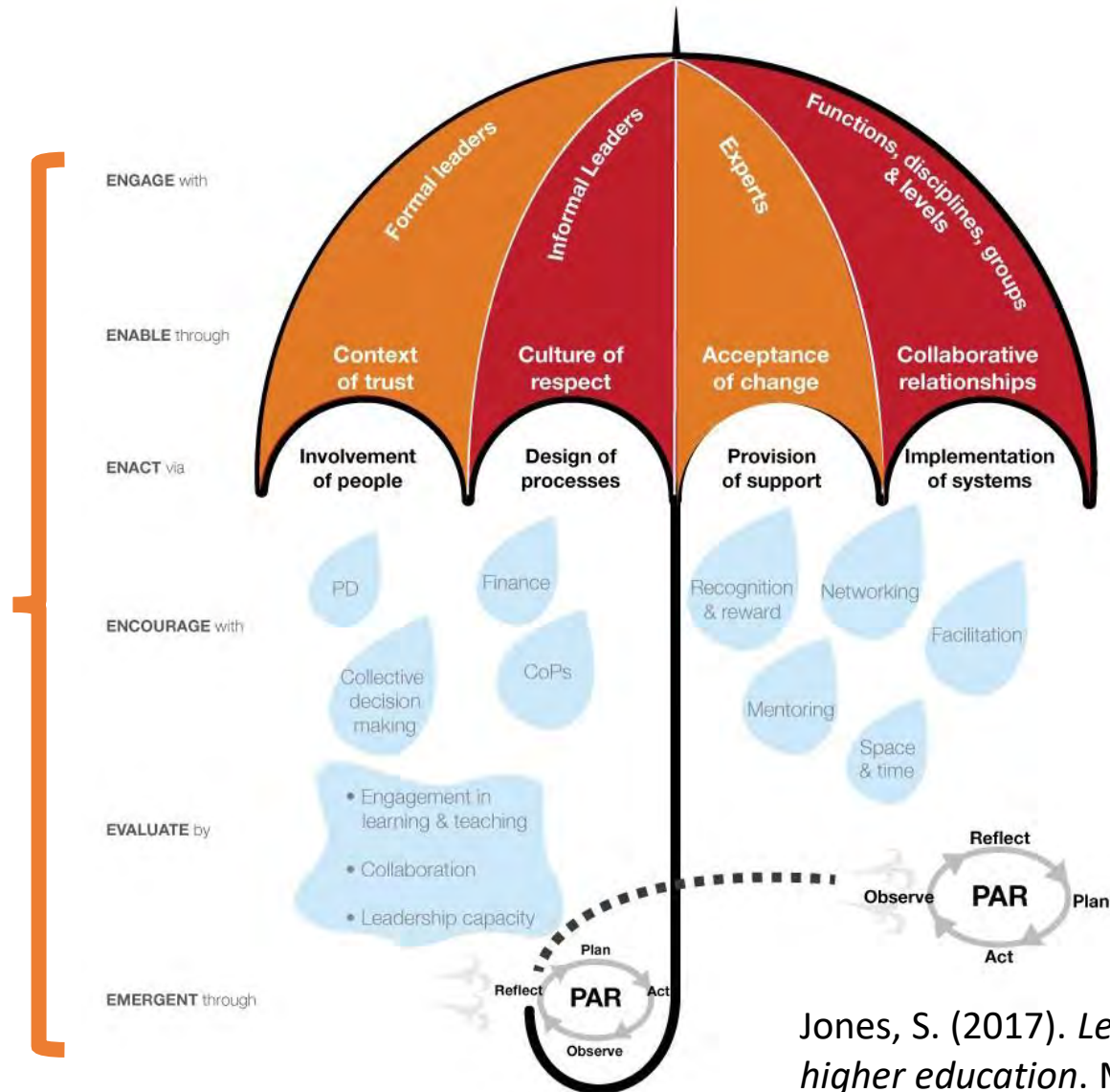
3. Distributed Leadership

...a leadership approach in which individuals who trust and respect each other's contributions, collaborate together to achieve identified goals. It occurs as a result of an open culture within and across an institution. It is an approach in which reflective practice is an integral part enabling action to be critiqued, challenged and developed through cycles of planning, action, reflection and assessment and re-planning. It happens most effectively when people at all levels engage in action, accepting leadership in their particular area of expertise

(Jones, Harvey, Lefoe & Ryland, 2014, p. 10)



3. Distributed Leadership

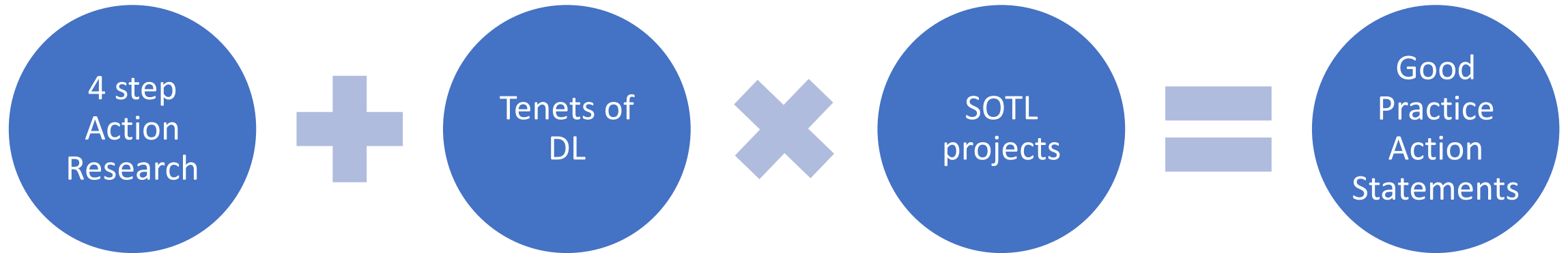


Jones, S. (2017). *Leading the academy: Distributed leadership in higher education*. Milperra: HERDSA, p.27.

3. Distributed Leadership: 6E Tenets

1. **Engage** with a broad range of experts as well as positional leaders.
2. **Enable** a context and culture of respect for and trust in individual contributions to develop in order to nurture collaborative relationships.
3. **Enact** through processes, support and systems that encourage involvement.
4. **Encourage** through activities that raise awareness through a range of supportive actions.
5. **Evaluate** through a process that encourages engagement and collaboration.
6. Support ever **Emergent** change

Our methodological formula



Good Practice Action Statements

Harvey & Jones, 2021

Table 1. Good practice action statements: enabling distributed leadership for SOTL AR.

Tenets of distributed leadership	Steps of Action Research			
	PLAN to ...	ACT to ...	OBSERVE that ...	REFLECT
ENGAGE	Recognise, acknowledge and work with hierarchical leaders as well as encourage 'experts' from all levels of the university	Ensure ongoing participation from all levels of the university	Active participation, rather than attendance, is evident for all project activities	That participants are supported to develop a sense of ownership in the project
ENABLE	Achieve active commitment from all levels of the institution	Initiate support to develop a culture of trust, respect and collegiality.	AR project participants are achieving change through collaboration	Through regular collaborative group reflection sessions
ENACT	Structure for multi-level engagement, allow for fluid boundaries and provide adequate time frames	Develop a systematic and robust methodology	Processes are co-designed, flexible and agile	Through individual and regular reflection sessions
ENCOURAGE	draw on existing SOTL theory and research	Design developmentally appropriate learning opportunities	Professional learning opportunities are offered and engaged in	On new insights and learnings from professional and action learning activities
EVALUATE	Build in evaluation from the start	Engage in ongoing formal and informal evaluation	Regular collection, recording, documentation and analysis of data is undertaken	On the evaluation data
EMERGENT	Ensure multiple cycles of AR	Maintain flexibility in response to changing contexts	Over time, participants acknowledge their development of leadership capacity	That leadership capacity has been developed as individuals are acknowledgement as leaders

Activity

Select one of the tenets of Distributed Leadership:

Tenet 1: Engage with-

Tenet 2: Enable through-

Tenet 3: Enact via-

Tenet 4: Encourage with –

Tenet 5: Evaluate by-

Tenet 6: Emergent through -



Consider how you could apply, or you have applied, the tenet of DL to your Action Research

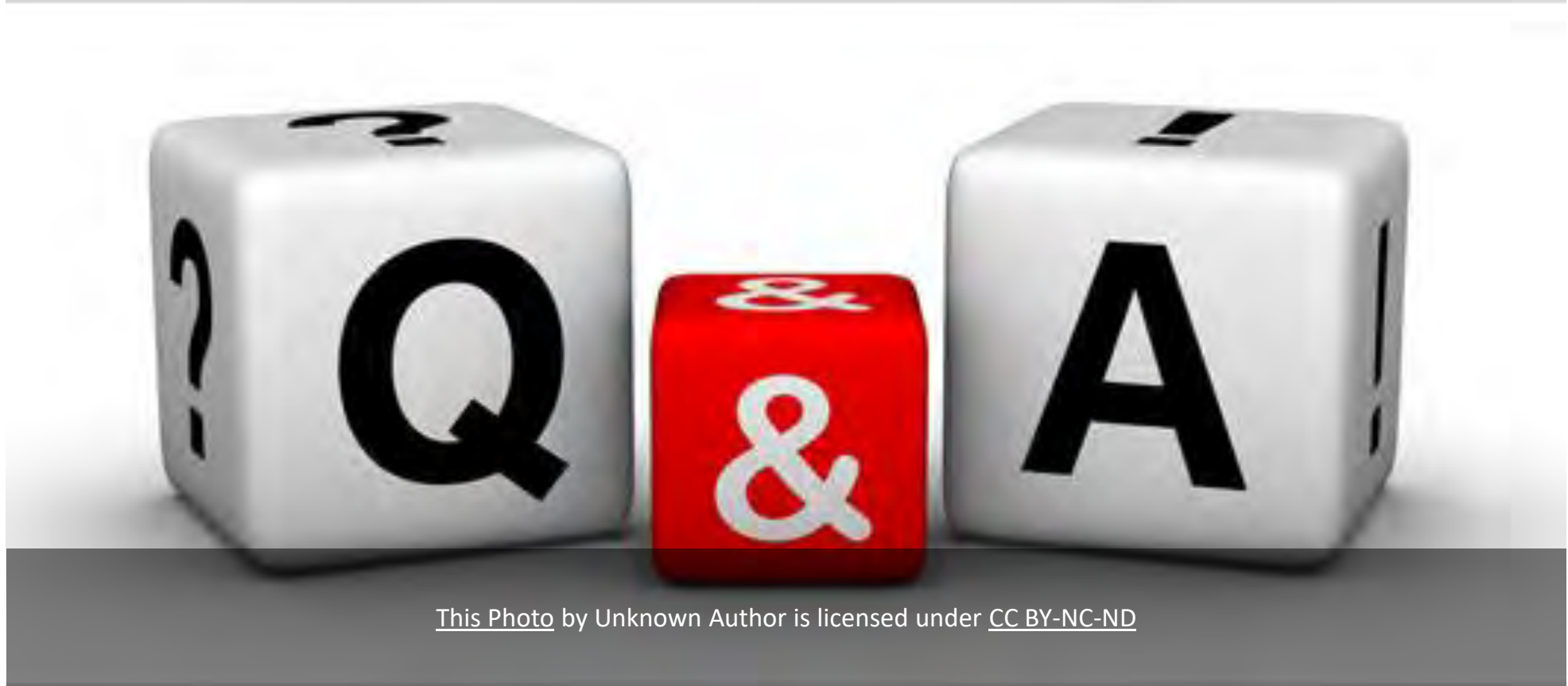
Distributed Leadership: 6E Tenets

1. **Engage** with a broad range of experts as well as positional leaders.
2. **Enable** a context and culture of respect for and trust in individual contributions to develop in order to nurture collaborative relationships.
3. **Enact** through processes, support and systems that encourage involvement.
4. **Encourage** through activities that raise awareness through a range of supportive actions.
5. **Evaluate** through a process that encourages engagement and collaboration.
6. Support ever **Emergent** change

Key learnings

- The relationship between DL and AR is bi-directional and symbiotic
- AR and its reflective practice build leadership
- The Good Practice Action Statements can provide a simple and logical guide for using AR to enable DL





[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

Key References

Harvey, M. & Jones, S. (2021). Enabling leadership capacity for higher education scholarship in learning and teaching (SOTL) through action research. *Educational Action Research*, 29 (2), 173-190.

<https://doi.org/10.1080/09650792.2020.1803941>

Boyer, E. (1990). *Scholarship reconsidered: priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Lister, R. & Edwards, J. (2010). *Fellowship report .Teaching novice computer programmers: bringing the scholarly approach to Australia. A [report](#) on the BRACElet project*. Strawberry Hills: Australian Learning and Teaching Council.

Probert, B. (2014). *Why scholarship matters in higher education*. [Discussion Paper 2](#). Office for Learning and Teaching Discussion Paper Series. Australian Government Office for Learning and Teaching.

TEQSA. (2014). *TEQSA [Guidance Note](#): Scholarship of teaching and learning*.

<https://emedia.rmit.edu.au/distributedleadership/node/2>



Dr Marina Harvey

dr.marina.harvey@gmail.com

Professor Emerita Sandra Jones

sandrabjones100@gmail.com