

Leadership in Teaching and Learning

S. C. Bose

TTF

Content

- Learning outcomes
- Characteristics of a leader
- What is Leadership?
- Concept of Academic Development.
- Different aspects of Academic development.
- Characteristics of a Leader in Academic Development
- Leadership in Academic Development
- Creating environment for Academic Development
- Conclusion

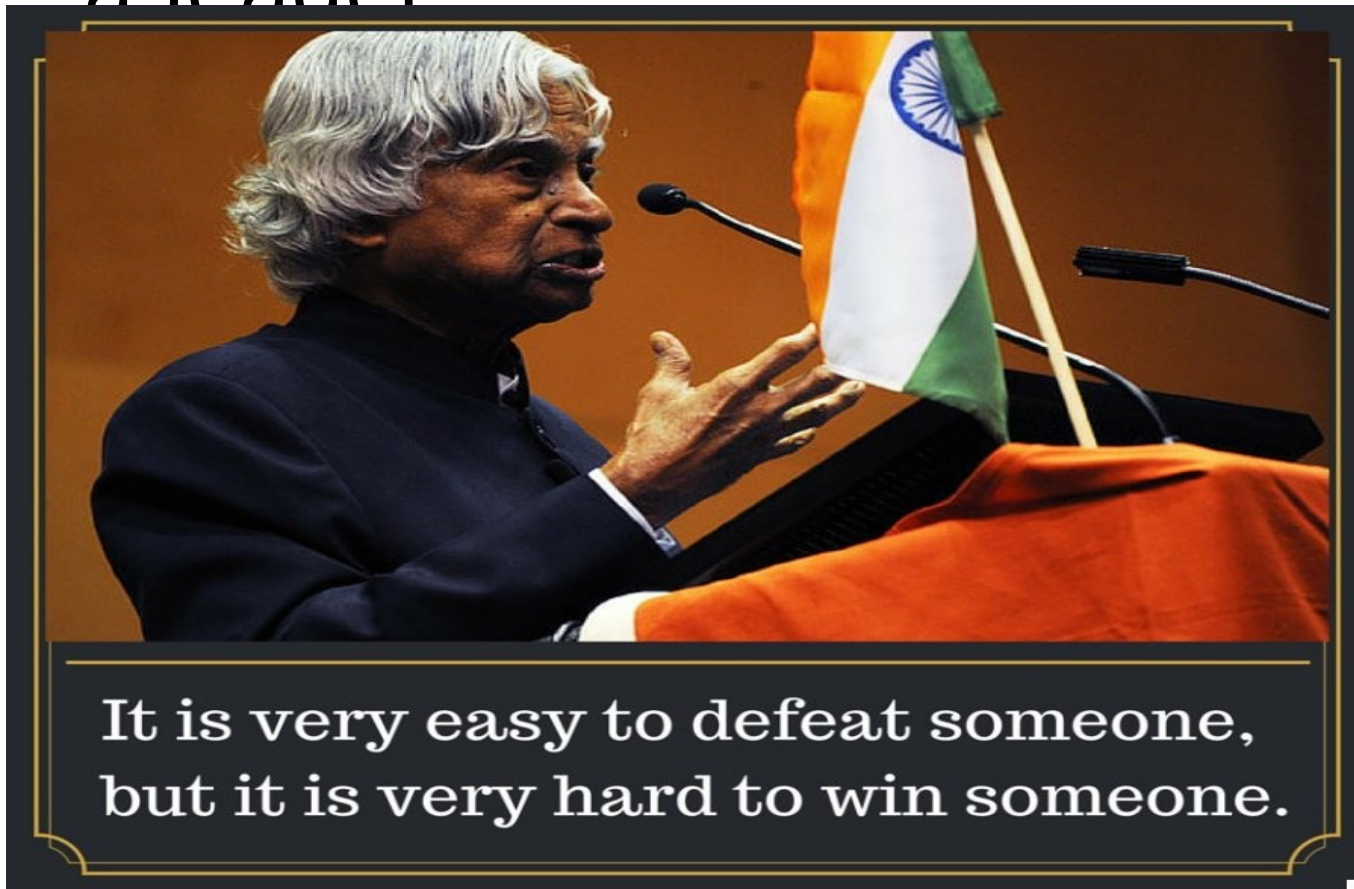
Learning Outcomes

At the end of this session participants will be able to:

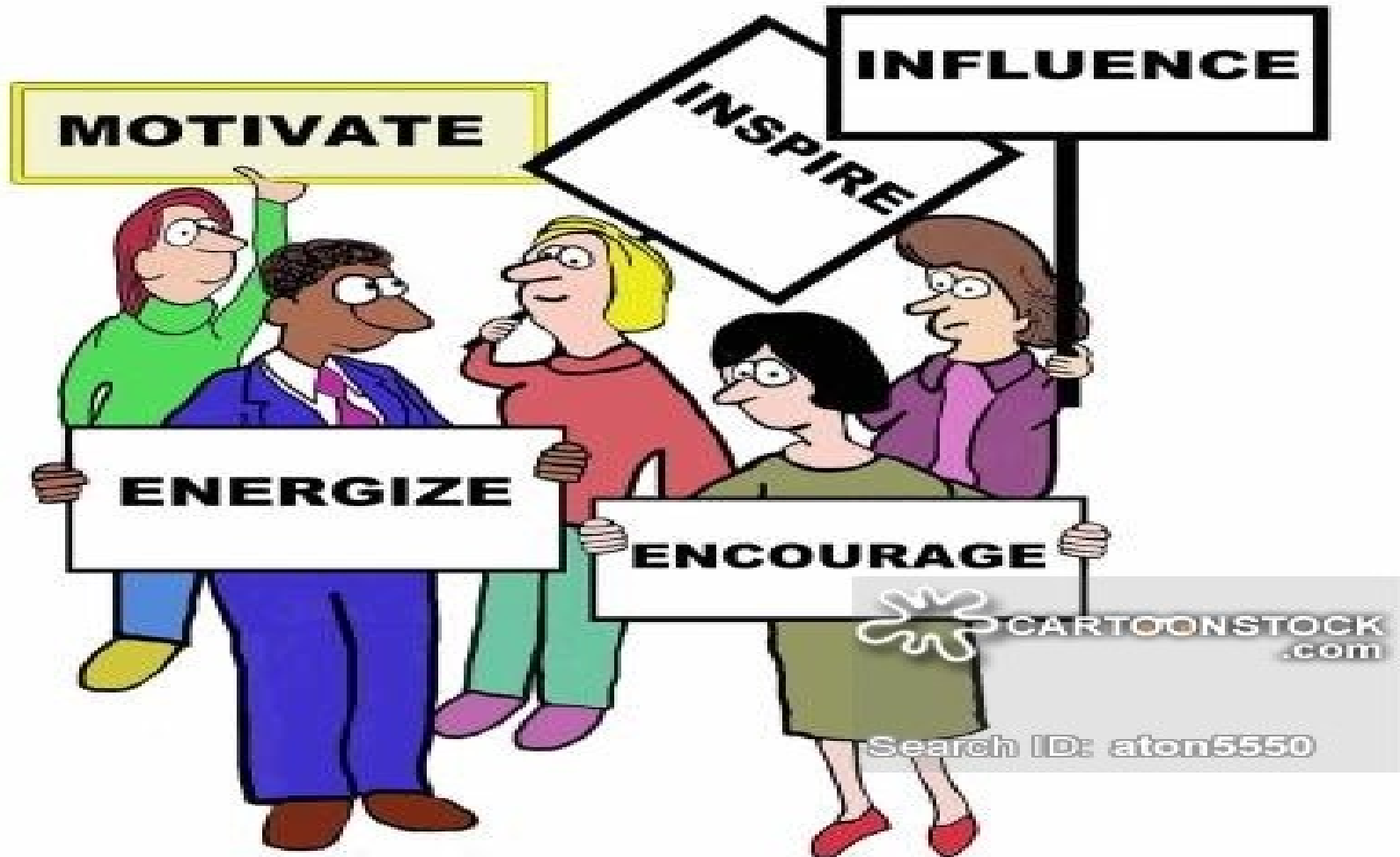
- explain the concept of leadership
- comprehend the concept of academic development.
- explain the concept of leadership in academic development
- Appreciate the potential to motivate individual faculty for roles in leadership in academic development
- Discuss how to create the environment for academic leadership development at TIET

Activity 1

- List at least 4 characteristics of a leader



Leader should



Characteristics of a leader

- Credibility/ Respect
- Fairness and Ethical
- Honesty
- Enthusiasm
- Commitment
- Competency/ Expert knowledge
- Sensitivity to values and hope
- Broadminded
- Confidence
- Involving
- Adaptability
- Guardian
- Mentor

Leadership definitions

- Leadership is the art of motivating a group of people to act towards achieving a common goal.
(Northouse,2007)
- Leadership is setting a new direction or vision for a group that they follow i.e. a leader is the spearhead for the new direction.

Real Leader?

“Leadership is not defined by the exercise of power but by the capacity to increase the sense of power among those led. The most essential work of the leader is to create more leaders.”
(Follett, 1942:3)

From: Joyce & Boyle (2013) Sustaining Academic Leadership in Higher Education. In: O'Farrell, C. and Farrell, A. eds. (2013) Emerging Issues in Higher Education III: From capacity building to sustainability. Athlone: EDIN pp 69-81.

Activities of Leadership

- Establishing a clear vision
- Sharing that vision with others so that they will follow willingly
- Provide the information, knowledge and methods to realize that vision
- Coordinating and balancing the conflicting interests of all members and stakeholders

“ A leader steps up in times of crisis and is able to think and act creatively in difficult situation.”

Academic Development

- It is an on-going process of education, training, learning and support activities and is concerned with helping people to grow within the organisation in which they employed.
- An emphasis on lifelong learning, personal growth and fulfilment underlines the importance of sustained development

Purpose and Tasks

- To nurture fellow faculty to develop academically

Tasks

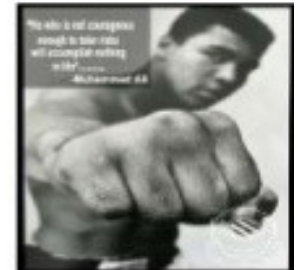
- Teaching and Learning
- Research and Scholarship
- Professional Updating
- Administration and Management



Difference

Academic Leadership

- Academic leadership is different from leadership in other arenas in terms of-
- The stakeholders involved
- The Goals to be achieved
- The processes to be followed
- The approach of the leadership
- The approach of the process owners
- Source-Mani, 2013



Views of various Academic leaders

- ✓ “Staff development activity has to be outcome and process oriented”(O’Leary, 1997)
- ✓ “ Significant component of staff/faculty development is to facilitate change on a personal, professional and institutional level”(Collett and Davidson, 1997)
- ✓ “Academic development can and should assist faculty in managing their work in an integrated way”(Blackmore and Blackwell,2006)
- ✓ “Academic work is tending to become more fragmented, with increasing specialisation and casualisation”(Altbach and Finkelstein, 1997)
- ✓ “ Academic developer may find themselves mediating between the realities of institutional life on the one hand, and the beliefs and values of faculty on the other”(Blackmore and Blackwell,2006)

Before



Source: https://s3.amazonaws.com/lowres.cartoonstock.com/education-teaching-college-uni-university-student-college_student-jco0205_low.jpg

Challenges for Higher Education

- Large number of people entering the system.
- The changing profile of the students.
- Unemployment and changing pattern of work.
- Emphasis on life-long learning and upskilling.

Need

- Survey carried out in Thapar University involving faculty members states that 30 faculty members out of 67 has expressed their willingness to participate in activities to develop their academic practice.
- The changing nature of higher education.
- Need to support young faculty to take leadership role.
- Need to increase talent pipeline through mentoring.

Requirements of an Academic Leader

- Academic Credibility
- Providing Direction/Vision
- Fostering a supportive and collaborative environment
- Range of abilities (analytical, creative, able to facilitate)
- Having personal integrity
- Facilitating participation in decision making
- Ability to see beyond frame of reference
- Awareness of a range of techniques, such as stakeholder analysis, risk analysis and action planning
- Project management skill
- Clear goal
- The ability to work at different levels.

Activity 2

- Group Activity
- Form groups with 4 participant in each group
- Discuss the real life experience when you have acted as a leader.
- One member from each group will share the best experience with other participants.

**CO-LEARNING,
CO-DESIGNING
AND CO-DEVELOPING**

**Learning
teaching and
assessment**

**Curriculum
design and
pedagogic
advice and
consultancy**

**DEVELOPING
PARTNERSHIP LEARNING
COMMUNITIES**

**LEARNING,
TEACHING AND
RESEARCH**

**QUALITY
ENHANCEMENT**

**Subject-based
research and
inquiry**

**Scholarship
of teaching
and learning**

**CO-RESEARCHING
AND CO-INQUIRING**

Mick Healey
Model

Creating Environment

- Create environment in which reflexive, flexible individuals may constantly learn and develop and thus enable the institution development.(Pedler et al., 1991)
- Social and group learning(CoP)
- Peer observation.
- Enforcing the concept of Reflection in T&L.

Activity 3

- What factors limit opportunities for leadership in academic development at TIET?
- How can leadership in academic development be promoted/supported at TIET?

Conclusions

“

Teachers have three loves:
love of learning, love
of learners, and the love
of bringing the first two
loves together.

SCOTT HAYDEN

References

- Follet, M. P. (1942) *The creative experience*. Longmans Green, New York.
- Gill,R.(2011) *Theory and Practice of Leadership*. 2nd Edition. Sage. London.
- Hunt, C. (2011) *National strategy for higher education to 2030- report of the strategy group*. Department of Education and Skills, Dublin.
- Blackmore, P. and Blackwell, Richard. (2006) *Strategic leadership in academic development*. *Studies in Higher Education*, 31(3), 373-387.
- Pedler, M. et al. (1991) *The learning company: a strategy for sustainable development* (Maidenhead, McGraw Hill).
- O’Leary, J. (1997) *Staff development in a climate of economic rationalism: a profile of the academic staff developer*. *International Journal for Academic Development*, 2(2), 72-82.
- Collett, P. and Davidson, M. (1997) *Re-negotiating autonomy and accountability: the professional growth of developers in a South African institute*. *International Journal for Academic Development*, 2(2), 28-34.
- Joyce, P. and O’Boyle, C. (2013) *Sustaining Academic Leadership in Higher Education*. *Emerging Issues in Higher Education III*. 69-80.