

Distributive Leadership Project

Faculty Learning and Teaching Scholars 2009

Information Sheet

Applications are invited from academic staff with an interest in developing leadership capacity in learning and teaching within their faculty.

Application process

1. Discuss potential projects with appropriate advisors and support staff such as your faculty educational designer, David Hirst from the Curriculum, Teaching & Learning Centre or your Faculty Associate Dean (Learning & Teaching/Academic).
2. Complete application form and submit to l.pannan@latrobe.edu.au by 5 pm Monday 8th December. A hard copy with Dean's signature should be sent to Robyn Hodge, Executive Officer, Curriculum, Teaching and Learning Centre, Humanities 2 Building, Bundoora.
3. Selection occurs. The Steering Committee, chaired by the PVC (Curriculum & Academic Planning), decides on which projects are to be supported. A maximum of one project per Faculty will be supported in 2009.

Overview of Scholar's tasks

- Lead a faculty based initiative in an aspect of change management to improve assessment within your faculty /school e.g. aligning assessment tasks with new graduate attributes; establishing alternative assessment modes to meet the needs of altered teaching approaches. The project should address a need for teaching improvement from the faculty strategic plan related to improving assessment practices and will include a staff development focus. The project plan, including budget allocation, must address the criteria in the application form.

Examples of projects from previous stages of the research include –

Progressive development of legal skills: Fostering staff cooperation.

An integrated curriculum using distributed content.

The first year student's experience of peer assessment.

Integrating assessment in a community of practice.

Assessment for future learning: Improving students' abilities to monitor quality.

More examples can be found on the Distributive Leadership webpage at www.latrobe.edu.au/teaching/dvca/projects/distributive-leadership

- Create a plan of action to address the issue in consultation with the La Trobe project facilitator and ALTC project team;

- Collaborate regularly with other scholars from the Flinders, James Cook and Canberra Universities, as well as with your fellow scholars at La Trobe to discuss process and progress;
- Collect and prepare resources related to improving assessment practice;
- Maintain a reflective journal and participate in evaluation processes throughout the project;
- Participate in institutional and cross institutional networks and support;
- Provide leadership for planning, organising and presenting a national roundtable to share the outcomes of the assessment related project; and
- Provide leadership at a national level to mentor scholars in one other university to implement the program, ensuring opportunities for further leadership development beyond the initial project;

Support for scholars

- Budget of \$12,000 per annum allocated for time release from teaching for one day per week for one semester and other project expenses.
[Note: All funds must be expended within the agreed timeframe or returned to Deputy Vice-Chancellor(Academic)].
- Monthly meeting with a key member of the University senior staff for coaching/ mentoring;
- Leadership training in early 2009 (3 day residential program); and
- Regular meetings with the project facilitator and fellow La Trobe Scholars.

Essential criteria

The scholar should demonstrate:

- A capacity for leadership development in the area of teaching and learning;
- A desire to engage with a distributed leadership model and to work collaboratively with other institutions;
- An ability to interpret and identify areas for improving assessment practice.

Desirable criteria

- Knowledge and understanding of learning theories and processes, and evaluation processes;
- Knowledge of available and emerging teaching and learning methods and assessment practice;
- Proven record of achievement in educational design, teaching media, educational technology and /or curriculum development; and
- Knowledge of University structures and decision making procedures.

For further information, please contact Dr Linda Pannan, Project Facilitator, ext 5276

Useful resources

The 2008 La Trobe Scholars' report, [2008 Faculty Scholar Report](#)

La Trobe University Assessment Policy,
http://www.latrobe.edu.au/policies/assets/downloads/assessment_policy.pdf

Centre for the Study for Higher Education, *Assessing learning in Australian universities: Ideas, strategies and resources for quality in student assessment*
<http://www.cshe.unimelb.edu.au/assessinglearning/>

Harris, K. and James, R. *Facilitating reflection on assessment policies and practices: A planning framework for educative review of assessment*
<http://sleid.cqu.edu.au/include/getdoc.php?id=549&article=176&mode=pdf>

Glossary

Action learning	Action Learning positions inquiry at the core of organisational behaviour, develops critical thinking and creates mutual respect among employees at all levels. Action Learning solves dilemmas of all sizes, and is particularly effective with complex problems that may appear unsolvable. It elevates the norms, the collaboration, the creativity and the courage of groups that solve problems of great urgency to the organisation. Action Learning solves problems and develops leaders simultaneously because its simple rules force participants to think critically and work collaboratively, and because the group's coach, the Action Learning coach, assists group members to reflect, not on their problem solving, but on the elevation of their group functioning and on examples of their leadership skills. Action Learning participants become effective leaders as they solve difficult problems. <i>[from http://www.wial.org/actionLearning.shtml#overview, 7 November 2007]</i>
Distributive leadership	Implies a distribution of power within the sociocultural context of universities, and a sharing of knowledge, of practice and reflection through collegiality. <i>[from the 2008 ALTC Grants Scheme application for this project; note the references cited in the proposal Leadership Project Proposal Extract]</i>
Formative assessment	Formative assessment facilitates effective approaches to learning by monitoring student progress against explicit standards and by providing feedback to students. Feedback is a key element of formative assessment in that it provides students with information about how their performance compares with the standard required, and it assists them in achieving that standard <i>[from La Trobe University Assessment Policy]</i>
Summative assessment	Summative assessment involves the making of judgements about student learning against explicit criteria and standards usually towards the end of a unit. These judgements are usually translated into grades. Summative judgements are used to accredit learners at the end of a unit or course. <i>[from La Trobe University Assessment Policy]</i>

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