Learning Leaders in Times of Change

Key conference themes & insights

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Key themes

- Good ideas with no ideas on how to implement them are wasted ideas

- Change doesn't just happen but must be led, deftly

Celebrate & recognize educational leadership on the ground

- You are the final arbiters of whether or not a desired L&T change actually gets put into practice
- Everyone is a leader of change in their own area of expertise
- Successful universities recognise this and adopt a process of 'steered engagement'
- Use the findings from the studies of effective local learning leaders to guide your learning from experience
- Note the key lessons on effective change implementation

Explore the projects educators undertake every day

- Use frameworks to make sense of your experience and to give focus to what you track, seek to improve and do to support collaborative, team-based learning
- A proven quality and standards framework for L&T
- A validated, comprehensive successful graduates and professional capability framework
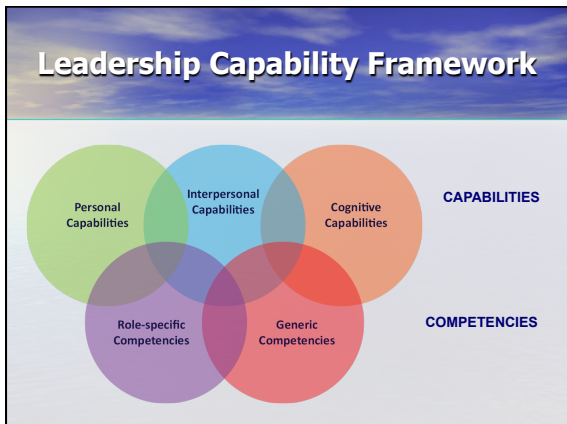- Flip your curriculum design and review – the right PLOs first
- Constructive alignment

Quality & Standards Framework for L&T

1. Learning Design

4. Impact

3. Delivery

2. Aligned support & infrastructure

Aligned governance, policy, strategy, quality management & resourcing system

Powerful learning & assessment RATED CLASS A

From the pre-conference workshop

- Practice-based/work integrated, dilemma-based
- (Inter) active online & IT-enabled
- Peer supported
- Interactive classroom
- Interdisciplinary
- Just-in-time and just-for-me
- Assessment used for learning not just of learning

Leadership Capability Framework

CAPABILITIES

COMPETENCIES

Personal Capabilities
Interpersonal Capabilities
Cognitive Capabilities
Role-specific Competencies
Generic Competencies

Leadership Capability Domains & Subdomains

Emotional Intelligence Personal
- Self-regulation
- Decisiveness
- Commitment

Emotional Intelligence Interpersonal
- Influencing
- Empathising

Intellectual capability
- Diagnosis
- Strategy
- Flexibility & Responsiveness

Key skills & Knowledge
- Learning and Teaching
- University Operations
- Self-organisation

Top Ranking Capabilities 500 Effective L&T leaders

EI (Personal)
- Being true to one's personal values & ethics (2)
- Remaining calm under pressure or when things take an unexpected turn (3)
- Understanding my personal strengths & limitations (5)
- Energy & passion for L&T (7)
- Admitting to & learning from my errors (10)

EI (Interpersonal)
- Being transparent & honest in dealings with others (1)
- Empathising and working productively with staff and other key players from a wide range of backgrounds (4)

Cognitive
- Identifying from a mass of information the core issue or opportunity in any situation (8)
- Making sense of and learning from experience (9)
- Thinking creatively & laterally (11)
- Diagnosing the underlying causes of a problem & taking appropriate action to address it (12)

Skills & Knowledge
- Being able to organise my work & manage time effectively (6)

Leadership & modeling (including in the classroom)

- Use the successful learning and teaching leaders' research lessons to guide what you do and what you model to your students

- Listen, link, leverage then lead – always in that order

- Show your students how to respond to the unexpected, when things go wrong through how you behave not just what you say – leader as model

Leadership & modeling (2)

- Recognise the central role that emotional intelligence and mindfulness play in effective leadership & teaching

- Keep in mind the top 10 capabilities identified in studies of hundreds of successful performers

Embedded, distributed leadership is critical to institutional improvement (1)

- Seek to use nested leadership

- Apply the key lessons of 'steered engagement'

- Recognise that only if local leaders engage and engage their staff is there any beneficial change for students and their outcomes

Embedded, distributed leadership (2)

- The aim of the game is engagement not dissemination

- Ensure everyone is aware of the learning leaders' research on the key capabilities of leaders in different roles and the key lessons on successful change implementation in higher education

Collaborative networks for fusion and improvement (1)

Keep in mind the following lessons on what makes for a productive L&T network in higher education

- A clear framework
- Mutual interest
- Reciprocal, personal relationships – peer support
- Sound leadership
- Clear roles and complementarities
- Positive, practical solutions

Collaborative networks for fusion and improvement (2)

Keep in mind the following lessons on what makes for a productive L&T network in higher education

- Lonely Planet Guides written by successful travellers
- Praise for a job well done
- Positive, constructive, timely feedback
- Just-in-time, just-for-me access to solutions –with a guide
- Benefits outweigh costs of participation
- Peer review of L&T quality as per research
- Same motivators that engage students in productive learning

Supporting our local leaders of L&T

Seek to apply the findings from the *Learning Leaders* study on preferred learning approaches of successful L&T leaders

- Note the key lessons on effective change leadership

- How HE leaders like to learn is how students like to learn – RATED CLASS A, just in time and just for me

- Fellow travellers further down the same change path are a key resource. Our successful L&T leaders like role specific 'Lonely Planet' guides from these people

Supporting our local leaders of L&T (2)

- Peer group counts – focused, networked learning and support

- Mentoring, shadowing, learning from experience is effective but only if a framework on what to look for is used

- Note that the capabilities that count align with what we are looking for as we seek to develop graduates for the 21st century who are work-ready *plus*.

What next?

- One key insight you have taken from this conference which you will seek to apply when you return to your HEI on Monday

- One area you would like to know more about