



Distributed Leadership:

- to embed scholarship in teaching teams



**CER
STEM**

ACDS Fellows

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16th November 2020

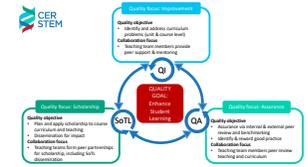
Presentation by Jo-Anne Kelder



A Covid-19 “What if?”

- **What do you wish you had in place when the crisis came?**





A Covid-19 “What if?”

A resilient system for curriculum design, delivery and evaluation

- a practical and efficient method for ensuring coordinated quality activities
 - related to a course
 - enables individual and collective outputs
 - results in quality improvement, quality assurance and scholarship
- well-established practices of routine evidence collection
 - relevant to institutional requirements for strategic alignment, quality assurance of curriculum
 - informed by national standards
 - Supporting quality improvement and quality assurance
- planning for scholarship (practice focus) that includes Scholarship of Teaching and Learning (dissemination focus)

Let’s discuss scholarship: what it means and what it looks like

<https://jamboard.google.com/d/1BJmTxSN2K8P9w2sjs2d3GwPX1fmP0GEKvy9iM8gL2tg/edit?usp=sharing>

A typical schedule of activities by degree coordinators for HESF compliance

QUALITY ACTIVITIES CYCLE

Quality Assurance activities required for unit and degree level curriculum compliance

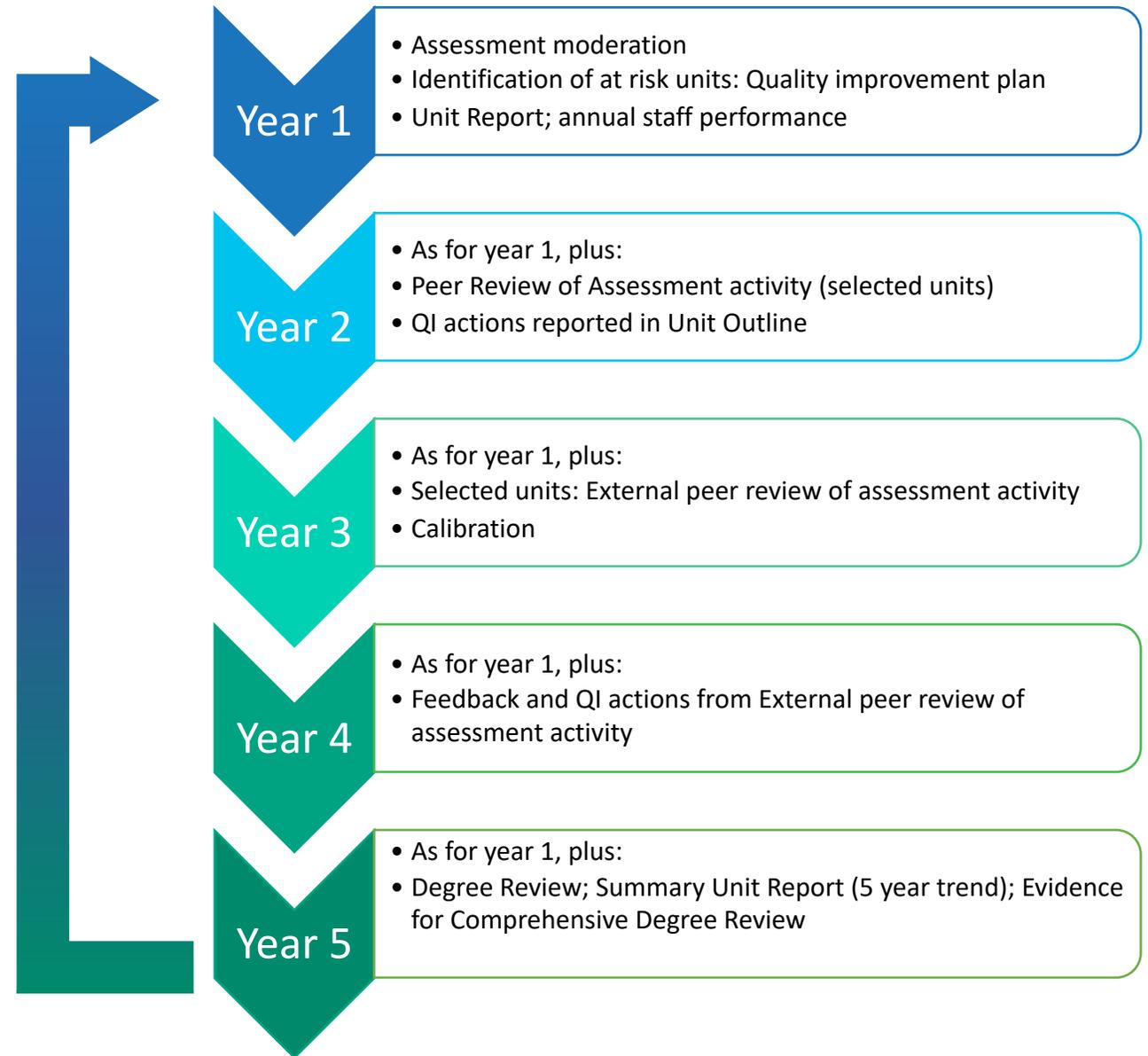
DATA AND EVIDENCE

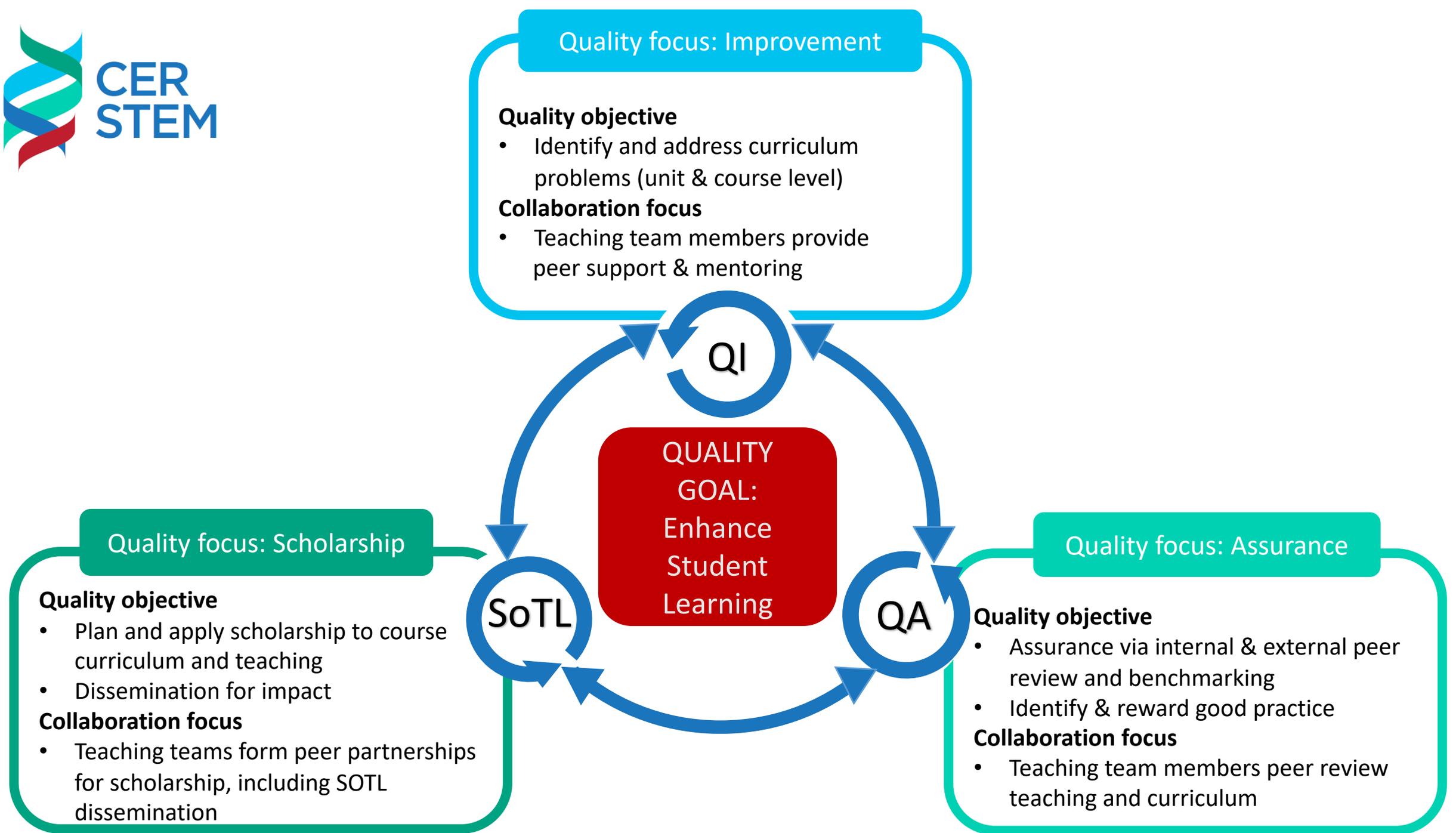
Generated in the process of developing, delivering, reviewing and improving unit level curricula

REPORTING

Reports related to institutional compliance (HESF)

Quality Cycle for institutional comprehensive degree reviews





Two claims

1. Scholarship (according to TEQSA):
 - Is non-negotiable, must be evidenced and supported by the institution
 - Involves every member of the teaching team
 - Is essential for quality curriculum
2. Curriculum, Evaluation and Research (CER; CER-STEM) is a framework and resources that:
 - Facilitates a positive culture of ongoing and routine scholarship within a degree team
 - Focusses on enhancing student learning for the specific curriculum
 - Enables collaborative scholarship that is visible, measurable and reportable

Are the institution's staff, overall:

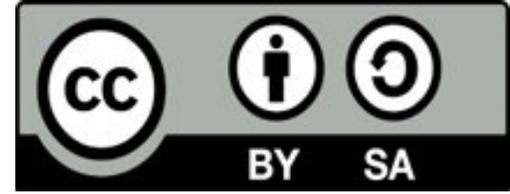
- **Actively involved** in the development of current ideas for teaching
- Using this knowledge to **shape teaching practice**
- Engaged in **evaluating and reflecting on teaching practice** and student learning
- Engaged in **communication, discussion or debate** with other scholars
- **Stimulating students** and fostering their learning in a variety of ways
- **Exploring, testing, practising and communicating** understanding of what practices are most effective in the context of the discipline (pedagogical content knowledge).

Risks to quality

- A culture of continuing scholarship is fundamental to Higher Education
- **Individual teaching staff failing to engage with scholarship related to their teaching will:**
 - *become progressively less involved with developments in the discipline they teach,*
 - *be less able to lead students in intellectual inquiry about developing concepts in their field*
 - *be less equipped to identify and adopt contemporary evidence-based advances in approaches to teaching in their field.*

TEQSA (12 December 2018). “Guidance Note – Scholarship” Version 2.5. Last accessed 3 June 2020.
<https://www.teqsa.gov.au/latest-news/publications/teqsa-guidance-note-scholarship>

Online Resources



EXAMPLE DOCUMENTS

- Ethics application for a course (including information and consent)
- Project and research management
- Research plan
- Action plan

DIAGRAMS

TEMPLATES

- Action plan
- Research proposal
- Workshop PowerPoint and running sheet

EXPLANATORY DOCUMENTS

- Presentation
- CER framework: structure and process elements

<http://www.acds-tlcc.edu.au/cer-stem/>

Thank you! We welcome your feedback

Workshop/ Presentation Evaluation Survey

To support evaluating the Fellowship, anyone who has participated in a workshop, attended a presentation or used the resources are asked complete an online survey. The survey questions are for you to provide feedback and comments. Feedback from the participating teaching teams will be used to contextualise and adapt the resources to STEM disciplines, as needed.

[CER-STEM Workshop / Presentation Evaluation Survey](#)

Distributed Leadership Survey

In the last phase of the Fellowship, we wish to conceptualise leadership for active engagement in scholarship within teaching teams. It includes evaluating the CER STEM framework using a leadership lens, to investigate how to ensure team-based scholarship activities are aligned with institutional structures, processes and instruments, so that scholarship can be focussed on degree-level curriculum and can be made visible, monitored, measured and reported against TEQSA standards.

This next stage of data collection is to survey 'learning and teaching leaders' to elicit their perspectives and experiences of leadership in the context of implementing the CER framework.

The survey focus is on leadership to reflect the maturing of the project (shift from active dissemination to investigating impact of leadership on implementation).

[CER-STEM Distributed Leadership Survey](#)