REACHING THE HIGH NOTES:
EVIDENCING YOUR LEADERSHIP IN LEARNING AND TEACHING

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Leadership in learning and teaching

• What does being a leader of learning and teaching mean?
• How do we reach the high notes?
• How do we influence and make an impact?
• How can we evidence our current leadership activities?
Reaching the high notes grid

• Think of five current examples of impact or influence as a leader of learning or teaching (yours or someone else’s)
• Outline in a few words on a post-it
• Add to the appropriate column(s) appropriate
• Exchange examples in your group
Higher Education Academy fellowship in the UK: providing a national benchmark

• Sector wide professional recognition of achievements in teaching and learning
• Claims made by individuals against the UK Professional Standards Framework
• Four categories of HEA fellowship:
  • Associate Fellow
  • Fellow
  • Senior Fellow
  • Principal Fellow
Impact on universities

• Institutions encouraged by HEA to develop their own frameworks
• Staff are supported internally to gain fellowships (through guidance, mentoring and reviewing)
• Gaining HEA fellowships increasingly being used within universities to:
  • Demonstrate professionalism of staff externally
  • Align with career progression strategies internally
What benefits has professional recognition brought us: hearing from successful fellows

- Impact on individuals: extracts from the Digital Stories of successful Senior and Principal Fellows of the Higher Education Academy
Professional recognition in Canada: why?

- Would a professional recognition framework benefit the sector here?
- Would our students benefit?
- What are the implications for leaders of learning and teaching?
Professional recognition in Canada: how?

- How would a framework operate?
- How could it be used to recognise achievements in the leadership of teaching and learning?
- How could we take it forward?
Benefits

1. Consistency and high quality with flexibility
2. Raise profile and visibility of ed dev
3. Improve institutional profiles
4. Enhance student learning
5. Provide Canada-wide recognized credential
6. Clarify teaching expectations for stakeholders
7. Provide feedback on our work and drive change
8. Collect impact data within and across institutions
9. Accreditation cycles help assess quality and impact
10. Map to existing professional accreditation systems
Objections concerns

1. Is there a need?
2. Disadvantage to smaller institutions and centres
3. Risk of stifling program creativity, innovation or local specificity
4. Risk of focus on counting, measuring and creditionalism
5. Ethical challenges in ensuring equity and transparency
6. Changes the nature of the work and purposed of Academic Development Centres: “It’s not all we do!”
7. Changes the nature of the accrediting/recognizing body eg Educational Development Caucus (EDC)
8. Danger of focus on ‘me’: can discourage collaboration, collegiality and teamwork
9. Need for process to be developmental and reflective and not form-filling and tick-box
10. Costs: time, money, energy, focus
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Handouts - Principal Fellowship

• Profile
  • You’ll have a sustained, effective record of strategic impact at institutional, national or international level and be committed to wider strategic leadership in teaching. You might also be one, or both, of the following:
  • A highly experienced member of senior staff with wide-ranging academic or strategic leadership responsibilities in connection with key aspects of teaching and supporting learning.
  • Responsible for institutional strategic leadership and policymaking in the area of teaching and learning, possibly extending beyond your own institution.
Evidencing leadership in claims

- You will need to demonstrate a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning.
- You should be able to provide evidence of:
  - Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings
  - Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning
  - Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)
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Senior Fellowship

• **Profile**
  You’ll have an established record relating to teaching and learning and management/leadership of specific aspects of teaching provision. You are likely to lead, or be a member of, established academic teams. You may be:
  • an experienced member of academic staff with significant responsibility for leading, managing or organising programmes for subjects/disciplines
  • an experienced subject mentor or someone who supports those new to teaching
  • an experienced member of staff with departmental or wider teaching/learning support advisory responsibilities within your institution
Evidencing leadership in claims

• You will need to demonstrate a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning.

• You should be able to provide evidence of:
  
  • Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning

  
  
  
  
  
  
  (Extracted and adapted from the UPPSF Higher Education Academy 2015)
Useful resources: Papers

- **Useful resources**
- **Papers:**
  - Cryan, B (2014,) Students in dark on teaching credentials. *Times Higher No 2.141* (March 5, 2014)
  - Wareing, S (2013) *It is an important part of who I am: The SEDA Fellowships Scheme* Educational Developments Issue 14.3 (2013) [http://www.seda.ac.uk/past-issues/14.3](http://www.seda.ac.uk/past-issues/14.3)
Useful resources: Weblinks:

- Staff and Educational Development Association (SEDA): Professional Development
  - http://www.seda.ac.uk/professional-development