University of
Kent

Leading for Learning: Building on your Values and Teaching Expertise

Kathleen M. Quinlan, PhD PFHEA

Reader in Higher Education and Director

Centre for the Study of Higher Education

"Luisa": A story of educational leadership?

- Cultural ambassador

- Grew the Catalan programme

Is Luisa a "leader"? How? Why?

- Discuss with your neighbour

Distributed leadership

- is about influence and direction

- exists at all levels in the organisation

- engages many rather than the few

- assumes interactions between many leaders rather than the actions of an individual leader

- Is a by-product of shared activity, discussion or dialogue (not just delegation)

Spillane, J., Halverson, R. and Diamond, J. (2001) "Towards a Theory of Leadership Practice: A Distributed Perspective" Northwestern University, Institute for Policy Research Working Article.

University of Kent

More inclusive conceptions of leadership

- "having a vision, bringing others along with us, through a series of actions" (Quinlan, 2012)

- "actively engaging with colleagues in a *process* of critical questioning…;mobilising the knowledge, practices and resources available; enabling the generation of new and creative developments." (Alis Oancea, 2011)

April McMahon

University of Kent

How are YOU a leader?

- As researcher?

- As teacher?

- As supervisor?

- As colleague?

- As mentor?

- As formal leader?

April McMahon

University of **Kent**

Multiple levels of leadership activity

- Micro

- Meso

- Macro

University of **Kent**

Framework of Leadership for Student Learning

K.M. Quinlan (2014) Leadership of teaching for student learning in higher education: what is needed? *Higher Education Research and Development*, 33:1, 32-45.

K.M. Quinlan (2011). *Developing the whole student: Leading higher education initiatives that integrate mind and heart*. Stimulus Paper, Leadership Foundation for Higher Education

University of **Kent**

Creating an environment conducive to student learning

University of **Kent**
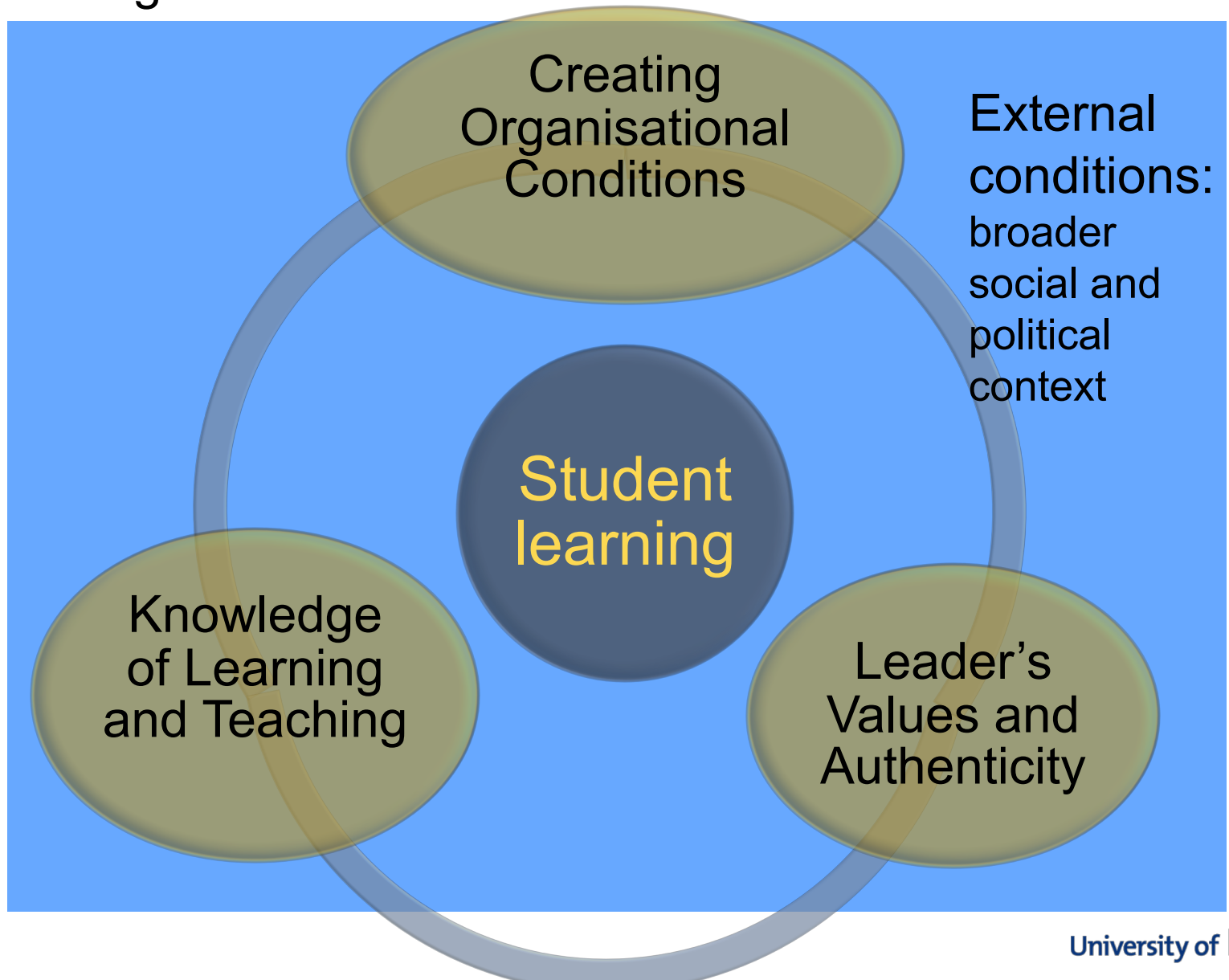
Leader's Value and Identity

- Sense of purpose
- Intentionality
- Authenticity
- Reflectivity

Your emotions as a source of insight

Quinlan, K. M. (Ed.) (2016). *How higher education feels: Commentaries on poems that illuminate emotion in learning and teaching*. Rotterdam, Netherlands: Sense Publishers.

Quinlan, K. M. (2018). Emotion and moral purposes in university teaching: Poetic case examples of teacher experiences. *Studies in Higher Education*. Published online first at doi:10.1080/03075079.2018.1458829

University of **Kent**

Catherine – transforming students through experiential learning

# Values and Purposes Rooted in the Disciple

Quinlan, K. M. (2016). Developing student character through disciplinary curricula: an analysis of UK QAA subject benchmark statements. *Studies in Higher Education*, 41 (6), 1041-1054.

Values consistent with academic codes of practice e.g. UKPSF

What values/purposes motivate you?

Creating an environment conducive to student learning
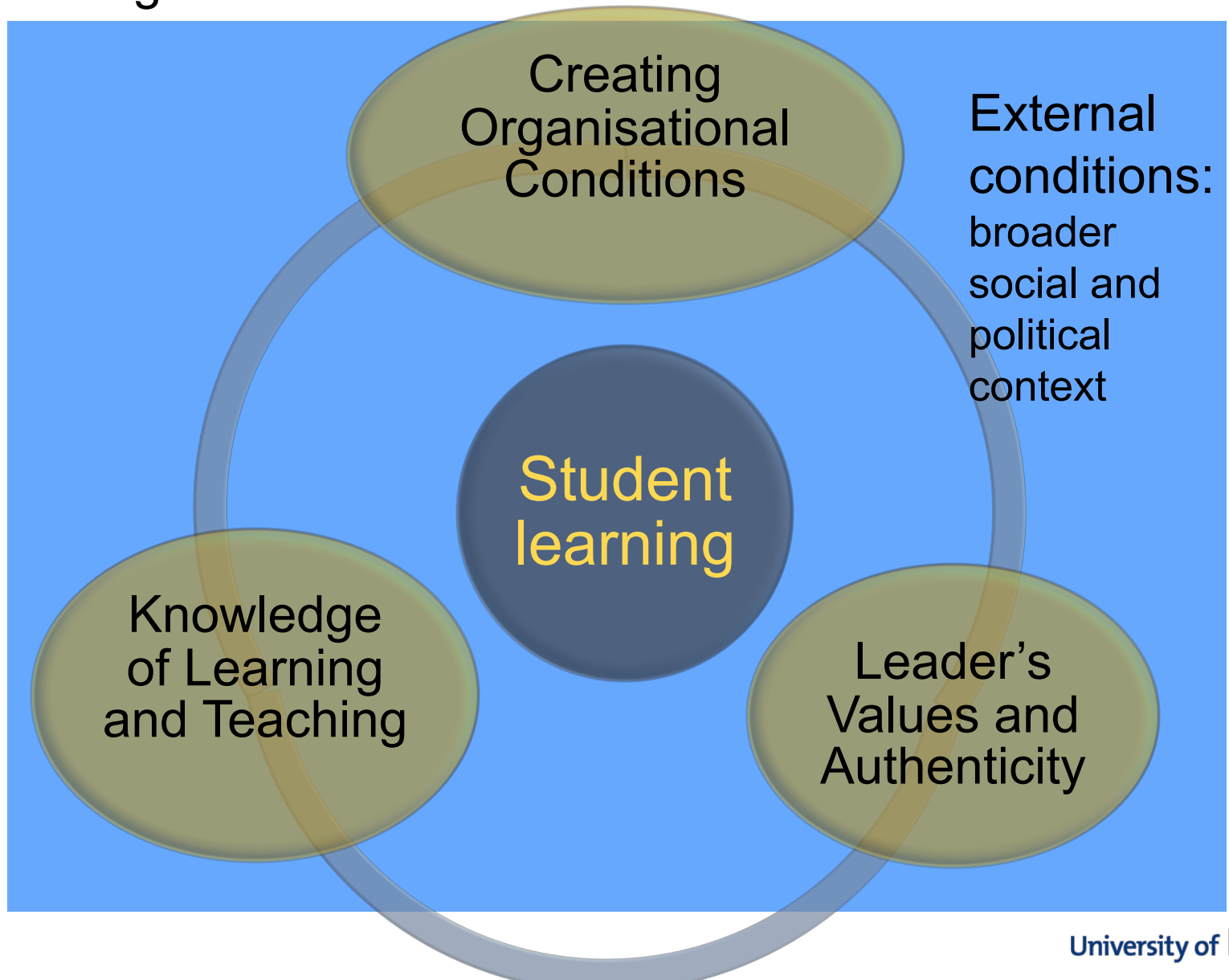
Knowledge of learning and teaching

- Leadership *of* learning

- *Instructional* leadership

- Involvement with teaching and professional development
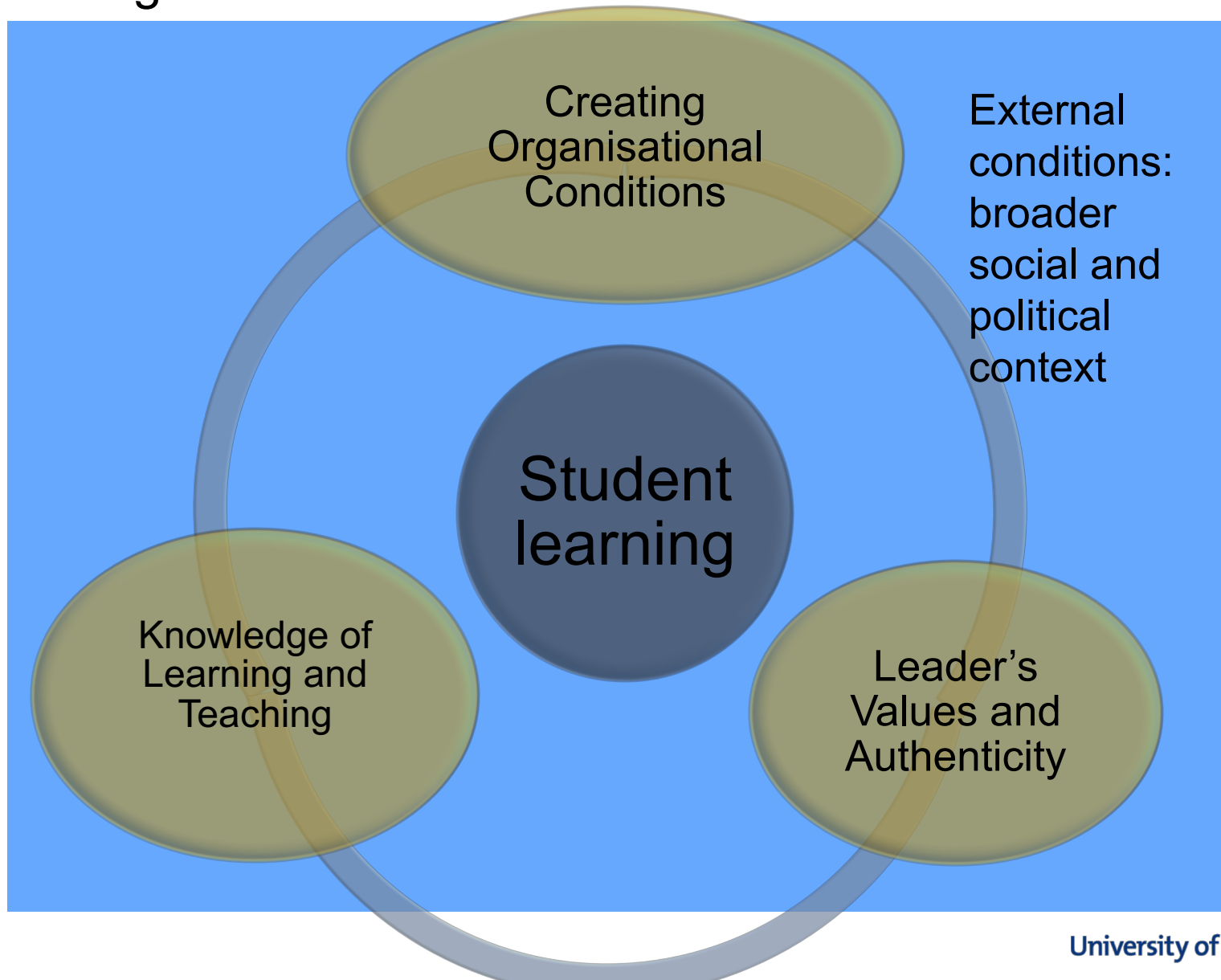
University of Kent

Teaching methods that promote learning and holistic development

- Active pedagogies

- Complex and authentic contexts

- Experience + reflection + dialogue

- Regular practice

- Feedback

Creating an environment conducive to student learning

Creating Organisational Conditions

External conditions: broader social and political context

Student learning

Knowledge of Learning and Teaching

Leader's Values and Authenticity

University of Kent

Creating organisational conditions

- Culture
- Curriculum
- Co-curriculum
- Community

Braskamp, et al (2006) *Putting students first: how colleges Develop students purposefully*. Boston: Anker publishing.

University of **Kent**

Creating organisational conditions – change cultures

- Relying on evidence in decision-making

- Starting with smaller-scale pilots

- Networking with other institutions

- Focusing on outcomes

- Carefully managing meetings

Scott, Coates and Anderson (2008) *Learning leaders in times of change.* Sydney, Australia: Australian Learning and Teaching Council.

University of Kent

Creating conditions as program leaders

Quinlan, K. M. & Gantogtokh, O. (2018). Lessons in programme leadership from two cases of designing new interdisciplinary master's programmes. In J. Lawrence and S. Ellis (Eds), *Supporting programme leaders and program leadership: SEDA Special 39*. Staff and Educational Development Association.

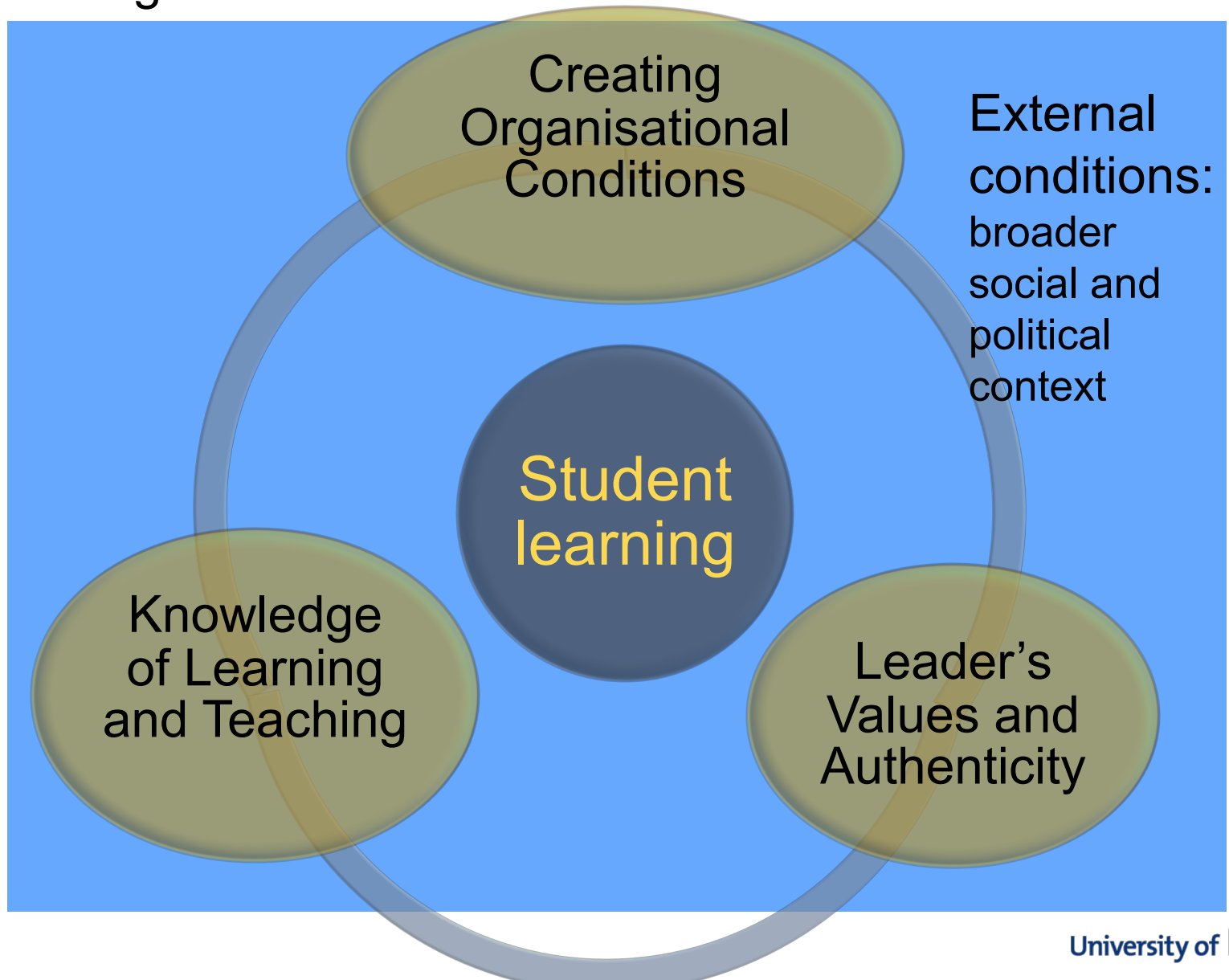University of Kent

Organisational conditions: creating or working within?

Work in progress, Hope, J., Colaiacomo, S. & Quinlan, K.M.

University of **Kent**

Organisational conditions: creating, working within or working around?
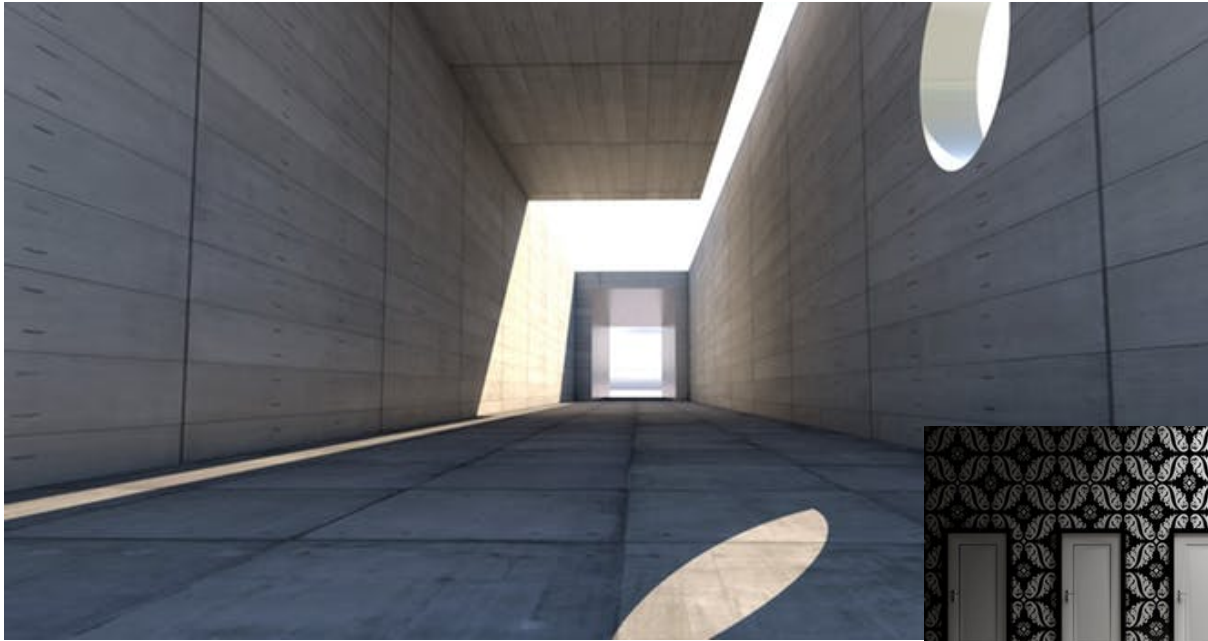
Work in progress, Hope, J., Colaiacomo, S. & Quinlan, K.M.

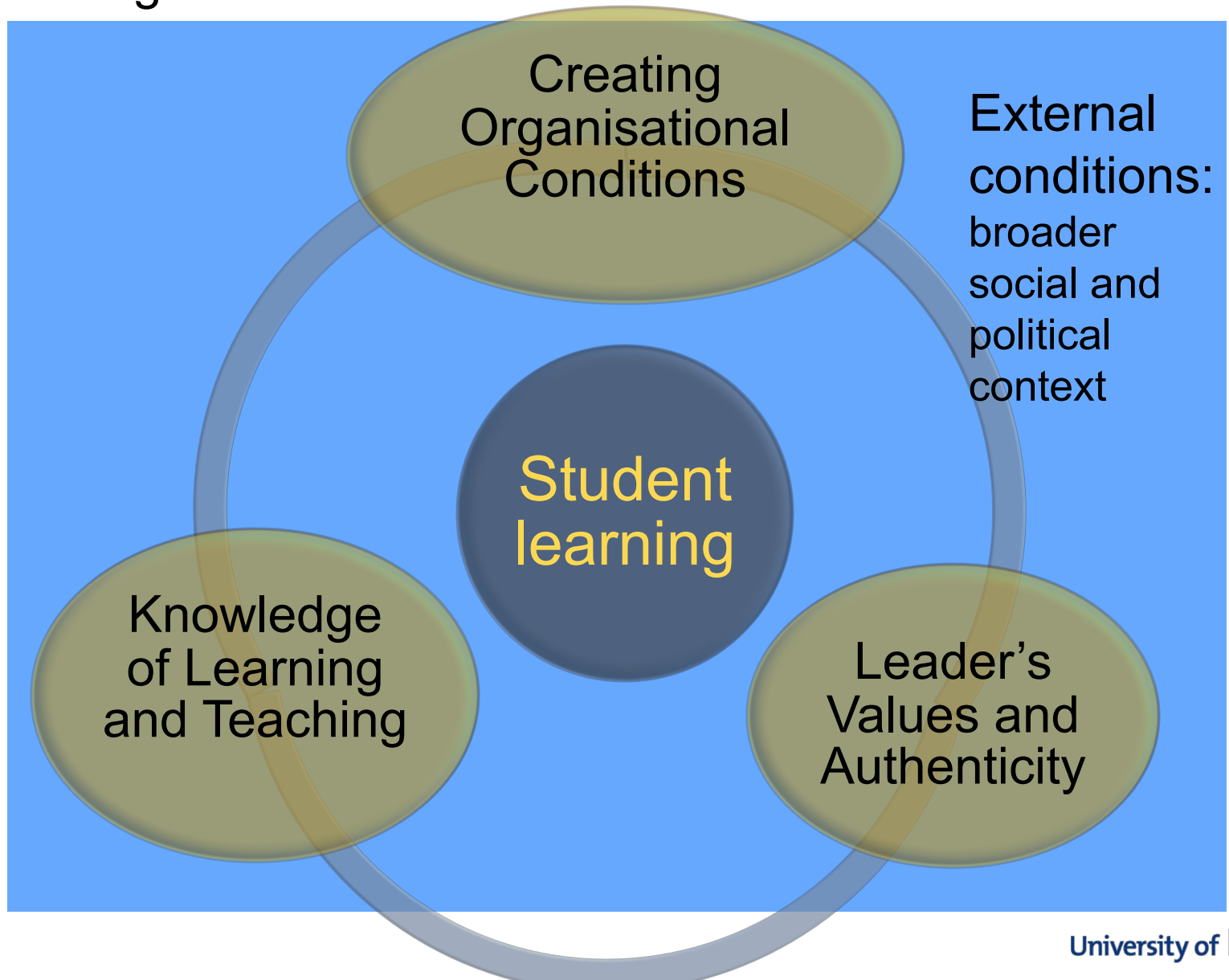# Creating an environment conducive to student learning
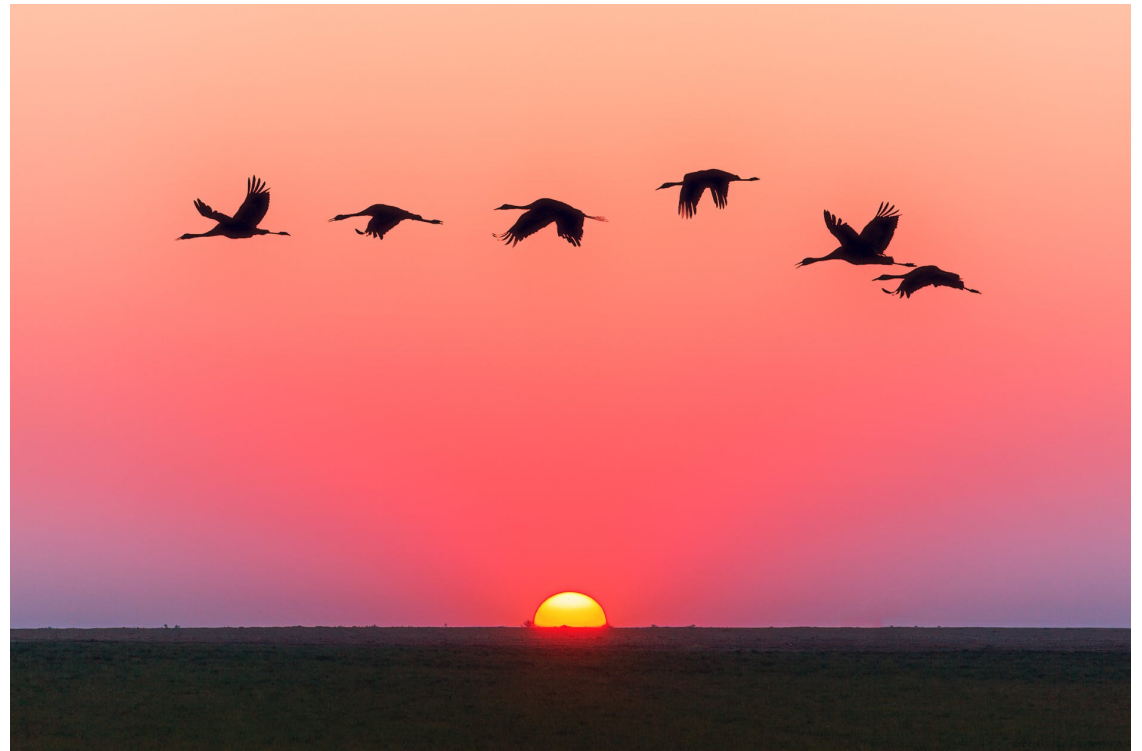
University context

- History

- Higher education sector

- Broader social and political context

Creating an environment conducive to student learning

Thank you
Dankie
Enkosi

University of Kent

THE UK'S EUROPEAN UNIVERSITY

University of Kent