PEDAGOGICAL LEADERSHIP: A CHALLENGE FOR ACADEMIC LEADERS

Seminar on pedagogical leadership
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TOPICS

• Why to do research on pedagogical leadership?
• The concept of pedagogical leadership – how to define it?
• Organization cultures, epistemological tribes in universities
• Three case studies
• Discussion and steps forward…. 
WHY TO DO RESEARCH ON PEDAGOGICAL LEADERSHIP IN HIGHER EDUCATION?

• Merits in research have been more highly prized and rewarded in higher education compared to the activities and merits in teaching and learning (Quinlan, 2014).

• Universities have offered pedagogical development courses for academics in order to improve the quality of teaching and quality of student learning.
  
  • University of Helsinki is offering Programme of University Pedagogy (60 credits according to European Transfer Credit System)
  
  • Programme consist of Basic Studies (25 ECTS) and Subject Studies (35 ECTS)
    – Courses of the Programme are on learning psychology, aligning teaching and assessment to improve student learning, supervision, practicing in own teaching and in teaching outside university in schools and adult education institutions, doing small research on teaching and learning, and on pedagogical leadership and curriculum development
Basic studies (25 cr)
- YP1 Learning in Higher Education (5 cr)
- YP2 Constructive alignment in course design (10 cr)
  - YP2.1 Course design and assessment (5 cr)
  - YP2.2 Assessment of learning (5 cr)
- YP3 Practicum I (10 cr)
  - YP3.1 Practicum in supervision (5 cr)
  - YP3.2 Practicum in developing teaching (cr)

Subject studies (35 cr)
- YA1 Challenges for learning (5 cr)
- YA2 International and collaborative activity environment (5 cr)
- YA3 Pedagogical leadership for developing university teaching and learning (5 cr)
- Y4 University teacher researching own teaching (10 cr)
  - YA4.1 Research methods (4 cr)
  - YA4.2 Empirical research and thesis (6 cr)
- YA5 Practicum II
  - Practicing in own teaching (5 cr)
  - Practicing in school and adult education institutions (5 cr)
WHY TO DO RESEARCH ON PEDAGOGICAL LEADERSHIP IN HIGHER EDUCATION?

• Academic leadership positions are based on merits in research, not in merits in teaching.

• “If academics are now expected to gain qualifications – or at least be professionally prepared for teaching and learning – why not also expect academic leaders to be prepared to lead learning and teaching initiatives?” (Quinlan, 2014, 32)

• “…creating a learning culture depends not only on well-educated, well-meaning individual academics, but on an academic community working together to create a student-centred ethos. To do so, sound leadership is required.” (Quinlan, 2014, 33)
MULTIPLE TERMS FOR PEDAGOGICAL LEADERSHIP

- Educational leadership
- Curriculum leadership
- Leadership of teaching and learning
- Leadership of teaching
- Instructional leadership
- School leadership
- In Finnish: Koulutuksen johtaminen, Opetussuunnitelmatyön johtaminen, Opetuksen johtaminen, Koulun johtaminen…
- Self-leadership, teacher as a leader of own teaching….
In the context of Higher Education, pedagogical leadership consist of all the actions / activities at all levels of university (micro, meso, macro) that aim to improve student learning.

The objects of pedagogical leadership are curricula of Bachelor degree, Master’s degree, Doctoral degree programmes, course plans, staff and improvement of pedagogical skills and competence of academic staff, and students’ learning.

## LEVELS AND OBJECTS OF PEDAGOGICAL LEADERSHIP

<table>
<thead>
<tr>
<th>Levels of PL</th>
<th>Curriculum</th>
<th>Resources, spaces</th>
<th>Academic staff</th>
<th>Students</th>
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</thead>
<tbody>
<tr>
<td>Micro – Teaching and learning, courses</td>
<td>Implementation of curriculum programme, innovations to develop curriculum.</td>
<td>Lecture halls, seminar rooms, digitalisation, online learning, rooms for students.</td>
<td>Teaching and development of teaching for learning.</td>
<td>Studying and learning, learning how to study.</td>
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<tr>
<td>Meso – Faculties, departments, programmes</td>
<td>Curriculum planning, development groups, steering groups, follow-up, evaluation.</td>
<td>Sharing resources between different programmes and courses, study units.</td>
<td>Support for AS in pedagogical development, networks, teacher teams.</td>
<td>Designing study paths for students, providing support services for students, to improve learning.</td>
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<td>Macro – Rectorate and central administration of University</td>
<td>Strategy, visions, follow-up, evaluation, international assessments, accreditations.</td>
<td>Strategic decisions to keep university’s economy balanced and sharing resources to faculties/departments.</td>
<td>Strategic decisions aiming to improve the quality of teaching.</td>
<td>Strategic decisions to provide best teachers, resources, curriculum programmes for students in order to improve learning.</td>
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Models of university management (Farnham, 1999, 18-19)

Academic staff participation in management

Professional autonomy of academics
Epistemological characteristics of disciplines

Pure soft such as humanities, art, history, languages....

Soft applied such as education and management

Hard applied such as engineering, medicine

Pure hard such as mathematics, physics

Different teaching cultures

(Becher, 1989; Biglan 1974; Kolb 1981)
Academic values and cultures

Academic leader’s conception of leadership

Society’s values, cultures, and politics

Academic community’s conceptions of leadership

(modified Ramsden, 1998)
THREE CASE STUDIES ON PEDAGOGICAL LEADERSHIP IN ACADEMIA

- Study I (2010)
  - How academic leaders position themselves as pedagogical leaders during the organizational changes in their universities
- Study II (2015)
  - How organisational culture is related to pedagogical leadership?
- Study III (2010, 2015)
  - How academic leaders (middle managers) position themselves as academic leaders with responsibilities for pedagogical leadership?
• How academic leaders position themselves as pedagogical leaders during the organizational changes in their universities?

• Theoretical concepts: Pro-active versus reactive and Passive versus pre-active
  – Pro-active approach actively explores possible future scenarios in order to find best solutions for organizational changes
  – Reactive approach responses to changes in organization by adjusting activities if needed
  – Passive approach let changes in organization just happen
  – Pre-active approach aims to adjust activities according to organizational changes, but hopes to preserve current structure if possible (Godet, 2006)

• Data: Interviews of 27 middle managers from two Finnish universities and one Polytechnic

• Analyses: Abductive content analyses and creation of storylines
PEDAGOGICAL LEADERSHIP AS AN ACTIVE STRATEGY TO RESPOND ORGANISATIONAL CHANGES OF UNIVERSITY

PEDAGOGICALLY ORIENTATED LEADERSHIP

STORYLINE OF PRESERVING, TO MAINTAIN THINGS AS THEY ARE

Pre-active approach to change
Assumptions of change, seeking balance

Passive / negative approach to change
Distance to change, focus on structures, practices, continuity

STORYLINE OF CHANGING, TRANSFORMING

Pro-active approach to change
Creative, innovative, supportive, vision, strategy

Reactive approach to change
Doing only obligatory changes, adjusting to change

TRADITIONALLY ORIENTATED LEADERSHIP
CASE STUDY II
(NEVGI & MÄKIPAJA, 2016)

- How organisational culture is related to pedagogical leadership?
- Collegial and managerial culture (Farnham, 1999)
- Thematic interviews of eight Middle managers at Spring term 2015
  - Why and how you became appointed as Head of Department (as a Dean)?
  - Questions focusing on Academic leadership – pedagogical leadership in terms of HoD’s responsibilities, sharing the leadership responsibilities and with whom
  - Questions focusing on changes in pedagogical leadership, and on impact of organisation change since 2010
- Challenges for developing as a leader
- Thematic content analysis
HOW RESPONSIBILITIES ON PEDAGOGICAL LEADERSHIP ARE ORGANISED?

A. HoD carries alone responsibility on pedagogical leadership
   • “... Well, I think that mainly it is so that as a HoD I’m responsible of everything what ever it is, and I had to ponder really big things, such as a vision and strategy, and then I’m tight up to work with all very little issues ...” (HoD6)

B. HoD delegates responsibilities of pedagogical leadership to other persons in charge such as vice-HoD, and programme leader.
   • “...well, when it’s about teaching, then I’ve delegated the leadership of teaching. Sure, I’m responsible of all this, but that thing that I delegated it [leadership of teaching] in makes it easier.” (HoD1)

C. Pedagogical leadership is collegial, shared activity
   • “... so when we strive and really I mean that we plan this teaching at the level of whole department, we do it all together.” (HoD2)
SHARING RESPONSIBILITIES FOR TEACHING

• Collegial negotiation, discussions and agreement
  • Pedagogical principles, teaching methods, assessment activities and other issues related to teaching are discussed and shared between teachers, and HoD is actively participating in negotiations
  • Responsibilities for teaching are discussed openly in teachers’ meetings
• Individual decisions and responsibility
  • Teaching is mainly a responsibility of individual teachers
  • HoD only controls that the responsibilities of teaching are equally shared among academics
COLLEGIAL AND MANAGERIAL LEADERSHIP OF TEACHING AND LEARNING

Collegial culture

• Pedagogical leadership is shared / distributed among teachers and HoD

• Pedagogical principles for teaching and new curriculum are negotiated and discussed in meetings and seminars

• The role of HoD is to organise small group activities, lead discussions and motivate and support teachers to develop teaching as a collaborative and shared activity.

Managerial culture

• HoD is mainly responsible of pedagogical leadership and all decisions concerning teaching such resources, who teaches and what

• Pedagogical principles for teaching and new curriculum are decided in hierarchical order top-down

• HoD supervise individual teachers to participate in pedagogical development courses
• How academic leaders (middle managers) position themselves as academic leaders with responsibilities for pedagogical leadership?

• Thematic interviews of middle managers ($N = 17$) from two Finnish universities: UT (9 HoDs) and UH (8 HoD) in years 2010 and 2015.

• Narrative approach – based on interviews we first created a narrative of pedagogical leadership separately for each HoD. Narrative included how became a HoD and what kind of leadership training had achieved or not, how distributed the responsibilities of PL, and how supported improvement of the quality of teaching and learning, and what were the goals to develop as a leader.

• Narratives were content analysed in order to identify how interviewees positioned themselves as leaders of department and as leaders of teaching and learning (i.e. pedagogical leadership)
## TWO STORYLINES OF PEDAGOGICAL LEADERSHIP

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<th>Both storylines overlapping</th>
<th>Pedagogically orientated storyline</th>
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<tr>
<td>- Appreciates discussions, but interprets own responsibilities as a leader to be focused on strategic and operative leadership</td>
<td>- Positions oneself as a traditional academic leader, but is interested in to support academics to develop in teaching skills</td>
<td>- Interested in matters of pedagogy and teaching</td>
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<tr>
<td>- Distances oneself from the issues related to pedagogical leadership</td>
<td></td>
<td>- Aims to support collegial culture of negotiations and open discussions</td>
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<td>- Positions oneself as mainly leader of the people who is responsible for wellbeing of academics</td>
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## TWO STORYLINES OF PEDAGOGICAL LEADERSHIP

### Traditionally orientated storyline

**Pedagogical leadership**

- Responsibilities of pedagogical leadership are delegated
- Carries mainly responsibilities concerning resources of teaching, funding, economic decisions
- Academics are independent and difficult ones to lead

### Both storylines overlapping

**Pedagogical leadership**

- Ambivalent, appreciates research as the main task of academics, but perceives that quality of teaching is also important
- Changes from traditional academic leader towards pedagogically orientated leader

### Pedagogically orientated storyline

**Pedagogical leadership**

- Organises responsibilities of teaching by open discussions and distributing leadership
- Supports academics to develop in teaching skills and appreciates teaching competence – recruits staff with high pedagogical competence
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<td>• Ambivalent and unstable attitude towards developing as a leader</td>
<td>• Was appointed as HoD by chance but becomes interested in to develop in leadership skills</td>
<td>• Interested in leadership, actively applied for a position of HoD</td>
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<td>• Sacrificed own career for others</td>
<td>• Reflects how to develop as a leader</td>
<td>• Motivated to develop as an academic leader and in pedagogical leadership</td>
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<td>• Highlights the importance of own academic community for developing as a leader</td>
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DISCUSSION

• Pedagogical leadership (in higher education) is actions taken to transform education, curriculum and learning
• Pedagogical leadership supports and is supported by collegial culture of management
• How we could support academics / middle managers develop in pedagogical leadership?
NEXT STEP....

Subject = HoD, teachers, students
Object = Improvement of Pedagogical leadership
Artefacts / Tools
Meetings Curriculum Course plans Feedback

Rules
Collegial / Individual decision-making
Community
Teachers of a department, Students of a programme
Division of labour
Shared / Individual responsibility
Thank you!

HELSINKI FROM THE SEA
REFERENCES


- Korhonen, V., Nevgi, A., & Stenlund, A. (2010). Pedagogisen johtamisen ja yhteen oppimiskäsitysten luomisen haasteet korkeakoulujen muutoksissa. Teoksessa Campus Connexus. Published in Finnish. [Challenges for pedagogical leadership and for creation of shared conceptions of learning during the organisational changes of universities.]
REFERENCES


