



Collegial Leadership

for Teaching & Learning



Trainer :

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TRAINING COURSE SYNOPSIS

A collegial leader shares power and authority equally among a group of colleagues. In tandem with that, a collegial style of leadership is characterized by a practice that creates an atmosphere where leader and member work together as an instructional team to solve problems and recommend strategies for effective teaching and learning.

Strong and healthy collegial relationship among educators is regarded as an essential component of university effectiveness and educators' growth and development especially in the context of teaching and learning.

TRAINING COURSE SYNOPSIS

From a holistic view, the idea behind a collegial model of leadership relies on promoting collaboration and participation, and is often characterized by shared leadership, shared values and shared decision making that is more lateral or horizontal. However, debates on the effectiveness of this leadership practice is still ongoing and open to constructive discussion especially in improving the teaching and learning activities.

LEARNING OBJECTIVES

At the end of the session, participants will be able to:

- Identify key characteristics necessary for developing collegial leadership in teaching and learning;
- Engage in activities that demonstrate collegiality leadership in teaching and learning; and
- Understand the benefits of collegial leadership for teaching and learning.

Why do we need Collegial Leadership for teaching and learning?

The future learning ecosystem is a holistic, lifelong, personalized learning paradigm and represents a contrast to the Industrial Age model of time-focused, one-size-fits-all learning

Why do we need Collegial Leadership for teaching and learning?

To realize the future learning ecosystem vision, six critical areas must align.

TECHNOLOGICAL INFRASTRUCTURE
Flexible, interoperable technologies for pervasive learning



DESIGN
Intentional methods applied to optimize learning



COMMITMENT
Contributions to a shared vision across communities



GOVERNANCE
Negotiation of standards, conventions, and ethics



POLICY
Regulations and recommendations for behavior



HUMAN INFRASTRUCTURE
Diversely skilled individuals and organizational structures



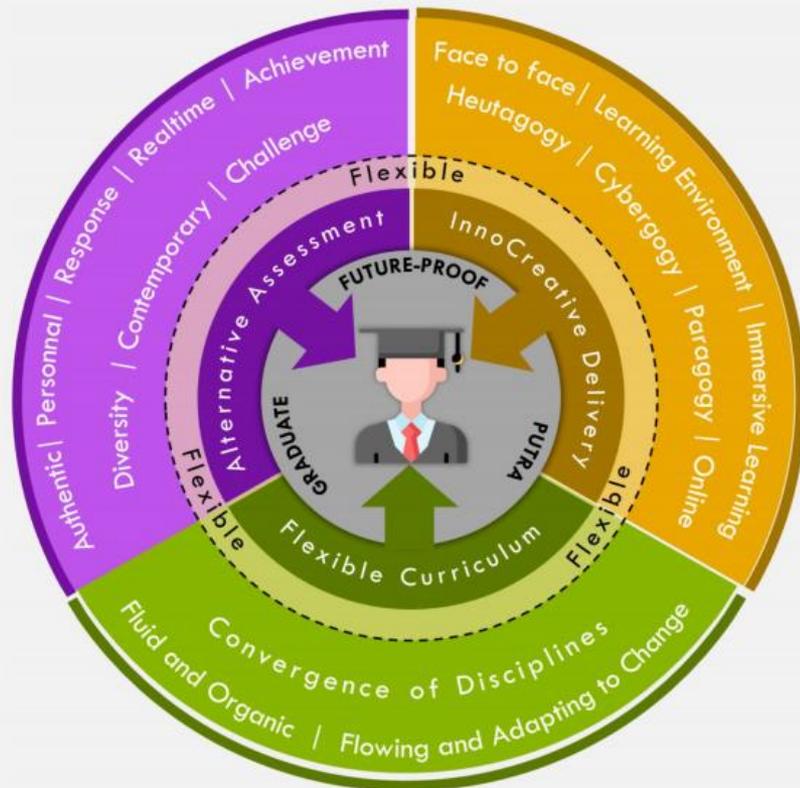
Philosophy

UPM Academic Transformation is an effort towards developing Future-Proof PUTRA Graduates through a flexible curriculum that is organic and fluid in nature supported by innovative teaching and learning delivery to generate impactful learning experiences and alternative assessment to cater diverse learning abilities.

The objective of the Academic Transformation programme is to produce Future-Proof PUTRA Graduates through flexible curriculum, innovative delivery and alternative assessment.

Objective

UPM Academic Transformation Framework



Task Forces

Task Force Curriculum Redesign 01

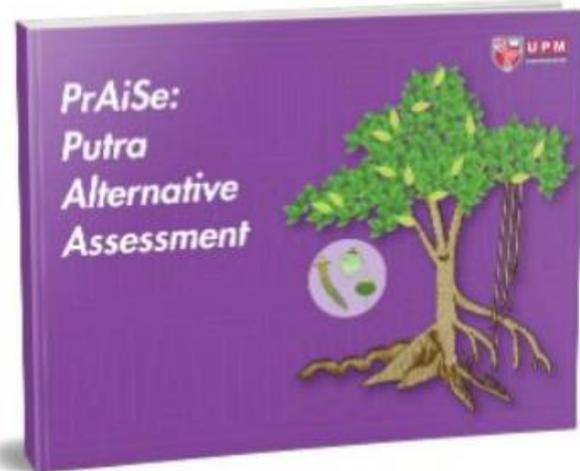
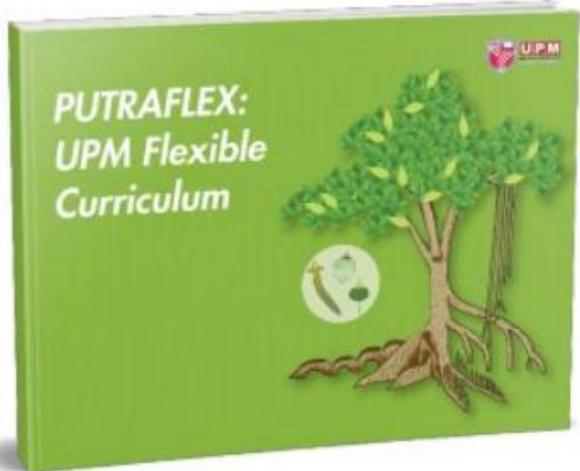
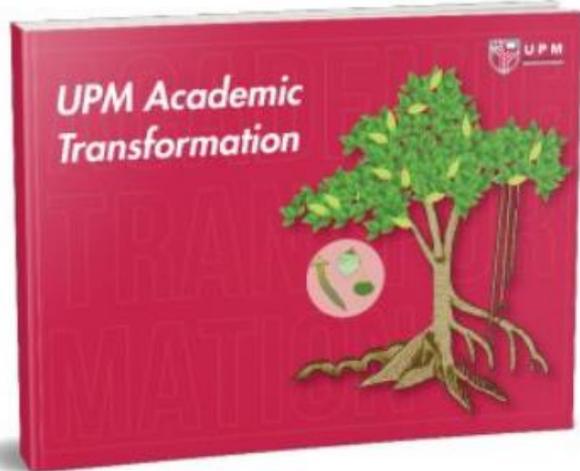
Mohd. Zariat Abdul Rani
Muta Harah Zakaria
Amir A'ffan Abdul Azim
Nor Azowa Ibrahim
Makhfudzah Mokhtar
Fakhrul Zaman Rokhani
Wan Marzuki Wan Jaafar
Wan Zuhainis Saad
Nor Azirawani Man

Task Force Innovative Teaching & Learning Delivery 02

Nurfadhlina Mohd Sharif
Alyani Ismail
Goh Yong Meng
Dahlia Zawawi
Fairuz Izzuddin Romli
Mas Nida Md. Khambari
Nur Izura Udzir
Rafidah Hod
Mohd Idham Abdul Rashid

Task Force Alternative Assessment 03

Wong Su Luan
Zainal Abidin Talib
Rahmita Wirza O.K. Rahmat
Wan Azizun Wan Adnan
Noor Syamilah Zakaria
Yasminani Mohamad





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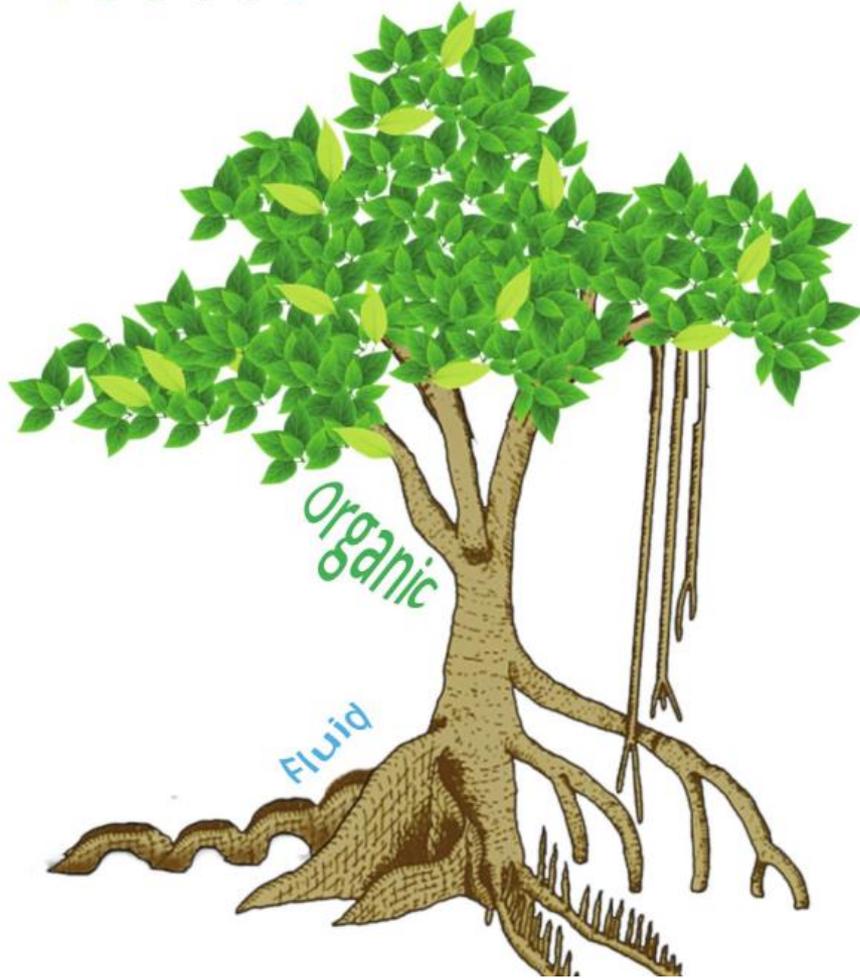
Nor Azirawani Man, Wan Marzuki Wan Jaafar, Amir Affan Abdul Azim, Muta Harah Zakaria, Mohd. Zariat Abdul Rani (Team Leader), Nor Azowa Ibrahim, Makhfudzah Mokhtar, Fakhrul Zaman Rokhani & Wan Zuhainis Saad.

WHAT IS PUTRAFLEX?



PUTRAFLEX is the brand name of the flexible curriculum formulated and structured for Universiti Putra Malaysia. The name is a portmanteau, coined from a combination of the words “Putra” and “flex”. “Putra” is taken from UPM, and is often used in initiatives involving UPM students, whereas “flex” is an abbreviation of the word “flexible”, thus reflecting the nature of the curriculum itself. PUTRAFLEX is structured with an underpinning philosophy of producing Future-Proof PUTRA Graduates through a curriculum that is flexible in nature, promotes the convergence of disciplines, and offers diverse study paths. Accordingly, PUTRAFLEX contains the concepts and guidelines for its implementation at UPM.

WHAT IS "FLEXIBLE CURRICULUM" ?



Conceptually, a "**flexible curriculum**" is described as a curriculum that emphasises two key characteristics, which are, "fluid" and "organic".²

The word "**fluid**" refers to the nature of a substance that is continuously flowing, liquid or unsolidified. A fluid curriculum is therefore not fixed or rigid, and easily adapts and adjusts in response to circumstances.³

The word "**organic**" refers to a natural characteristic, one that is not synthetic or artificial. An organic curriculum, therefore, is one which encourages learning to grow in its natural state, whereby students are allowed to grow as learners by exploring knowledge/skills of their own choice.⁴

THE NATURE OF FLEXIBLE CURRICULUM



A "flexible curriculum" is a curriculum that is vibrant and is continuously growing in keeping with students' personal interests and needs.

A "flexible curriculum" is also not fixed or rigid, and allows students to develop their individual potential through the knowledge and skills that they are interested in or need, in order to deal with future challenges.

The nature of a "flexible curriculum" should be one that encourages a convergence of disciplines and offers students with choices that enable them to design their own studies.

What is Collegial Leadership?

- A body of persons having a common purpose.
- Shared power and decision-making among some or all members of the organization.
- Organizations determine policies and make decisions through a process of discussion leading to consensus.
- Presumably something is gained when professionals work together.

What is Collegial Leadership?

Strongly normative in orientation.

Particularly appropriate for universities because:

- Significant number of professionals.
- Professionals have the right to share in wider decision-making.
- Shared decisions are likely to be better informed and more effective.

A common set of values held by members of the organization (shared vision) helps to guide managerial activities.

Democratic element of formal representation is the essence of collegial management.

Key characteristics necessary for developing collegial leadership in teaching and learning

Team leadership: Ability to coordinate activities, distribute tasks appropriately, evaluate effectiveness and inspire performance.

Mutual performance monitoring: Ability to develop shared understanding regarding intentions, roles and responsibilities.

Backup behavior: Ability to anticipate the needs of other team members and shift responsibilities at needed times.

Adaptability: Capability of team members to adjust strategies to complete tasks based on environmental feedbacks.

Team orientation: Tendency to prioritize team goals over individual goals, encourage alternative perspectives and show respect.

Key characteristics unnecessary for developing collegial leadership in teaching and learning

Absence of Trust: Unwilling to be vulnerable within a group.

Fear of Conflict: Seeking artificial harmony over constructive passionate debate.

Lack of commitment: Feigning buy-in for group decisions.

Accountability Avoidance: Ducking the responsibility to call peers on counterproductive behavior.

Inattention to Results: Focusing on personal success before team success.

Activities that demonstrate collegiality leadership in teaching and learning

Share

Support

Collaborate

Participate

Sustain

Help

Ally

Assist

Activities that demonstrate collegiality leadership in teaching and learning

Ecosystem/Environment:

- a) Look at the history of collaboration or cooperation within faculty, industry & community.
- b) Connect with a group that is seen as a leader in these communities.
- c) Make sure that the political/social climate is favorable.

Membership Characteristics:

- a) All members must maintain mutual respect, understanding and trust.
- b) Have an appropriate cross-section of members so that community is represent equally.
- c) Members need to see the collaboration as a benefit to their self-interest.
- d) All must be willing to compromise.

Activities that demonstrate collegiality leadership in teaching and learning

Process and Structure of the Group:

- a) Members share a stake in both the process and outcome.
- b) A multi-layer check in the decision-making process, one group does not possess too much power.
- c) Flexibility to change with the community's needs.
- d) A clear understanding of roles and policy guidelines.
- e) The group is able to adopt and change when needed.

Communication:

- a) Established and closely maintained formal and informal communications.
- b) Create an environment where participants are encouraged to contribute.

The benefits of collegial leadership for teaching and learning

Internal collaboration: Cross-functional teams, interdisciplinary teaching/research, and student and academic affairs collaboration.
e.g. Formation of cross-disciplinary learning communities that bring faculty and students together to study an issue, capitalizing on intellectual capacities throughout the institution for teaching.

External collaboration: Steering committees, faculty partnerships, community partnerships and business and industry collaborative.
e.g. Campuses partner with local business to increase their teaching pool and internship potential and provide needed labs and materials for conducting cross-fertilization teaching and learning activities.

The benefits of collegial leadership for teaching and learning

Encompasses many aspects of a cooperative relationship.

Used to refer to shared values and mutual goals and understanding in a cooperation relationship.

In the sense of competition:

- Everyone has common destination.
- They work together, supporting and encouraging each other.
- No competition.
- No need to pass the blame or hide failures.

The benefits of collegial leadership for teaching and learning

- Drive innovation.
- Foster creativity.
- Guide organizational strategies.
- New ideas.
- New services.
- New products.
- Encourage out-of-the-box thinking.
- Influence strength.
- Increase productivity.
- Influence intellectual personality.

Learning Questions?

What are the key characteristics necessary for developing collegial leadership in higher education teaching and learning?

What are the activities that demonstrate collegiality leadership in teaching and learning at higher education institutions?

What are the benefits of collegial leadership for teaching and learning?

Learning Questions?

In line with UPM's academic transformation and aspiration for a future proof curriculum framework that is more fluid, flexible and cross disciplinary, how collegial leadership can accelerate this effort?

What is the potential and way forward that collegial leadership can contribute to the development of a more holistic higher education teaching and learning ecosystem?



TERIMA KASIH / THANK YOU

