

Promoting Teaching & Learning Communities: Institutional Leadership Project

The Australian National University, 2008



Project team members:

Linda Hort, Denise Higgins, Margaret Kiley, Pam Roberts

Merrilyn Pike, Jay Hays, Geoff Mortimore, Chris Trevitt

Additional members from 2007: Charles Tambiah, Trevor Vickers

Project report: Denise Higgins

<http://leadershipcops.edu.au>



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Requests and inquiries concerning these rights should be addressed to:

The Carrick Institute for Learning and Teaching in Higher Education Ltd,

PO Box 2375, Strawberry Hills NSW 2012 or through the website:

<http://www.carrickinstitute.edu.au>

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Executive Summary

The *Promoting Teaching & Learning Communities: Institutional Leadership Project*, funded by the Carrick Institute for Learning and Teaching in Higher Education proved a challenging and transforming initiative for the Centre for Educational Development and Academic Methods (CEDAM). The ANU project used communities of practice to build distributed leadership (in this context meaning shared by the group) capacity in staff committed to enhancing learning and teaching at ANU.

The *Promoting Teaching and Learning Communities Project* proposed, over a two-year period, to resource between four to eight communities of practice, based across a range of disciplines. The project approached communities of practice as groups of people who share a passion for something that they 'know how' to do and who interact regularly to learn how to do it better (Lave and Wenger 1991). Through this staged action research CEDAM sought to test if such communities were a suitable means for developing leadership capacity for staff engaged in teaching and learning within the higher education sector. Initially it was envisaged that leadership capacity building would occur through action learning sets and other specific needs-based interventions. In part this was a response to a new ANU promotion policy that potentially recognised performance achievements in teaching and learning.

During project implementation the project team faced conceptual, cultural and organisational challenges that led to profound shifts in participant focus, organisational context, underpinning ideas of leadership and of how this could be best developed. In embracing the informal learning environment of communities of practice and their capacity to surface tacit knowledge, the project shifted its capacity development strategy away from individual skill development to an inquiry based group learning approach targeting group process, personal agency and distributed leadership. This was a shift to the larger extra-individual aspects of academic practice as a situated, historical and cultural reality. This shift manifested in the second year of the project in:

- piloting a fast track model of capacity development through a meta community of practice (labelled Super Community of Practice); and
- organising an experiential group-learning dissemination event—the *Practice in Leadership Workshop*;

The project has largely operated 'under the radar' of formal university structures and management at ANU. It focussed on working with early to mid-career university staff, who were in the main seeking to effect change in teaching and learning.

Fifty people have been actively involved in communities of practice over the two years of the project from ANU. A further sixty people, (including some ANU staff), drawn from ten research-intensive universities across Australia, participated in the national *Practice in Leadership Workshop* in 2007.

CEDAM piloted a Super Community of Practice (CoP) comprised of ANU staff who were supporting communities of practice across campus, as a means of accelerating leadership capacity building. Twenty project participants who are Super CoP members are overtly manifesting shifts in awareness of self as leader or in actions that indicate leadership. Significantly the project's

communities of practice are exercising distributed leadership and beginning to exert some influence on the quality of and valuing of teaching and learning at the university through forums, policy development and good practice dissemination.



Practice in Leadership Workshop 2007

Through action research, the project has established that the community of practice model can provide:

- a useful 'space' for working through unstable teaching and learning contexts;
- offer an integrating context for evolution of practice in higher education; and
- act as a bridge between formal, accredited learning and informal, situated and peer based problem solving.

The project has also found that communities of practice are an effective means of developing distributed leadership capacity as:

- their leadership boundaries are open—which widens the conventional net of leaders, and fosters contributions from individuals and the group to leadership; and
- they value and use the diversity of expertise spread across it to forge a concertive dynamic beyond than the sum of their individual members.

Through the Super Community of Practice the project has shown that:

- leadership requires a shift in self-perception and valuing of what people bring to their work and what it offers the people and university as a living system; and

- that a community of practice catalyses this shift in perception through members making sense of self as socially embedded beings in the workplace.

For academic development units the community of practice approach can be a strategic and complementary extension of its development activities within the university. However to undertake this role successfully the academic development unit must be respected and trusted by its stakeholders, and prepared to manage a front-loaded establishment phase, and relationships that demand sustained commitment. If this complements the developmental and strategic work of the unit and actively assists the effective transition of its graduating alumni to becoming skilled academic practitioners, it is worthwhile and politically astute investment of its time and staff resources.

The approaches undertaken through the *Teaching and Learning Communities: Institutional Leadership Project* could prove useful in other universities. The project findings are not intended as recipes for establishing and resourcing communities of practice or for fostering leadership capability. Transferability is not a given as communities of practice are contextual, situated and dynamic entities, and cultivating and sustaining them requires high-level process facilitation skills. However the project has evolved approaches, conditions and capabilities that can assist in establishing and sustaining these communities.

Introduction

CEDAM has successfully managed the two-year Promoting Teaching & Learning Communities: Institutional Leadership Project, funded by the Carrick Institute for Learning and Teaching in Higher Education. The ANU project aimed to:

- use communities of practice; to
- build leadership capacity; within the
- domain of learning and teaching; through
- a context of strategic, organizational support.

This project proved a challenging and transforming initiative for CEDAM, and in line with the Carrick Institute's overarching influence in the sector, is having ripple effects on teaching and learning endeavour in the university.

Our action research has found that communities of practice offer a valuable cross-disciplinary context for building distributed leadership capacity in teaching and learning at the Australian National University. Such capacity development was accelerated in this project through the use of a meta-community of practice (named Super Community of Practice in the project) that comprised a range of people engaged in supporting communities of practice across the campus. The majority of project participants at ANU whose participation straddled their originating communities and the Super CoP, are overtly manifesting shifts in awareness of self as leader or in actions that indicate leadership. Increasingly the communities themselves are exercising distributed leadership and are influencing the discourses and practices surrounding teaching and learning at the university. This report itself is structured to reflect the processes, learning and outcomes arising from our Leadership Project.

Project Implementation

The *Promoting Learning and Teaching Communities: Institutional Leadership* project at the Australian National University began with the following aims:

1. *To determine whether a community of practice approach is effective in developing leadership qualities for learning and teaching excellence in university staff.*
2. *To develop leadership skills and capabilities in individuals within the groups.*
3. *To support the further development of institutional, national and international networks beyond those in the initial groups.*
4. *To develop an approach to educational planning, evaluation and reward customised to research intensive universities.*

CEDAM's initial proposal relied on a self-facilitated learning groups model, dependent on alumni from CEDAM (who were to be appropriately trained and resourced) to underpin area-based communities of practice. Key members of these communities would have access to training and

resources. The membership of area-based groups was to comprise both formal (positional) and informal area-based leaders.

The project plan and its indicative implementation outlined in the initial proposal did not progress or unfold as we had predicted. As indicated to the Carrick Institute in previous reports, there has been substantial shift in the project's intent and manifestation as it has evolved which can largely be ascribed to:

- changes in university context, structures and culture;
- underestimation of the conceptual and organisational challenges in rolling-out the project;
- underestimation of the level of input and resourcing required by the ADU to make it successful; and
- profound shifts in approaches to capacity development.

This final project report outlines our achievements and the shifts and challenges to date during project rollout and at the end reviews our progress against the projected project outcomes and aims.

The shifts in project focus become clear in Year Two of the project's key areas of work which have included:

- a fast track model of capacity development through a Super Community of Practice;
- continued resourcing and evolving of existing and new communities of practice;
- organising and managing the dissemination event—the Practice in Leadership Workshop; and
- considering and exploring the necessary changes in academic development unit culture to continue this work and to advance the work undertaken through this Institutional Leadership Project.

The distinguishing features of the choices and shifts in our project are clearer in retrospect. The project has reorientated itself in progress in response to the organisational context, project manageability and with a view to maximising its organisational benefit over its lifecycle. An account of some of the explicit and implicit decisions taken in implementing the project follows.

Changes in project focus

Staff focus

The initial project focus intended to target both formal and informal leaders in specific disciplines or areas across the Australian National University. However throughout implementation there was shift away from staff in formal leadership roles. Both the seeding of communities of practice locally and the planning of the national dissemination event stimulated careful consideration of the project audience/s. In the project team there was a strong sense of the importance of working with an emergent generation of higher education staff concerned and passionate about its current and future state. As the project unfolded there was a stronger focus on staff with the following general characteristics:

- academic staff and general staff largely at the early to mid-career stage;

- staff without a specific forum, or avenue to pursue, (or the necessary support structures to resource) the issues they are passionate about; and
- people who are taking the lead (mostly informally), or showing some initiative in an area.

The project concept assumed that CEDAM's Academic Leadership and Management Course Alumni would resource communities of practice. This did not occur, although it is apparent that many of the key participants in the project's communities of practice have had some exposure to professional development through CEDAM's Graduate Certificate or Masters in Higher Education courses, or are teaching award applicants and winners.

Operating under the radar

The project has in many ways remained under the 'radar' of senior management at the university. In part this arises from the project's conceptual model of communities of practice fostering distributed leadership. This approach does not map against the university positional leadership structures or its resourcing of managerial based leadership training. The university staff who have participated in the project are, in general, below senior management levels within the university.

The focus on teaching and learning excellence is the secondary key in a research-led university, and the change-making agendas of the project's communities of practice (e.g. tutoring support, general teaching & learning practice and research-led education) are either filling gaps in university service provision or advancing discourses that the university is not adverse to pursuing.

Finally the project inhabits a 'gendered' domain, in that it sits at the 'soft end' of research—'community', 'teaching', 'tacit knowledge', 'reflective practice' and the human need to engage in meaningful conversations, to be heard and to listen.

Approach to capacity development

In the initial project proposal we intended to build leadership capability through extending and building on an Academic Leadership and Management course CEDAM runs. This coursework approach did not prove compatible with the ethos and approach inherent in community of practice approach concerning informal learning. As a network of people engaged in sharing practice and problem solving, the community of practice model favours emergent awareness, meaning making and tacit knowledge surfacing rather than receiving codified knowledge. The expertise for learning and knowledge creation lies within, rather than outside the community of practice.

For CEDAM the cumulative shifts in project orientation imposed a much larger resourcing and facilitation responsibility on the academic development unit than had been originally anticipated.

Context

The Australian National University

Within the Australian National University as a whole, a driver for the original project proposal was the new performance management arrangement being implemented in the university. This shift entailed 'assessors' making judgements about excellence in teaching and learning. It created an imperative, from CEDAM's perspective, for the university community to develop a discourse about teaching and learning practices in ways that enabled it to be evaluated and assessed.

A restructuring of the university in 2005 into seven 'colleges' moved responsibility for educational quality and standards to senior management within each College, with central university units, including CEDAM, as the academic development unit, offering support to each College and its senior managers, and to the staff teaching and researching within it.

During 2006-2007 Carrick's objectives of sector wide valuing and recognition of teaching has infiltrated the ANU mindset, as staff and management became more cognizant of achievements in this area, and of the need to celebrate these achievements. More recently the profile and influence of a few key Carrick Award winners is also subtly shifting the university landscape so that senior management are more open in hearing and having input from the teaching award winners more generally 'as an expert group'. This change goes hand-in-hand with the need for the University to better understand, evaluate, document and articulate its teaching practice and standards, and the changes occurring with, for example, a more flexible approach to teaching.

The University's structural shift to a college model of organization did disrupt pre-existing networks and groups associated with teaching and learning, and there was a considerable level of shakeout and uncertainty as new networks took time to form. This had a significant impact on progress in Year 1 of the project.

The University has not really debated the impact of changes in promotion policy, in part the project had hoped to produce some research that might contribute to such a debate, however the research did not proceed due to staffing workloads and changes in research partner responsibilities.

The change to the college-based structure and the project's informal, distributed approach to leadership capability inhibited any embedding of project outcomes in organisational strategic development plans. The intention to link the project to University executive planning through strong engagement with key senior staff on the project Reference Committee was not realised. The Reference Committee, chaired by the DVC and attended by the PVC (Community) did not continue to meet throughout the second year of the project. In part this stemmed from competing work demands on both the DVC and the PVC which gradually diminished the energy and engagement of the membership. This shift in engagement indicates the project team was unsuccessful in conveying the value of their investment in the project. Two factors influencing the drop-off in engagement were the project's long lead time in getting communities of practice off the

ground and inadequate scoping of how the Reference Committee could contribute to project realisation.

The project team also underestimated the complexity of translating the theory of project intention into reality within academia. The increasing workload in the ADU resulting from Carrick initiatives has constrained available staff time. CEDAM has in the past based much of its service provision on a model of on-demand one-on-one resourcing, reliant on its in-house expertise to foster and embed capability, and capacity within and across the ANU Colleges. The demands arising from the model of engagement for the *Promoting Teaching and Learning Communities: Institutional Leadership Project* resulted in a longer time being needed to operationalise the project.

The experience of this project has necessitated the CEDAM as an academic development unit rethinking its model of service provision and this is reflected in the Carrick *Promoting Excellence Initiative* grant application.

Centre for Educational Development and Academic Methods (CEDAM)

CEDAM applied for the Carrick Institutional Leadership project funding because there were a number of activity streams that seemed to converge appropriately for this application. For many years CEDAM has run and developed courses such as Academic Leadership and Management (EDUC8007) and in applying for this project it was thought that such a course could be built on and extended.

A further emerging discourse within CEDAM has centred on ‘academic practice’—which moves beyond professional practice and the needs of an individual practitioner to the university context of academic practice as a situated, historical and cultural reality underpinned by norms, values and actions. The Australian National University was also actively supporting the emergence of learning communities and CEDAM proposed that there was a potential to explore the intersection of ‘practice’ and ‘community’. A further, albeit naïve shift, at this point was to the concept of communities of practice, as a potential base for evolving tacit knowledge and practices.

The Carrick Institutional Leadership grant application was therefore an action research proposal to consider how communities of practice could resource leadership capacity development for excellence in teaching and learning within the university community. As it built on the course model on leadership as developed by CEDAM it also proposed to provide supporting resources asynchronously via a website.

As has been noted in previous reports to Carrick there were some difficulties with the complexity of the project’s conceptual framing and the practical roll-out of its early phases. The challenges encountered in implementation are not confined to CEDAM, as other Leadership projects have outlined similar issues. The significant ones for us have been changes in the project team, particularly the academic staff, difficulties in integrating the project activity into the overall cycle of CEDAM’s work and the scholarly interests of participating staff and the competing work priorities for the unit, in part generated by The Carrick Institute. This point is further discussed in the *Cultivation and Propagation Section* of this report.

The Carrick Institute for Learning and Teaching in Higher Education

This project was funded as one of the first two 'leadership' grants offered by The Carrick Institute, just as the Institute started operation. When Carrick was set up, it was aware, through negotiations in the sector, that previous granting bodies such as the Committee for the Advancement of University Teaching (CAUT), CUTSD; the Committee for University Teaching and Staff Development and Australian Universities Teaching Committee (AUTC) had not been able to disseminate the findings from project as widely as they hoped (see Carrick's 'Dissemination, adoption & adaptation of project innovations in Higher Education' 2005). The Carrick Institute started to think that a focus on promoting leadership in teaching and learning could provide some solution to this problem.

During the course of the last two years both the Leadership projects and Carrick's general influence on the sector has been enormous. The impact has been amplified by the complexity of the Carrick offerings and by coincidence with the emergence of the Learning and Teaching Performance Fund results. The offerings by Carrick include not only the leadership grants, but other grants, fellowships, teaching awards and discipline initiatives. The Carrick agenda has changed the work of academic development units, put money into areas of university work that were previously poorly supported and, perhaps, valued, and focussed the sector's attention in ways that have not been previously seen. This context has assisted CEDAM in implementing the *Promoting Teaching and Learning Communities Project*. Historically the Australian National University processes have been preoccupied with research rather than teaching and learning. Carrick interventions and initiatives and the ADU (CEDAM) and ANU teachers 'success' in Carrick initiatives has assisted the University to shift its thinking in ways which are new for it.

The Project's Communities of Practice

In working through communities of practice to develop leadership capacity the project has been engaged in an ongoing debate and questioning of the approach it has adopted. The project commenced with inherited theory associated with communities of practice, in the main this theory derives from experience in the corporate sector, as these structures are largely an unfamiliar concept within the academic landscape. There was general understanding of Lave and Wenger's (1991) framing of communities of practice as informal and social structures, defined by having a domain, a community and a 'practice'. There were two key ideas compacted into the phrase 'community of practice':

- community which refers to a group of people who relate, interact and share experiences and /or common interests; and
- practice—a way of understanding and acting that enables us to address the practical problems we encounter in our work.

Communities of practice for the project were conceived of as groups of people who share a passion for something that they 'know how' to do and who regularly interact to learn how to do it better. In the project's communities of practice, members through the context of their tasks and goals were (and continue) to:

- work on ideas about excellence in teaching and learning;
- reflect on their shared knowledge & relationships; and
- make changes in practice, resources or culture.

The Promoting Learning & Teaching Communities Project sort to resource staff at the university through a community of practice approach to academic development. This approach assumes that:

- learning is a social activity;
- learning occurs in communities that people belong to and identify with;
- knowledge is inseparable from practice, that is from doing;
- the ability to contribute to a community and to tackle real issues and take real actions, is a powerful learning stimulus.

This conceptual base proved a fuzzy background logic that only firmed as project participants and team members experienced the reality of project implementation. An account of establishing and working with communities of practice follows. Further discussion about support, learning and outcomes from the project's communities of practice can be found in the section titled *Learnings about Communities of Practice*.

Rollout and experience of communities of practice at ANU

In total, over the project life span, nine communities of practice have been resourced for different durations and intensities. Of these communities of practice, four did not make it beyond fledging meetings (between one to three). The Australian Indigenous Staff Network had initial CEDAM involvement—but this needed to be appropriately resourced by an Indigenous staff member rather than by project team presence in the group. The project provided resourcing to the Indigenous

facilitator through her membership in a Super CoP and through mentoring. The Carrick Teaching Award Nominees Community of Practice met initially towards the end of first year of the project. At that point there was not enough interest to sustain a second meeting. Subsequently through changed university recognition of teaching awards and the seed work undertaken by CEDAM, a second attempt at forming a community of practice in September 2007 proved more sustainable.

What we have labelled as 'communities of practice' (CoPs) have evolved as cross-disciplinary, structured, but informal spaces for deeper conversations and engagement for people with some common interest (such as research-led education or tutoring) concerned to effect change within their workspace. The communities have mostly formed through the impetus of the project, from the networks, connections and synergies that CEDAM is party to. Key areas of activity shared across the communities of practice have included:

- scoping issues and tasks the communities of practice wish to address;
- developing an understanding of context/s;
- unpacking vocabularies;
- relationship building;
- problem-solving (using artefacts such as case studies) and material /examples put forward by participants;
- capacity development (around group interaction, facilitation, distributed leadership and dialogue); and
- change management.

At the six month marker we had two communities of practice in establishment discussions and a further three still considering invitations to participate in project. Progress in community of practice formation at this stage was through alumni from CEDAM's Academic Leadership and Management and the Research Supervision units offered in the Graduate Certificate in Higher Education (GCHE) and Masters in Higher Education (MHE). Our progress in seeding and developing communities of practice was much slower than anticipated, constraints included:

- changes through the College restructure to pre-existing education committees and process within business areas;
- the conceptual and organisational challenges in rolling-out the project; and
- resistance to the level of input and resourcing required by the academic development unit to ensure successful implementation.

By the 12 month stage we had tried to get a number of communities of practice (not always yet self-identified as such) up and running. Here is a summary of the project's progress.

<i>CoP</i>	<i>Joint Enterprise</i>	<i>Duration/ persistence</i>	<i>Formation issues</i>
<i>Academic Leadership & Management Alumni</i>	Fostering personal leadership capacity	Met monthly three times. Continued their model of course engagement, stimulus material, case studies, group problem-solving. Commenced October 2006 Not sustained	CEDAM instigated & resourced. Shift of alumni who had been through a CEDAM course into a CoP model of engagement. Transitional strategy not well thought through. Looking to course convenors to continue facilitation and resourcing.
<i>Tutors Support Network CoP</i>	Supporting tutors and demonstrators at ANU	Met monthly initially, gained momentum and met fortnightly (a sub group more frequently in developing a website). Commenced August 2006 Ongoing	CEDAM instigated & resourced. Participants drawn from across university with an interest in this issue. Initial tasked focussed imperative.
<i>Medical School Tutors Group</i>	Problem based tutoring, developing reflective practice.	Met once face to face. Beyond that idea of online community engagement. Commenced October 2006 Not sustained	Medical School + CEDAM. Members are problem based learning tutors in Medicine. This group did not get appropriate resourcing and facilitation in establishment stage.
<i>Indigenous Staff Network</i>	Network to support and sustain indigenous staff employed at ANU	Independent of CEDAM. One session with project staff, fitful, not yet operating as CoP more loose network. This existed prior to project but was only revived March 2006. Ongoing	Critical issue is cultural credibility, Indigenous based facilitation appropriate. Project working with facilitator through Super CoP.
<i>Chairs of College Education Committees</i>	Pragmatic ideas sharing forum re role, tasks & challenges	Met three times Commenced August 2006 Not sustained	CEDAM instigated. Didn't get appropriate resourcing and facilitation from ADU in establishment stage.

<i>CoP</i>	<i>Joint Enterprise</i>	<i>Duration/ persistence</i>	<i>Formation issues</i>
<i>National Centre Epidemiology & Population Health</i>	Renewal of the Master of Applied Epidemiology (MAE)	Initial discussion May 2006 Not sustained	NCEPH decided not interested in participation in project, instead wanted direct CEDAM professional development around block teaching etc.
<i>Research-led Education CoP</i>	The practice and policy of research-led education at ANU.	Monthly meeting commenced in December 2006 Ongoing	CEDAM instigated & resourced. Participants in main drawn from alumni of Grad Certificate in HE, all very interested in this issue.
<i>Carrick Award Nominees</i>	Best practice in teaching and learning.	Met once face to face. November 2006 Not sustained, (at that point)	CEDAM instigated & resourced. No participant investment strategy in place, and CEDAM was uncertain of resourcing commitment at that stage (stretched staffing).
<i>Project team CoP</i>	Inform project rollout and formative evaluation process & experience	Staff contributing to leadership project work. Ongoing	Commitment to working as a team, strong ambivalence in practice to operating as a CoP

At the end of year one of the project two focus groups conducted with the Academic Leadership and Management and the Tutors Support Network communities of practice highlighted various issues:

- The centrality of CEDAM's resourcing of the groups for current viability and future sustainability.
- Participant appreciation of the enriching opportunity for cross-disciplinary perspectives on goals and strategies.
- The willingness of particular staff within the ANU to take the initiative to address specific areas of concern they have identified.
- The sensibility in both communities that they are outside the traditional decision making avenues of the university and the coexisting tension and flexibility this establishes.

At this point it was not clear to the project team whether these fledgling groups would continue to evolve into communities of practice.

In Year Two of the project there was a conscious decision to wind back our energies in community of practice start-up and instead focus on evolving and sustaining existing communities and on the larger dissemination workshop commitment scheduled for June 2007 (see *Practice in Leadership Workshop* section). The following table overviews the resourcing work undertaken in Year 2 of the project, and subsequently there is a discussion of the activity of two communities.

<i>Community of practice</i>	<i>Joint Enterprise</i>	<i>Duration/persistence</i>	<i>Continuation issues</i>
<i>Tutors Support Network</i>	Supporting tutors and demonstrators at ANU	Ongoing Continued fortnightly and then monthly meetings for all of 2007, have expansionary plans for 2008.	CEDAM instigated & resourced. Getting participants to shift to understanding process facilitation and undertaking capacity development agenda. Broadening from task focus to more strategic engagement.
<i>Australian Indigenous Staff Network</i>	Networking and sustaining indigenous staff employed at ANU	Ongoing Independent of CEDAM. Becoming more like a CoP. Seeking facilitation resourcing support going into 2008	AISN facilitator participated in Super CoP & PILW 2007. She has also instigated another CoP for Indigenous trainees at ANU and more are in incubation.
<i>Research-led teaching</i>	The practice and policy of research-led education at ANU.	Ongoing Met @ monthly, some lapses in 2007 Plans to refocus activity in 2008, more practice orientation and also further work with Teaching Forum.	CEDAM instigated & resourced. Shift in terms of broader responsibility for process facilitation. Develop a capacity agenda. Investment of members.
<i>Super Community of Practice</i>	Fast track CoP and leadership capacity development	Ongoing Regular fortnightly meetings throughout 2007 New level of capacity development for 2008 & work with other areas in university wishing to establish CoPs.	CEDAM instigated & resourced. (see next report section)
<i>Carrick Award Nominees</i>	Best practice in teaching and learning.	Met three times to date. Commenced October 2007	CEDAM instigated & resourced. Award Winners are the participants. Investment carrot, institutional endorsement, VC nominated to meet with group 6 times per year.
<i>Project team</i>	Inform project rollout and formative evaluation process & experience	Met regularly to August 2007, debriefing post PILW. Very sporadically since.	Team worked to achieve PILW, subsequently project seen to be in wind down mode, and many staff working now on other Carrick projects and teaching and research commitments has meant a steady but inevitable withdrawal.

Tutors Support Network CoP

This group was initiated by a Program Leader in the Information Literacy Program, and CEDAM in light of a range of people being involved in the provision of tutoring support or induction across the ANU. Ten people are involved in this community, with approximately six members on average at each session. The group has met continuously since August 2006. CEDAM conducted a focus group with this group in late 2006 (See Appendix 2.2).

Tutors Support Network (TSN) is a cross-discipline and cross-college community of practice. The initial goal of TSN was to enrich the group's understanding of current tutor support resourcing, needs and issues, by identifying:

- the current mechanisms for tutor support and tutor training sessions for each ANU College;
- the possible overlap and/or gaps in both skill development and support for individual tutors;
- strengths and particular expertise of Colleges and individuals; and
- to review and consolidate the available expertise, experience and resources which build excellence in tutor practice at the Australian National University.

Through increased knowledge of what support and training is currently available to tutors in the different Colleges, members have been able to improve the training and support offered by sharing existing resources and building on existing initiatives. From this initial activity the group moved into wanting to address the gaps and deficiencies in resourcing. The common theme that appeared from all members of the TSN based on information from tutors, was that they wanted on-going support, not just some induction to tutoring sessions. After several scoping exercises the group determined that with its limited resources the best way to meet this need was to put together a website that enabled it to consolidate the information that was out there.

This group did not identify as a community of practice for a considerable time. Of the core membership four people were involved consistently with the Super CoP. A further two people participated in the Practice in Leadership Workshop and subsequently became more involved in Super CoP. There have been several additional people who have moved back and forth in their engagement. During 2006 this community of practice was very task focussed and gradually during 2007 there has shifted to a more strategic sense of what the community might achieve. The joint enterprise focus on improving the situation for sessional tutoring and demonstrating staff, has been relatively easy for the community to colonise as it represents a policy and service vacuum within the university.

In summary the achievements that the community can claim to date include:

- formation of Tutors Support Network August 2006;
- pilot version of a [Tutors@ANU](#) website endorsed by the Deputy Vice Chancellor to be hosted on ANU's website February 2007;
- launch of the [Tutors@ANU](#) website formally by University October 2007;
- a TSN member participates in HDR Review, and initiates a proposal to address the issue of teaching training for ANU HDR students, (part of tutor base at ANU) which is endorsed;

- strengthening and evolution of Tutor Quality Program & Tutors Induction Program run through different colleges;
- planning for a cross university tutor induction February 2008; and
- a research proposal to generate a tutor typology at ANU is scheduled for submission to Ethics Committee February 2008.

Tutors@ANU

Who are 'tutors'?

Why tutor?

Want to tutor?

What tutors do

Skills development

Pay & Conditions

Excellence Awards

Help

Tutors' Community

013875

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The Australian National University — CRICOS Provider Number 00120C

The network has identified the following goals to advance in 2008:

- opening up TSN to a broader membership;
- establishing and resourcing tutoring and demonstrating communities of practice;
- involving tutors in content and editorial management of the website;
- undertaking research to establish a baseline level of data to profile sessional tutoring and demonstrating staff at ANU;
- engaging the university and ANU management in a dialogue about the situation of sessional staff;
- development of management and maintenance plan and resourcing for [Tutors@ANU](#) website; and
- inter-college collaboration on tutor resourcing and whole university approaches to tutor induction and resourcing.

In November 2007 in reviewing how they saw themselves working as a community of practice the group nominated the following functions:

- networking;
- information sharing;
- getting things done (meeting change agendas);
- acting in concert;
- deepening understanding of issues and context of tutoring and demonstrating; and
- learning (inquiry & reflective practice).

During this session they also spoke of what they valued about the Tutors Support Network as a community of practice, this included:

- building broader understanding of ANU situation and context;
- operating across college and university divides;
- a forum to scope and understand tutor training and support issues;
- offering a useful model for working in a university;
- getting different people with some shared interests working collaboratively;
- exposure to what other people are doing;
- being able to leverage information and initiatives from various areas of the university to influence current practices and culture in local areas; and
- operating in a collegial way with idea of mutual responsibility.

For the project team, three staff have participated at various times in this community. There has been a gradual shift in awareness to identifying as a community of practice. Arguably there have also been shifts in skills and mental models. Several participants have 'grown' in their preparedness to take on responsibility and in shifts in sense of their own agency. In the main these are the members that have also participated Super CoP or the *Practice in Leadership Workshop*. As participant observers project staff have noted the following skill development:

- active listening;
- tolerance;
- dealing with the diversity of the membership;
- more sophisticated political understanding of the university; and
- broadening of strategies, activity and approaches.

Additionally there have been several other changes including:

- moving to research focus as a way of building investment for membership in its own professional development;
- greater willingness by participants to involve themselves in a range of associated initiatives such as planning group for the ANU Teaching Forum; and
- increased autonomy by group in determining their own agenda and processes.

Tutors Support Network Community of Practice		
Meeting Date	Activities	Actions/outcomes
9/08/2006 8 people	Initial meeting to explore interest in the CoP, and what it might offer participants Introductions, scoped activities attended engaged in and interests in relations to tutors & demonstrators at ANU. Ideas to emerge: Develop a single website across ANU to inform and resource tutors. Profile tutor role models Mentoring program for tutors Running additional version of the Graduate Teaching Program (GTP) Pooling resources, seeing if a body of core across college resources can be distilled.	<i>Built more informed understanding of current initiatives re Tutors support across ANU and highlighted the many gaps and deficiencies</i>
13/09/2006 6 people	Strong interest in developing a Tutoring Hub website so: Scoped the context Outlined website aim, content and structure broadly Did a SWOT analysis	<i>Group undertook research on websites at other unis, considered grant possibilities/</i>
11/10/2006 8 people	Overview of AUQA's findings at other institutions in relation to sessional staff Discussion re existing performance indicators for T & L and also in relational to sessional staff. Used this information to revisit ideas for Tutors Hub	<i>Group undertook further research on websites at other unis, more focus on function and organization not content.</i>
9/11/2006 8 people	Reports on research from other tutoring websites Scoped developmental issues in evolving website Brainstorm on website structure	<i>A small working team of three volunteered to meet to develop a site shell before next meeting.</i>

Meeting Date	Activities	Actions/outcomes
15/11/07 4 people	TSN Focus Group No understanding of forming a CoP Motivation was self interest and to make things better for tutors See value in getting together to share practice & ideas Keen awareness having no institutional power, nor resources, nor authority Valued being part of a across College network Group in a concrete phase, from ideas into website development.	<i>Small website development /editorial team meet weekly over next few months 4 members @</i>
12/02/2007 8 people	Considered situation at ANU with Tutor awards in Colleges Agreements made re links and pointer to Tutors @ ANU website Analysis and comments on 1 st level site content Launch discussion Integration of other areas program material discussed	<i>Small website development /editorial team meeting between main sessions</i>
12/03/2007 4 people	Workshopped website content and navigation	<i>Small website development /editorial team meeting between main sessions</i>
26/03/2007 5 people	News sharing Organising video content for website, why tutor? Analysis of level 2 of site	<i>Homework comparative analysis of two versions of site.</i>
12/04/2007 5 people	Tutor training discussion Pilot program in Tutor training scoped Website design feedback strategies Website maintenance & resourcing First draft of a competitive grant application developed	<i>Beginning of a model/potential paper to outline integrated approach to training.</i>
7/05/2007 5 people	General discussion re grant application for tutoring resourcing at ANU	

Meeting Date	Activities	Actions/outcomes
4/06/2007 5 people	Briefing on HDR working party, to consider teacher training at ANU CoP explored overlap between HDR WP and TSN interests and agendas. A member of TSN will be on a sub committee of HDR WP. He is taking aspects of TSN vision and approaches to table with HDR WP. Grant Application and resourcing discussed. Scoped a possible model for more flexible training opportunities and recognition for teaching activities at ANU.	
13/08/2007 4 people	Meeting raising profile of TSN and Tutors @ ANU website Website Editorial	<i>Letter to DVC to initiate ANU supporting launch of website</i>
27/08/2007 4 people	Launch of website planning Video content discussion of Tutors@ANU website Research role	<i>Meetings with HR to finalise certain content of website for launch</i>
10/09/2007 5 people	Planning session launch of website	<i>Launch venue, process, and speakers. Design for a promotional bookmark</i>
3/10/2007	Public event: Launch of Tutors@ANU website 35 people	<i>Produced bookmark Launched website</i>
24 /10/2007 7 people	Debrief from launch of Tutors@ANU website Overview of college tutor induction activity Situation with HDR review Idea raised of cross college joint induction for 2008 Idea raised and explored of research activity for CoP	<i>Member to present next meeting re Research function for TSN.</i>
12/11/2007 9 people	CoP debrief, what have we valued re TSN CoP Considering research interest in the CoP and what type of enquiry would best serve needs of our tutors. Establishing a different model or operation for TSN with working parties convened between meetings to undertake task activities: Cross University Tutors Induction 2008 Semester 1 Maintenance and further development of Tutors@ANU website.	<i>Working parties formed and meeting between sessions. Members preparing reports for next meeting.</i>

Meeting Date	Activities	Actions/outcomes
28/11/2007	Sessional Teaching Colloquium @ANU Carrick Project 4 members of TSN attended	
10/12/2007 8 people	Working party reports: Cross college ANU Tutor induction 2008 Tutors@ANU website: further development Research proposal and ethics committee	<i>Draft Research proposal being circulated to members for comment and changes prior to submission to Ethics Committee February 2008.</i>

Research-led Education Community of Practice

The Research-led Education Community of Practice arose from the interest of graduates from CEDAM's Certificate in Higher Education (GCHE). This community of practice has a specific focus on fostering leadership and research-led education at the ANU. GCHE graduates were invited by CEDAM to participate in the *Promoting Teaching and Learning Communities Project*. A self-nominated group of eight people convened a first meeting in December, with an expressed interest in how to incorporate their research into their teaching, and also in developing their leadership capabilities to be more effective within their college structures. From this initial meeting a further meeting occurred later in December to invite a wider representation from other areas, (various expressions of interest received from Science and Environment areas).

There are approximately twelve people who are the members of this community of practice, with regular attendance of between six to eight people per session. This group formed later in 2006, and have met on a semi-regular monthly basis. Two members of the project team have underpinned its process facilitation base. Of the membership (including project staff) four people have participated in Super CoP and also the *Practice in Leadership Workshop*. The majority of active participants in the community of practice are academics from the Faculty of Science, with smaller involvement from other areas of campus including academics from arts and science research schools. Academics from the science faculty have tended to have greater participation in the GCHE and also have actively engaged with (been early adopters of) university initiatives to advance research-led education, such as the Bachelor of Philosophy (PhB) program and direct Honours Pathway Options (HPO). The science base membership has provided some cohesion in the community of practice for common goals and issues, but also created challenges for including participants from other areas of the university.

For early phase of community of practice formation, members were busy trying to scope research-led education at the ANU and understand what people were doing, and what could be done differently. During 2007 there has been a shift to a broader sense of the potential for what the community could achieve. The joint enterprise concerning research-led education is a core concern of the university and the group has been very aware of being strategic in their activities.

The community of practice has met eight times and in general has focussed on building contextual understanding of ANU, advancing specific initiatives in relation to Research-led Education such as the PhB and also sharing practices and building university engagement with this discourse. This group was comfortable with identifying as community of practice from its inception this probably reflects the core membership's openness to group based approaches as many of them had or were undertaking professional development through CEDAM.

At the first meeting the group identified the following aims for their Research-led Community of Practice:

- interaction with other people, sharing ideas and practices;
- assuming a leadership role in evolving research-led at ANU;
- championing the cause;
- defining what research-led might be (ideas, vision, practice); and
- opportunity to set agenda for ANU.

In summary the achievements that the community can claim to date include:

- formation of Research Led Education CoP November 2006;
- sharing ideas and practices;
- evolving a vision for research-led education at the ANU;
- scoping and putting forward a Science Research Induction course for first year science students through specific members for that College;
- submitting an Expression of Interest to Carrick—on a first year research induction course;
- resourcing a university seminar on research-led education for the Teaching Forum; and
- evolving an ANU Research-led education website that documents examples of research-led education and resources developed.

The Research-led Education Community of Practice has been demonstrating some of the characteristic activities of a community of practice through:

- the joint endeavour of influencing research led education at ANU;
- seeking to achieve culture change in this area at ANU;
- conjoint activity such as program and seminar initiatives;
- building a richer and more complex understanding of research education at ANU and other research intensive universities in the community;
- common problem solving;
- surfacing tacit knowledge; and
- disseminating ideas and practice.

For the project team, there has been slow steady progress in this group as a community of practice. In part this has been a consequence of meeting monthly, but also have some disruption in this meeting schedule (difficulties with trying to accommodate members in teaching rounds and also CEDAM staff having high workloads which has imposed some time constraints).

The Super Community of Practice undertook a hot-housing exercise with five members of the Research-led Education Community of Practice. The following issues were identified and the membership determined to consider way to address these going into 2008:

- personal motivation and investment of members;
- strengthening practice orientation;
- addressing capacity development for members and process facilitation; and
- instituting more regular meeting arrangements.

Research-led Education Community of Practice

Meeting Date	Activities	Actions/outcomes
19/12/ 2006 8 people	Initial meeting to explore interest in the CoP, and what it might offer participants The main activity of the meeting was to articulate what the purpose of research-led education CoP might be. Scoping situation and context re-research-led education at ANU Considered what research-led might encompass: testing out understandings, practice, and ideas. Bringing together teaching and research elements of practice. Putting together a portfolio of research led practices ... Exploring the meaning of research-led education and how it might contribute to student capability development. Group establishment structure, roles and processes.	<i>Identified rationale for enhancing quality of teaching and learning at the ANU</i> <i>Definitions and visions research-led education</i> <i>Challenges and opportunities for progressing vision</i>
30/01/2007 9 people	1.Developing a vision of research-led education at the ANU Issues raised: What is meant by research-led education? What is meant by research? What is the purpose of doing research for students? How do researchers from the ANU research schools contribute to undergraduate education? 2.Sharing visions Integrated Business Project (IBP) Science PhB program Arts and research-led education 3.What could the Research-led Education CoP do? a) Sketch out an induction program into the research process—with focus on science PhB. b) A seminar on research-led education in the CEDAM seminar program. c) Develop/ document case studies for research-led education website. d) College level activities/ action research/ reflections e) Cross-disciplinary interaction, problem-solving and reflecting. f) Create an ANU vision statement on research-led education.	<i>Group formed to progress Science Research induction course and develop Carrick proposal.</i>

Meeting Date	Activities	Actions/outcomes
10/04/2007 10 people	Report on Science Induction course Visions shared participants raised issues of need for cultural change for colleagues to value and appreciate research-led education (and teaching/ learning). Several people spoke of their experience in specific areas: Arts, Science, research schools.	<i>Researching idea of putting together a proposal to go to Carrick competitive Grant Scheme to foster undergraduate research culture.</i>
15/05/ 2007 10 people	Reflections on the research culture of the ANU: Developing a culture of appreciation of research and teaching/ learning Nature of research community at ANU compartmentalised. Questions asked about what to we need to do/to consider, to develop a culture of appreciation for research as part of undergraduate program? Examples shared from CRES/SRES/Visual Arts, Law Developing a collaborative ANU research culture (i) Mapping of processes/ activities that support a collaborative ANU research culture (ii) Audit of research-led education at the ANU.	<i>EOI submitted to Carrick competitive Grant Scheme Integrating research and teaching to foster an undergraduate research culture. April 2007</i>
31/07/2007 7 people?	Science PhB Report on evaluation of PhB program by two members • Undergraduate Research Experiences at other universities • Science Research Induction course • Future activities ANU Teaching Forum/ workshop on research-led education Audit/mapping of existing courses and practices at the ANU	
25/09/2007 3 people	A member presentation on “Research-based Education in Computer Science at the ANU: Challenges and Opportunities. Science Research Induction course Teaching Forum event (on Research led education) Consideration of a website: how to present our learning and resources?	<i>Member initiates university wide Teaching Forum session on Research-led education</i>

Meeting Date	Activities	Actions/outcomes
30/10/2007 8 people	Overview of approaches to U/G research-led education US, University of Washington Report from Tokyo IARU presentation by RB on research-led education. RB has initiated a session in teaching Forum on research-led education group keen to help St George research-led field based visual arts experiences.	<i>Initiated a research-led education information site on the Project (Alliance) software base at ANU</i>
19 /11/2007 5 people	Planning and process design session to support resourcing of a university wide Teaching Forum on Research-led Education.	<i>Process Design for Teaching Forum</i>
30 /11/2007	Teaching Forum on Research-led education Research-led CoP members facilitating at this session	
18/12/2007	Christmas drinks	<i>Good cheer</i>

At the end of Year 2 of the project there are several emerging communities of practice—such as the Carrick Teaching Award Winners or the Australian Indigenous Staff Network which has recently invited the project to resource them to develop process facilitation skills within the membership which will make stronger resourcing demands on CEDAM going into 2008. An account of the project team as community of practice is subsumed with the *Super Community of Practice* section that follows and also in the section on *Cultivation and Propagation*.

The Super Community of Practice

Going into the second year of the project CEDAM determined to trial a new approach to capacity development. It targeted instrumental members of existing communities of practice or learning communities within the university to form a meta community of practice. Our explicit intention was to pilot a model for fast-tracking capacity development¹ around communities of practice and distributed leadership.

The project team agreed that we would facilitate and resource this community as a ‘train the trainer’ style intervention. This initiative was labelled the Super Community of Practice (Super CoP) and was to:

- map theory against the reality of the project’s model of CoP formation and development;
- harvest and distribute the learning, insights and processes gleaned in the Super CoP back to members’ originating communities of practice; and
- offer needs based skills development with a particular focus on leadership.

Aspirations for this super community shifted into committed resourcing and conceptualisation for project members after a planning day in January 2007. The project team came to key agreements to resurrect Super CoP (we had one earlier meeting in November 2006) and to instigate a fortnightly meeting schedule to run as a tight lunch time session with duration of an hour and a half.

Ideally in terms of process the aim was to rotate responsibilities for chairing/facilitating the community (skills enhancement for all) and to trial this arrangement for three months. The following table outlines the Project Team’s blueprint for Super CoP.

Function	Goals
<i>1. Action research group</i>	To test out project models and checklists about CoP formation and evolution. To identify what is needed and validate pre-conditions for CoP emergence. To identify the necessary steps, the contextual features and the reflective processes. To clarify the different points/stages in development of CoPs. To clarify the role that CEDAM project person can play in such a community.
<i>2. Mutual coaching/capacity development forum</i>	To provide effective modelling of facilitation, distributed leadership and reflection on practice. To provide mentoring and coaching for members. To solicit contribution and input from Super CoP members on necessary skills, knowledge and capabilities.

¹ Capacity building over the course of project has become more than activities which strengthen the knowledge, abilities, skills and behaviour of individuals around leadership, group interaction, self management and teaching and learning practice The focus shifted to creating, supporting and sustaining an enabling environment in which individuals and communities can collaboratively identify and address issues, and develop insights, knowledge and the necessary experience to solve problems and implement change.

3. <i>Evaluation arm of project</i>	To gather data and harvest individual and group reflections from this forum. To validate community of practice models and checklists for project evaluation. To link learning processes to project evaluation instruments to a community of practice reflecting: • on teaching and learning; • on leadership capability; • on its development as a community of practice.
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Table: Project Team Blueprint for a Super Community of Practice

Establishment and development of the Super Community of Practice

The Super CoP has met 18 times over the course of the project. Membership of the Super Community of Practice has stabilised to encompass around 15 people. On average approximately 70 to 75% of the membership has attended each session. Membership of the Super CoP was drawn from a diverse range of areas across the university including Physics, Computer Science, Biology, Medicine, Graduate Teaching Program, Epidemiology & Public Health, Human Resources, Music, Economics, Arts, Education, Environment, Sustainability and Academic Development. The project team itself has been at the heart of this core membership, and has pursued a learning-capacity development partnership with the membership. There are approximately ten people who are regulars, and for the others, participation is more sporadic. CEDAM has facilitated nine of the community's meetings, and resourced Super CoP members to plan process facilitation for the balance of the sessions.

In terms of formative and summative evaluation of this project initiative, the following commentary draws on:

- Two focus groups held with Super CoP members (May and November 2007), both undertaken by a staff member from the Evaluations Unit. Unfortunately the last focus group yielded less data, as the quality of the recording was poor.
- Two sessions during July–August in which the members of the Super CoP reconsidered their activities and goals going forward into 2007-08.
- Notes from each of the Super CoP sessions.

The first Super CoP meeting was held in November 2006—a premature beginning, as the project team had not clearly thought through their approach, roles or the nature of support they were offering. Thirteen people attended this initial meeting (including four project staff). Of the people who came to this session in 2006—five never returned to subsequent sessions, (several had no community of practice operating and another person had parenting commitments arise).

The initial meeting was formally conducted as semi project briefing and as an overview of communities of practice (our tools and checklists for establishment) and process facilitation. In hindsight, we misjudged the pitch of this session as we started from how the project team (with all our own insecurities) saw the situation and not from the level ANU staff were at. Attendees were not interested in theoretical approaches; they needed information based in their own contexts, on their own challenges and issues. At that session people made the following specific points in relation to communities of practice at ANU:

- the lack of collaborative culture at ANU (does not support or reward people for collaboration) was an impediment to communities of practice;
- seeing a need for champions/drivers to get groups going (this changed later);
- the sense of staff feeling time poor and stretched;
- difficulties getting people to invest in participating in communities of practice, what incentives/motivators to involve people;
- the challenge in working across divides within university (academic/general, teaching/research etc.); and
- ANU culture vis-à-vis teaching versus research and individualism.

Super CoP did not restart until *February 2007*, and experienced a slow development over the first two months. Its core participation until April was largely the project team, with three to four additional participants. It was not until April that it started to attract a more consistent group beyond the project team. In part this also could have been attributed to the very disrupted beginning of semester at ANU arising from massive storm damage (changes to timetabling, venues, teaching activities) sustained by campus facilities.

At the February Super CoP an outline of the project team's vision was circulated as a discussion starter. The intention was to inform, share and evolve what Super CoP could be with participants. The major challenge that participants felt they faced regarding communities of practice was forging a common vision and goals in their communities. A component of the session was a skills needs analysis, and the group identified a range of skills for capacity development including dialogue, catalysing, facilitation, leadership, and project management and resource identification.

At this point the group's preference was towards skill sharing and learning from each other ... rather than on seeking outside expertise. A corollary of this was that a member volunteered to run the next session on facilitation. This suggested a preference for an informal peer-to-peer learning environment.

In the Super CoP's establishment phase the group's focus was on the context and difficulties associated with the set-up and resourcing of communities. What people wanted from their involvement in Super CoP is gleaned tangentially from responses to a 'dummy' run conducted for the *Practice in Leadership Workshop*.

- To create links between academic staff working in different disciplines.
- To improve communication and work practices in departments.
- To use communities of practice as vehicles for achieving change.
- To support teaching, mentoring and induction.
- To act as alternative structures for interaction between peers.
- To improve teaching and learning outcomes, through working with students in communities of practice.

People needed practical information on setting-up, managing and sustaining communities of practice and at personal level this translated to having the necessary capabilities to do it. They wanted to explore and be exposed to different processes and approaches to managing and facilitating groups and their interactions.

Super CoP operated in an open and adaptive manner. Members ran flexible sessions that were underpinned by thoughtful process facilitation. Sessions were based on topics that interested the community and facilitation was rotated. The community problem solved issues that participants brought from their own communities of practice and used case studies as a form of action learning. In using this approach, it was important to be responsive to emerging themes or ideas raised during these sessions. In this way the community's work was clearly focussed on real practice issues and on building group process.

Appendix 3.1 gives a comprehensive overview of the content, process, capacity development and outcomes covered through the Super CoP's journey. This matrix of experiences and activities covered during the last twelve months is diverse but it falls into two phases pre and post *Practice in Leadership Workshop*. Prior to the workshop activity can be clustered around:

- understanding context of the academy (e.g Academic practice as craft);
- personal and group skills development (e.g Facilitation);
- knowledge and values dimensions to effective practice (e.g. Power);

After the workshop, the community shifted over time from an inward community focus back to the larger university setting. Much of the activity towards the end of 2007 has focussed on hot-housing and problem solving for other people who are running or seeking to establish communities of practice around the university.

For the first half of 2007 the agenda setting for this community was influenced by the project's own imperatives. Over time this changed, and the first inkling of this was through the Focus Group Report in June 2007 (See Appendix 2.3). In the Super CoP establishment phase people were uncertain, they felt vulnerable, and were wondering was their participation a good use of their precious time. Their perceptions of the processes used in Super CoP were of a:

- lack of structure;
- lack of purpose for group initially;
- discussions at some times seem like navel gazing;
- not knowing what the group was supposed to be doing;
- not knowing whether they were doing it well (performance anxiety);
- being concerned about the involvement of Super CoP in developing the *Practice in Leadership Workshop*; and
- feeling that they were not deriving benefit from the workshop trial sessions.

There was a perception of the Super CoP being redirected to develop the *Practice in Leadership Workshop* (PILW), and members were unclear of the connection between their participation in Super CoP and the workshop. Some comments illustrate shifts in sensibility such as the observation that 'lack of structure' could be a factor in members discovering their own goals and purpose or that sense of purposeless shifting as members realised Super CoP was more about interaction than achieving a goal.

Super CoP participants expressed many positive things about their participation and commented on how highly valued the sessions were. The most significant issue at this point was member's anxiety that group was only formed for purpose of workshop. They wished post PILW to continue to participate in Super CoP and to reclaim their momentum. What was revelatory

for CEDAM in this was the sense of emergent ownership of Super CoP and participants' assertions of wanting it to serve their needs. There has clearly been some tension between the project team's needs, imperatives and anxieties and those of the other members of Super CoP.

A further project blind spot was that changing participation within Super CoP meant that members did not share a common experience of the group and its development. Through the first half of 2007, the project team were preoccupied with organising the dissemination event and were remiss in not realising some people had not been privy to earlier sessions in which contextual information sharing had occurred.

Super CoP in the second half of the year did regroup after the *Practice in Leadership Workshop*. After a debrief session on the workshop (see Practice in Leadership Workshop Section), the community turned their focus to what they wanted from their community and through a series of sessions identified the following role and tasks as encompassing:

- exploring ideas of communities of practice;
- considering how to propagate communities of practice across the university;
- supporting people who are trying to propagate communities of practice;
- problem solving for existing and emergent communities and similar initiatives; and
- identifying preconditions for communities of practices to emerge.

Appendix 3.1 is a succinct snapshot of the work we engaged in through our Super CoP get-togethers but it does not convey the sensibility and dynamic of these encounters. Members of the Super Community of Practice are aware that it has a qualitatively different aspect to it than the other communities they are involved in. They began reflecting on its value and focussed on understanding its interaction dynamic. Through small group brainstorm people came up with similar qualities that they theorised into a loose schema. Super CoP as an informal lunch-based engagement took place in a friendly atmosphere, which nourished trust, that in turn enabled people to share their issues, even to 'bitch', to navel-gaze and to have fun. Members could problem solve together and explore solutions. They found this form of engagement inspiring, motivating and also conducive to learning.

The Super CoP persisted with this inquiry and nominated the following interaction qualities as necessary or distinctive:

- trust;
- space: a sense of space, of opening, of spaciousness;
- different space: as in a safe place and a haven outside their discipline, business unit, or usual space;
- voluntary participation;
- freedom, autonomy;
- outreach (translation into other contexts beyond Super CoP);
- non competitive (it not being about status, instead the community being about equality);
- people volunteering to lead sessions, this being rotated and shared meant they saw people doing their stuff; and
- sitting with uncertainty, a difficult but generative discipline.

<i>What have you learned through your participation in the Super CoP?</i>	<i>What have you contributed to Super CoP?</i>	<i>What have you received from Super CoP?</i>	<i>What have you valued about the Super CoP?</i>
• Problem solving techniques (case studies) • Theoretical side of discussions • Developing a sense of common understandings • Different perspectives —different ways of facilitating & experiencing • The value of working within the process for the meetings • Seeing things that work, those that don't, and variations (approaches to process) • Learning to listen to others, e.g. the singing workshop • A sense of contribution, people being themselves, people giving and receiving. • Super CoP sessions opened windows—to see things that couldn't see before—not necessarily on topic of workshop—'reflection' life/work, confidence to do things. • Learning to receive in the group • The need for persistence with process, and the importance of understanding, planning, and reflection. • Insights into academic culture • Giving up control, fullness to emptiness ... accepting the generative space. • Holding onto possibility and power in the group itself, this does not feel 'easy' but as people contribute and grow, the Super CoP becomes stronger and all get more out of it. • An evolving view of Super CoP potential	• Energy, zest and ideas. • Humour • Passion • Creativity • Tools and resources • Concrete examples and contributions from own CoP experiences with facilitation. • Providing structure and process • Openness to questioning • Leadership and facilitation • Faith in the group • Offering different perspectives and insights from other arenas • Willingness to disclose (being brave dealing with vulnerability) • Challenging of perspectives	• Exposure to like minded people • Awareness of similarity of values • Exposure to (and capacity to manifest) other qualities such as 'softness' • Learning through being and doing • Reassurance • Being in a community • Responding with passion and responsibility if invited to do so • Energy from everyone • The satisfaction of seeing people grow • Possibilities for more exciting things to emerge • Seeing people respond and develop over the journey	• The space/process for transforming • The people: appreciating what they are doing • The diversity in group, differences in experience—length of time at ANU etc. • Personal development • Respect/trust • Sense of community • Deep listening/getting grist to the reflection mill • Commonalities of interests • Support and project problem solving • Offers of help • Cross disciplinary connections and the windows of insight they offer • The deeper interactions that the Super CoP enabled • Watching and listening to the way other people did things • Feeling more empowered • Being present —feeling part of Super CoP • Interactions with others • Food

Table: A summary of responses for Super CoP members about their experience in this community, October 2007

Super CoP working

Super CoP has been a vehicle for continuous professional learning in an informal setting for its members. In summary the Super CoP did make a journey from being a manufactured group into becoming a community of practice—it evolved vocabularies, knowledge, collective identity, built capacity, and produced resources and skills that members have shared with their own communities of practice.

Informal Learning

Super CoP in particular has focused on participating in a group, and group and individual learning through problem-solving, asking questions, listening, observing, reflecting, and giving and receiving feedback. The distinctive aspect was to focus on group learning and ideas of practice, personal agency and to then explore ideas of distributed leadership.

Within the project's own model of community of practice development (see Appendix 1) a paradigm shift from a group to a community of practice is indicated by changes in attitudes and mental models and also in skill sets and capabilities. This CEDAM initiated group commenced as a reactive group of people—bemused participants unsure of what the commitment would entail. Through supported facilitation, the group shifted from being responsive, and in part directed by the project team, to becoming self-directed and initiating.

Building and surfacing knowledge

A continuous strand through this project has been the difficulty people have experienced articulating what a community of practice is and what can make them work. In part, this stems from project focussing on the practice rather than the theory of communities of practice, which entails a shift from objectivity to subjectivity. An interesting observation from a Super CoP member is that communities of practice, in practice, are very different from the theory, with an emphasis on the practice being 'messier'.

Mid year 2007, Super CoP members felt they could not 'define' what a community of practice is, however, they did feel that they had a greater understanding of communities of practice and what they could achieve. At this stage, the two other factors they understood to be significant were that some groups that they were involved in could also fit the label community of practice and that communities of practice engage with change. In general as a cohort, they indicated they had learned about:

- group dynamics;
- new ways of looking at things, new ways of thinking;
- ideas and approaches to use in other communities of practice;
- strategic thinking; and
- changes in attitude.

Responses indicated a strong level of enthusiasm and positivism and significant sense of learning. Members were optimistic about Super CoP's potential and about applying their new knowledge and skills to other communities of practice.

Later in the year Super CoP members pondered what they had formally learned about the theory of community of practice through Super CoP. In general they felt that the experience of

working in communities of practice was useful as a learning process. Practically they could also see more application for communities of practice having now experienced them. People felt their knowledge and understanding of communities of practice had deepened and was continually evolving. It is also clear from the evaluation data that people had developed a broader understanding of leadership in general, not just specifically with respect to teaching and learning. What participants would claim at this point was:

- an increased ability to critique communities of practice and leadership;
- a shift in their reflective capabilities;
- personal growth;
- the ability to now consciously plan;
- increased knowledge about what works and what doesn't in communities of practice; and
- having more tools to their tool-kit, particularly in facilitation.

Difficulties in identifying knowledge (and skills as the following highlights) might stem from communities of practice being an informal learning environment. In the Super CoP members surface tacit knowledge rather than receive codified knowledge. The capacity they are developing is not in the domain area they have trained in as academics, instead it concerns self-knowledge and interpersonal skills, it keys are relational and conversational. People learn in the Super CoP by observing themselves and others, listening, modelling, role playing and fish bowling, problem solving and through being exposed to ideas and feedback from people doing similar things.

'It is the first time I have participated in a non-discipline specific group at the ANU, and as such I have really relished contact with people who are not associated with my daily life. It has helped me develop a better sense of what the ANU is (or could be) and how I am situated in it and contribute to it. This has had a big effect on the way I feel about my position here, some positive and some negative. It has released me from the tunnel-vision view of my role at the ANU as someone who would only be appreciated, and could only possibly be successful, through somehow getting a research profile. Participation in Super CoP has really changed the way I look at the ANU and at my job, so that I am now much less worried about my research—I feel like there are other things I can and do that are valuable (even necessary) contributions to the functioning of the University. I feel a lot more confident about the fact that I am potentially useful.'

Super CoP Member, December 2007

Skills

Members valued their experience in Super CoP but found it difficult to pinpoint skills development, although they did nominate development in the following areas:

- facilitation;
- reflective practice;
- collaboration;
- interpersonal; and
- confidence.

Participants were able to unpack these a little further in the focus group and saw increasing interpersonal skills attributes such as tolerance, listening, moderation, empowerment and confidence. Mid year, some people felt they had not had an opportunity to apply their knowledge and skills through their professional practice, although they saw them as being of value in the future.

Super CoP was also a vehicle for participants to explore, test and validate their ideas on leadership. At first there was little interest in even exploring leadership in teaching and learning let alone participating in skill development. Many participants have indicated shifts in self-awareness or attitudes or behaviours and an acknowledgement that they are exercising leadership. This internal shift has also led to reflection on previous work, activities, and insights of exercising leadership in past roles and activities. Many people believe that they can apply the leadership skills that they are surfacing to different areas within their lives ... and some people also see themselves as having the capability to facilitate leadership development.

Towards the end of 2007 members of Super CoP were conscious of applying skills & knowledge they had honed through Super CoP into their practice including:

- using distributed leadership within a learning community;
- showing more leadership in committees;
- running some courses like communities of practice;
- applying Super CoP skills and knowledge to their research; and
- starting communities of practice.

'Both the Grad Cert in Higher Education (GCHE) and Super CoP have been instrumental in changing my attitudes to teaching and learning, to be nice and neat you could say that the GCHE has given me the theory and Super CoP the confidence to try some new things, but it is (of course) messier than that.'

Super CoP Member December 2007

At the end of Year 1 going into Year 2 of the project, the team sketched out a project capability curriculum to encompass communities of practice and implicitly distributed leadership. It was meant to inform possible interventions and skills enhancement activities CEDAM could undertake. Although we did not proceed down the track of a formal curriculum, (not of interest to our membership at that point), in hindsight, reflecting on progress against these objectives has been instructive.

Learning Objectives

Increase understanding about what CoPs are: definition, nature, variability, life cycles

Foster awareness of the conditions (Critical Success Factors) for CoP establishment and sustainment (system factors and parameters, internal and external).

Introduce and achieve facility with proven tools and techniques of CoP process / work management.

Cover and build skills and commitment to collaborative self-direction

Develop sufficient levels of trust for the sharing and collaboration essential to CoP productivity and effectiveness to ensue.

Facilitate understanding and awareness of shared and distributed leadership

and consider the implications.
 Develop collaborative skills in recognising and contending with impediments and challenges CoPs might confront.
 Introduce basics of organisational change and 'getting things done', practice, and build skills in this.
 Build knowledge of the steps involved in setting up and sustaining a CoP, generically applicable to most situations and detailed enough to be practicable in the specific case.
 Develop an Action Plan to set up and /or advance a CoP

Tools

Process facilitation

We have been working with the Super Community of Practice to develop their process facilitation capability. Process facilitation examines how effectively the work is actually done and ensures members learn the most from the process (experience), so that subsequent group work becomes even more rewarding. Acquiring these skills and habits is a matter of awareness, practice, discipline, and observation. In Super Community of Practice specific strategies adopted to build this capacity have included:

- using capable process facilitators as role models;
- members observing others doing process facilitation;
- rotating process facilitation responsibilities amongst community members;
- mentoring and coaching members in specific skills;
- 'lessons learnt' sessions following group work to objectively assess the quality or completion of the task, and importantly how it was progressed; and
- reflection by individuals and the group about process design and management.

Dialogue

Super CoP has sought to promote a participatory interaction based around dialogue. Dialogue is qualitatively different form of engagement from debate, as it is essentially collaborative. David Bohn sees dialogue as a form of interaction that involves joining thinking and feeling to form a shared pool of flowing and evolving meaning that that creates deeper levels of understanding (1996: 6). He sees engagement through dialogue entailing the following internal shifts:

Knower	to	Learner
Competence	to	Vulnerability
Arrogance	to	Humility
Observer	to	Participant

In essence dialogue involves three qualities suspension, inquiry and generative listening. Suspension requires that an individual to let go of attachment to or investment in an idea, feeling, or belief. Instead they allow the community as a whole to consider it and together reflect on what is there from many different perspectives.

Inquiry depends on the community making an open space from which to ask questions about where a particular idea or belief came from. It is surprising how often our conversations are underpinned by assumptions we have never examined. It is a powerful intervention to reconsider the data that led to certain ways of thinking or to the formation of our mental

models. In inquiry mode the community is tracing how ideas and positions have evolved, and what underpins them.

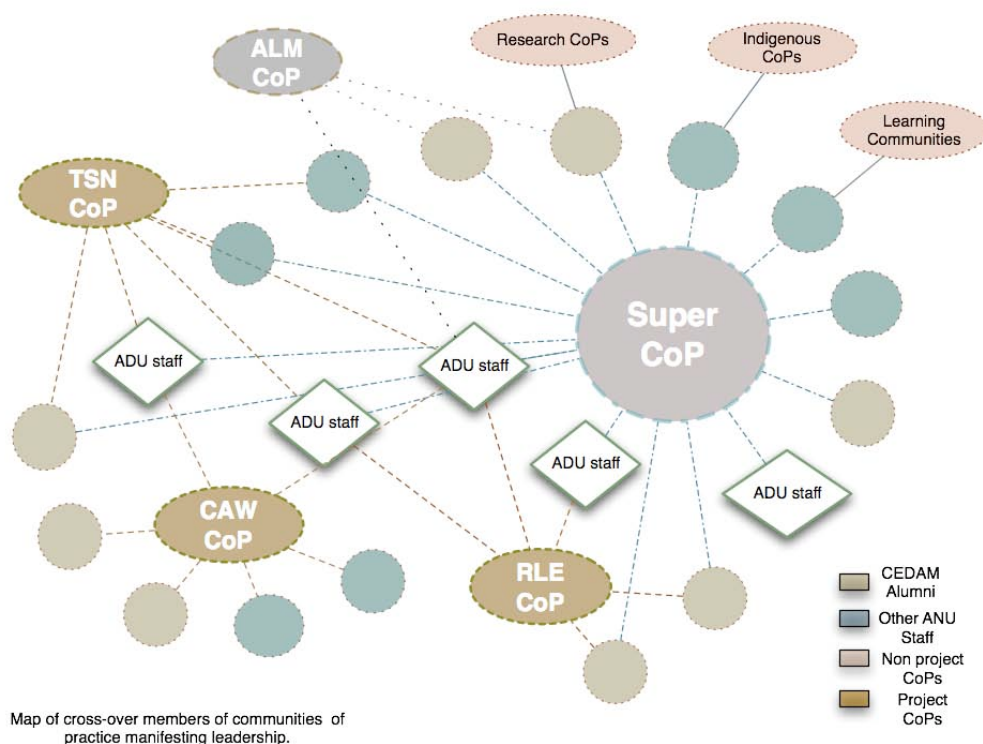
Finally the essential quality of dialogue is generative listening—learning to listen for understanding rather than listening for difference, or for argument. This form of listening requires an opening, rather than closing down of being.

Reflection

Personal and group reflection has been actively seeded and practised in the Super Community of Practice. It is never an easily acquired habit or skill-set as it requires us to slow down and practise self awareness, It is a way of making sense of and advancing practice. Reid (1993: 306) coined a definition of reflection as ‘a process of reviewing an experience of practice in order to describe, analyse, evaluate and so inform learning about practice’. Some members of the Super Community of Practice had exposure to this discipline through the GCHE at CEDAM, but many did not.

Reflection in the context of the Super Community of Practice is a collaborative process. It occurs in a supportive social and physical context. It is an interactive interpretation of the university environment and their own professional context. Reflection has proved a vital bridge for Super Community of Practice in assisting people to integrate new knowledge or skills into action.

Ongoing participation Super Community exerts an accretive influence on people that manifests in subtle changes—gradual shifts in personal practice—the trialling of approaches, ideas, practices—from which people determine what they will incorporate into their repertoire. Super Community of Practice offered its participants the space to engage, think and reflect about their work and their shared context of ANU. As situated learning, it built the necessary cultural understanding to translate individual and group knowledge into strategic action. Such an environment is generative of holistic rather than fragmented approaches to practice.



More than fifty people have been actively involved in ongoing communities of practice over the two years of the project. Of these twenty people are overtly manifesting shifts in awareness of self as leader or in actions that indicate leadership. This cohort comprises five people from the ADU, eight ADU Alumni, and seven people with no prior connection with the ADU. Seventy-five percent of this cohort are people who are members of the Super Community of Practice—only two people of this group, were not participating in multiple communities of practice.

If we return to the goals CEDAM expressed for Super Community of Practice they have been well fulfilled. It has been a productive action research group, a very effective capacity development forum and has also been a very useful source and contributor towards project evaluation. A profound insight to emerge from Super Community of Practice is how fundamentally important it has been for the project team's capacity development and for CEDAM's development. The Super Community of Practice was a necessary and mutually enriching initiative that has changed all of its participants. Further reflection on the Super Community of Practice is included in a following section—*Learnings about Communities of Practice*.

The Super Community of Practice is maintaining its fortnightly schedule of meetings with the membership activity involving itself in many initiatives to improve and resource teaching and learning at ANU.

Practice in Leadership Workshop

Origins

Initially the project aimed to disseminate project findings and to review project outcomes through a traditional symposium activity. In evolving the symposium however, in light of Reference Committee input and other planned Carrick Institute activities, the project team decided on a radical shift from delivering a summative project dissemination ‘event’ to running an immersive experiential workshop, which we called the *Practice in Leadership Workshop* (PILW). Realising this intention consumed much of the time and resources of the project team for the first half of 2007.

The project team determined to use the PILW to work with early to mid career academics across research-led universities in Australia to foster leadership capability through an immersive community of practice workshop model. The workshop was held in Sydney over a day and a half period on from the 28th to the 29th June 2007.

Designing the workshop

Over six months from January to June 2007 the project team developed the conceptual and process design framework for the workshop. This was an iterative process of planning and fleshing out the concept, testing the concept, preparing materials for organising the pre-workshop recruitment and preparation of participants, planning the process of the workshop, the post workshop follow-up and following-up its ongoing ripple effects. The workshop model was contiguous and contingent on evolving learning and experiences of the project. It sought to:

- incorporate what we understood from our attempts to establish and sustain communities of practice and build leadership capability;
- promote further interest in growth of communities of practice at ANU and nationally and to improve their effective function; and
- promote further research and investigation into communities of practice and their capacity to foster leadership for teaching and learning excellence.

From August 2006 the project team had been discussing how to share what had been emerging from a project with a complex overlay of lens:

- communities of practice for —
- leadership capability development —
- to enhance excellence in teaching and learning.

Even for academic development staff this was all fairly new territory. It was apparent at our January 2007 Project Planning Day that project staff were feeling ‘out of their comfort zone’ in relation to facilitating communities of practice and also in providing leadership capability development. There was anxiety in the team that we ‘hadn’t got it right’ (although there was a growing realisation too, that there also might not a right recipe for communities of practice and leadership capacity). The upshot of the anxiety was that members were not comfortable to speak as ‘experts’, or to parade an ANU model—it was challenging to convey what we were finding because it was messy, ambiguous,

evolving, contested, and shifting. There was no monolithic project story; rather there were a range of perspectives across the project team and also across our varied communities of practice participants.

The team began to question our assumption about the form of dissemination for the national event. The discussions favoured not parroting the theories or reporting on outcomes of the work, but instead demonstrating it through a practice-based model for the workshop. Our own experience in the project of ‘telling people’ about communities of practice or leadership had not proved very useful. Instead we found that people needed a direct experience of how these concepts might work in practice or be applied within their own professional context. The ‘how of finding out’ was critical and so the workshop model and the project model needed to be carefully aligned—the workshop needed to be founded on a collegial, peer-engaged and enquiry-based model of learning.

Tensions in workshop design and development

The workshop compelled the project team to:

- unpack the values and processes informing our ideas re communities of practice and distributed leadership;
- surface our own tacit knowledge and skills;
- articulate what approaches we had put into practice;
- reflect on what was working and what was not;
- consider benefits, transferability and outcomes of what we were doing; and
- integrate the sum of this into an effective workshop design.

In part this was made more difficult because it was early days yet for our communities of practice (they had been slow in gestation) and as our thinking was ‘still in process’, it had not been distilled. There was also a major concern about what could feasibly be achieved in a day and half’s engagement ... should we push people beyond their comfort zones?

- What experiences would participants tolerate and get benefit from?
- What would be the most useful form of preparation for the workshop?

Key Tenets

As the workshop deadline drew inexorably closer, the planning group determined the following agreements:

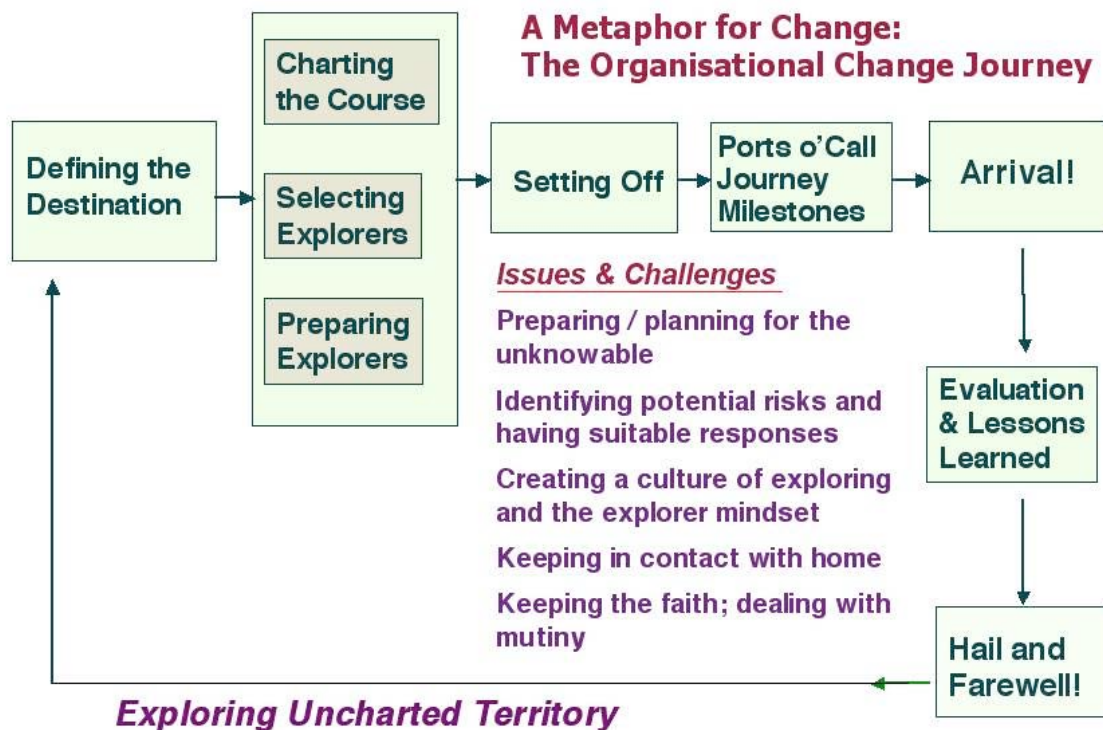
Focus: In the mire of evolving the workshop model through several participating communities of practice it proved difficult to hold steady the intention or focus of the workshop. There was wavering in balancing the workshop model between leadership capability development and community of practice capability development. Many people wanted to keep community of practice as primary focus, in part because staff in the teaching and learning arena tend not to see the relevance of ‘leadership’ to their domain. The planning discipline was to ensure everyone had the same schema:

- topics about teaching and learning are the **context** for the workshop;

- the **aim** is to build leadership capacities; and
- our **process** for this capacity building is through communities of practice.

Finding a metaphor

The critical aspect of conceptualising the workshop was to find a workable metaphor for the workshop experience. The project team adopted the idea of journey as the metaphor. The idea of journey companions, travelling together, supported the intent, process and philosophy of what we were trying to achieve.



Process facilitation

There was constant slippage between content and process in the course of developing the workshop design – people were more comfortable focussing on the issues surrounding any and all of the project lenses. However the real content of workshop was bringing to conscious attention how distributed leadership could work in communities of practice. The challenge was to encourage participants to be attentive to process—the experience and practice of process facilitation of communities of practice and how distributed leadership is elicited in this process.

The project team were anxious that they did not have the skills to realise this facilitated experience. This required us to find the confidence to build an open, adaptive process, and also to find the space within us to be open and adaptive. There was a gradual shift to trusting the capacity of our participants to share responsibility for process facilitation. As we progressed towards workshop

performance there was a growing confidence in the range of talented and skilled people coming from around the country. They were enthusiastic to be there and already engaged with the issues and were bringing a variety of experiences, ideas and abilities—the magic would arise from the interaction between us all.

Immersive

The symposium design needed to focus on participants ‘doing’. As an action research forum people were participating in a rapid process cycle of community of practice development and capacity building—an intense process of engagement with most of the learning situated within the community of practice. It was gradually accepted that the workshop would involve participants together building broader contextual understandings, identifying issues and then problem solving. Much of the process would be explorative, comparative, and uncertain. Through this members would be made aware of how they were working together. They would consider what they were bringing to the engagement. There could be a shift from objective to subjective presence, with participants assuming the responsibility of making their own meaning, and for shaping their own experience within the learning context.

Communities of practice/groups

There was ongoing debate in the planning group about the value of artificially manufacturing communities of practice for this workshop. The model of engagement was premised on communities of practice, but the project team was very aware that there were necessary preconditions that support community of practice establishment and functioning, trust building, engagement over time, agreed purpose, and voluntary engagement that may not be supported through the workshop model. However the project did have some confidence through its experience of the evolution of the Super Community of Practice that manufactured communities could work!

The planning group could see that, given the workshop parameters, what the project offered participants was the space and environment for a taste of community of practice engagement informed by the values and processes we had evolved. There were factors that would support this participation mode, the invitees all:

- shared a passion and domain expertise,
- were already identified as contributing to excellence in teaching and learning,
- have been identified by their ADUs as potential or actual leaders and
- were all keen to learn.

The planning group determined to set up some processes in part to address trust building and pre workshop preparation to maximise capacity of the workshop participants to work through a communities of practice model.

Questions were also raised about the optimal size of groups and the rationale informing formation—choices were manifold—discipline specific groups, interest groups, women’s groups, level groups etc. The planning team determined that six groups of approximately ten people would meet the parameters of intimacy and diversity, and fit with the facilities available at the venue. We gave some thought to group formation rationale, and in terms of action-research principles, whether we needed to reflect different interaction models, for instance male-to-male, female-to-

female, mixed, or discipline-based groupings. In the end one women-only group was set up, otherwise the groups were formed by distributing the participants evenly across groups, by participating institution, and sex. The substantial number of participants from academic development units (total fifteen) were also distributed evenly across the groups. A few small discipline clusters were able to be arranged, e.g. law, biological sciences, commerce/management, but in general we expected to replicate the experience of the ANU communities of practice, in that participants would value the cross disciplinary conversations.

Autonomy of the groups

Groups were to be responsible for their own facilitation and feedback. By adopting this premise the planning group were surrendering control in one sense, and of course there was some difficulty in accepting that each group had the autonomy to generate its own journey, accepting that the journey was the sum of their decision-making, processes and priorities and forms of engagement during the workshop. The workshop process guide and model assumed that the expertise and know-how would be present in each group, and that together they would be able to bring to the surface their tacit knowledge to tackle and succeed in the process. Much of the planning struggle around group autonomy was about the workshop planners accepting their uncertain lot. As an example the planning group spent much agonizing over the design of the first session and the introduction – there was a strong feeling that if we got that right, the workshop would be launched, but there was also a lack of confidence as to how to handle that—how to hand over control to the group without giving up responsibility. Each participant was to bring a critical incident to share with their group as a strategy to generate conversation about issues, contexts, skills etc.

Context/space

The planning team saw their underlying message to participants to be:

- valuing participants as people doing something meaningful in teaching and learning
- offering them the opportunity and the context to engage more deeply without fixed structure
- providing the ‘space’ for exchange amongst staff from a range of universities in the smaller intimacy of 8-10 people, where they would have a voice.

The project team spent much time working through many of the above issues in a variety of ways—conversations between people, the A-team meetings and through the Super CoP meetings.

Eventually people agreed on the following purpose and aims for the event:

PILW Purpose:

To demonstrate an emerging understanding of Communities of Practice and to explore their power to build leadership capability for excellence in teaching & learning.

Aims:

Group Work

1. *Building a shared vocabulary and set of understandings for communities of practice and their potential.*
2. *Developing individual skills in group work and collaboration, with a particular focus of facilitation and facilitation skills.*
3. *Fostering an understanding of and appreciation for agency – an individual and collective attribute that determines group effectiveness and accomplishment and building agency capacity.*

4. *Equipping individuals and groups with key processes, tools, and techniques for effective collaboration.*

Leadership

5. *Developing a shared consciousness about and vocabulary for distributed leadership.*
6. *Forging clear distinctions between positional, hierarchical (conventional views of) leadership and non-positional, distributed leadership (leadership in collaborative and self-directing groups).*
7. *Building individual leadership effectiveness, especially within the collaborative, collegial context.*
8. *Promoting a deeper understanding of and appreciation for reflection and its role in learning and change, and building skills for individual and shared reflection.*

Additionally over the last few weeks before the workshop the following framing agreement was reached:

Workshop framing agreements reached by A-Team:

That the workshop:

- design is based on an action learning demonstration of the identified capacities and processes drawn from ANU's Carrick Leadership Project.
- focus is on building distributed leadership capacity through communities of practice;
- is a learning opportunity for all present, and that everyone is a participant.
- will be underpinned by robust structure and process, but that organisers commit to working in an adaptive framework.
- relies on ANU staff to model key roles—facilitator, participant-observer, scribe—to assist community of practice initiation.
- presumes that attending ANU staff have participated in facilitator preparation training for the workshop.

That facilitators

- participate in pre-workshop training and practice to undertake this role at the workshop;
- underpin process facilitation in Session 1;
- use community members to fulfil roles and responsibilities in their group;
- work with the skills and abilities of the participants to build leadership capability using the community of practice processes;
- be aware of the meta-workshop focus on process and encourage communities of practice to engage this focus;
- approach their role as an action research process with peer input and support;
- respect that necessary skills for community of practice processes and leadership capacity are within its membership; and
- commit to their community and to (as best they can) support, resolve and evolve a constructive community dynamic.

That participants agree to:

- a hands-on, experiential workshop;
- remain in their allocated group;
- the workshop activities being community of practice based;
- work within their communities on leadership skills and models relevant to their teaching and learning objectives;
- take responsibility for facilitating, observing, scribing, and mentoring as identified in their group;
- commit to some pre-conference activity to consider key workshop concepts and to develop critical incident material;
- an action research engagement based on inquiry, problem solving and knowledge sharing.

Workshop outcomes to:

- learn from each other;
- road test the project's approaches to community of practice and leadership in teaching and learning;
- produce a collaborative example of action research on leadership through communities of practice; and
- elicit a cross-university experience of how leadership capacity can be used in communities of practice.

Event management

The project team, supplemented by additional volunteers from the communities of practice at ANU, became the A-team—conceiving and driving the organization of PILW.

Dr Marilyn Pike assumed responsibility for managing the logistics and coordination of the event. CEDAM contracted the Centre for Continuing Education at ANU to provide conference organizational support.

Coordinating participation across ten universities and more than sixty people was not simply a matter of travel and accommodation arrangements. There was genuine intent to engage the participants from other universities in advance and to feed their issues into the process design. Even while the A-team was groping its way to an increasing comprehension of how the workshop should be designed and run, careful consideration was given to each stage of enlisting the involvement from other universities, and recruiting and then stimulating the engagement of participants in the workshop concept.



Dr Marilyn Pike, PILW

Identifying and then inviting participants

As a dissemination event there are many people that the project could have chosen to target as its audience: senior management, award winners, policy-makers, ADU staff etc. The shift to an experiential, immersive model demanded intensive resourcing of a smaller group of participants and we decided that we could manage 60-70 participants. Drawing on our own project experience we determined to focus on those who could be regarded as still being 'under the radar', the emergent generation of dedicated staff not occupying positional leadership but with the energy and enthusiasm to engage in change. The critical factors for participation became staff:

- from research-intensive universities;
- passionate about teaching and learning and/or organisational change;
- at early to mid career levels;
- capable of assuming leadership;
- with capacity to propagate concepts and approaches from the workshop; and
- who might exercise influence on return to their originating institution.

To find these people we needed local level intelligence, and the obvious group to help with that were key ADU staff at participating universities. We decided to delegate participant selection to them, assuming that they were happy to come on board.

Briefing and getting buy-in from other university Academic Development Units

The role of academic development units was a significant ingredient in establishing and sustaining communities of practice. The planning team believed that getting academic development investment in the workshop was a critical factor for workshop success. There were a range of drivers to support this strategy including to:

- identify potential participants who would benefit from the workshop;
- provide local level focus and contact in the lead up to the workshop;
- offer trust building among participants from their university;
- to contribute their ideas and approaches about pre-work and workshop design into overall planning;
- ensure that participants reflected on their organization context and issues;
- facilitate pre-workshop activities to conceptually engage with project concepts and to develop their own critical incidents for workshopping at PILW; and
- seed and potentially extend support after the workshop.

In a carefully constructed approach, Dr Linda Hort as Director of CEDAM (ANU's ADU) wrote to the directors of the ADUs of eight (at that stage) other universities introducing the project and the PILW concept and then organised a telephone link-up to outline the workshop concept and the pivotal role we were envisaging for other ADUs. We established in the course of the telephone link ups that there was considerable interest in the workshop, and brainstormed with them ideas of how to support their local participants pre and post workshop. Through these conversations we also foreshadowed the kind of resource materials we were supplying and ideas about pre-work. These conversations also touched on the critical need for follow-up on return to their institution. In general the strategy was warmly supported by other academic development units, many of whom had related issues they were working on within their units, including within other Carrick Institute-funded projects.

Getting investment and buy in from participants

A further lesson we had learned from our experience of communities of practice was the importance of getting participants to invest in their community. Teaching staff often feel time poor and overworked through assuming responsibilities for which they are often not rewarded or recognised, so what was the incentive in this for them? We approached potential participants as a cohort of talented, aspiring and valued university staff. The workshop would be time out for them to engage in professional development with people sharing similar interests and concerns, and an investment in their own capability development and professional networks.

Great care was taken in constructing the initial letters of invitation and their accompanying materials. Merrilyn Pike as the contact point for participants in the workshop had a clear intention of fostering the good will and sense of being valued that was a key component to effective participation. She also took the initiative to confirm the suitability of various venues for the event, and settled on the Novotel at Sydney Olympic Park. This venue offered pleasant, spacious and flexible rooms, on-site accommodation, excellent food, including continuously available coffee and tea of good quality, friendly cooperative staff and it was away from distractions—so that if the A-team got their process right, the experience of the participants was further supported by a supportive and nourishing environment. Together with the efficiency of the conference organizational support provided by CCE, the venue contributed its part to the positive experience of the workshop.

Participants also had to have a stake in the event—we wanted to understand their expectations. The participating academic units provided a sense of context and some sense of the people nominated

to attend. To understand their issues and weave those perspectives into our processes we developed some pre-workshop activities.

Pre-workshop processes with participants and with ADUs

In the lead up to the workshop we planned with local academic development units to run sessions of an hour and a half with participants. A package of material containing two DVDs (see accompanying report materials) was supplied to workshop participants and academic development units. Each DVD (was also available online) consisted of short segments (between 5 and 10 minutes long) based on interviews and presentations undertaken during the course of the *Teaching and Learning Communities Project*. The material was supplied as a component of a group-based discussion process to be facilitated by a participating ADU staff member. The pre-work was intended to initiate a dialogue in advance—what ideas and experiences of leadership and communities of practice did the invitees bring from their own university contexts.

The next step in the process was the development of critical incidents by participants to bring as stimulus material for the opening sessions of the workshop. Critical incidents to be framed in the local and personal context that concerned initiatives and changes they were seeking to implement in their work.

Feedback was solicited both from participants and from ADUs on pre-workshop material. We also followed-up with ADUs to debrief about pre-workshop process at the local level and issues that were explored by these participants.

Workshop evaluation

The project team asked for assistance in documenting and evaluating the workshop from Nyree Kueter, Associate Lecturer and Statistician from CEDAM's Evaluation Unit. After working through the overall workshop design the following evaluation plan was agreed to:

Processes and instruments

Day 1:

- Minute paper to all participants
- Project team participant observation
- Regular facilitator debriefs between workshop sessions

Day 2:

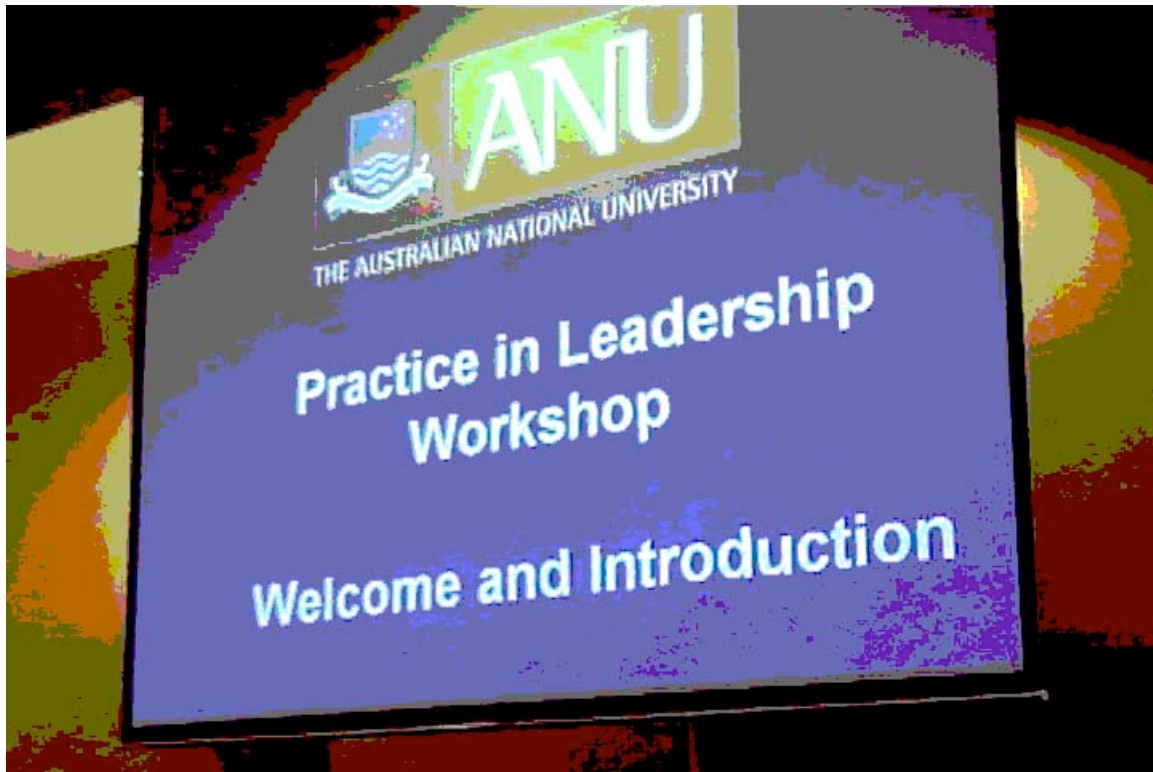
- Summary of issues arising from Minute papers reported back to whole workshop and key issues addressed
- Project team participant-observation
- Regular facilitator debriefs between workshop sessions
- Evaluation questionnaire circulated prior to close of workshop

Post-workshop:

- Post-workshop debrief with A-team
- Follow-up debriefs with ADU staff from participating universities
- Post-workshop debrief with Super CoP
- Post workshop an Online Survey (@ one month after the workshop)

Note: Evaluation instruments and data are included in Appendices 4.

Two people attend the workshop in an evaluation capacity: Nyree Kueter from CEDAM and Jackie Lublin, engaged by CEDAM as the independent project evaluator.



The event

The workshop, entitled *Practice in Leadership: developing leadership capacity through group process – an immersive workshop* ran on 28th and 29th June 2007 at the Novotel, Sydney Olympic Park. The workshop occurred across two days (essentially one and a half days of work with the major socialising and networking activity on the evening of Day 1). This arrangement was based on coordinating and allowing reasonable travel time for participants. Sydney was chosen as a more convenient fly-in/fly-out base for participants than Canberra. Sixty-two people attended the workshop, drawn from the following universities:

- The Australian National University (20 people)
- The University of Melbourne (5 people)
- Monash University (5 people)
- The University of New South Wales (6 people)
- The University of Queensland (5 people)
- The University of Sydney (5 people)
- The University of Western Australia (4 people)
- Macquarie University (5 people)
- University of Wollongong (5 people)
- University of Southern Queensland (2 people)

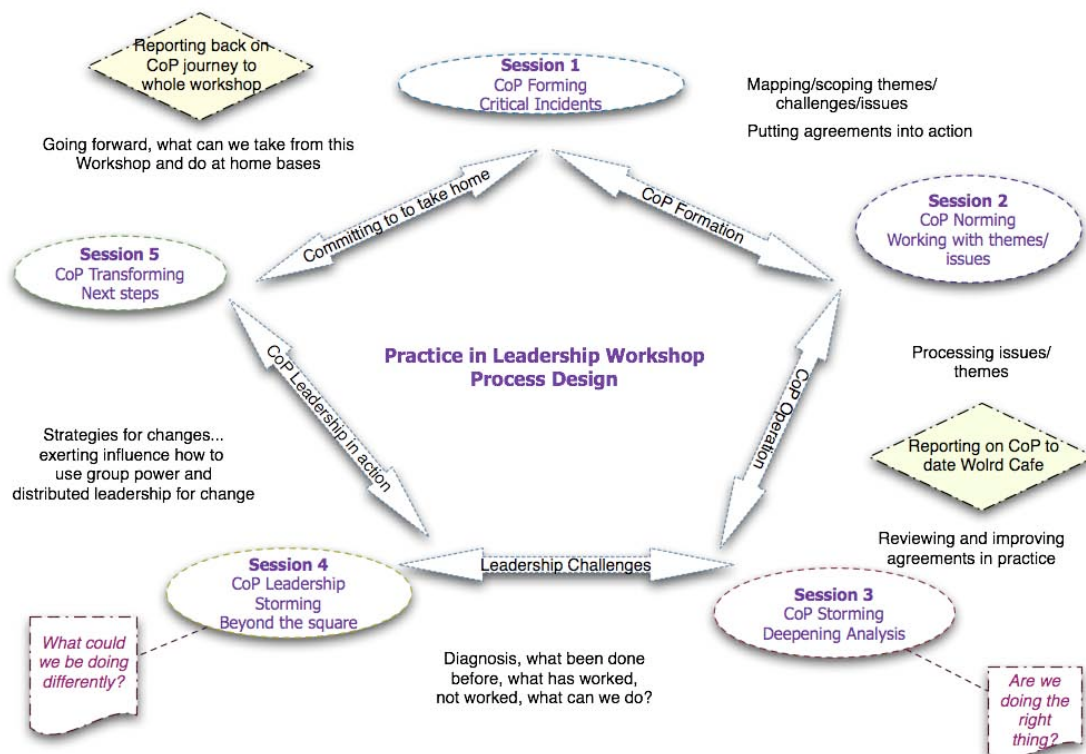
During planning for the workshop the University of Southern Queensland, (not a research-intensive university) contacted CEDAM asking if they could attend given they were beginning a project on communities of practice. After a teleconference it was agreed they could participate if they covered their own costs (the Carrick Grant covered the expenses of other participants). The discipline range broadly grouped was:

Academic Development Units/Education Faculties	20
Sciences apart from health sciences	10
Health sciences	9
Arts, Fine Art and Design	8
Management, Marketing, Accounting, Law	7
Computer science/ Information systems	7

The ratio of male to female participation was 31% compared to 69%. This in part reflects the reality of gender in relation to teaching load in the university sector.

Each participant received a workshop folder that contained the program (see Appendix 4.6), and detailed session information and resources (see accompanying report material). Prior to the workshop participants were asked to develop a critical incidents focussed around a professional challenge in their area (which might or might not concern leadership or/and communities of practice). These critical incidents were a way of kick-starting Session 1 in the Workshop Program. Participants were supplied with log-books to encourage personal reflection.

The following diagram broadly sketches the process flow around communities of practice and distributed leadership.



Process Diagram Practice in Leadership

Beyond evaluation processes, the event was documented in a range of ways: group reports and notes, reports back to participants and video and stills photography of some sessions. The final session was structured as a story-telling activity in which the groups or communities could convey their sense of their journey and experience of the workshop.

The Workshop: a commentary

The following commentary and analysis is based on evaluation data from participants included in Appendices: 4 and also on debriefs with Super Community of Practice, the A-team and other academic development units. In terms of evaluation data, evaluation sheets were completed by forty-seven people, (CEDAM staff did not complete them) on day two of the workshop. Post-workshop the online survey was completed by thirty-five people who had attended the workshop. While the following views do not necessarily reflect the whole group, the high response rates suggest they are probably representative of it.

Generally people commented that the event was professional, well run and enjoyable and that they appreciated the collaboration between institutions. Participants did find it an interesting way to distribute what ANU had learnt from its project. Participants did work within their communities of practice, sit with the uncertainty of an open process, engage in deepening conversations, actively listen and also dealt with the tensions and differences that are the reality of working collaboratively with others. What people highly valued was the rarely afforded opportunity to work with a group of people intensively and the freedom to range over many issues over a substantial time frame.



A group in process, PILW, 2007

The workshop was characterised by a strong, positive vibe of constructive engagement. Some of the points that emerged from evaluation material and debriefs include:

- the diversity of groups/experiences;
- the differences in facilitation styles and group process;
- the differences in orientation to task, process, outcome and conversation imperatives;
- the varied reactions to the community of practice experience (for some that it felt artificial/manufactured, others felt that they had participated in a community of practice);
- not everyone being entirely satisfied with workshop design, but there being no clear agreement about how it could have been better;
- a profound valuing of conversation and the time to engage;
- the significance of being with people who ‘care’ and ‘share’ concerns and values around teaching and learning;
- differing levels of personal investment and expectation;
- a high energy environment.

The A-Team in a post workshop debrief indicated as participant observers that the work flow was generally good, highly focussed and that participants maintained enthusiasm. There was a quick transfer of facilitation leadership, as intended in the design, from ANU host to others in each group

taking on facilitation responsibilities. There was a high awareness of process facilitation. For some groups the final presentation became the focus, and the realisation of a task did introduce tension and conflict. Dealing with process brings real stake holding into the equation. There had been some curiosity about the female-only community, which had worked effectively, as had other groups at the workshop. It was not possible to attribute any differences in performance of community of practice functioning or processes to any specific gender differentials, as the project has not set-out to undertake this analysis.

The majority of respondents identified a range of impacts from the workshop that included confidence, empowerment, enthusiasm, and networking. Participants really valued the opportunity to share ideas and experiences with educators from both their own and other Australian universities. Other threads indicated that people did take away ideas, energy and shifts in consciousness about communities of practice and leadership.

Performance against purpose and objectives

The following section of this report is based on the evaluation materials collected during and after the workshop.

Purpose

To demonstrate an emerging understanding of communities of practice and to explore their power to build leadership capability for excellence in teaching & learning.

The workshop successfully engaged participants with the idea of communities of practice and the possibilities they might offer within an academic context. At the workshop, most groups spent little time exploring or unpacking concepts of communities of practice. Most groups in situ did succeed in working within a community of practice process. Among participants perspectives varied on whether the groups were communities of practice or not. However in actuality over the course of the workshop participants' did demonstrate concertive action in their groups. In summary, participation in the workshop changed people's views of communities of practice, if not always their skills. The workshop was successful in achieving a simulated culture of communities of practice and most participants were willing, and able to 'play well'.

On return to their own workplaces, people indicated that their ideas about communities of practice continued to evolve, that some had been reflecting on groups/networks they participated in ... and were rethinking how they engaged and operated. The *Practice in Leadership Post Workshop* survey indicated that sixty-five percent of respondents were in, or had begun a community of practice, of those 8.6% had begun a community of practice since the workshop. In the respondents who indicated they had not been involved with community of practice 64.3% said they would like to be in a community of practice.

Some of the post-workshop initiatives taken by participants include:

- beginning a research study across a faculty with the hope that a community of practice focused specifically on learning and teaching (as opposed to just research) could emerge;
- submitting a grant application to fund the formation of a law school community of practice;

- developing various ways of helping a group of teachers with whom they work to help each other through a community of practice type approach;
- moving from implementing a faculty community of practice at university, to working towards rolling out communities of practice in other faculties, and at institutional levels, eg Associate Dean CoP; and
- co-leading a number of teaching initiatives that could benefit from becoming communities of practice.

The planning group believes the workshop did achieve a shift in thinking about the collegial possibilities inherent in the academic landscape and the potential for re-invigoration through communities of practice.



Presenting: string theory PILW, 2007

Many people at the workshop were of course already undertaking leadership roles, tasks and activities, but perhaps a significant outcome from the workshop has been a shift in participants own understanding of what their own leadership activity is. Survey responses indicate that workshop participants have been busy exercising opportunities for leadership (sometimes within communities of practice) to contribute to excellence in teaching and learning. Some participants flagged that their activity was within role and responsibility, for others it was a continuation of what they were undertaking prior to the workshop, and for a further set of participants the workshop clearly provided the confidence and impetus to get on with making a difference.

Participants listed and recognize leadership (from a strong perspective of personal agency) in their work as being initiating, taking on additional roles and responsibilities, applying for grants, being on committees and review panels, making presentations and being involved in communities of practice.

'I am in the middle of writing a grant application to get a curriculum review project off the ground. I have stepped into leadership knowing the distributive model suits my style and strengths. I was able to pitch a project to my Head of Department and move into a role I had not considered possible prior to being in the workshop'

Participant response PILW Online Survey 2007

Participants saw that in an academic context, communities of practice can offer an empowering situation for fostering leadership. As a bottom-up approach communities of practice have the capacity to broaden the base of leadership in the academy and to effectively use and include the skills and abilities of staff irrespective of seniority or position in a higher education context. Significantly in this group learning context leadership is a meaning-making process. This was amply demonstrated by the participants at the *Practice in Leadership Workshop* as through their combined knowledge, understandings and skills they collaboratively generated a more holistic and integrated sense of their roles, contexts and capacities. This was indicated by their eagerness to pursue cross institutional collaborative research projects arising from the community of practice engagement.

Objectives

Group Work

Building a shared vocabulary and set of understandings for Communities of Practice and their potential.

Workshop participants indicated a range of responses in relation to their understanding of communities of practice that partly reflect their exposure to, and experience of communities of practice prior to attending the workshop. In summary, responses ran the gamut—from people who had never been exposed to the idea previously to those who were already familiar with the theory and reality of communities of practice. Of people who attended the workshop more than 50% of workshop attendees were involved in some way with communities of practice prior to their workshop engagement.

Many people indicated that after the workshop they had a better or expanded understanding of both the theory and also the potential 'application' of communities of practice within universities. One person noted that the concept resisted a single definition, and another that the rhetoric didn't match the experience of communities of practice at the workshop. A few people thought they could relate the community of practice ideas to the teams or work groups they participated in, or conversely didn't see the distinction between managerial teams and communities of practice. The workshop was a useful forum to test out ideas and approaches to communities of practice for some participants and also to engage with the concept more thoroughly.

Participants reported that they saw communities of practice as a valuable way to influence and bring about change, and they appreciated the possibilities inherent in the power of the group. The other attributes they also valued were their supportive nature, and the capacity communities of practice

offer to share experiences, ideas, practices, goals, purpose and values. Participants nominated the strength of communities of practice as being the ability to harness the interests, experience, expertise, strengths, motivation, skills and knowledge of the individuals within the group. People were attracted to communities of practice as less structured, voluntary forums for exchange, and saw them as a good base for communication, enthusiasm, engagement, and offering the strengths of flexibility and adaptiveness. They were aware that they facilitated learning through observing and listening rather than being instructed.

Comments made by participants reflect them having a greater understanding of group work options and increased confidence in themselves and their capacity. People also felt affirmed, and were stimulated to reflect on group dynamics, or to think differently about groups and also on the intersection between groups and communities of practice. In evaluation data from the workshop 87.2% participants agreed that they had a better understanding of how communities of practice provide effective bases for the development of collaborative and collegial practices.

People indicated that their ideas about communities of practice continued to evolve on return to their own workplaces. Some reported reflecting on groups/networks they were involved in ... and rethinking how they engaged and operated.

Overall the workshop as a whole did not explicitly agree on a shared vocabulary. At the group level some communities of practice did and some did not (some were also opposed to jargon) evolve common understandings that suggest a shared vocabulary. In the planning group debrief a point was made that vocabulary implies a fixed lexicon, when our experience is that vocabulary, like process, is dynamic and evolving. It is stimulated by insights, learnings, practice, and experiences. The team speculated that perhaps it is more powerful to internalize and grow vocabulary from practice rather than from theory.

Developing individual skills in group work and collaboration, with a particular focus of facilitation and facilitation skills.

There was ample indication of a willingness to engage and learn threaded through feedback from participants. In summary under skills enhancement some responses indicated enhancement and others skills consolidation. The evaluation data from the last day of the workshop indicates that 70.2% of participants agreed that the workshop had increased their group work and collaboration skills and that 48.9% agreed that it had increased their facilitation skills.

There was a very strong response to questions about the workshop altering participant approaches to facilitation. In particular the exposure to different facilitator dispositions and techniques was highly valued. Comments around this included: 'exposure to the many ways different personalities chose to *take the lead*' — 'a great example of drawing on the talents of all participants' and it 'allowed me to try different strategies, and increased my awareness of cues others were giving'.

A strong sensibility was expressed that the workshop had affirmed participants' interest in, and capacity for collaboration. People spoke of the necessity to work together to improve teaching practice and of the value of alternate ways of operating and involving people. The workshop itself was described as 'very satisfying to be in that total immersion environment for long enough to

develop relationships which might lead to collaboration at some later time'. Specific skill enhancements that participants valued included listening skills, increased self-awareness (mindfulness) and confidence.

As participant observers the A-team noted the following in their debriefs:

- Participants did facilitate within the group/ communities of practice —it was shared, rotated and there were differences in style.
- When there was a lull or gap, people in various groups stepped up, or in, to keep things moving.
- Participants did practice their skills in facilitation and collaborative practice.
- It was difficult to substantiate whether people developed new skills, as there was no pre-workshop benchmark. However people indicated there was much observing of 'how' other people were working/facilitating, and sharing of strategies and know-how.

Fostering an understanding of and appreciation for agency – an individual and collective attribute that determines group effectiveness and accomplishment and building agency capacity.

From the planning team's perspective there was a positive response to the workshop altering participants' understanding of personal agency. Agency didn't feature as a buzzword in the vocabulary stream in communities of practice but it was demonstrated repeatedly in groups, by participant's willingness to take up facilitation roles by design or by stepping up when there was a lull or gap. Agency as an experience was also reflected in how people talked in evaluation about communities of practices as empowering options.

Agency concerns the responsibilities and decisions that individuals assume or take on. From the workshop evaluation, 76.1% participants indicated their intent to continue or begin membership of communities of practice at their institutions, which as a commitment is indicative of agency. Generally the post workshop surveys conveyed the sense of people determined to get on with contributing and making difference.

'The workshop made me realise that not only do I have teaching expertise to offer, but that I have a responsibility to do so. My particular CoP gave me the confidence to speak out far more and to influence practice in my teaching area.'

Survey respondent, PILW 2007

Equipping individuals and groups with key processes, tools, and techniques for effective collaboration.

The project team supplied the Community of Practice Framework, and with ANU participants, modelled processes for collaboration that people experienced through this immersive workshop. The pre-workshop activity suggested the form of engagement and underpinning protocols and a resource folder distributed at the workshop provided further documented processes and tools. There was no adequate capacity to establish or measure 'perception' of 'equipped'. Some people believed they brought techniques with them, others that equipping occurred in the limitations of what can be achieved in a day and half. Participants did learn from each other (it was very much a

peer-learning model) and there were many examples of participants sharing processes and techniques.

Over 55% of participants agreed that the workshop had furnished them with sufficient tools and techniques to facilitate group collaboration. Of the participants 74.5% agreed they could use the strategies and approaches learned in workshop to work effectively through a community of practice. One survey respondent observed that it was ‘not the imparting of precise techniques as such so much as just the process of thinking through things’. This response resonates with comments arising from focus groups with ANU’s communities of practice who have found it difficult to name specific skills or techniques they have acquired through the project.

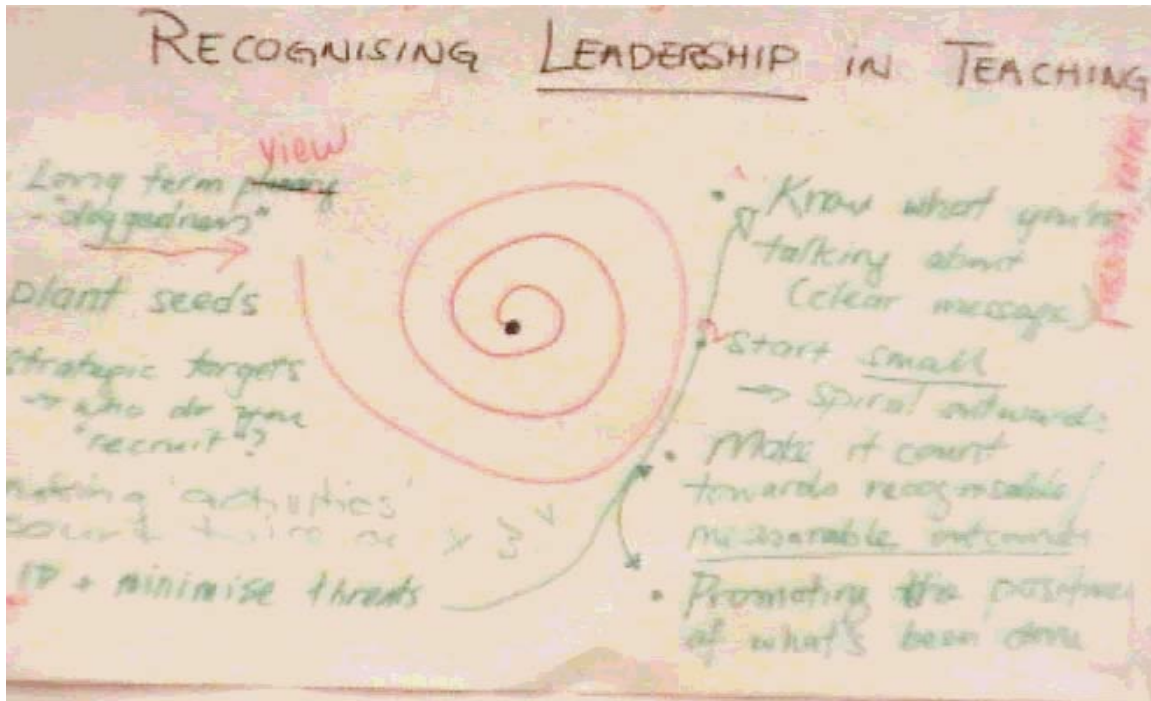
The key issue here is ‘precise’—the domain of learning for much collaborative work centers on interpersonal skills and techniques, it stems from a growing sense of self awareness. Entering the realm of the subjective complicates the concept of precise, and in some cases even measurable. The workshop and the project however were able to create the space, place, context and processes that enabled ‘that thinking through’ to occur.

Leadership

Developing a shared consciousness about and vocabulary for distributed leadership.

People grasped the tenets of distributed leadership at the workshop and saw the strengths of it as:

- Providing an effective process in an academic context where people have different types of knowledge and skills.
- Minimising the disadvantages of ego and agendas associated with personal leadership.
- Broadening the base of leadership as it can use and include the skills and abilities of staff irrespective of seniority in university.
- A bottom-up, non hierarchal approach operating democratically.
- Potentially an exponential influence on change.
- Affording shared ownership of issues, responsibility and workload.
- Maximising contribution of all people.
- Empowering people to support and create change.
- Offering opportunities to be valued.
- Providing a stake in decision making.
- An alternate way to get things done that could assist with implementation of good ideas.
- Being supportive, affirming, and open.



Participants spoke about leadership for group and collaboration skills and commented on their exposure to leadership ideas, the practical insights into distributed leadership in the higher education arena, and explorations and excitement about 'authenticity' in leadership (the alignment between what people say and what they do, between interior and exterior personas).

Forging clear distinctions between positional, hierarchical (conventional views of) leadership and non-positional, distributed leadership (leadership in collaborative and self-directing groups).

The planning team sees the event as successful in forging different perspectives on leadership. The points outlined earlier highlights that participants did draw clear distinctions between distributed leadership and positional leadership. They characterised distributed leadership as non-hierarchical, voluntary, bottom-up, inclusive, drawing on a broader pool of skills and expertise, and as being flexible and adaptive. There was also an awareness of the lack of institutional recognition and support for distributed leadership, and potential for it to be perceived as a threat to established hierarchy.

The realisation that position classification at current employment is not the 'be all and end all' factor in leadership practice. It is the internal strengths that are a huge contributor.

Survey Response PILW 2007

The workshop 'meshed' a sense of the context of inter-institutional leadership and in particular of the teaching and learning leadership context. It expanded some people's conceptions of leadership beyond traditional models into the domain of distributed or collaborative leadership.

Building individual leadership effectiveness, especially within the collaborative, collegial context.

Evaluation data from the workshop shows that 66% of participants agreed that the workshop had increased their skills in distributed leadership and 76.6% of participants agreed to an increase in understanding of how distributed leadership could contribute to building collaborative and collegial environment.

Participants also reported a shift in personal leadership. What came through consistently from the post workshop survey responses were changes in awareness of 'self as leader', an increase in confidence, an increase in preparedness to act in a leadership capacity, and for survey respondents to name what they do as 'taking the lead'. Thus people indicated that the workshop had built a broader understanding of leadership and an awareness of its requirements. This response area highlights the significance of changes in self-perception, context and peer support in naming and claiming activities in teaching and learning under the banner of leadership.

Participants in the *Practice in Leadership Workshop* were intrigued and interested in the possibilities of distributed leadership for peer-engagement, for driving change management agendas such as assessment or curriculum reviews, but also at a more fundamental level for fostering a sense of collegial endeavour and as a means of having those deeper conversations that advance practice and innovation in teaching and learning. It is not surprising that the evaluation data from the workshop indicates in the main a shift in consciousness in the sense of self as leader. A day and a half afforded the opportunity to build awareness of necessary relational skills for community-oriented meaning making but not a sustained engagement for capability building. The workshop did successfully seed the possibility that there was another form of leadership not in the individual but within the community. Participants indicated that they saw communities of practice as being vehicles for hybrid forms of leadership, which is attractive as a way of overcoming the lack of flexibility in traditional university management and leadership roles and structures.

'One of the most useful things for me was seeing the growth in others attending the workshop, particularly those who had never been exposed to these kinds of concepts before. Reflecting on these participants' 'epiphanies' during the workshop was helpful for me, as I would like to achieve similar outcomes when I develop my own CoPs across campus.'

Survey Response PILW 2007

This comment made from a workshop reflects a pre-occupation of great importance to this project—effective ways of replicating or facilitating the shifts in perception around leadership.

Promoting a deeper understanding of and appreciation for reflection and its role in learning and change, and building skills for individual and shared reflection.

In a way the whole workshop was a reflective engagement concerned with meaning-making—how can we best work together collaboratively, can we lead together? The reflective process was geared to be both collaborative and individual. There were specific designated reflective activities or tools—

The Conversation Café as an inter-group reflection; supplying participants with reflection journals; and times allocated specifically at the end of sessions, for groups, if they chose to do so, to reflect on their own group processes.

Each group wove a discourse of language, action and identity to engage and connect its members as they built a coherent frame for their experience. For most people reflection is not a natural or easy discipline. Evaluation indicated a divergence in the experience of individual and group reflections. Individual did do some reflection in their journals. Some people in specific communities of practice came back with specific insights and ideas from reflecting overnight. At the PILW the Conversation Café was a useful group reflection activity in hearing and then comparing the different ways communities of practice were working—different models, processes, values and dynamics were highlighted and these generated insights, affirmations and the seeds of other options. Reflection happened as people ‘listened’ or heard about different experiences within the groups, and as they felt they were being listened to.



Group in process, PILW 2007

Group reflection proved a more difficult discipline, however it did occur in a couple of groups. A team's experience is that for a group to engage in reflective practice a set of pre-conditions is needed:

- an environment of trust, feeling safe, knowing that it is constructive engagement, and working with integrity; and
- skills that include deep listening, open-non-reactive processing, a willingness to contribute and engage, a commitment to learning and group development.

Evaluation data from the workshop indicated that 46.8% of participants grasped the role of reflective practice in teaching and learning and 44.7% of participants associated reflective practice

contributing to change. Around 53.2% participants agreed that the workshop has increased their skills in individual and shared reflection. Post workshop survey respondents indicated that the workshop had influenced their ideas about reflection as a component of professional practice.

Follow-up with Academic Development Units

There was no systematic program of debriefing across all participating universities, although CEDAM did try to encourage such a process. The project had to rely on good will and the follow-up from local ADU staff. Project staff sent reminder emails, and contacted local ADU staff, however for some units workloads and their own project demands constrained their ability to follow-up with their staff.

Only four universities (that we are aware) had a formal debrief process. For some the debrief was in transit on the return journey from the workshop, while for others it was three or four weeks down the track. Other universities may have pursued more informal debrief processes between participants. Project staff conducted telephone conversation follow-ups with Monash, University of New South Wales, University of Southern Queensland and University of Queensland. The ADU representative from the University of Sydney was on sabbatical and hence follow-up did not occur.

Academic development staff responses indicated they were generally enthusiastic and energised by the workshop. However the challenge was how to maintain that enthusiasm, as a non ADU participant noted 'you get swamped when you are back at work'. This response implies a role for ADUs to assist staff with maintaining focus, consolidating skills and supporting follow-up initiatives. Issues that arose from these discussions were:

- Diversity of ways of conducting groups and topics that were the focus of discussions within groups.
- The different levels of understanding or awareness of communities of practice.
- Although some of the other leadership projects were more focussed on positional leadership roles, participants still valued the exposure to ideas and thinking.
- Exposure to different contexts brought new information, shocks and some mapping of bigger issues such as workload issues for those who care about teaching.
- An awareness of naming and discipline understandings of ideas such as 'community' eg. a community of practice would not attract interest in Engineering 'too soft'².
- Conversation café, the break out activity was valued as exposure to wider perspectives.
- An awareness of the research/teaching divides and lack of management support for teaching and learning initiatives.

Many academic development staff found the workshop personally and professionally rewarding. It resonated with their professional experiences, as indicated by comments around:

² At the ANU some communities of practice have been running in the research area for a few years now, brings researchers around a common theme together, Water, Energy etc, and are referred to as **initiatives**. The naming isn't critical what is important is the premise of engagement.

- being more aware of the role of reflection in relation to their own practice and considering how to articulate their roles, skills, capability building and culture management for own professional advancement;
- thinking about how to incorporate the community of practice concept into their work;
- thinking about transitional support and handover for communities of practice (building the self reliance and capacity within the group to run and manage their own activities) they have established;
- considering other approaches to leadership capability development;
- undertaking more group-based discussion work (a less structured method), to consult and test ideas and approaches to doing things;
- promoting and organising the public face of a Carrick CoP Project and taking inspiration from CEDAM's project website;
- reinforcing of the importance of facilitation, and the diversity of skill and approaches;

Some people also noted that they:

- found it challenging being in a community of practice with unknown people and growing awareness of needing to be mindful of personal reactions to group dynamics;
- saw PILW as skill sharing opportunity to observe other people managing well;
- wanted greater engagement around leadership; and
- felt group start-up processes needed to be transparent and open—people are suspicious as to why they are invited to be in a group.

ADU responses varied based on their familiarity and history of endeavours in this area. For example the University of New South Wales (UNSW) has strong network of communities of practice, whereas the University of Southern Queensland (USQ) was just beginning their project. UNSW didn't see the *Practice in Leadership Workshop* changing anything they currently did whereas USQ was able to take some learnings and use them productively in their project.

Aftermath

There was much experience of sitting with uncertainty at the *Practice in Leadership Workshop*, in part stemming from the open structure of the event—a container—for people to talk, to more deeply engage, and for the group to direct their own inquiry. This was both an intimidating and empowering experience as indicated by Minute Paper points. Some participants were obviously not comfortable with the openness of the process, the autonomy of the group to shape its own journey. Instead they would have preferred greater structure or clearer direction or outcomes.

In designing and developing the workshop this had been a big concern for the planning team—and much planning and effort went into ensuring that the pre-work, the facilitation training and process structure would provided the necessary scaffolding. From this often 'difficult' pre-work the planning team and the Super CoP were reassured that 'uncertainty' was not such an obstacle. They felt confident that they could hold the space and the implications of people being discomfited.



Presenting can be fun! PILW 2007

People made different points about organization and content of the workshop such as:

- wanting more structure;
- feeling it was appropriate as it was;
- wanting more information—how could they go away and use these ideas (specifically around communities of practice);
- wanting more of a sense of people's own experience or commitment to communities of practice;
- wanting direct information on what the ANU Teaching and Learning Communities Project did, what worked, what didn't;
- wanting information from CEDAM up front about communities of practice and also on strategies and considerations for establishing them;
- wanting information about the project, about early research findings, the aim of the two days and the program, in a pre-reading pack;
- wanting more specifically defined topics for working groups;
- expecting more guidelines re: implementing communities of practice;
- wanting to hear more about what the other delegates (professional) lives are about;
- getting teaching support representatives of same state universities organise a couple of follow up debriefing sessions to enable participants attempting to initiate communities of practice to exchange ideas on their post workshop experiences.

At a fundamental level the *Practice in Leadership Workshop* did powerfully reinforce to the project team the need for the careful crafting of context to enable leadership to emerge. For the workshop team that meant paying particular attention to whom we involved, how that occurred, the terms of the interaction and finally the place and the environment for engagement. The project chose to rely on academic development units as trusted local experts to identify who could best benefit from and, or appreciate the opportunity to attend the workshop. The participant base was skewed to those with an evident interest in teaching and learning and the common challenges that accrue from this and also an interest in institutional change. However the project team did ensure that these people were able

to participate in an environment where their expertise was valued and recognised, and supported through careful process and interaction design.

The planning group worked hard to create a situation that enabled people to ‘give their best’ at the workshop. In this workshop environment participants were assured that what they were doing is valued. It felt safe enough to contribute ‘some of what you have, or know’ (quotes from project staff). Additional goodwill and a sense of participants feeling valued was generated by the provision of accommodation, airfares, food—tangible recognition of participants’ value and expertise.

The interaction within the workshop experience was based on a design that encouraged informal, peer-based learning for this cross section of staff from across the sector. It promoted the idea that everyone was expected to contribute and assumed that they all did have valuable things to contribute. Participants had a voice and capability to shape their own workshop experience. As learners they engaged in mutual problem solving of critical incidents, comparing contextual information and issues, and cross mentoring.

‘We are all peers in learning and teaching and we can teach and learn from each other no matter where we are positioned on the organizational chart.’

(Survey Response Post-PILW 2007)

In debriefings and planning group reflections the following indicators were identified as being useful to gauge the success of the workshop:

- group cohesion;
- personal growth or transformation;
- participant satisfaction with event; and
- willingness to participate in a similar event.

Group cohesion

All participants remained in their group throughout the workshop. Some groups worked well and felt they had collaborated as a community of practice over the two days. Other groups experienced tensions and difficulties, sometimes from shifting into a task-focussed rather than process orientated agendas, sometimes through personalities, and styles of interaction, sometimes from failure to exercise agency for the situation in their group. In several cases when these tensions were acknowledged the group deepened their engagement. All groups did present final collaborative accounts of their journeys.

No group had sustained ongoing contact after the workshop, most of the members did make email contact following the workshops, with several groups sharing information and resources. Additionally some groups did scope the possibility of developing joint Carrick proposals for ideas arising from the workshop. Several people from one community of practice were able to organise a follow-up get together at the tail end of a subsequent conference they attended.

Personal growth or transformation

In terms of personal growth the majority of respondents identified a range of impacts that included confidence, empowerment, enthusiasm, and networking. Participants really valued sharing ideas and experiences with other educators. People did take away ideas, energy and shifts in consciousness in and around communities of practice and leadership.

A minority of respondents reported that the *Practice in Leadership Workshop* had contributed to changes in their academic practice and identified changes tracing an interesting shift—an openness to new ideas, thinking more about relationships with other academic staff, extending out beyond their own faculty for like-minded individuals.

Participant satisfaction with event

People enjoyed the event and expressed both satisfaction and gratefulness for the opportunity to participate. Here are comments, derived from the post workshop survey that suggest what was valued:

- 'It was well-organised, and to work with a group of highly intelligent people whose concern was teaching as well as research was eye-opening to me'.
- 'Whether by purpose or simply the fact that it was time out from the usual—the workshop triggered energy to once again charge in for the good fight for Learning and Teaching'.
- 'Although I have not been involved in community of practice in any way since the workshop I feel empowered and enabled to lead from where I am. The concept of leadership from below stands out as a significant point for me. One of the major strengths of the workshop was that opportunity to do some structured reflection on a topic which might otherwise be overlooked in the everyday hurly burly'.
- 'The format of being in the same group right from the outset for the whole two days worked really well — much like a faculty retreat. I liked having a range of faculties involved ... and also valued the CPD people's contributions in my group a lot (I mean academic developers I think), because I am very interested in pedagogy theory as well as practice'.
- 'I don't think we came anyway near to discovering/creating a CoP—but we did expend a huge amount of emotional energy. It's hard to explain what the pay-off was—perhaps personal/professional development in a very fundamental sense. I think this is something I realised during the workshop—that I really didn't need to have any concrete pay-off, no 'take-away' to use the phrase that our group was using. The experience itself was rewarding'.

Willingness to participate in a similar event

The majority of post-workshop survey respondents felt that it would be worthwhile to run such a workshop again (65.7 %) and only 11.4% of survey respondents felt there was no value in any re-run. People made the following suggestions:

- important to involve some of the same people, so can have some continuity and deepening of conversations begun last time;
- include a return participant from each institution and get them to bring a colleague;
- keep the same groups, but to focus on strategies for instigating communities of practice, and to include several 'altogether' discussion sessions;

- ask previous participants to suggest up to three colleagues who might take part, and why;
- bringing actual projects to the table to have further discussion regarding progress and to receive input from others; and
- take the same groups and move them on to the next phase—design specific collaborative projects and apply for the funding.

A number of my fellow participants had 'epiphanies' over the two days they attended the workshop and I think such outcomes are fantastic. So if workshop of this type was that useful for those people then it could potentially be so again for another cohort.

Survey response PILW workshop 2007

Workshop participants are interested in further information on best practice in relation to communities of practice—instigating, maintaining and sustaining them and examples of different models of communities of practice. They also want practical level information about making communities of practice work on the day-to-day level—processes, resources and skills. Some people wanted to hear more about the experiences of others in establishing communities of practice and on progress made in response to challenges participants had detailed at the workshop.

The project has supplied the workshop participants with a synthesised report based on all evaluation and debriefing materials and some of the material is also available on the project website, <http://leadershipcops.edu.au>. This report itself is the distilled learning from the Carrick project and it offers potential to extract a range of resources that may be of value to other universities and interested staff.

Project Resources

A strong focus in the original project proposal was the production of a range of resources adapted from the Academic Leadership and Management courses that CEDAM has run. These deliverables arose from a conceptual model based on self-facilitated learning groups, dependent on alumni from CEDAM (who were to be appropriately trained and resourced) to underpin area-based communities of practice. Key members of these communities would have access to training and resourcing. The project sought to adapt Academic Leadership and Management course materials into self-contained and sequenced modules on topics such as performance management, leading a small collaborative team, course convening etc. As project reports have indicated there has been a substantial shift away from this concept and consequentially the resource focus of the project too has shifted.

In the first six months of the project recognition began to filter through of the need to align the form and type of resources with approaches we were using based on communities of practice. A consideration for the project team at this stage was that inherent flexibility had to be built into resource delivery to meet the self-determined preferences for interaction by communities of practice. It became apparent that the conversion of pre-existing ALM to an online environment was not a matter of direct translation of content and stimulus material. There were specific issues concerning the types of engagement and interactions the project was seeking to make available to individuals, groups and communities of practice. Communities expressed a more immediate need for general information on core project concepts such as communities of practice and leadership in teaching and learning.

The attempt to migrate Academic Leadership and Management course material to an online environment was gradually abandoned for a variety of reasons:

- staff targeted by the project not seeking overt capacity development but rather a more informal approach, of working from where they were at;
- unforeseen difficulties in the Academic Management and Leadership course convenor participating in materials conversion from face to face to digital resources; and
- the community of practice approach being orientated to surfacing tacit knowledge.

In summary there was a shift from codified and explicit knowledge based transmission and resourcing to support for tacit, informal, and emergent forms of learning and resourcing.

Case studies

The project team redirected its energies to developing a series of stimulus case studies towards the middle of the first year of the project. The suite of case studies was a way of exploring linkages between development of leadership competencies and excellence in learning and teaching, and on communities of practice, based on interviews with ANU staff. Four case studies pursued:

- Dr Barbara Van Leeuwen, Senior Lecturer, School of Biochemistry & Molecular Biology, Carrick Award for Teaching Excellence, Carrick Citation for Outstanding Contribution to Student Learning
- Dr John Close, Physics, Faculty of Science, Carrick Citation for Outstanding Contribution to Student Learning
- Ms Susan West: Senior Lecturer, School of Music, Carrick Citation for Outstanding Contribution to Student Learning (not finalised yet)
- Mr Charles Tambiah, Manager, Research Facilitation & Strategy, ANU Institute for Environment (not finalised yet)

The last two of these interviews are still in process. Two case studies and other video material derived from a seminar the project ran on communities of practice were used as pre-workshop materials for the *Practice in Leadership Workshop*. Participants and academic development units were issued with a reflective action learning sets to prompt their engagement with key project concepts in advance of the *Practice in Leadership Workshop*.

The completed case studies are available through the project website. Two remaining case studies remain in editorial processing.

Teaching and Learning Communities
institutional leadership project website

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The Promoting Learning & Teaching Communities: Institutional Leadership Project

This project was managed by the [Centre for Educational Development and Academic Methods](#) and funded by the Carrick Institute for Learning and Teaching in Higher Education.

The project used a group rather than a one-on-one approach to build skills and networks so that staff could problem-solve, plan and work towards their shared goals related to teaching and learning. Such groups were resourced as [communities of practice](#) with the intent of fostering shared, collegial leadership capability across the Australian National University.

'If you want to be a leader, you have to be a real human being. You must recognise the true meaning of life before you can become a great leader. You must understand yourself first. (Master Nam.).'

Quoted in Presence, (pg 180), Otto Scharmer et al

NEWS
HERDSA Conference 2008
Engaging Communities, 1st-4th July 2008, Rotorua, NZ
Promoting Teaching and Learning Communities Project: Final Report
[Available in PDF](#)

Swiki

swiki

action research
communities of
practice group
facilitation
leadership learning
communities
reflective practice
research-led
education
teaching and learning

Support for this project has been provided by The Carrick Institute for Learning and Teaching in Higher Education Ltd, an initiative of the Australian Government Department of Education, Science and Training

carrick INSTITUTE

moodle

Website

A project website was established early in 2007, and hosted externally to the ANU on an EdNA groups based platform. The site address is <http://leadershipcops.edu.au>. This site is a basic information tool to provide an overview of the project to the sector and interested parties. It is linked to a Moodle-driven groups site for participating communities of practice and for participants who attended the *Practice in Leadership Workshop*. Despite some training for ANU staff, and several reconfigurations of communications tools, the project experience has been that staff strongly preferred face to face, rather than virtual forms of engagement. Specific communities of practice have also migrated to using a Sakai based site called Alliance at the ANU that is being developed to resource projects and those seeking a robust communications tool base. As the funded stage of the project draws to a close, CEDAM has migrated the project site to its own website.

Project documentation

In developing the final project report the team has been through a distillation of learnings, and is confident that some of the report material could be usefully adapted for a wider audience in the sector.

Practice in Leadership Workshop

The *Practice in Leadership Workshop* was both a dissemination and capacity development event for other research-intensive universities in the sector. As indicated elsewhere, a report is being finalised for participants that combines the evaluation data with analysis from the project team. This will also be made available online.

Living resources

The shift in project focus over its lifetime has meant most project resourcing has been invested in developing embodied resources at ANU. Our community of practice participants are the important legacy that the project has nourished at the Australian National University. Additionally the university is benefiting from the evolving discourse and the new insights surfacing concerning practice-based knowledge.

The project has in fact regretted not having had the time or budget to conduct some one-on-one interview with community participants to capture something of their journeys.

Evaluation

The Project team developed and partly implemented its Evaluation Framework for the Carrick project that includes formative and summative processes. The original evaluation framework focused on these areas:

- Individual learning and outcomes by participants in communities of practice.
- Communities of practice reflecting on their own processes and progress.
- Project team members observing the processes and development of communities of practice.
- Peers, or other relevant staff, observing any outcomes or impact from the activities of communities of practice.
- The project team reflecting on its own processes and interactions.

Additionally in the originating project proposal the following processes were outlined:

<i>Monitoring & Evaluating (from project proposal)</i>
1. Progress of groups will be monitored using participant observation. 2. To evaluate the individual learning outcomes, both for leadership capabilities and for impact on excellence in learning and teaching we will utilise: • The completion of action learning reviews by participants at various points in the process of building the community • Action Learning sets to identify and evaluate outcomes in terms of improved practice • Self-reported outcomes at the end of the project • Other 'objective' data on outcomes – e.g. measures of excellence in learning and teaching 3. To evaluate the outcomes for the community of practice and the academic area in which the community of practice has been developed we will utilise: • Reflections in focus groups by community of practice members on the community's processes, culture, etc • Evaluation by non-members of the community of practice (e.g. Head of School, peers, students) of the impact on the academic area. 4. Outside consultant will evaluate the overall project against the project aim, (i.e. the use of communities of practice approach and networks within the context of this organisational strategic change to raise awareness, invite discussion, and provide answers to questions of leadership in learning and teaching both at the institutional and national level.)

From this during 2006 the project did develop a generic project evaluation plan. In the plan responsibilities for various activities migrated with changing project team membership.

Evaluation Framework for the ANU Carrick Leadership Project

Form	How?	Why?	Who?	When?	Done?
CEDAM Project Team	Ongoing reflection	To enable members of the Project Team to test-out and observe techniques suggested for communities of practice and to also model these reflective activities	Member of the Project Team with coordination by JH	At each meeting	Intermittently
ANU CoPs					
Monitor progress and process of groups	Participant observation	To identify the support and structures that they need and what works and what does not	One person from each group to volunteer to be in the 'Super CoP' and to be given advice on Participant Observation techniques by JH workshop sessions in Nov 2006	Probably needs to be at every meeting once the Participant Observer for each group has been identified and advice / support provided	Project staff effectively undertook participant observer roles
Process of community building	Focus Groups	To see what the group thinks is happening as it develops	JH & MlH	Scheduled for, Nov, Dec 2006	ALM & TSN
Individual learning outcomes re leadership	Individual Interviews	To discover what individuals understand to be their own development	JH with assistance from other member of the project team	Jul-Aug 2007	Did not occur
Individual learning outcomes re learning & teaching	Individual Interviews	To discover what individuals understand to be their own development	JH with assistance from other member of the project team	Jul-Aug 2007	Did not occur
Seminar Series	Survey at the end of each seminar as to usefulness / learning	To see if what is offered in seminars is a) what people want and b) in the form that they want it	Seminar organiser with assistance from ANUSET staff in developing and analysing the survey instrument	Each time there is a seminar	Did not occur

Summative					
Formal evaluation of project to date	Comment on work to date Use of above findings	To provide end of year/ mid-term report Provide information for Nov 2006 presentation and February 2007 forum	Special meeting of Project Team to assist DH in development of report	Nov-Dec 2006 and Feb 2007	Occurred
Self-reported outcomes re leadership and learning & teaching development	Individual or group reflections at the end of each session	Comments to be white boarded and agreed at each meeting at to whether they can be used in the report	Individuals supported by Participant Observer	Each meeting of a CoP	Occurred
Outcomes of the project activity by academic area or level	Focus groups	To determine communities processes, culture etc	Outside consultant to meet with each group to determine developments and outcomes	Toward the end of 2007	Super CoP x 2 Focus groups— internal not external
Outcomes of activities by non-CoP staff	Interviews and focus groups	To determine impact of CoP on leadership, learning & teaching within the School/ College	Outside consultant	Toward the end of 2007	Did not occur
Formal evaluative report	Review of formative and summative data	To evaluate overall project against stated aims	Outside consultant to be employed	Toward the end of 2007	Jacki Lublin engaged

Table: Agreed Project Evaluation Framework, created late 2006, revised February 2007.

However for various reasons the grand plan didn't get implemented in the way it was intended to. A substantial factor was the changing academic staff involvement with the project. However this failure is also due in part to ongoing shift in the project's focus during rollout and implementation. Much of the early thinking on the evaluation design was predicated on individual capacity development, and an institutional context of changing promotion criteria to recognise teaching excellence. The significant shift away from action learning set towards informal group based capacity development impacted on the original ideas concerning capturing data and monitoring project processes. Additionally the change from a passive project findings dissemination model to an immersive capability sharing process also resulted in changes to evaluation activity and instruments.

Generally the instability in the project team, changes in CEDAM staff and who had committed to doing what, meant there were lapses or discontinuities in evaluation activity. This was also not assisted by the project officer being employed part time for the majority of the project. There were of course additional failures on occasion—in planning, communication, technology and follow-up. During last two years CEDAM's resources have been over-stretched as it has sought to accommodate the additional workload generated by Carrick and other changes in the sector.

What did happen with evaluation?

The project has relied heavily on qualitative data, and the ongoing process of the project worker capturing material in a range of settings. What the project did manage to capture was a sense of the evolving project conversation through minutes/notes from the communities of practice, project team meetings, planning days, and the *Practice in Leadership Workshop*. The minutes and notes taken through communities of practice have been regularly circulated to all communities for comment and any required amendment. Additionally in finalising the project report, the section dealing with the Super Community of Practice was circulated for discussion with members. The Tutor's Support Network and also the Research-led Education communities that are discussed in the Community of Practice Section were also commented on by some community members.

In preparing for the *Practice in Leadership Workshop* the planning group was able to utilise the expertise of CEDAM's Evaluation staff to develop the necessary instruments for evaluation capture at the workshop and for subsequent post workshop survey. Finally the project did engage Ms Jackie Lublin to undertake an independent evaluation of the project. Both the formal instruments and data captured through them are included in Appendices: 4.

What has been undertaken?

Focus groups

- Two focus groups with Super Community of Practice (in final one machine apparently didn't record properly), June 2007 & November 2007
- One focus group with Tutor Support Network, November 2006
- One focus group with Academic Leadership and Management, November 2006

Practice in Leadership Workshop

- CoP notes from participants, 28th & 29th June
- Minute Survey at PILW workshop, Day 1, 28th June 2007
- Evaluation Survey last day of workshop, Day 2, (47 completions), 29th June 2007
- Online post workshop survey (35 completions), September 2007
- Debriefing with ADU staff, occurred from August through to October 2007
- Debriefing with A-team x 2, August 2007
- Debriefing with Super CoP, August 2007

Two project planning sessions in March 2006, and February 2007.

Regular note taking at:

- Tutors Support Network CoP
- Research-led education CoP
- Super CoP
- Carrick Award Winners CoP

- Project team CoP

Formative evaluation data was used iteratively throughout project implementation to review our performance against the original project plan. It was also the basis for the decisions the team took to change the project's approaches and to justify such intentions to Carrick in our project reporting.

The evaluation data and material generated over the lifecycle of the project has also been used to inform and underpin the overall reporting structure of this document.

Leadership in Teaching & Learning

'If you want to be a leader, you have to be a real human being. You must recognise the true meaning of life before you can become a great leader. You must understand yourself first.' (Master Nam Huai Chin, speaking about the Confucian theory of leadership.)

(Senge, Scharmer, et al 2005:180)

Ideas of leadership

Developing leadership capability has proved to be an interesting and contested project aspiration and intention of the project.

In the first year of the project we noted that there was an absence of any common vocabulary (languages/discourses) in the university sector around leadership capability in teaching and learning or in reference to excellence in teaching. Mention the word *leadership* and elicit a range of reactions from hostility and indifference to resistance. 'Leadership' is a loaded term, associated with positional leadership in the academy for teaching and learning staff who were the target group of the project. Many teaching and learning staff do not identify themselves with this label in terms of aspiring to it or seeing it as part of their professional activities. Of course there are also other pervasive or generic institutional factors that impact on staff's preparedness to engage in leadership capability development —time, energy, motivation and perceived relevance of 'leadership skills' to teaching and learning.

The project commenced with an idea of leadership as an extension of the sort of coursework that CEDAM offers in its Academic Leadership and Management course, which is a component of both the Graduate Certificate and the Masters in Higher Education. It focuses on the competencies needed for academic leadership and management and provides an opportunity for participants to extend their repertoire of skills and strategies, and strengthen their management and leadership practices.

Over the first twelve months of project there was a significant shift in the project team's conceptualisation of leadership. Through conversation and reflection with communities of practice, and also spurred on by Carrick's own Leadership Symposium, the team articulated the key attributes that distinguish our approach from traditional concepts of positional or hierarchical forms of leadership. The attributes of the project's model of leadership include:

- distributed, not positional;
- networked, collegial, multileveled;
- inclusive of academic and professional staff;
- voluntary;

- orientated to doing and learning from action; and
- engaged with change.

We were clear that leadership is a situated and contextual experience. In our case the context is teaching and learning, and leadership capacity was being exercised through communities of practice. But was there something also about those communities being able to develop the capability as well? The conceptual wooliness lingered—in organizational theory ‘distributed’ often means scattered through an organization, not necessarily found in positional responsibilities. This is still the phenomenon of leadership arising from the individual, when in the project we were inferring ‘distributed’ to mean shared by the group.

The intent of using the community of practice model was to elicit, develop and share the tacit knowledge that exists in the university about teaching and learning, and about leadership in teaching and learning. The feedback from participants in communities of practice indicated that they valued the opportunity to get together and converse with university peers from a range of disciplines in an informal setting. The project team began to understand that this approach to leadership emphasized the value of social and professional meaning making that occurs in groups and organizations. Drath and Palus (1994:505) consider leadership a social meaning-making process that occurs in groups of people who are engaged in some activity together. They describe how people construct their own personal experiences, as well as how people construct their experiences together. Drath and Palus see meaning and community as being co-constructive—meaning constructs community which constructs meaning. In this analysis leadership is the offshoot of culture building that occurs in communities of practice. Leadership flows from the process of meaning making, instead of meaning flowing from leadership.

Through our work with the Super Community of Practice, and also through developing and running the *Practice in Leadership Workshop*, the project’s thinking moved towards a relational model of leadership. In Gronn’s view (2002) distributed leadership has several distinct attributes that include it:

- being emergent property of a community of interacting individuals.
- involving concertive action³ which is the additional dynamic created through the conjoint activity of people pooling their initiative and expertise;
- being predisposed to widening the conventional net of leaders as its leadership boundaries are open—so it fosters both individuals and the group contributing to leadership;
- using and valuing the diversity of expertise distributed across the community to forge a concertive dynamic beyond than the sum of the individual members.

The project team’s conceptual framing of leadership has incrementally advanced over the last two years in light of its practice-based learning. Of course the team encountered just as many challenges in translating this evolving understanding into capability development.

³ Contrasted with numerical or additive action (which is the aggregated effect of a number of individuals contributing their initiative and expertise in different ways to a group or organisation).

Capability development

In the initial project proposal the approach to leadership capability development was based on self-facilitated learning groups, dependent on alumni from CEDAM (who were to be appropriately trained and resourced) to underpin area-based communities of practice. Key members of these communities would have access to training in coaching, mentoring and facilitation skills, receive tailored resources and stimulus materials and receive ongoing coaching support. The membership of area-based groups was to comprise formal and informal area-based leaders. The project sought to adapt Academic Leadership and Management course materials into self-contained and sequenced modules on topics such as performance management, leading a small collaborative team, and course convening.

In the first year of the project there was much conceptual wrestling with our understandings of leadership, and it was difficult to also implement leadership capability building strategies. In part this was also due to the slowness of community formation and CEDAM having to play a more direct role than anticipated in their establishment. In early sessions with fledgling communities of practice there was much more interest in sorting out their goals and dynamic than in undertaking a capability needs assessment.

The project team had many questions that were not being resolved:

- What would constitute leadership in teaching and learning?
- What are meaningful and relevant leadership attributes in the teaching and learning context?
- Do they differ from general academic leadership attributes?
- Can these attributes be developed, and if so how?

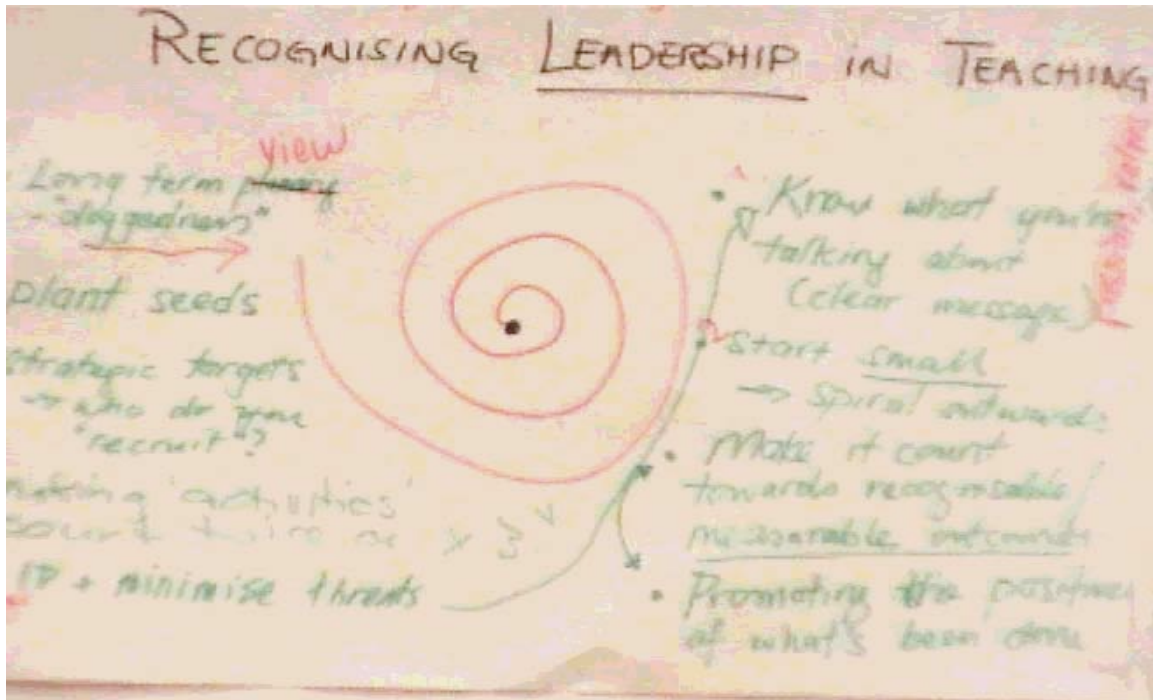
In part we started to address issues such as the attributes or activities that might constitute leadership in teaching and learning through considering case study materials and conversations with project participants around campus. People often assume that what they do that contributes to excellence in teaching and learning or leadership is self-evident, when clearly it is not. Is it a case of semantics or is there a deeper issue—a lack of insight into their own practice activities that is not associating certain areas of work, duties/performances with leadership? The challenge for the project became for a short time how to make explicit what leadership is within this teaching context, in a manner that allows for cross-disciplinary dialogue.

Many university teaching and learning staff already assume short-term leadership responsibilities or roles, but often they do not conceptualize their activity as 'leadership'. Our evaluation data from the *Practice in Leadership Workshop* indicates that people chose to list, in some groups on Day 1 what they saw as leadership qualities include the following.

<i>Personal qualities including:</i>	<i>Having the ability to:</i>
• creativity • entrepreneurship • innovation • enthusiasm	• recognise expertise • reflect • collaborate • navigate through issues

- collegiality
- good-will
- communicative
- disseminate information
- share authority
- listen
- interact

In terms of what is leadership in teaching and learning participants clearly saw that it was not positional leadership or a formal role, rather they suggested it was more intangible ... 'not being the boss, but doing something that models way(s) of working—leading by example. Participants spoke of being proactive, initiating things, having a vision, and being brave enough to try. Leadership both inside and outside the classroom shares the congruency of modelling ethical ways of being and doing—embodying of professional practice. This also extended to modeling learning to students and also modeling leadership to students and to the next generation of teaching professionals. Some people felt that the corporate university only recognises leadership outside the classroom through awards, promotion and recognition, and that practice and performances inside the teaching domain remain hidden and private.



Worksheet, PILW, 2007

Workshop participants could articulate that individual leadership activities included initiating, taking on additional roles and responsibilities, applying for grants, being on committees, reviews, presenting and being involved in communities of practice. Here is a longer list of specific leadership activities that they nominated post workshop. It is interesting to scan because it indicates a shift in what they are prepared to name and recognize as leadership (reflecting responsibility, and personal agency in their work context):

Attributes or activities that might constitute leadership in teaching and learning: what came out of the Practice in Leadership Workshop

- Taking on additional roles and responsibilities at the departmental, school and faculty level.
- Working with a community of students to evaluate their learning needs and plan activities.
- Compiling a review of the internal teaching award structures, protocols for support and patterns of engagement.
- Submitting grant application for development of teaching and learning community of practice.
- Using leadership resources to inform the university's Women's Network and Planning and Quality Office change management project.
- Participating in a University Working Party on Assessment to formulate new policy.
- Leading a curriculum overhaul through a community of practice.
- Giving presentations on work to various professional development groups within my institution.
- Presenting at a teaching and learning forum being run by the DVC.
- Being co-opted to a new University Assessment Working Party to assist in drafting new policies on assessment.
- Participating in an assessment project being carried out in another large faculty in the university.
- Working with a colleague to provide research-type lab experiences even for non-majoring physics students.
- Working to get a new Centre for Learning & Teaching in Physics – which can be treated on a par with the other Centres and Departments – off the ground.
- Involvement in discipline area in the development of a national resource base and interest group for teaching and learning.
- Working, with collegial support, to draw honours and postgraduate students into our research community.
- Forming a group that might evolve into a research centre.

Workshop participant's nominated leadership activities

After working ideas and making lists of leadership qualities the project team determined that taxonomies and reductive analysis into skills, attributes, techniques etc, was a recipe book approach when communities of practice were flagging that leadership emerges from context and the potential inherent in a situation and a group.

The capability development approach in the originating project proposal derived more from a 'leader development' philosophy—a human capital approach—that is build individual knowledge, skills and abilities and explore qualities and skills that aim to improve performance at an individual and organisational level. This approach assumes that more effective leadership occurs through the

development of individual leaders. It also assumes that leadership is an ingredient that can be added to improve social and operational effectiveness.

Communities of practice do not fit the human capital leadership capacity approach. The project team came up against this forcefully in planning the design for the *Practice in Leadership Workshop*. There was a realization in a design session that our thinking was still predicated on **individual capability development**, but in a group setting, not on the possibilities and possible approaches to **group leadership capability development**.

It was a gradual realisation in the project that the community of practice model favoured 'leadership development' a distinction based on the idea of social capital. The social capital model emphasises building networked relationships amongst individuals that enhance cooperation and resource exchange to create organisational value, (Day, 2001: 584-585). In this view leadership is not a thing added to existing systems rather leadership is an emergent property of social systems. Leadership emerges with the process of creating shared meanings.

This shift in understanding generated a different set of questions for the project team to consider and answer.

- What constitutes distributed leadership in a community of practice?
- What occurs in a community of practice that facilitates this leadership capability?
- What are indicators of leadership manifesting through a community of practice?
- How does distributed leadership develop in community?
- What can the project team do to resource this form of capability development?

By late 2006 and into 2007, the project team was thinking about accelerating the development of leadership, and came up with the idea of the Super Community of Practice. At the planning day in January 2007 three issues were canvassed that impinged on this fast-track capability development strategy:

- ADU staff feeling that they did not have the expertise to teach or facilitate this area of leadership capability development.
- Participants in the project's communities of practice having little conceptual framing of leadership and understanding about its practice.
- A lack of clarity in how the ADU should approach its role in accelerated leadership development.

The project team did not have immediate responses to these issues, but through further discussion suggested that capacity in communities of practice could be evaluated into two dimensions:

- changes in attitudes or mental concepts about leadership; and
- increase in competencies and skills.

The second year of the project was characterized by an explicit shift from a focus on individual leadership to the possibility of developing distributed or collegial leadership capability. The Super Community of Practice was established and premised on CEDAM taking an active role in delivering a needs-based capability program. There was an understanding in the project team that as participants in Super CoP we too were learners engaging in mutual leadership capability building.

Realising the power of the group

In the Super Community of Practice model leadership was conceived of as a dynamism or a state embedded in the group's mutual co-creation of meaning. The Super CoP in the first phase of 2007 focussed on building capability in group dynamics, and in understanding the complexity of interactions and relations of individuals and their professional areas within the larger social ecosystem of the Australian National University. As the session table shows in Appendix 3 this program considered the university context, issues of power, personal agency, the challenges in human interactions, not from a theoretical perspective but arising from the real issues and stories shared by participants from their own practice situations. In the second half of the year this community moved from being turned inwards to an orientation back to the larger university community with a new sense of possibility, responsibility and agency to offer resourcing and support for others developing communities of practice.

What capacities?

Drath and Palus (1994: 23) see the relational leadership skills for distributed leadership as arising from community-oriented meaning-making capacities, including the capacity to:

- 'understand oneself as both an individual and as a socially embedded being;
- understand systems in general as mutually related, interacting, and dynamic;
- take the perspective of another; and
- engage in dialogue'.

Capacity to understand yourself

'This blind spot concerns not the what and how—not what leaders do and how they do it—but the who: who we are and the inner place or source from which we operate, both individually and collectively.'

(Scharmer et al, 2005:5)

Through this project people have built a broader understanding of leadership and an awareness of its requirements. The experience of both the Super CoP and the PILW highlight the significance of changes in self-perception, context and peer support in naming and claiming activities in teaching and learning under the banner of leadership.

A critical factor in manifesting leadership capability is the developing awareness of 'self as leader'. The significance of changes in self-perception, combined with increased confidence, contribute to a preparedness:

- to act in a leadership capacity, and
- to name what people do as 'taking the lead'.

Leadership also involves a shift in valuing what we bring to our work and what we can offer staff and university as a living system. This shift in a community of practice is concomitant on making sense of ourselves as socially embedded beings in the workplace. Members of the community actively assist each other to develop this awareness. There is also a shift in intention over time—away from *what can I achieve, to what can we achieve together ...* This awareness of the source of our personal intention ... away from an imposition of will to allowing for other possibilities ... is accompanied by a parallel realisation that we are not separate from others or from the things we are trying to change.

At a behavioural level both workshop participants in their post workshop responses and Super CoP members through individual answers and focus groups indicated that they are putting their hands up, taking the initiative in situations, going beyond their job role and contributing to change in their universities.

Understanding systems, sense-making, context building

Through the project's communities of practice and the *Practice in Leadership Workshop*, people working across disciplines or across institutions in the higher education sector have been able to evolve broader, richer understandings of inter-institutional and inter-disciplinary issues and contexts in relation to teaching and learning. At the workshop various teaching and learning staff had a good local grasp of issues, but not a strategic perspective. Bringing people together, getting them talking, enabled people to see that the local issues connect up and repeat, creating patterns people could recognise across the sector. There is also in a sense of people constructing their experiences together to create a more holistic explanatory framework of organizations and systems and the intricate inter-relationships that arise between them.

The feedback from Super CoP participants also reflects this experience of capacity building and there is an evident increase in the sophistication of their strategies and approaches to problem-solving and to planning their goals and activities for 2008. This maturing contextual understanding and group process has in part fuelled the community turning outwards to engage with the university and offer their capability to support other communities in formation.

Capacity to take the perspective of another

Taking the perspective of another is a way of considering the mental models and habits of thinking that inform our interactions and decisions. Super CoP and *Practice in Leadership* participants were exposed to a range of different perspectives and encouraged to practice listening to each other, to suspend judgement and consider through observation and inquiry how other people did things.

Both project staff and members of Super CoP and the PILW participants found it difficult to surrender control, (and that encompasses control of the argument) and to shift into a more generative form of engagement. In focus group session participants indicated a strong sense of feeling obligated to support their community, and of feeling a growing responsibility towards the members of the group (for example, feeling the need to support fellow members in areas outside of teaching and learning).

Communities of practice embed people in commitments: in allowing others to make claims on them. (Farley, 1986)[This] Implies some sort of opening up of individual boundaries, of allowing the concerns, hopes, beliefs, convictions, fears, destinies of others to become part of one's own individuality.

(Drath & Palus 1994:13)

Capacity to engage in dialogue

Feedback from Super CoP participants indicates capacity building in this area and many participants have remarked on their changed listening capabilities. People have also spoken of their willingness to disclose and to be vulnerable in this learning context. People traced a shift in Super CoP from starting off in the usual 'judging' phase of group interaction, but moving to a great acceptance of people's individual idiosyncrasies on the journey. In part dialogue has manifested a dynamic in which there is more space, moments of silence, reflection that shows in the increasing numbers of people lingering after the meetings to consider what happened or what could be different. Another important indicator of growing capacity is people not thinking that a person is 'difficult' or that there is a problem with an individual—the membership now see that any interaction issue is a group responsibility to manage and resolve.

Learnings about communities of practice

This project was driven by an action learning process based on questions generated in the course of project delivery. Questions that the project was unable or only partly able to answer in Year One can now be discussed with the benefit of hands on experience within the Australian National University. These questions have included:

- How do communities of practice form?
- What relevance, if any, do communities of practice have in an academic context, or more specifically in a teaching and learning context?
- What makes a community of practice distinct from a group or a network?
- How can we know when a community of practice is working?
- What are the phases in CoP development?
- What are the key indicators of community of practice processes?
- Is there a difference between the project's Super Community of Practice and the other project communities of practice?

Many people, including participants at the *Practice in Leadership Workshop* want information or recipes on establishing and resourcing communities. The following is indicative of our project's experience but there are no guarantees of transferability as communities of practice are contextual, situated and dynamic entities. However there are approaches, conditions and capabilities that can assist in establishing and sustaining these communities.

Answering project questions

How do communities of practice form?

The project has wrestled with a tension between communities of practice theory citing that they need to be self-forming rather than the reality of CEDAM's experience in having to manufacture their genesis. The communities of practice resourced by this project were, in the main, seeded by the project team. Self-generation does not necessarily occur in an academic context in which staff feel time poor. In the context of this project the seeding of communities of practice stems from an intent to support and resource teaching and learning staff who do not have a specific forum, or avenue to pursue the issues they are passionate about. There is not a definite list of pre-conditions or factors that have supported the emergence of communities of practice but in the project's experience these have been the ones that we have teased out:

- a need or focus (event, passion, energy, threat) that catalyses a community to form;
- necessary resourcing that values, humanises and fosters the engagement (funding, space, catering and administrative support);
- a safe space/place in which people can engage at a deeper level feeling relaxed and comfortable;
- cultivating key people with a similar vision to become the core of the community;

- providing skilled process facilitation to assist with emergence and development of the community of practice (intention, purpose, and process dynamic); and
- tapping the authentic commitment and energy of the group itself.

The members of the project's communities have also shared:

- passion and the desire to drive cultural change in the academy; and
- issues, goals and imperatives that have crossed discipline boundaries.

The project has also found that the involvement of staff who have experience of professional development in teaching and learning or leadership have enhanced to community disposition towards reflective practice and surfacing of process facilitation. The project team has leveraged the academic development unit alumni and friends as a capacity development and community of practice generation network.

What relevance, if any, do communities of practice have in an academic context, or more specifically in a teaching and learning context?

Communities of practice have flourished in many enterprise bases devoted to knowledge management however it became obvious through the project that it is an unfamiliar concept within a university context, and as such required conceptual unpacking. Several hallmarks of community of practice functioning such as surfacing of tacit knowledge, sharing of professional practice and non discipline specific problem solving and cross disciplinary interaction are not always supported in the corporate university. Ironically there is a precedent within the academy that suggests a philosophic empathy with communities of practice through the concept of collegiality.

Currently there is a strong sense of alienation or fragmentation in the academy and this has been evidenced again and again in the project through conversations in the communities of practice, through staff enrolled in coursework with CEDAM and also through the participants in the *Practice in Leadership Workshop* who were drawn from research universities across the sector. The community of practice model has been a useful 'space' and 'container' for working through unstable teaching and learning contexts at ANU. It offers potential as an integrative context for staff to make sense of an increasingly complex higher education environment.

Communities of practice have the capacity to broaden the base of leadership in the academy and to effectively use and include the skills and abilities of staff irrespective of seniority or position in a higher education context. This leadership as a collaborative meaning-making process and has been amply demonstrated by project participants and through the *Practice in Leadership Workshop*. Beyond advancing the professional practice of individual practitioners, communities of practice offer the communicative space (Habermas 1996, Kemmis 2005) for collaborative development of practices and to address the practical problems issues impacting on the work of university staff. Schön (1995) has argued that universities focus on, and value highly the scholarship of discovery, (one of the four forms of scholarship identified by Boyer (1990)). However they do not appear to value the other areas of scholarship Boyer defined—application, integration and teaching, as highly. In the project's experience communities of practice offer collaborative structures that enable university staff to

explore these areas of under-realised scholarship, and potentially to evolve new institutional epistemologies supportive of practice knowledge (Kemmis, 2005:395).

What makes a community of practice distinct from a group or a network?

At first during project establishment the team were not at all clear how communities of practice might differ from groups or networks or teams. We encountered several key people in the university who assumed that communities of practice already operated at a disciplinary or sub disciplinary level within the university. This misunderstanding arises from a perception that sharing information and expertise or working in a common knowledge area constitutes a community of practice. This interaction may instead constitute a community of learning, but it is not a community of practice.

The theory of communities of practice as advanced by Wenger and Lave (1991) focuses on social relations and participation through a community of practice that fosters competence, status and identity within the group. Wenger (1998) elaborated on this theory and indicated three dimensions of communities of practice:

- mutual engagement;
- joint enterprise; and
- a repertoire of discourse and action.

In reflecting on the development of the project's communities a distinguishing factor between groups and communities of practice is the dimension of mutuality implicit in community—that is the reciprocal relations between interdependent entities. In particular the idea of through mutual engagement drawing on the complementary and diverse competences and perspectives of the membership. A group or a team may be engaged in joint enterprise, but joint enterprise is only one dimension of engagement in a community of practice. For the project's communities the joint enterprise has also been based on mutual accountability, and as the communities have evolved so has the sense of mutual responsibility.

The project's communities through social interaction engage in informal learning (mutual group and individual learning) to integrate and synthesize their knowledge, skills and context understanding to effectively act as individuals within their workplaces and significantly as *collaborative* force or influence within the university. A further distinction between communities of practice and teams or groups is the *collaborative* nature of the engagement and activity, and a willingness to reflect and develop community effectiveness.

Here is a summary of how the project team has characterised distinguishing features of its communities of practice.

Informality

The project's communities of practice are not formally constituted entities. Their membership is voluntary. In most cases, the university has not been aware of their existence, until they have chosen to be known. The communities of practice are not part of organisational decision-making structures in the university. However structurally they enable a range of people with a variety of skills and

knowledge, to work together through a joint enterprise, to contribute to the university working more effectively.

Social capital

The project's communities of practice are creating social capital—a stock of active connections generated from trust, mutual understanding, and shared values and behaviours. Through linking their social capital members can leverage resources, ideas, information and knowledge within their community. This pooling and building of social capital can be conceived of as the stock (Fountain, 1997) that is created when a group develops the ability to work together for mutually productive gains.

Narration

Narration (story telling) is an important knowledge sharing and knowledge generation factor in communities of practice. Stories featured heavily in Lave and Wenger's (1990) accounts and have also been an important feature of sense-making and problem-solving in the Super Community of Practice. Narrative thought is subjective—it conveys an individual's experience of the world. The reciprocal nature of the relationship between narrator and listeners favours an information exchange based on tacit understanding. Narration is temporally structured—a present conditioned by the possibilities of the future and the events of the past—as such it enables people to think about what 'could' be done, as much as what 'is' done. This form of inquiry uncovers meaning by excavating and illuminating not only the individual stories, but also the 'shared story'.

The Learning Model

Learning is an act of membership in a community of practice. Members learn by constructing knowledge and negotiating meaning and are engaged in developing and exchanging social capital. In the project's communities of practice:

- Learning is a social phenomenon.
- Knowledge creation is inseparable from practice—working out how to better support tutors, or what am I doing in my practice that fosters a research-led learning experience?
- Being able to contribute within a community empowers people to learn.
- Members are afforded opportunities to solve real problems in real learning situations.
- There is individual learning and also shared learning⁴—a compounding and sharing of histories of learning that weaves a powerful bond within a community of practice.
- Knowledge is created collaboratively through working together towards a common purpose.
- Communities of practice surface tacit knowledge through engaging members in relevant decisions and practices. Tacit knowledge is personal knowledge built through experience rather

⁴ Further work is needed to unravel the area of shared learning and follow-up in this area in terms of evidence. So how do we define learning by a group? Is it different from the learning by an individual? For this project developing communities has been underpinned by two strands—the development of understanding and the development of capabilities. Michael Eraut guided us to see that understanding can be inferred from evidence of reasons or rationale for actions or decisions taken by the community. And capabilities can be inferred or attributed from actions taken as a group, (capabilities of the group can be greater or lesser than that of an individual). The project ran out of time to translate these distinctions into its evaluation design.

than through books. It is difficult to articulate and can consist of beliefs, opinions, sensibilities, attitudes, ways of doing things—that are often expressed in stories and anecdotes. Through externalising this tacit knowledge the community generates new explicit knowledge.

Participation in knowledge production for our communities is a mingling of different voices, experiences and sources of insight—a real dialogue in which knowledge is contested and explored. In this form of learning the community re-negotiates meaning, enriches context, produces new knowledge and often produces artefacts from its creative process.

Addressing the extra-individual dimensions of practice

Stephen Kemmis (in press) argues that a community of practice in the public sphere opens a communicative space that enables its members to ‘thematise and explore problems and issues of practice’ and the consequences of practice. Collaboratively members can also consider changing what he calls the extra-individual features of practice, that is the cultural, historical, structural, and systemic aspects of practice as well. During 2007 the project’s communities of practice have begun to engage the wider university community around the extra-individual features of practice in a variety of ways through development of new resources, participating in forums, initiating dialogues with senior university staff and through contributing to university direction setting on how educational values are embodied in practice.

How can we know when a CoP is working?

The Project Team considered the following as indicators of a community functioning as a community of practice:

- **Effective trust:** when the membership have forged the necessary trust to enable sharing, disclosure and learning to occur.
- **Shared purposes:** when the membership has generated and is working towards a shared purpose, goals, and implementing processes and activities to achieve them.
- **Practice:** when there is an explicit purposeful focus on improving practice among the members of the community of practice.
- **Identity:** when people identify as a member, ‘I belong here’, the community of practice exists because people recognise they belong to it.
- **Learning:** when the membership is engaged in mutual learning from and about practice.
- **Social capital:** when the membership is developing and leveraging each others skills, abilities and knowledge.

Continuity and persistence are not seen as necessary indicators of a community of practice functioning by the project team. The lifespan of a community will depend on its purpose and purpose will determine duration. The community’s purpose will define different mixes of elements in any community of practice formation and evolution.

The running order in the above indicators does imply a hierarchy, with the factor of trust being prerequisite for any further progression in the community of practice evolutionary dynamic. The indicators outlined represent a continuum of possibility, and for each community, different indicators, perhaps in varying order, can manifest over time. These indicators became critical for

the *Teaching and Learning Communities Project* in considering how to accelerate the evolution of a community of practice, when the team instigated the Super Community of Practice.

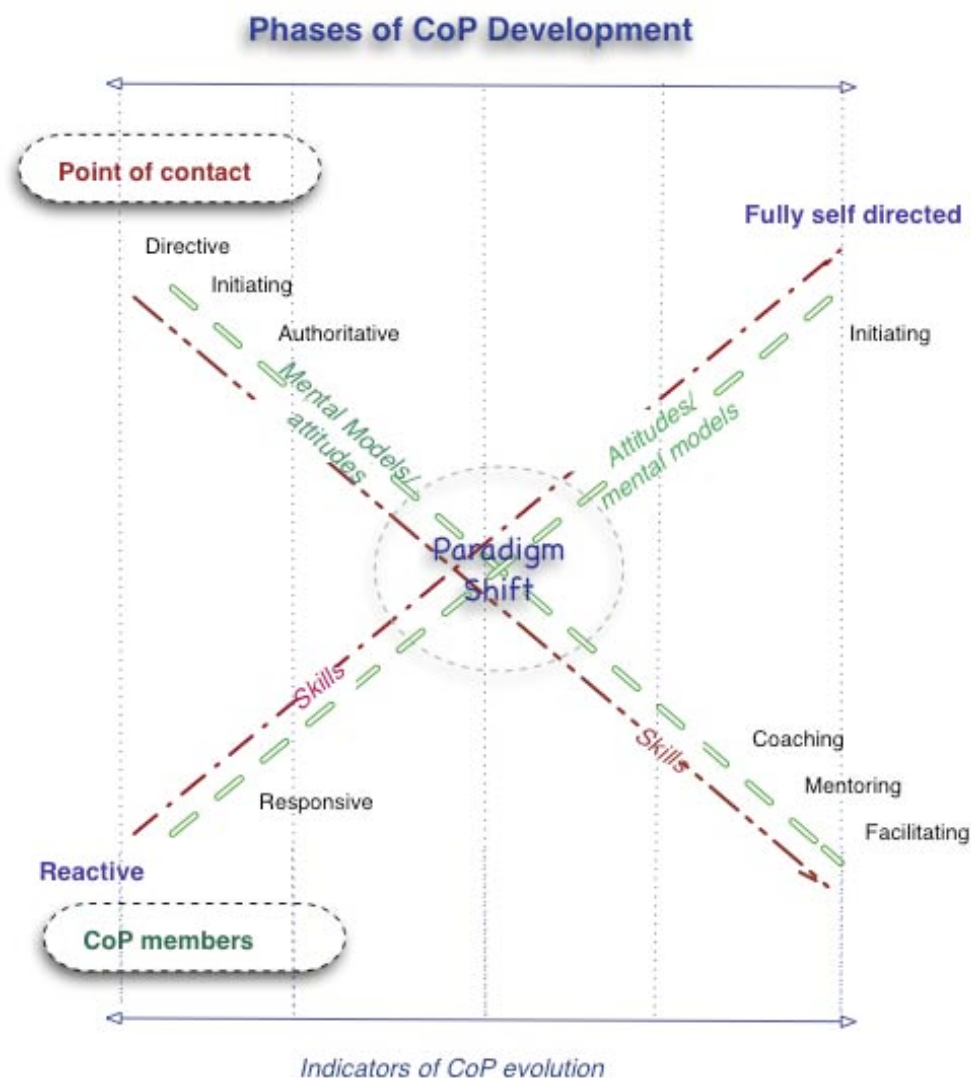


Diagram: CoP Development Model

What are the phases in CoP development?

The project has not unearthed fixed stages in community of practice development, rather as the diagram above suggests, it is more subtle and dynamic trajectory. In the ANU Project the point of contact named in this model is cultivation-resourcing role that has been undertaken by project staff. The model premises a series of transitions in relation to the role ADU staff (or others) play in resourcing the community of practice. This phase model highlights transitions in autonomy and direction by a community and the shift from being reactive to becoming fully self directed. In this developmental trajectory there is a sliding shift in the skills and abilities of members of the community and also a corresponding shift in metal models and attitudes.

What are the key indicators of CoP processes?

How members work together in communities of practice is as important as what they are working towards achieving. In the project's experience of resourcing the Super CoP, there was an attempt to embed the following processes as a way of building and sustaining the dynamic of a community of practice.

Dialogue: a shared exploration of issues to build greater understanding, connection, or possibility. In the Super Community of Practice the project has based the interaction on processes that revolve around questions, inquiry, listening, uncovering personal assumptions and those of others, and suspending judgement.

Shared facilitation: in the community of practice facilitators are guardians of process; they uphold the community's own agreements about engagement and process. Dialogue for instance simply doesn't just occur ... especially in the context of academia where discipline skills tend towards debate. Additionally in a professional domain there is little incentive to develop emotional sensitivity and enhance personal capacity to work with people more effectively. The person facilitating needs to encourage active listening, elicit a range of perspectives, and model appreciative inquiry. In Super CoP members were:

- encouraged to take responsibility for group facilitation;
- made aware of process facilitation and the practice of designing such processes; and
- mentored and exposed to others modelling good facilitation practices.

Sitting with uncertainty: processes to assist communities to resist quick solutions or easy answers to issues, to sit with uncertainty and discomfort. This is a discipline in ongoing commitment to openness and learning, to encourage participants to take both time and risks in pursuing their joint enterprise and in developing their social capital.

Reflection: as a practice refers to the surfacing, criticizing, restructuring, and testing of understandings and practice of personal and group experience. In the project's Super community of practice setting it is cultivated as a discipline and invitation to think deeply about what and how the community does things so it can act with more insight and effectiveness in the future. It has been an important component of capacity building as it supports learning and co-learning. Finally reflection develops a tolerance of ambiguity and uncertainty, and guards against reductive thinking.

Being present: in community this is more than turning up, it is about being in the moment in non-judgemental awareness. It concerns the inner work of participants—a personal learning that invites people to allow their authentic self to emerge. Participation in a community invites, and in some ways requires a willingness to be open and to share with others.

Differences between the Super CoP & other project communities of practice?

Super CoP members report that their experience in Super CoP is qualitatively different from their participation in the primary communities of practice that they resource. They have also discussed the difficulty of translating the Super CoP's interactions and feeling to other groups.

In some of the reflective activities members have sought to isolate what the distinguishing features of Super Community of Practice are and the attributes follow:

- The domain of the Super Community of Practice is understanding how to resource and evolve communities of practice and build distributed leadership capacity.
- The Super Community of Practice meetings have been underpinned by a clear capacity development program and also by intentional design and surfacing of process facilitation.
- The capacity agenda has been based on both members identified needs and interests and on the project's understanding of required skills and knowledge.
- The Super Community of Practice has met at regular fortnightly intervals.
- Several activities of Super CoP such as the 'singing workshop' and the PILW are seen by the membership as defining bonding experiences.
- The Super Community of Practice is a learning partnership between the ADU project staff and the members drawn from other communities of practice.
- There is an explicit commitment to learning in the Super Community of Practice.
- There is a commitment to nourishing the interaction through place, catering and welcoming by CEDAM.

From our experience given that communities of practice are about inner and collaborative transformation such work needs to occur in a safe environment. It is preferable that the place 'to get together' is outside of the personal work area. In community engagement this space is active as it supports both communal and personal engagement. A safe space/container for engagement enables people to surface their assumptions, to challenge mental models and beliefs. In action learning processes people can feel vulnerable and exposed, a safe environment fosters an openness to learn. It is a space that enables flow—flows of information, of people, and of meaning making. So environment is critical as is nourishment being provided in tangible form—lunch, afternoon tea, and nibbles.

Staff working to resource and support a community needs to also 'work' the space between meetings, to have one-on-one meetings with individuals from time to time and to link members with helpful resources. Follow-up phone calls, e-mail exchanges, or problem-solving conversations also strengthen the relationships within the community.

Cultivation & Propagation

This section, for the benefit of academic development units or other areas considering using communities of practice as a means of supporting professional learning, briefly overviews how CEDAM has cultivated and propagated communities of practice. The *Promoting Teaching and Learning Communities Project* has identified the following issues as important considerations:

- the key role academic development units can play in supporting CoPs;
- providing an adaptive model of support; and
- using the community of practice structure to foster leadership in teaching and learning.

Finally there is an overview of the project team's own journey, a cautionary tale for the unwary who are eager for any funding!

A key role for academic development units

For academic development units the community of practice approach can be a strategic and complementary extension of its development activities within the university. As these unit are usually well placed to negotiate systemic and local issues they can play an instrumental role in seeding and nourishing communities of practice. Further as noted earlier in this report, in the time poor overburdened world of academia in which staff are not necessarily motivated to assume yet another responsibility for which they will not be rewarded or valued, ADUs can play the trusted broker. Whether the resourcing body is an ADU or another agency the support role requires an authentic commitment to mutual engagement.

The communities of practice resourced by this project have been seeded by the project team. Self-generation does not seem to be a natural occurrence within academic environments in which staff feel time poor. However with support from CEDAM teaching and learning staff (without specific forums, or avenues to address or pursue the issues they face in their practice) did participate in communities of practice. To undertake this role successfully the ADU must be respected and trusted by its stakeholders. CEDAM in this project relied heavily on its alumni—the project was premised on the assumption that they would aspire to be involved with the project and to participate in communities of practice. ADU alumni bring a set of experiences, skills and practice tools that partly predispose them to the community of practice model—an orientation to developing their capabilities in teaching and learning, to reflective practice and to group-based activities.

How communities of practice can complement existing work undertaken by ADUs

Through the project it is evident that teaching and learning staff seek opportunities to engage in sustained and deepening conversations about their professional practice and the issues facing them within these contexts. The community of practice model has been a useful 'space' and 'container' for working through unstable teaching and learning contexts at ANU, and proved a strategic form of intervention. As a bridge between formal, accredited learning and informal, situated and peer based problem solving communities of practice enable staff to engage with practice in an ongoing manner in their real world professional context.

Communities of practice do implicate participants in a web of relationships both within and outside of that community. For the academic development unit this implies a sustained commitment, but the pay-off is building long-term relationships that maintain university staff's association with the unit. If this complements the developmental and strategic work of the unit and actively assists the effective transition of its graduating alumni to becoming skilled academic practitioners, it is worthwhile and politically astute investment of its time and staff resources.

An adaptive model of support

Through project roll-out, CEDAM identified that this wasn't going to be a hands off, or walk away project, instead it would require more investment by CEDAM than start-up support or needs analysis and result in a learning partnership.

The project's support options were flexibly adapted to the identified needs or enterprise foci of the communities as they developed. The range of support has included:

At a pragmatic level providing:

- a home base for community of practice activities;
- a venue and facility resources;
- administrative support for communities of practice;
- refreshments (morning/afternoon teas, lunches, evening nibbles etc);
- on line communication tools; and
- some support for associated costs e.g lunches, book vouchers, etc.

At a staff level:

- participation by CEDAM staff in communities of practice;
- role modelling by project staff as participant observers;
- process facilitation of communities of practice;
- a range of specific interventions as identified by the communities;
- between meeting follow-up and contact with community members; and
- mentoring for key community of practice drivers.

Subsequently the project team through a planning and review exercise identified further issues concerning propagating communities of practice in light of its experience including:

- How can an ADU facilitate forming of communities of practice?
- What is role of ADUs in relation to communities of practice?
- How can ADU staff resource communities of practice?

ADUs facilitating communities of practice to form

Through the process of attempting to foster the formation of fledging communities of practice, the project has found for a group to make it beyond the initial meeting there needs to be:

- key people (motivators) ... or drivers (imperatives) who generate enough critical energy for the group to invest;
- an authentic commitment and energy from group itself, not from the ADU;
- appropriate intervention and encouragement by ADU to identify and explore what their issues might be;
- a pleasant, safe and neutral place; and
- a sense of staff time being valued and their participation being worthwhile.

The project has also identified a range of conditions or circumstances that enable communities of practice to form and for leadership to emerge. These include:

- a supportive boss, unit, faculty, college or institutional environment;
- issues or goals that are cross disciplinary;
- people sharing a common set of challenges with imperatives for resolution;
- organizational change or threat;
- staff who have previous professional development in teaching & learning or leadership; and
- passion.

The project team in working with new communities of practice adopted and evolved a loose set of processes to assist groups in their establishment phase. These included:

- identifying their needs and then purpose as a community;
- working through the group's principles and/or values;
- adopting a question/inquiry/problem-solving based model of interaction;
- dealing with diversity inherent in a group and being inclusive as a community;
- building an underlying architecture for process design; and
- understanding and building some skills in process facilitation (how they work together).

The role of ADUs in relation to communities of practice

At the Australian National University CEDAM, in undertaking a role to cultivate communities of practice, has worked specifically to:

- facilitate group processes, operation and interaction;
- facilitate learning and practice issues in relation to the community's of practice intention and purpose;
- offer capacity development interventions that focus on reflective practice, teaching and learning and also leadership;

- support professional development of seed people within community's of practice (including mentoring and coaching);
- provide enabling resources;
- monitor community of practice evolution; and
- plan for community of practice development.

ADU staff resourcing communities of practice

During the course of the project team members were uncertain what they were meant to do in these communities of practice—lead communities of practice, facilitate skills enhancements, or just be just participant observers? For a time the team laboured under the assumption that it needed to know more about, and to have better leadership skill base to deliver what the communities needed ... until its experience enabled staff to trust that the knowledge, skills and capability would emerge from within the group.

Through this project the team determined that the ADU project person's role in community of practice it one of participation and custodianship. They are fostering the emergence of an autonomous community of practice. This involves ADU staff developing the necessary confidence and knowing in terms of level and intention of interventions re: group dynamics, facilitation, skills and development/capacity. In part this is reflected in the Community of Practice Development Diagram refer to Appendix 1.

The ADU person's role will vary, depending on context, purpose, needs and competencies of the community they are working with. It will also be contingent on their evolutionary dynamic. Having said that the role and skills requirement of ADU staff in relation to the communities of practice could include:

- Identifying individuals who might play critical roles in a community of practice.
- Scoping situation, context and issues.
- Playing out scenarios/developing repertoires.
- Identifying/finding seed funding or resourcing.
- Strategising with key people.
- Getting people together.
- Getting down to doing, being hands on and delivering on something for the community.

The ADU's staff role is dynamic and adaptive to fulfil their transitional responsibility to influence the community towards the achievement of autonomy. This self-guided facilitated leadership period can range in duration, and in the project's experience varied from three to six months. It requires some sensitivity to group dynamics and processes in the group to be aware of shifts towards self-direction. A further learning was that this person does not have to be an ADU staff member, it could be anyone who was prepared to engage in the role with the necessary skills, in our experience ADU alumni if supported can also undertake this responsibility. ADU staff need to participate with honest intention, be open to learning and to contribute in the community.

Fostering leadership through communities of practice

One of the most useful things for me was seeing the growth in others attending the workshop, particularly those who had never been exposed to these kinds of concepts [leadership] before. Reflecting on these participants' 'epiphanies' during the workshop was helpful for me, as I would like to achieve similar outcomes when I develop my own CoPs across campus.'

PILW Survey Response, 2007

This comment goes to the heart of what our project has been wrestling with how to facilitate shifts in perception for staff around leadership. The intent of the project although resisted, argued and contested has been on fostering distributed leadership capability development through communities of practice. There is a critical reflection for CEDAM and other academic development units why has there been so much ambivalence exhibited by both academics and also academic development units about leadership in teaching and learning and potential approaches to fostering it. In part from this project perspective this arose from:

- ADU staff thinking they did not have the expertise to teach or facilitate this area of leadership capability development.
- Little exposure to conceptual framing of leadership and understanding about its practice among participants in the project's communities of practice, and some cynicism surrounding positional leadership.
- The ADU being unsure of its footing in the territory of social capital development and distributed leadership and in knowing how to resource this approach to leadership development.

As already noted there is a tension between positional leadership and the distributed model underpinning the community of practice approach. Positional leadership is, after all, institutionalised, rewarded, supported and recognised. Distributed or shared leadership requires the emergence of different processes for inclusion, recognition and in part decision-making within the university community. In some ways this challenges ADUs to broker new avenues for recognising, valuing and integrating this contribution within existing university structures.

To be able to effectively cultivate leadership development an ADU needs to undergo some soul searching concerning what it can offer. Through the project we have been questioning how CEDAM can:

- contribute to and practice leadership in teaching and learning;
- promote or foster the conditions or preconditions that enable leadership to emerge within the sector;
- resource and support communities of practice as effective contexts for leadership capacity building;
- track and evaluate the impact of distributed, collegial leadership on excellence in teaching & learning and on the organization as a whole;
- synergise the energies from informal communities of practice and distributed leadership in relation to established organizational structures and decision-making processes.

In exploring answers that might work for our ADU considerations have canvassed greater strategic deployment of the ADU's core resources and investing and using the developmental capacity of alumni to more effectively contribute to strategic developments in teaching and learning. An outcome of this project that CEDAM wishes to extend is the potential of communities of practice to offer an informal learning context for integrating knowledge and skills. CEDAM is also looking through the *Promoting Excellence Initiative* grant and the next round of Institutional Leadership grants to transform its historic on demand staff to academic developer model of engagement, to a model based on sets of overlapping communities and capacity development processes that draw on the expertise of CEDAM alumni and teaching award winners and other staff who have participated in this project.

Leadership as a distributed phenomenon also raises further questions for the ADU and for Carrick:

- How can we better understand and nurture leadership communities, people in diverse positions who collectively can assist the university to shape its future?
- Are there core learning capabilities? Generic areas such as:
 - Individual and collective aspiration, visions & values
 - Reflective conversation
 - Understanding complexity

How the Project challenged CEDAM

This section of the report comments and reflects on how projects such as this one undertaken by CEDAM integrate with, and also change the work of an academic development unit.

Past teaching and learning grants, such as those from CAUT or CUTSD, were often conducted as mini 'research projects' with a project officer employed to advance the research. This resulted in outcomes, which at times, could be relatively quarantined from the work of the unit. This may be one of the reasons that findings might not have been embedded in the sector.

The current *Promoting Teaching and Learning Communities Project* was not able to operate in this way, for several reasons. Firstly, the insistence by the Carrick Institute for a comprehensive dissemination plan resulted in greater embedding of the project and its findings in the university and the sector. Secondly the project's focus on leadership is contextual and contingent. People developing leadership capacity start to influence each other and those within their workplace. Changing conceptions of leadership contribute to changing work practices. Use of a community of practice model as its capacity development base committed the academic development unit to responsibilities and relationships it had not envisaged.

An unexpected outcome of the project therefore was the impact that the project had on the staff of CEDAM, the impact that CEDAM had on project staff, and the implications for change within CEDAM and the university the project suggests.

Unlike other projects that could be undertaken individually with the project officer 'reporting' to the team, this project – using the community of practice model – needed the 'community' of the project

team involved. The Project Officer was able to assess very quickly when the project team was changing the nature of the project and firmly, but persuasively engaged the project team again.

The impact of being asked to engage contextually in the project for the project team (which included the four original team members plus the project officer) was unexpected. One team member felt he could not offer the time required, and withdrew. Another staff member had already planned a period of leave, and as such he could not really participate during that leave, and so he largely left the project. The result was a smaller project team, and yet a need for greater time involvement! The psychological impact of this on the two remaining CEDAM staff was considerable, given that they too shouldered their own workloads. A staff member from another College in the university, who had been an involved member of an emerging community of practice was seconded to CEDAM to work on the project, and other CEDAM activities. A further community of practice had also been initiated on Research-led Education that involved a further CEDAM staff member. The change in team dynamics required renegotiation of the project. The resultant group, with some CEDAM staff 'in' the project (or 'in' and then 'out') of the project, and others 'out' of the project resulted in tensions within the Centre. Discussions were occurring, was the project team a community of practice? Was CEDAM a community of practice?

The need to organize the dissemination event, the *Practice in Leadership Workshop* created another shift. With the *Practice in Leadership Workshop* the project team decided to 'do as I do' not just 'do as I say' and run the workshop as facilitated communities of practice. Yet another CEDAM staff member was recruited to take responsibility for organization and administration of the workshop (part-time). It also became apparent that there were insufficient people in the team to facilitate the process design for the workshop. The project team determined to ask the Super CoP members to contribute to workshop planning and preparation and also to consider participating as facilitators. Two members of the Super CoP became involved with the project team to finesse process design in the run-up to the workshop, and collectively became known as the 'the A-Team'. Meetings following-on from the workshop have not been of the project team, but of the 'A-Team'—and hence the project team has changed again, with the inclusion of these additional members. Following the conclusion of the Workshop the Workshop administrator moved onto other jobs, and others in CEDAM refocused on existing and new projects arising again from Carrick funding.

At the conclusion of the project the remaining project team bears only a very slight resemblance to the project team, which put in the application. However during the project rollout and implementation stages it did work as a community of practice—the members were committed to the project, to each other, and to building each member's capacity for leadership in teaching and learning. The experience of the *Promoting Learning and Teaching Communities Project* has changed CEDAM and is having an ongoing impact on CEDAM's work.

Critical project issues/findings

For CEDAM and the ANU to develop and build on the outcomes of the *Promoting Teaching and Learning Communities Project* the following issues have been identified as critical points for further engagement and follow-up.

Practice

An interest in academic practice spurred the initial grant application to Carrick for CEDAM's leadership project. As the project evolved its focus shifted from the needs of an individual practitioner to the larger extra-individual aspects of academic practice as a situated, historical and cultural reality. As the project moves into closure, it has become more obvious that changing practice is not simply a matter of getting practitioners to change (practice is more than the sum of the actions of individuals), rather it requires the social, discursive and practical conditions that support and structure practice to also change.

Complexity of university context for staff

A common theme threading through much of the project work from participants has been the sense of fragmentation besetting academic staff in their working lives. Perhaps this suggests a rethinking of approaches to capacity development to appropriately resource staff to perform academic work effectively? The *Promoting Teaching and Learning Communities Project* suggests that communities of practice, resourced through academic development units, have potential to offer an integrating context for evolution of practice in higher education. The communities supported by the project have manifested an increasingly sophisticated grasp of strategic planning as core to furthering their mutual endeavour.

Academic development units balance and negotiate sectoral, institutional and local context awareness and share an appreciation of Boyer's (1990) scholarships of application, integration and teaching. Through their input in communities of practice they can expedite members being able to explore and integrate contextual understandings and practice. At this meta-level, through this participation academic development units can also transform institutional epistemologies to value and engage with practice knowledge (Kemmis 2005:395).

There is also an ethical dimension to practice and leadership that communities of practice can strengthen and promote. In part this stems from the mutual nature of endeavour and the mesh of reciprocal obligations and accountabilities that communities engender. Through appreciative inquiry the community and its members 'open' to considering how ideas and positions have evolved, and what underpins their thinking. This reflection on personal and group agency can build and promote ethical and sustainable practice. Kemmis (2005: 418) observed that communities of practice can influence the timbre of debate, the engagement with ideas and situational understandings and are able to generate alternative ways of doing things.

Multi-level, cross communities of practice

An unforeseen outcome and strength of how the project has progressed at ANU has been the accelerated development and influence manifested by people who intersect and straddle a range of communities of practice (in particular the Super Community of Practice plus another). Project indicators suggest that these community participants evolve a complex and richer understanding of university context and increasingly sophisticated means of negotiating it. As claimed earlier in the report, participation in the Super Community of Practice and also *The Practice in Leadership Workshop*, has been, for people active in other communities of practice, transformative. They are manifesting shifts in awareness of self as leader or in actions that indicate leadership. Additionally in some cases the inter-penetration and overlap of issues between various communities of practice has also accelerated endeavour and development within the communities. It is a type of satellite intelligence meshing, overlapping and intersecting interests, skills, opportunities, and strategies for change. This is a higher-order form of organisational interaction and of value-adding, that CEDAM is seeking to further explore, understand and support.

Communities of practice

The project team did discover that communities of practice are frontloaded in terms of resourcing and inputs to seed and nurture them through an establishment phase that can attenuate. Resourcing units and staff need to be active, patient and persistent through this period—it is a discipline to make haste slowly. When a community enters the developmental stage, or when, as in our case, this developmental stage is expedited through an intervention such as the Super Community of Practice, the community begins to assert its autonomy as it moves towards becoming self-directed. At this stage the benefits flowing from the community of practice, and the potential transformation in the membership, gathers momentum. At a basic level some key benefits of communities of practice, that the project has reinforced, are that they:

- support dialogue between people working across business units, disciplines or across institutions in the higher education;
- enable people to construct their experiences together;
- create and sustain more holistic explanations of organizations and systems and the intricate inter-relationships that arise between them; and
- generate social and organizational return on institutional investment that adds to its stock or practice knowledge and social capital.

It is also important for others to be aware of pitfalls involved in this approach, such as:

- underestimating the resourcing or investment requirements communities of practice demand in their incubation and development phases;
- assuming that this approach to engagement will have little impact on the academic development unit;
- of expecting short term gains, wins or outcomes from this model; and
- the attendant responsibilities that seed from a learning partnership premised on mutual engagement.

Super CoP

In CEDAM's experience of the *Promoting Teaching and Learning Communities Project* a key project outcome has been the success of the Super Community of Practice as a fast-track incubator for distributed leadership development and also for resourcing emergent and ongoing communities of practice. In summary the benefits and strengths of the Super Community of Practice have included its capacity to empower members to:

- address the practical problems/issues impacting on the work of university staff;
- integrate and synthesize their knowledge, skills and context understanding to effectively perform within their workplaces;
- collaborate in meaning-making and transformation of practices;
- generate and link social capital allowing members to leverage resources, ideas, information and knowledge;
- engage in informal learning (mutual group and individual learning);
- work together for mutually productive gains;
- exert *collaborative* force or influence within the university;
- broaden the base of leadership in the academy; and
- seed and develop further communities of practice.

The Super Community of Practice is an environment that is generative of new approaches to practice that can transform individual and group knowledge into strategic action. There is an imperative for the Super CoP and CEDAM to further research the idea of 'group learning' and 'distributed leadership'. Michael Eraut suggested research strategies that track changes in group understanding from evidence of reasons or rationale for actions or decisions taken by the community and group capabilities again tracked from actions taken by the community.

There is also a desire to further explore the synergy between Super CoP as a capacity building structure and the catalysing imperative of an external performance requirement such as the *Practice in Leadership Workshop*. In terms of Super CoP's development the workshop was resented as an external CEDAM imposition, however project staff and Super CoP members are now questioning if there is a co-dependency in terms of capacity development.

Facilitation and resourcing

The project has clearly identified that skilled process facilitation and resourcing are critical to formation and sustainability of communities of practice ... particularly in a complex academic context in which staff feel somewhat alienated.

Effective facilitation is a contextually adaptive and responsive set of skills and behaviors developed over time. This form of facilitation focuses on group dynamics—the way people interact and relate to one another in the course of working together. It highlights the principles, methods, techniques and tools community members choose to use to enhance what they are doing. Over time this approach builds both individual and collective collaboration skills. Process facilitation involves:

- observation and monitoring;

- intervening in appropriate ways;
- using intervention sets such as modeling more effective behaviors, provision of feedback, stimulating open dialogue, suggesting alternative approaches, or mentoring.

It has been used consciously in the Super Community of Practice to foster effective relationships to enable the group to achieve its purpose and objectives.

In community of practice establishment phase this critical resourcing usually does not spring from the group. In our project it rested entirely with project staff, until gradually the community of practice shifted into a developmental phase in which members become increasingly familiar with what process facilitation is, what role it plays in community functioning and the skills needed to undertake it.

For areas interested in replicating this approach it is important to understand that this is core resourcing and that people consistently:

- underestimate the sophistication of these skills;
- the centrality of them to community of practice dynamics; and
- the time taken up by this necessary background work and process preparation.

For the project a ratio of 4:1 is indicative, that is for every hour spent in face-to-face group work there will be at least four hours of process preparation work. The work can include relationship building, process design planning, scoping issues and resources, debriefings, mentoring and coaching others in how to plan process, reflection and analysis of process, and memory and meaning-tracking for the group in its establishment phase.

It is also important that others be aware that there is a high level of **resistance** to this resourcing commitment in the group, and also in the project base (in our case Academic Development Unit) due to:

- assumptions that anyone can facilitate (like anyone can teach!?) it is just setting an agenda and refereeing contributions;
- a prevailing culture that does not value or recognise an investment outside their particular disciplinary domain;
- a focus on content at the expense of process
- challenges in measurability of outcomes or progress; and
- its inherent invisibility being background, rather than foreground activity.

Distributed leadership in teaching & learning

In undertaking this Carrick Institutional leadership project an ongoing challenge has been the wall of ambivalence or rejection of the need for leadership capacity development for academic staff engaged in teaching and learning. This reaction manifests in both academic staff and in academic development units across the sector. In part this may be attributable to the experiential legacy of two models of leadership and their intersection—hierarchical, positional leadership, and collegial

leadership, neither of which have proved satisfactory for meeting the challenges facing the academy.

Communities of practice have proven a useful base for developing distributed leadership capacity at ANU as they

- have open leadership boundaries which can draw on a bigger set of potential leaders than traditional approaches;
- foster leadership contributions from both individuals and the group; and
- value and use the diversity of expertise spread across the community to forge a concertive dynamic beyond the sum of its individual members.

The project has shown through its Super Community of Practice that:

- leadership requires shifts in self perception, that re-values what people bring to their work and what they can offer the university;
- a community of practice catalyses this shift in perception through members making sense of self as socially embedded beings in the workplace; and
- through community engagement there is a generative shift in intention—away from *what can I achieve*, to *what can we achieve together...*

At a behavioral level reports from *Practice in Leadership Workshop* participants and Super Community of Practice members indicate that participants have both personally and collaboratively been performing as leaders and contributing to organizational development and change. The corporate sector grasps how instrumental informal networks are to the dissemination of information, ideas and practice and their contributions to leadership and change management within organizations. The higher education sector needs to recognise, value and invest in its institutional networkers as leaders. They are a crucial layer in the diffusion of innovative practice and change within their universities. Academic development units often work with these institutional networkers and are therefore able to leverage their potential and build their leadership and practice capabilities.

Ways forward?

For ANU

At ANU the *Promoting Teaching and Learning Communities Project: Institutional Leadership Project* has operated in the main 'under the radar' of formal university structures and management. As 2008 progresses it is now more manifest that project participants are exerting some influence on direction setting, policy development and good practice propagation in regards to teaching and learning at the university.

The project model in part was a response to the increasingly complex organisational and professional contexts staff are required to negotiate. Staff need to understand and make sense of the university context to enable them to integrate their knowledge and skills to perform effectively within it. This can be realised by promoting broader and richer dialogues across disciplinary and business unit divides. Communities of practice can be instrumental in:

- sustaining such dialogues;
- in advancing the scholarship of how staff apply, integrate and convey their knowledge within the university context, and
- generating sophisticated approaches to engaging the university in organisational change.

Through ongoing support for communities of practice CEDAM hopes to strengthen academic practice and the sense of collegiality and engagement among staff..

In the university sector generally and inherently within a research-intensive university the reward and recognition model is individualistic and competitive. The *Promoting Teaching and Learning Communities Project* moved from a focus on individual skill development and personal recognition to a focus on community skill development and the gestalt of concertive endeavour. Passionate staff contributing to excellence in teaching and learning have in the past not always been well supported or rewarded for their endeavour in the higher education sector. This project has been a way for staff and peers to recognise the value of what they are doing and to engage with the university to value their contributions. Emergent indicators are that staff who have participated in CEDAM communities of practice or who been supported in the process of applying for teaching awards, have been successful in achieving promotions over the last two years. Academic promotion encompassing teaching performance was an initial project driver, and it is an interesting point of reflection at this juncture. In the next Carrick Project—the Promoting Excellence Initiative, evaluation mechanisms are being developed to trace the relation between community of practice capacity building and teaching promotion outcomes.

For CEDAM

CEDAM intends to honour its ongoing support and resourcing obligations to existing communities of practice established during the course of the project. However there is also another generation of communities of practice now being seeded by members of existing communities of practice. There

is a new demand to support and resource emerging communities of practice. It is this ongoing propagative trajectory that is requiring CEDAM to strategise laterally about our core work.

To maintain its integrity with university stakeholders in these communities CEDAM needs to incorporate this developmental approach into the mainstream of its work. The Director of CEDAM and project staff can see the benefits and imperatives for this incorporation, among other ADU staff there are resistances. In this transition period the community of practice model is conceptualised as a bridge between formal accredited programs of professional development and the requirements of workplace practice. The opportunity to build on communities of practice to offer an informal learning context for integrating and transforming knowledge and skills is an area the unit seeks to pilot further and more rigorously evaluate. CEDAM through the Promoting Excellence Initiative Grant intends to transform its service from a historical on-demand-staff to academic developer model, to one based on sets of overlapping communities and capacity development processes.

For existing communities of practice

The existing communities of practice generated by the *Promoting Teaching and Learning Communities Project* have developed a momentum and a life of their own. In various ways they are all in expansionary mode through seeking to diversify their activities, build their membership and offer resourcing to other areas within the university. Although they have developed their own visions and are pursuing their self-identified enterprise trajectories, the resourcing provided by CEDAM, is seen as critical to their sustainability. A planning session involving project stakeholders is being held with CEDAM to consider ways of sustaining the developmental work CEDAM has managed over the last two years. Further community members are more actively involved in this next round of project planning and in setting the direction and undertaking the resourcing of their own community of practice activities.

For the sector

The *Practice in Leadership Workshop* created a series of eddies and ripples across several participating institutions in the sector. There have been a number of unsolicited comments at other Carrick and sector events that have indicated that it continues to impact on participants and their universities. There have also been further conversations with several universities such as Queensland and Southern Queensland and discussions with Griffith concerning further collaboration, information or running specific capacity-building sessions.

The distillation required to realise this final Carrick Report has also generated a cogent report to distribute to *Practice in Leadership Workshop* participants. It is hoped that this will further stimulate conversation in the sector around distributed leadership and communities of practice. CEDAM is also considering the possibility of redeveloping some of the material from this report into a sector wide resource.

A strong interest has been expressed within the Super Community of Practice and by *Practice in Leadership Workshop* participants to build on this project by planning, resourcing and holding a follow-up *workshop* for 2008. In the post workshop survey respondents suggested re-running the

Practice in Leadership Workshop in various manifestations—for the same cohort, a mixed cohort combining previous and new attendees, and a completely new cohort. People saw value in repeating the workshop experience and also extending it though:

- designing specific collaborative projects to focus on strategies for instigating CoPs;
- planning more active follow-up opportunities for groups ... to get together again to share, discuss and develop research agendas; and
- bringing actual projects to the table at the workshop to have further discussion regarding progress and to receive input from others.

Within the Australian National University CEDAM has also seen value in running the *Practice in Leadership Workshop* model within the university across its colleges and disciplines. There is some scoping activity occurring through project members and associates to consider the feasibility of this proceeding.

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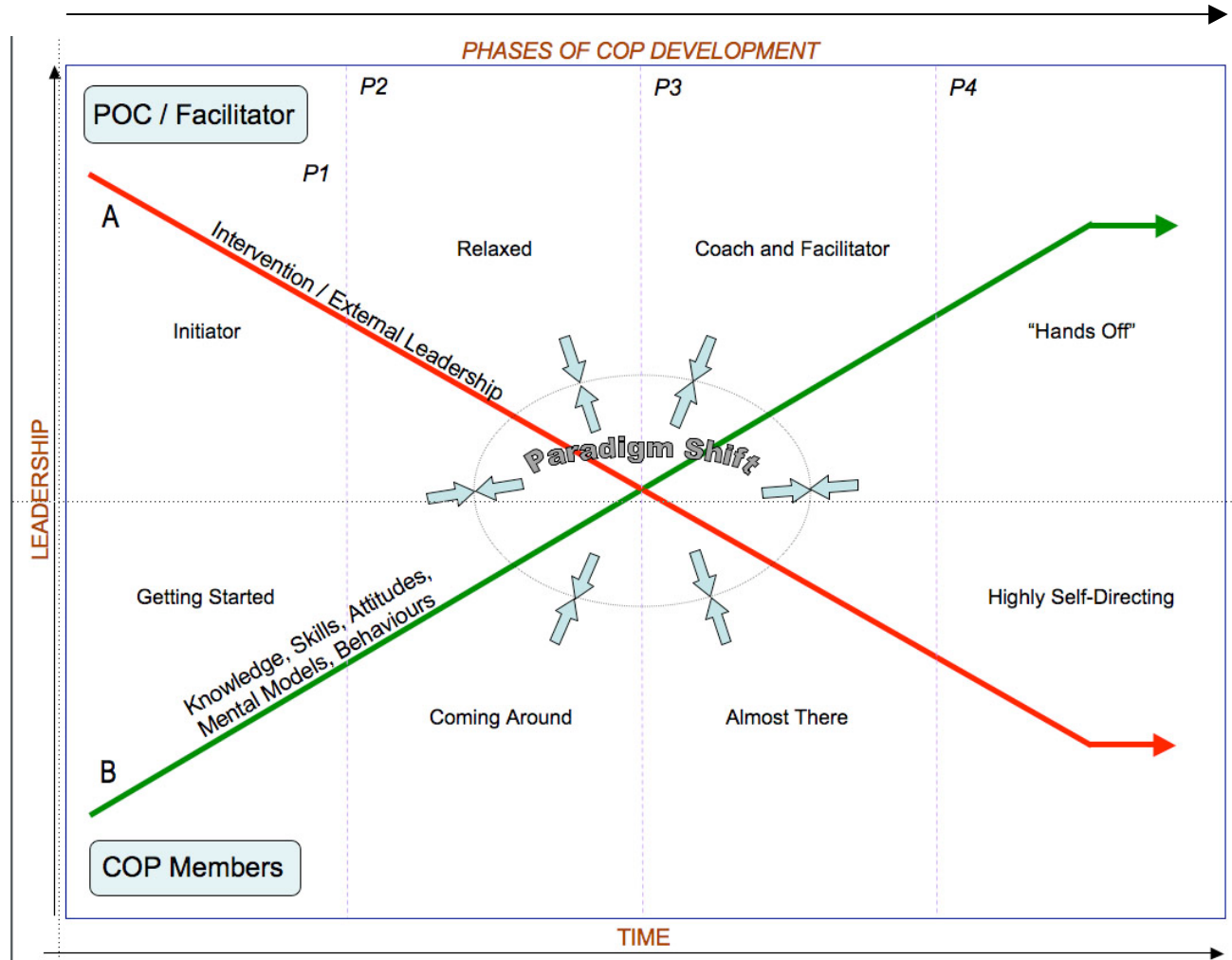
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Appendices

Appendices 1: Project Instruments



CoP Development Model Diadgram



Sources:

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 See also: Petrocelli (2002), Grover and Walker (2003), and Miller (2003).

The CoP Development Model is a conceptual model premised on preliminary research. Validity and precision of the model in describing CoP development and relationships amongst development and interaction / intervention between CoPs and facilitators needs further research.

CoP Development Model

The model (see previous page) basically depicts two intersecting axes, one representing Point of Contact (POC) / Facilitator intervention (A) and one representing the Community of Practice members (B). Axis A may be interpreted as external leadership. It depicts the nature and degree of leadership of the Community of Practice, by one leader (or a small minority of leaders), which is more structured and directive at the beginning, becoming increasingly more subtle over time as the members of the CoP begin to take on more leadership themselves; that is, as the CoP becomes more self-governing. There is a shift from being a ‘guider/driver’ of the group – or what is termed *Initiator* in the first stage of CoP development – to a facilitator of a group that drives itself, essentially taking a ‘*Hands Off*’ role in a CoP that has attained Phase 4 – Highly Self-Directing.

Axis B portrays the development of the CoP in terms of its capability to self-manage and its demonstrated effectiveness in self-management, as embodied in the items Skills, Knowledge, Attitudes, Mental Models, and Behaviours located along the B Axis. It is important to note that individuals can be developing in these areas (let’s call this ‘leadership capacity-building’), while the CoP itself has not harnessed sufficient leadership potential to self-govern. Should this occur, CoP progress through developmental phases is stymied; the group, as a whole, is not collaborating effectively. Collaborative effectiveness hinges on the same Skills, Knowledge, Attitudes, Mental Models, and Behaviours of relevance to individuals, but working with and through others – our model of distributed leadership; not working over others, as in the case of positional, hierarchical leadership.

A team or work group can certainly be successful – that is, ‘get the job done,’ under a directive leader. This is the focus of most leadership and management training, and the typical industry model. There are at least two downsides to such an approach to leadership:

1. Prospective leaders adopt the management and leadership style of their successful role models.
 2. Members of such groups have limited opportunity to develop the Skills, Knowledge, Attitudes, Mental Models, and Behaviours necessary for collaborative self-direction.
- Both these outcomes perpetuate the status quo; that is, directive leadership remains the norm, if not the requirement.

There are four phases in our CoP Development Model currently. Each of the four phases includes a set of attributes that characterizes the POC / Facilitator nature and degree of intervention (external leadership) and a corresponding set that characterizes the CoP as a collective, as depicted in the following table.

Phase	POC / Facilitator	CoP Members (as a collective)
1	Initiator	Getting Started
2	Relaxed	Coming Around
3	Coach and Facilitator	Almost There
4	Hands Off	Highly Self-Directing

There will be overlap across phases. They are not fixed in time. CoPs may demonstrate attributes at, below, or above the general phase into which they fall, and may shift on a given dimension in response to new challenges and opportunities.

The Collaboration Checklist (Appendix 1.2) presents a range of CoP behaviours, skills, and knowledge that – when taken on the whole – would characterise a CoP at its best (that is, in Phase 4 – Highly Self-Directing). This checklist provides for a ‘quick check’, and does not attempt to assess or distinguish degrees. Further development and experience may enable the process facilitation checklist and the CoP Development Model [phase descriptions] to be used conjunctively.

The dotted-line circle, labeled Paradigm Shift, located in the centre of the diagram and encircling the intersection of Axes A and B, suggests that there is a ‘moment’ in the life of a Community of Practice where thinking changes significantly. This is – at present – unproved and unexplicated. The shift essentially is a change in attitudes and thoughts regarding leaders and leadership, and ‘how things get done’. This includes beliefs about who leads and how, and a recognized internalization of the leadership role (as opposed to the belief that leadership is from without and above). It occurs probably more as a subtle transformation than an actual moment, but people would know it’s happened after the fact.

As indicated by the arrows at the edges of the Paradigm Shift circle, the shift may be more, or less, encompassing, and may occur for different individuals at different times. The clear demarcation would be when the CoP no longer looks externally for guidance, direction, or structure but seeks these within itself.

The POC / Facilitator may undergo a Paradigm Shift, as well. A Paradigm Shift is called for when, for example, the POC / Facilitator continues to believe – or acts as if – the CoP still needs a fair amount of direction and structure, though in actuality is ready to take on more responsibility for self-direction. A Paradigm Shift may also be needed when assumptions or desires held by the POC / Facilitator regarding the CoP impede his or her ability to provide what the group really needs.

In any case, an expert facilitator would recognise the Paradigm Shift occurring or imminent, and he or she would have to adapt accordingly, knowing how to best assist the CoP through the process. Once through the transformation process and awakened to the power of collegial collaboration and self-efficacy, CoP members would be unlikely to welcome a return to previous operation.

Finally, what may seem paradoxical and ambiguous is that what is happening within and between the Community of Practice and the POC / Facilitator is all leadership. It’s just shown differently. In the ideal world, the external leader provides just the right amount of leadership in just the right way that gently encourages and enables the members of the Community of Practice to gradually and more effectively take on more of the leadership role. Guided CoP development is a dynamic, interdependent, and complex process. The CoP Development Model should help us to understand this process, and intervene more

deliberately and effectively; and as we apply and test out the model, we should be able to improve upon it.

There are probably as many mistakes made as successes achieved in the interaction between CoP members and the POC / Facilitator, but the healthy and evolving CoP and its POC / Facilitator will be continually conscious of, reflecting about, and learning from their mistakes *and* their successes.

Community of Practice Development Phases and Corresponding Capability Development Role Behaviors			
Getting Started Thrashing, storming. Needing and looking for leadership and structure: -may not know or agree on purpose; competing agenda; -may have no agreed-upon, useful means of working as a group; -collaborative skills insufficient; -may know it's not working, but not what to do about it. Focus on 'task' at the expense of process. Leadership amongst group equivocal, reluctant, uneven.	Coming Around Sufficiently functioning as a collaborative unit to complete tasks. Gets the job done: -may not know they could do it better; -may work harder, not smarter; -may need some help getting through 'breakdowns'. Starting to choose their own course and work as a group to determine what they'll do and how they'll do it. Participation may still be inconsistent; work may be disproportionately divided. 'Membership' (belonging) may still be a dilemma for some.	Almost There Functioning effectively as a collaborative unit to complete most tasks with little direction. Showing concern for continuing to undertake new, more challenging jobs. Want to learn to work smarter: -members know what they might need to improve upon, and what they might do to improve; -members feel a measure of confidence, satisfaction, and competence; -feelings of membership, identity, and belonging are high; - mutual commitment to the welfare of individuals and group as a whole. Don't know what they don't know...	Highly Self-Directing Initiating. See new opportunities and collectively agree courses of action. Self correcting—know where they've gone wrong or where improvements are needed, and take appropriate action. Learning—continually evaluating performance and reflecting upon the process of working collaboratively. Effective—work processes, methods, and tools are effective, but always under consideration for improvement. Collaborative—work is fairly divided and everyone feels a valued contributor. Mindful—there is a conscious and continuing appreciation for, awareness of, and attentiveness to the developmental needs of individuals and the group as a whole.

Stage 1	Stage 2	Stage 3	Stage 2
Initiator Provides most of the structure, direction, and guidance. Group might not survive without continued active involvement. Helps CoP understand and determine content / task, develop objectives, make decisions. Directs and guides CoP to clarify issues, challenges, priorities; and develop means for addressing them. <i>Pathfinder</i> <i>Director</i> <i>Team Leader</i> <i>Arbiter</i>	Relaxed Leader Provides some structure, direction, and guidance at his / her discretion. Active, Visible, Present. Provides coaching, facilitation, training, and other support as he /she deems necessary. Backing off on day-to-day leadership, but still needed to help the CoP work through content (task) and process issues. <i>Teacher</i> <i>Mediator</i>	Coach & Facilitator Provides coaching/mentoring, facilitation, training, and other support as sought by the group. Providing (or needing) little structure. Unobtrusive. Unnecessary to day-to-day functioning. Adapts to any role as sought by CoP. <i>Adviser</i> <i>Guide</i>	Essentially 'Hands-off' Non-Directing. Providing (or needing) little structure. Unobtrusive, subtle. Unnecessary to day-to-day functioning. Adapts to any role as sought by CoP, as long as it contributes to building leadership capacity in the CoP. <i>Participant Facilitator</i>

ASSESSING CoP COLLABORATION: A CHECKLIST

Skill, Behaviour, Attitude			
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Purpose and Shared Ownership

When needed / occasionally someone reminds people why they're there, what they're trying to achieve. Some individual(s) work to create meaning in what participants are doing and working for.			
There is a high spirit of collaboration, cooperation, and collegiality. People want to work together.			
Progress, accomplishments, and even good ideas are celebrated.			
There is a deep sense of shared ownership: <i>we are in this together; we can do this together.</i>			
People willingly take on tasks the CoPs needs doing. Volunteerism and acceptance of jobs are balanced, though. The same few people don't take everything on.			

Collaboration and Trust

High levels of respect and courtesy amongst participants prevail, evident in honesty, openness, and disclosure. People do not censure their comments due to worry that what they say may be held against them.			
A fair measure of good humour exists. Humour is not used sarcastically, derisively, or as veiled slights.			

Learning and Development

Everyone accepts their role as learners. She with her learning hat on is likely to be more open to new ideas and useful feedback, and be a better listener. He with his teacher hat on tends to talk more, tell, or direct.			
CoP members conclude meetings and working sessions with a "process review," honest critique and "lessons learnt" sessions to reflect on their performance and their process of working together, so that future sessions can be even more productive and satisfying.			

Skill, Behaviour, Attitude			
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Learning and Development

At major milestones and end points, the CoP instigates more formal reviews intended to learn as much as possible from the way members work together. This includes how they go about problem-solving, decision-making, inclusiveness and engagement of members and other stakeholders, processes and tools used, and so on.			
People give feedback to others concerning their behaviour and how it influences / impacts others in the community and its performance – both positive and constructive, tactfully and compassionately.			
Everyone is open to feedback, actively seek it, and take “lessons” on board so that they can improve individually and, thus, the CoP can collectively improve.			
A recognised reason for being together is to learn and develop as individuals and as a group.			
Clear objectives and desired outcomes are clearly stated and agreed-to before or at the start of meetings or work sessions.			
Lengthy discussions and debates are punctuated by “halts,” to summarise and record important (if implicit) insights, suggestions, and decisions.			
Meeting agenda are distributed in ample time beforehand to allow people to prepare and to submit items for inclusion. Topics introduced at session are recorded and the group decides whether or not to entertain them in that or a later session.			
Meeting and working group records / minutes are distributed for review and feedback.			
Decisions are clearly stated and recorded.			
Deadlines, task assignments, and follow-up actions are clearly recorded.			
Jobs and work products are objectively assessed. Those that appear not to meet an agreed standard are discussed in a non-confrontational way, looking for the best way to proceed as a group. This is <u>our</u> problem, not an individual's.			
While practical and effective processes and mechanisms are in place for working together are essential, formality is not. Formality and procedural rigour perpetuate the status quo, which may include power disparities amongst members.			

Skill, Behaviour, Attitude			
In decisions, silence is not taken as agreement or support. Mechanisms and processes are in place and enforced to ensure everyone's perspectives or votes are heard, and that they can "speak up" safely.			
Meeting moderators and session facilitators listen carefully to all contributions and questions, acknowledging them verbally and nonverbally and ensuring points are recorded publicly.			
People who would normally take charge purposely defer to others less assertive, and / or group process prevails and / or facilitation assures their dominance of "talk time" is curtailed so that more reticent members are heard.			
Open, honest discourse is encouraged. Contributions and questions are rewarded. Participation is balanced, with all members contributing. People encourage others to speak more often than they speak themselves.			
There is equality amongst participants. People do not assert their authority or status, nor are they deferred to. Rooms and seating are arranged to equalise participants.			

Positive Conflict (C+) / Creativity and Innovation

Topics and questions arising are not neglected or permitted to die quietly.			
Personality clashes and other disagreements are not allowed to continue while others sit by uncomfortably or anxiously. All members accept responsibility for task accomplishment and group performance.			
Dialogue and debate are open and honest. No one feels threatened or unable to speak. Superficial treatment of topics is recognised and dealt with.			
Disagreements that do arise are dealt with. They are not covered up or avoided.			
Group harmony is not purchased at the cost of effectively dealing with conflict or problems.			
Conflicts and disagreements do not escalate to breakdowns, but are dealt with as opportunities to find common ground and better solutions.			
Difficult situations are positively confronted "head on." There is no blaming, criticism, or shifting responsibility for resolution to others.			

Skill, Behaviour, Attitude			
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Positive Conflict (C+) / Creativity and Innovation (cont...)

“Energy stealing” is kept to a minimum. Energy steals come in the form of “nay-saying,” pessimism, negativity (<i>we’ve tried that before; that’ll never work; they won’t go for that</i>); finding what’s wrong with an idea instead of what’s right with it.			
Ideas that seem “half baked” are acknowledged as springboards, partial solutions to be built upon.			
In brainstorming or other solution generation activities, lack of sufficiency of ideas or “out of box” thinking are recognised and addressed. Participants or facilitator “call” this behaviour and ask the group what they might do about it.			
No one is made to feel discounted or criticised. All contributions are acknowledged as relevant and valued.			
Work processes are efficient and effective; there is little time wasted. But, members are not too quick to “jump to task,” avoiding meaningful discussion, deeper analysis, or confronting the “thorny issues” (those that are provocative or contentious) before starting to work.			

(Developed by Jay Hays 2006)

Appendices 2: Evaluation Material



Appendix: 2.1 Community of Practice Focus Groups: Protocol and Themes

The following presents a series of questions, loosely organised by topic area or theme, that are intended to be guiding questions for focus group sessions held with Communities of Practice.

The questions mostly concern communities that have been together for at least long enough to actually have some experience working together.

Questions would have to be selected or revised based on “where the community is at” in terms of its establishment and working history. For very new communities, questions would have to centre on what they believe their needs to be to start up and begin working effectively together.

Purpose

Why was the COP formed? What are you trying to achieve?

Establishment

How was the COP formed? What was done to initiate it and get it up and running?

Is there a structure of any sort? Is it working for you?

Have you had any particular guidance in forming your community?

Have you been given any resources to help you?

Is there anything you can think of that would have been useful in helping you to get started, or would now be helpful?

Process of Working Together

Describe the nature of participation and involvement. What is the level of participation and involvement? Is it balanced?

What do people do? Provide some examples of people working together: what have they tried to do and how did it go?

Does much happen behind the scenes (outside of group sessions) or does everything happen in meetings and group work sessions?

Do people seem to want to be involved? Do they volunteer for things? Follow through?

Do people engage in genuine dialogue about things significant to the COP?

Do people seem open to discussing relevant problems and issues?

How do you coordinate activity and communicate with one another?

Would you describe your COP as a community of equals? Why or why not?

Achievement and Effectiveness

Do you feel you are achieving what you set out to? If so, give some examples of your accomplishments.

To what do you attribute your progress and successes?

What kinds of things might be holding you back? Identify any internal or external impediments.

Do people in the community have designated roles and responsibilities? Do you have a sense of what is needed in terms of roles and skills to fulfil your purpose?

Do you feel you have sufficient work processes, methods, and tools and use them well? Why or why not? Give examples.

Self-direction

Would you say the group pulls together and gets things done?

Do progress and achievements seem to be dependent on one key person or a very active minority of the group?

How are decisions made?

Do people generally know and agree upon what needs to be done, and who is doing it? Do things get done?

Does your community kind of manage itself, or does it take direction from a higher authority?

Do members of the community feel empowered to do what they need to do to achieve their purpose?

Do members have a common view of where the community is going and how it is going to get there?

Are there some clear and specific goals that guide action? If so, how did these goals come about?

Learning

Do you have any processes or practices in place to monitor how you're going?

Would you say you are learning as a community as you go? If so, how can you tell? Are you doing anything to document or promote your lessons learnt?

What would you say are some of the key things you have learnt as a group about Communities of Practice, in general, about getting things done as a group, or effective collaboration?

Given where you are, what would you say is critical to a successful start-up and sustaining a Community of Practice?

What advice might you offer to individuals or groups considering forming a Community of Practice?

Appendix 2.2: Summary of Academic Leadership & Management CoP & Tutors Support Network CoP Focus Groups

Academic Leadership & Management Community of Practice Focus Group 31/10/2006

Three people participated in the focus group, and there were some problems with recording clarity. In summary the major points that emerged included:

- Members had an understanding that they were forming a community of practice, without everyone being equally clear on what that specifically was.
- The community emerged from two cohorts who undertook the Academic Leadership and Management course in recent past. As a community of practice they had met four times, with varying levels of attendance and commitment. The former course facilitators remain a critical drawcard for group process and foci.
- In particular the last ALM course cohort had built a strong trust base and a method of working together that focused on group problem solving, self management and personal responsibility for changing situations and reflective practice. This process was carried over into the functional operation of the community.
- Key aspects of the interaction that members appreciated included social learning, collaboration, and group problem solving. Common themes that underpinned the impetus for a community were a desire to remain networked and to continue to explore understandings of leadership, change management and practice improvement.
- Attendance has fluctuated which members theorised as reflecting their level of 'busyness', the course facilitator's presence or absence as a motivator, and the level of communication and appropriate notification given prior to meeting times.
- Members saw CEDAM 's resourcing of the group as critical to its functioning and sustainability.
- Emerging CoP goals as indicated in the focus group were to create case studies about best practice and to consider ways of transferring the group dynamic into more focussed areas for further collaboration with potential to develop research papers or seminar material from this collaboration. An example given was the group developing an alternative set of principles on power, shared rather than hierarchical power. Members rationalised that as performance criteria at university is measured in terms of scholarly output, that there is merit and value in generating some type of scholarly output as a consequence of their community of practice activity.
- There is a loose formality to the CoP's meetings, a guide to topic, theme or focus, through joint decision-making and then material and date-setting coordinated through course facilitator.
- Interactions within the community were seen to be based on pre-existing principles that worked in the course, listening, respect and mutual engagement.

- To date there had been some cross-mentoring between community members, as people who offer support, insights from different levels and stages within their careers.
- As a cross disciplinary group a core strength has been being able to problem solve management or leadership issues in a trusted cohort.” There’s no conflicts between anyone in the group because we’ve all got to wear our own conflicts...if someone’s talked about a problem they are having you may be able to guess at some of the people involved but the most you’d think, is oh, that’s interesting, rather than on, she is a direct threat to my position in the group.”
- Focus group participants expressed a strong view that change can’t be effectively driven from the top but only from people getting together and developing a vision and garnering the energy to carry it through. This commitment reflects the capability of the membership of the group, as nearly everyone is in a position within their own unit or area to effect positive changes.
- A critical issue is the sustainability of the group, as the challenge for this community of practice going forward is to address dwindling attendances.

The focus group facilitators saw the group as having a mature and engaged dynamic and to be working in a collaborative and collegial manner. There could be some benefit from more formal goal setting and commitment to concrete outcomes and projects. CEDAM also needs to consider what mode and level of formal and sustainable support it can offer. One member of this community is currently participating in the super community of practice and another two were in winning teams for Carrick Teaching Awards.

Tutor’s Support Network Focus Group

15/11/2006

Four people participated in the focus group, and in summary the major points that emerged included:

- Members did not have an understanding that they were forming a community of practice; there was a commitment to an initial meeting and the potential of some form of collaboration around common interests.
- Rather this group formed through “an interested party call”, by CEDAM and Karen Visser to other people around campus involved in sessional staff or tutor support,
- Participation in CoP is on a voluntary basis and there is no formal governance or structures in place at this point.
- There was no sense of having to report or account for participants involvement in the group.
- Motivation for meeting was recognising that a range of good things were being done in some areas on campus for tutors, but that there was no mechanism for those involved in such work to get together.
- The group has a vision of making tutoring really valued and valuable at the ANU.
- Their purpose or goal is to create a central internet site to resource tutors @ ANU and in doing so to reduce duplication of effort or services and overlap.

- However the group also saw strong benefit in getting to know others working in this area and sharing ideas and practices. They stated it wasn't just enabling tutors to do their job better, 'but enabling me to do my job better'.
- There is an keen awareness that they do not have institutional power, nor resources, nor authority, so an idea of a champion figure to underpin what they are doing, and perhaps to begin to advance a more formal mandate for the group.
- Formal university endorsement is seen as critical in achieving the vision of a shift in culture to valuing of tutoring activity, role, input into teaching and learning at the university.
- Motivation for group participation varied from self-interest, passion for teaching and learning, to finding something more permanent, rich and self-generating, to putting tutoring on the map.
- Their goals were not based on 'hard' evidence that tutors as marginalised, but indicative data drawn from across there service perspectives. The group did and are still discussing the case for running focus groups with tutors to better identify their needs.
- Being part of a cross college group/network is seen as a valuable strategy for influencing agenda in College or unit. People talked of it enabling them to raise the profile of teaching generally, to introduce new ideas, and compare what their area is doing with others and finally, to raise standards. Others saw group's activity as a valuable dimension to feed the whole area of quality control in their College of area.
- Members perceived a shift occurring in work of the group, with the possibility now of additional work being undertaken outside meeting sessions.
- Particular members of this group have also offered additional resources and input to contribute to realising the group's goals.
- The group is moving into a more concrete phase of its activities—from ideas to resource development—and they see themselves perhaps having to take on more structured roles.
- On balance the focus group facilitators saw the group as having a good balance of participation and to be working in a collaborative and collegial manner. There could be some benefit from group facilitation skills enhancement and task management skills. Leadership capability development was not discussed in this focus group. The participant observers from the project team have modelled leadership behaviours from time to time. One member of this community is currently participating in the super community of practice and another two were in winning teams for Carrick Teaching Awards.

Overview of Focus Groups outcomes December 2006

At this stage of the project two focus groups have been conducted to ascertain how communities of practice, at this early stage, see their development and processes. The focus groups highlight various issues that the project team need to reflect on, or address. Commonalties that emerged across the two communities include:

- The centrality of CEDAM's resourcing of the groups for current viability and future sustainability.
- Participant appreciation of the enriching opportunity for cross-disciplinary perspectives on goals and strategies.
- The willingness of particular staff within the ANU to assume responsibility and to take the initiative to address specific areas of concern they have identified.

Specific observations are:

- Within the Tutor's Support Network the drive generated from a concrete task with motivators to realise it based on the professional needs of participants.
- The maturity of practice and process manifest in the Academic Leadership and Management group as a follow-on from the established course dynamic.
- The sensibility in both communities that they are outside the traditional decision making avenues of the university and the coexisting tension and flexibility this establishes.

In terms of methodology these initial focus group have also highlighted the need for the project team to establish more stringent:

- focus group documentation processes and back-up; and
- interview framing and analysis.

Appendix 2.3: Super Community of Practice, Focus Group June 2007

At the request of the Carrick Leadership Project Team, the Centre for Educational Development and Academic Methods (CEDAM) conducted a focus group consisting of 6 participants within the Super Community of Practice (CoP). Focus groups are designed to promote discussion between participants in a confidential environment, in order to address certain questions of interest. The main aim of the group discussions in this case was to explore the outcomes of the Super CoP in terms of skills and knowledge acquisition and their application of these.

The group was initially asked how their knowledge and understanding of communities of practice and their development has changed over the time they have been involved in the Super CoP. They were also asked if they had developed or enhanced any skills due to their participation in the Super CoP, and in what areas and ways. The third question addressed how they have been able to apply the skills and knowledge developed within the Super CoP to their professional or academic practice. Finally, participants were asked to share key insights/reflections, highlights and lowlights of the CoP.

The focus group was facilitated at CEDAM by a member of the Centre with no vested interest in the success of the Leadership Project. Students were assured that their responses would remain anonymous in the report and all agreed that “who said what” would remain in the group to ensure confidentiality.

This report provides a summary of the discussions amongst the participants present in the focus group. An indication of the number of students agreeing and disagreeing with specific responses is indicated in general terms, as it is not possible to obtain accurate figures without interrupting the flow of the conversations. “A few/some students” indicates anywhere between 2 to 3 explicit statements of agreement or disagreement, and “most” represents 4 to 5. Where it is said that only one student expressed an opinion, if other students agreed or disagreed explicitly it will be noted. Where there is no explicit response indicated from other students, this may be implied as tacit agreement.

Although no one could articulate what a CoP was, their understanding of what could be considered a CoP and what could be achieved through communities of practice had developed during their involvement in the Super CoP. Generally participants felt they learned a lot from their involvement in the group, and were optimistic about its potential. Some had already applied their new knowledge and skills to other CoPs, and others were confident that they could do so in the future. There were some concerns regarding the lack of structure and purpose for the group in the initial stages in particular. In addition their involvement in the development of the Leadership Workshop was also of concern.

Participants appreciated the supportive nature of the group and the community-building experience. All were very keen to continue their participation in the Super CoP in the future.

How has your knowledge and understanding of communities of practice and their development changed over the time you have been involved in the Super Community of Practice?

- Some members of the group said they find it very hard to define CoPs and articulate what it is they do within the Super CoP to others. All agreed that their actual understanding of what a Community of Practice is, is unclear. They were certain their individual understandings of CoPs were probably very different.
- One participant said that although his/her idea of what a CoP is had not been clarified in his/her time in the group, his/her understanding of what a CoP *could be* has been diversified.
- Another participant believed that his/her understanding of what groups are trying to achieve within CoPs has increased.
- A late arrival to the Super CoP said that it took a long time to grasp what the group was trying to achieve, but they now understood that it was to effect change amongst groups of people.
- The topic of that day's CoP meeting on power, had made another participant note that CoPs can affect change without it being the actual goal, and that they had witnessed this in their own involvement in CoPs.
- Three participants said they now realised that they had been involved in CoPs for some time and now they had a label for them.

Have you developed or enhanced any skills due to your participation in the Super Community of Practice? In what areas and ways?

- All participants agreed that it was difficult to pinpoint skills, however they had certainly learned some things from their experience that were of value.
- The only skill they all agreed they had developed or enhanced in the Super CoP that of facilitation. One participant said that observing different styles and strategies for facilitation within the group provided, in Geoff Mortimore's terminology "a much more robust tool-kit". One that was multi-faceted and beneficial.
- Another participant found that they had learned and improved valuable reflective skills. In addition, he/she had learned the skills of trying to link and build reflective processes into the group they work with. This was thought to be strongly demonstrated by the Leadership Project team leading Super CoP.
- Skills in collaboration had also developed for one participant who had previously found it difficult to work with some people.
- One member of the group believed the greatest thing he/she had learned was new way of looking at things. He/she thought more about "big picture" matters due to his/her participation in the CoP. In addition his/her ability to articulate these matters had

improved. It was noted that he/she had acquired this attitude change quite subtly. Another participant agreed he/she had acquired new ways of thinking.

- Everyone agreed they had learned many strategies and approaches to try in other CoPs. One participant noted he/she had learned new strategies and approaches to use in order to achieve outcomes specifically. In particular, the meeting that day had provided more ideas and help in thinking more strategically for this purpose. He/she found this personally rewarding.
- Most participants agreed that they had learned a great deal about group dynamics. By observing how the people in the group interacted and how to moderate these was seen as very valuable. Particularly seeing the dynamic develop in this relatively artificially constructed group was a good example of how a CoP could work when ordinarily you might think it would not due to the diversity of the members.
- Most of the group agreed that they had learned valuable interpersonal skills. Two participants noted tolerance of others' ideas in particular. One thought this was because of the fact that there was no rush to achieve an outcome so there was time to listen to other people's ideas and points of view. Another believed the effective means of moderating the group discussion was a factor, particularly as this gave everyone a chance to be heard and disallowed any one personality to dominate the group.
- One participant said that he/she had learned to analyse and recognise the approaches and strategies used by others which gave them a sense of empowerment.
- Two participants believed that the most valuable "skill" they had learned was confidence. They had more self-belief that they could try new approaches, direct their CoPs more and achieve goals.

How have you been able to apply the skills and knowledge developed within the Super Community of Practice to your professional or academic practice?

- As mentioned above, the participants had learned a great deal from their involvement in the Super CoP. Most said they had not had an opportunity to apply their knowledge and skills, although they agreed these will be very useful in the future.
- One participant was using his/her new-found skills in reflection on a regular basis. He/she made time to reflect on his/her efforts in building a CoP, and used this time to plan for the future. He/she was now thinking more strategically about his/her practice and monitoring progress in a more structured and tangible way.
- One member of the group believed his/her change in attitude had brought about empowerment, confidence and tolerance which he/she certainly had applied to professional practice.
- Another participant had been able to apply the strategies and approaches they had learned in his/her other CoP, particularly for keeping it on track.

What key insights (highlights/lowlights) or reflections from your Super Community of Practice experience would you like to share?

Lowlights

- Most participants expressed some concern about the lack of direction and structure in the Super CoP, particularly in the initial stages of its development. One participant said that the initial purpose of the Super CoP was to bring together facilitators of other CoPs to brainstorm, which only the members present from the formation of the CoP knew. However, he/she also stated that this concept had completely dissolved so even informing newer participants of this purpose would not have been helpful. One participant said the Super CoP seemed rather purposeless in the beginning until he/she came to realise that it was more about interaction rather than achieving a goal. Another expressed the view that at times the discussions seemed very much like “navel-gazing”. He/she did not always know what the group was supposed to be doing, if they were doing it well, and was it working? He/she also said that sometimes it was also difficult to see any point to or value of discussions. Two participants in particular would have appreciated a clear structure and purpose for the Super CoP. All agreed that some sort of framework/context in which to understand what the group was meant to be about would have been very helpful. However, one person speculated that it was possible this lack of structure and direction may have assisted in developing the group dynamic, and allowing them to discover their own goals and purpose.
- Another concern was the use of the Super CoP for the development of the Leadership Workshop. As one participant articulated, they generally felt that the group was developing well and building momentum towards achieving something when it was abruptly redirected into helping with the Leadership Workshop. This made them quite uncomfortable. They came to the realisation that their understanding of the purpose of the Super CoP was very different to the Leadership Project team’s understanding. Particularly when one member of the Leadership Project team said of a session “I’m not sure how this fits in with the Workshop” rather than how it would be of benefit to the Super CoP. One participant said that they did not begrudge helping the team with developing their Workshop, however he/she felt that it was not unreasonable to expect that the Super CoP would derive some benefit from the trial Workshop sessions. Unfortunately most did not feel they got a lot out of some of these sessions.
- Participants thought that if the Super CoP was originally designed to help with the Workshop it could have been better articulated to the group. They were very anxious that the group was only formed for this purpose and that it may be dissolved after the Workshop. This is certainly not what they want and they wish to continue to participate in the CoP afterwards, and try to regain their momentum.
- It was also unclear as to how their participation in the Super CoP tied in with the Workshop. In addition they know very little about what to expect from the Workshop and would like to know more about why they are attending and what they can expect to get out of it. However they trust that it will be probably be very interesting and of benefit.
- The participants felt that as new members of the group joined, they could have introduced them to the group better. Particularly by explaining their links to other CoPs

on campus. As this had not occurred, many people in the group were completely unaware of the backgrounds of the group members, how they got involved etc. and this would have been of benefit in group formation.

Highlights

- One group member stated that it was a little difficult to identify any particular session or discussion as a highlight because of the slow development process of the Super CoP. However the facilitation and leadership sessions were mentioned as being of particular value by most.
- A few participants found the supportive nature of the Super CoP was the most valuable aspect of the group. They received great ideas and feedback from people doing similar things, as well as support for what they were trying to achieve in their CoPs. One participant felt that when his/her other CoP was not going as well as hoped, they could come back to the group and have his/her motivation re-energised. Another said that he/she never would have kept going with his/her CoP if it were not for the group's support.
- A few participants felt that it was very empowering to be part of the Super CoP and working with people from different parts of the university.
- The community-building experience within the group was seen as a highlight by everyone. One participant articulated that the Super CoP illustrated how it was possible to bring a disparate group of people together with a common goal, build momentum and achieve something in the end without any one person driving it.
- Most participants agreed that the focus group itself was a highlight, as they were learning more about each other: how others were involved in CoPs on campus, their backgrounds and their shared experiences of the Super CoP. It was thought to be helpful to know more about the CoPs already operating at the ANU and how the members were involved in them as it provided more of a framework for them. They were looking forward to having more discussions along these lines.
- Some participants thought that it was a great advantage that no one in the group felt compelled to be part of the Super CoP, that it was entirely their choice to be involved.
- One thought that the lack of time-pressure to achieve anything was of benefit as the group could talk about their experiences in a relaxed atmosphere. In addition he/she saw the slow and gradual development of the Super CoP and its momentum was a good thing. Things seemed to be starting to happen with very little effort on the group's part.

Report compiled by
Nyree Kueter
CEDAM, 25/06/07

Appendix 2.4: Super Community of Practice, Focus Group 2 – October 2007

Date: 18th October 2007:

Duration: 1hr

Numbers: 6 people

Focus Group conducted by: Nyree Kueter, Evaluations Unit, CEDAM

Notes on discussion

How has your knowledge and understanding of communities of practice and their development changed over the time you have been involved in the Super Community of Practice? If so how?

- The participants agreed that they saw more uses for CoPs now and that seeing CoPs in practice helped put a name to them.
- The group also said they knew more about them now and have a deeper understanding. In addition they believe their knowledge and understanding of CoPs was continually evolving.
- They believed that the CoPs in practice were very different from the theory. Practice was 'messier'. Some wondered what they had formally learned about the theory in the Super CoP. Most thought they learned most of what CoPs were about and useful for through working in the group. Some said they weren't really interested in the theory behind it all anyway, just that it worked and was useful.

Has your understanding of leadership in relation to teaching and learning changed since your involvement in the Super CoP? If so how?

- Participants now realised there was such a thing as implicit leadership and that distributive leadership is important.
- Some thought that they had a changed sense of leadership in general, not specifically with respect to teaching and learning. One said she had validated her ideas on leadership through the Super CoP.
- Many feel that they had used leadership in the past without realising it before. They are now more aware of their own leadership and some said they could apply this leadership to different areas of their lives.
- They agreed they had the ability to facilitate leadership.

Have you developed or enhanced any skills due to your participation in the Super Community of Practice? In what areas and ways?

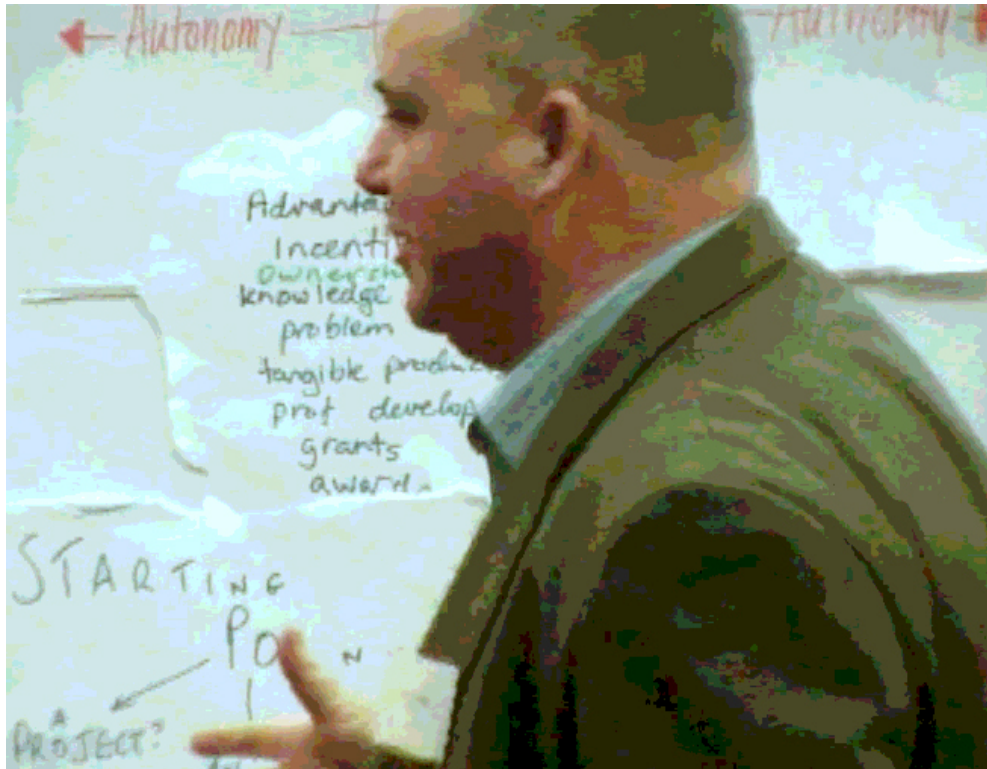
- Most agreed that they had developed the ability to critique CoPs and Leadership.
- One participant said that her reflective skills were different now. She had formalised the need for reflection.
- Another group member had an increase in familiarity or personal growth.
- One said they were consciously planning now.

- All agreed they now know more about what works and what doesn't in CoPs.
- One said they had added more tools to their tool-kit, particularly regarding facilitation. Others seemed to agree with this.
- How have you been able to apply the skills and knowledge developed within the Super Community of Practice to your professional or academic practice?
- One participant had applied their skills and knowledge to research.
- Another had been able to use distributive leadership within a learning community.
- One said she had been able to show more leadership in committees.
- Another group member said that he was now running his courses like CoPs.
- They all agreed they had more confidence to start a CoP.
- One person said they had developed mindfulness which was also a highlight.

What key insights (highlights/lowlights) or reflections from your Super Community of Practice experience would you like to share?

- They all agreed that the CoP was great for networking and information sharing.
- The group interaction was also very good. Particularly the fact that no one had agendas etc. In addition the high level of engagement within the group was a highlight.
- One group member appreciated the deeper conversations with people outside her area and others seemed to agree. This person could also see a ripple effect emanating from the CoP which gave her hope for the rest of the university.
- Another person said that in the beginning the Super CoP started off in the usual "judging" phase of group interaction, but now there was great acceptance of the individual idiosyncrasies of the members.
- Two people felt a strong sense of supporting the Community within the CoP. They felt a responsibility towards the members of the group (for example, feeling the need to support fellow members in areas outside teaching and learning).
- Everyone appreciated the ability of each member to influence the group in little ways, which was probably bounded up in distributive leadership.
- One person said that he found it difficult to translate the great group interactions and feeling within to Super CoP to other groups he was a part of. That made the Super CoP quite special.

Appendix 3: The Super Community of Practice Activities



Appendix 3.1: Super CoP—Activities and capability development

Meeting	Facilitator	Group Process	Content	Capability	Questions	Outcomes
1/11/2006 CoPs & our Project 13 people	JH CEDAM	• Presenter, project briefing • Whole group scoping process • Small group tools/checklist trial • Whole group report back	• Information session on project and understanding of key concepts, communities of practice, leadership, T&L • Testing if CoP tools useful to support CoP functioning	• Scoping of issues in relation to CoPs and collaboration. • Pragmatic problem solving of CoP establishment challenges	• Could specific checklist or tools assist with CoP set-up and development? • What are the issues key people in CoPs are dealing with?	• People did not like process of that session and did not think at that point tools or checklists were useful to them.
26/02/2007 CoPs: a Diagnostic health check 7 people	DH CEDAM	• Scoping exercise: CoP situation • Needs Analysis • Brainstorming: A member's idea for a CoP she wants to initiate • Reflection	• General overview of all CoPs their state /health • Personal skill needs analysis • Problem solving: Taking a fledging CoP idea and developing it	• Facilitation • Leadership • Action Learning • CoP establishment	• What are the key things that we want assistance with in our CoPs? • What skills do we want to build or strengthen?	• Member to give a presentation on facilitation. • Produced a joint summary of facilitation skills for the Super CoP. • Indicated a range of other areas to pursue capability development.
12/03/2007 Facilitation 9 people	CT	• Case study: research communities of practice (called initiatives) facilitated by Super CoP member from ANU IE • Whole group work	• Facilitation skills • Information on effective group facilitation tried in ANU's academic context. • Challenges and approaches facing	• Visioning • Relationship management • Trust building • Knowledge sharing • Managing conflict • Values clarification	• What do we understand by/as facilitation? • The broadness or narrowness of scope? • How does	• Next session set: Academic work as craft. • Ideas about possible speakers to invite to subsequent sessions.

Meeting	Facilitator	Group Process	Content facilitators. • CoP issues such as identity and meaning-making.	Capability • Communication • Facilitation	Questions facilitation align with CoPs?	Outcomes
29/03/2007 Academic work as craft 8 people	LH CEDAM	• CEDAM led whole group discussion • Reading material circulated in advance • Discussion based group work	• Collegiality and link to CoP development. • Collegial leadership • Explored academic work, context, investment, and value. Linked back to what this means for leadership.	• Context building • Understanding dynamics of the university and historical models of engagement • Leadership concepts in the sector	• How does ANU as a context intersect with CoPs? • What aspects of academic practice impact on participation and valuing of CoPs?	• Awareness of links between collegiality and distributed leadership.
12 April 2007 Leadership 13 people	JH CEDAM	• Case reading • Case discussion in small groups • Whole group report back and case discussion • Link to PILW • Process reflection	• Change management at a faculty level...a positional leadership scenario • Reflecting on positional leadership and personal agency in academia. • Surfacing process dynamic and group interaction	• Strategising • Collaboration • Process facilitation • Problem-solving faculty leadership issues • Reflection on ideas of leadership	• What could Head of School do differently? • What would/could I do to influence this dynamic?	• Planned next session as follow on: difficult group members. • Consolidated ideas of how collegial /distributed leadership differs from positional.
26/04/2007 Group dynamics 9 people	TV	• Facilitator led role plays • Small group work • Large group work • Reflection • Process versus content group discussion for PILW	• Role-play exercises: group dynamics—working with different people & energies. • Approaches to facilitating group	Facilitation extending our mental models Understanding group dynamics Being aware of personal intention in CoP—taking responsibility for what we bring and contribute	• How can we deal with resistances set-up and operating at different levels between people in a group?	• Group recognition that blocks, conflicts are not an individual personality issue but a whole group interaction issue

Meeting	Facilitator	Group Process	Content	Capability	Questions	Outcomes
			dynamic. - Strategies for valuing diversity in the group. - Practice in leadership workshops, design content, process, facilitation and outcomes	(energy as well as actions)		Follow-up session to focus on values /principle underpinning group work
10/05/2007 Core values of a CoP and ways of interacting 8 people	JM	- Facilitated discussion - Small group work - Large group process - Reflection	- Explored group engagement what is the etiquette? - Do we need ground rules for CoPs to work as such? - Stated or unstated: what are ours?	- Group Dynamics - Listening - Values clarification - Reflection - Agency	Are there implicit values and behaviours that foster a good group or CoP interaction?	- To not impose ground rules on CoPs going into PILW... - Recognition that tacit behaviours do influence group interactions. - To role model active listening, and inclusive engagement.
17/05/2007 Trust & mutual engagement 11 people	SW & MP	Facilitated process of individual & group singing	- Hands on experience of singing: giving forth and receiving from group - Trust building - Experiencing vulnerability - Active listening and in/spired mutual support - Community capability building	- Presence - Mindfulness - Confidence - Trust building - Facing challenges together	- Can facing a challenge and doing a task together equate with distributed leadership? - Is being in tune, and in time, an indicator of collaborative leadership?	- Ambivalence - Not a 'chosen' experience, not seen as a learning encounter initially. - Later was a powerful bond for those who participated.

Meeting	Facilitator	Group Process	Content	Capability	Questions	Outcomes
7/06/2007 PILW Session 1 run through 13 people	JH CEDAM	- Facilitated introduction - Simulated run through PILW Session 1 - Whole group instructions - Small group process - Whole group reporting - Analysis & reflection	- Practice in Leadership Session One, process interaction design trial run through - Action learning and testing of workshop model and premises	- Managing facilitation handovers - Balancing process facilitation and content - Process design and reflection - Valuing and including people	- How is this session feeling and working? - What issues arise as a participant?	- Modified roles and reviewed Session 1 and finalised for PILW. - Smaller working group worked through core aspirations around reflective practice and different possibilities of this in process design for PILW.
21/06/2007 Power 8 people	LvK	Power: an open facilitator led discussion	- Personal, positional, non positional power - Exploring concepts such as enablement, empowerment, agency	- Influence - Agency - Mindfulness - Value clarification - CoP as a power model	- Are CoPs a power base? - Can you characterise power in CoPs?	Introduced idea of agency into process planning for PILW
26/07/ 2007 PILW debrief 14 people	DH CEDAM	- Facilitated debrief - Small group work - Whole group brainstorm - Reflection activities	- Overview of PILW evaluation - Exploration by membership experience of PILW - Analysis, valuing, meaning-making	- Process facilitation analysis - Reflective practice - Large group dynamics - Capability development processes	What was the experience and resonance of PILW?	- Ideas and strategies for potential PILW follow-up - Further planning for Super CoP activity
16/08/2007 Review of S-CoP 8 people	DH CEDAM	- Process facilitation CEDAM - Pair based interviewing Whole group report back and discussion	Review of Super CoP — learnings, contributions, receivings and valuing.	- Skills assessment - Performance review - Personal & group Reflection	What do we value about Super CoP?	Overview of our journey.

Meeting	Facilitator	Group Process	Content	Capability	Questions	Outcomes
30/08/2007 Review of S-CoP Part II 8 people	DH CEDAM	• Reflection • Whole group brainstorm • Small group meaning mapping exercise • Whole group dialogue	• Thinking about what S-CoP would do to enable personal and professional goals to advance. • Deeper analysis of distinguishing features of S-CoP members value • Planning future goal and activities •	• Visioning • Planning • Personal & group Reflection	• What will Super CoP focus on and do for 2007-08?	• Goals, processes and activities for Super CoP moving on.
13/09/2007 Hot-housing IASN 8 people	LS	• Context and overview by Indigenous Australian Staff Network (IASN) CoP facilitator • Large Group questions and clarification • Small group brainstorming: strategies & approaches • Whole group reporting • Reflection	• History IASN • Facilitation work to date with CoP • Issues/challenges • Other CoPs in parallel development by this Super CoP member • SWOT analysis • Potential ways forward brainstormed by members.	• CoP formation, resourcing and sustainability • Change culture management • Mental models and achieving advances in indigenous employment, education and curriculum.	• What is the vision for IASN? • What is needed to achieve this vision? • What can be done differently?	• Approaches, ideas, strategies to advance IASN and to support the participant's resourcing of multiple CoPs.
27/09/2007 Hot-housing A Teaching Community 10 people	DH CEDAM	• Environmental scan • Small group brainstorm • Whole group brainstorm re Super CoP & Teaching Forum • Reflection	• Building an understanding of what has gone before and issues in present context. • Describing a functioning ANU teaching community. • Exploring that Super CoP can contribute	• Community building • Culture change management • Testing transferability /applicability of CoP model.	• How could a nourishing, sustainable ANU teaching community work? • How do we get there? • What can we contribute?	• Organised a follow-up dialogue with several representatives from Teaching Forum to consider community building.

Meeting	Facilitator	Group Process	Content toward that community building and support.	Capability	Questions	Outcomes
11/10/2007 Hot-housing RLE 9 people	PR	- Context and overview by Research-led Education CoP facilitator - Large Group questions and clarification - Small group brainstorming: strategies & approaches - Whole group reporting - Reflection	- History RLE - Facilitation work to date with CoP - Issues/ Challenges - Potential approaches /ways forward brainstormed by members	- CoP formation, resourcing and sustainability - Content versus process facilitation and capability development - Getting CoP staff investment - Strategies to share process facilitation.	- What is the vision for RLE? - What is needed to achieve this vision? - What can be done differently?	Approaches, ideas, strategies for RLE to further develop and to support resourcing of this CoP.
25/10/2007 Hot-housing College of Business and Economics CoP 7 people	JH & RT	- Context and overview by two Super CoP members from CBE - Whole group questions and clarification - Whole group brainstorming: strategies & approaches - Reflection	- History CBE and collaboration initiatives re: teaching staff. - Overview of culture, management and operational and environmental factors that impinge on collaboration. - Potential approaches brainstormed by members.	- CoP formation and resourcing in indifferent environments - Getting staff investment in CoPs - Identifying key people and starting with small initiatives.	- How can collaboration between teaching staff be stimulated and supported in CBE? - What role and activities can the Super CoP members from CBE initiate?	Two Super CoP members to resource a group of interested CBE staff to collaborate.
TV & CT Hot-housing Building University Community 2 12 people (3	TV & CT	- Facilitated backgrounding - Large group discussion - Small group community building strategization	- Overview of what Super CoP is for guests from Teaching Forum - Overview of Teaching Forum History	- Modelling CoP group dynamic and also distributed leadership - Examining mental models - Influencing - Culture change	What meaningful activity, to build teaching community, can the Super CoP contribute to Teaching	- Several Super CoP members to participate in a Teaching Forum planning group. - Scoping possibility of

Meeting	Facilitator	Group Process	Content	Capability	Questions	Outcomes
guest)			Envisioning a teaching community		Forum?	running a PILW adaptation through Teaching Forum for wide ANU community.
10/12/2007 Articulating the Super CoP experience 12 people	DH CEDAM	- Super CoP overview of report to Carrick - Small group comparing narratives - Report back - Whole group discussion - Post session reflection	- Super CoP outcomes: not measurable" - Self awareness - Complexity	- Reflection - Surfacing tacit knowledge - Process strategisation - Capability agenda	Why is it so difficult to articulate what Super CoP is and does?	Shaping of final report section of Project report by Super CoP Ideas for direction setting 2008 1 st meeting and Agenda planned.
20/12/07		Christmas lunch				

Table: Super CoP—activities and capability development

Appendice 4: Practice in Leadership Workshop



Appendix 4.1: Minute Paper

The purpose of this evaluation is to obtain your anonymous feedback on the progress of the Workshop so far. Please take a few minutes to provide brief answers to the following questions:

- *What do you think are the most valuable aspects of the workshop so far?*
- *What aspects of the workshop do you think require more clarification?*
- *What suggestions would you like to make for the remainder of the workshop?*

Appendix 4.2: PILW Minute Paper Summary

Practice in Leadership Workshop, 2007

Minute Paper Summary

What do you think are the most valuable aspects of the workshop?

- The shared experiences/issues/challenges across institutions and disciplines (22).
- The shared commitment to teaching and learning, aspirations/interests/objectives (11).
- Sharing good ideas/practices (11).
- The open discussion and brainstorming (8).
- Networking (7).
- Good group dynamics (5).
- Hearing other people's experiences (5).
- The interesting people (5).
- Conversation café (energizing and affirming) (3). *Note that most participants had not attended this session before filling out the Minute Paper.
- The multiple perspectives (1).
- Varied styles (1).
- Gaining a broader knowledge of the sector (1).
- Exposure to new contexts (1).
- The diversity of the group (1).
- The willingness of others to participate (1).
- Everyone is positive (1).
- Defining and exploring effective CoPs (1).
- Insights into expertise (1).
- Challenging viewpoints (2).
- Reflection (2).
- In-depth discussion (1).
- Critical incident sharing (1).
- Facilitator taking the lead and keeping the group on track (1).
- Structured facilitation of Charles (1).
- Examining group dynamics (1).
- Deconstructing various groups (1).
- Engagement in the development of the CoP (1).
- The possibilities and potential (1).
- Learning new processes (1).
- Allowing the group to evolve (1).
- Validation of issues and concerns (1).

- The problem-solving approach to issues/tasks (1).
- Task-focused process (1).
- Good feedback (1).
- Greater understanding of the parameters of a CoP – “makes for a successful and engaging forum”. (1).

What aspects of the workshop do you think require more clarification?

- Clarify the final outcome expected/goals (14).
- More direction needed to achieve outcomes (5).
- What are the interim outcomes expected for each session? (2).
- A more concrete sense of what they are expected to present at the end of the workshop (1).
- The purpose of the workshop (other than personal development) (2).
- Clearer structure (1).
- Need a goal (1).
- Explain what a CoP is (1).
- Clarify what the workshop is about (1).
- Clarify how outcomes will be shared to participants (1).
- How were groups selected? (1). (one said he/she was in a NSW centric group).
- More information on the results from the ANU in the past 2 years (1).
- Clarify how critical incidents lead to subsequent sessions (1).
- Better balance between being too prescriptive and too vague (1).
- There was too much time spent deciphering what they were trying to do (1).
- Some common knowledge would be good to know (1).
- The structure of the groups – were they random? (1).
- “Clear acknowledgement that the CoP of the group is contrived especially when the structure of the sessions is ill-defined” (1).
- A more robust information session prior to the workshop was needed (1).
- An idea of the magnitude of the task that could be undertaken by the CoP (1).
- Critical incidents need more clarification (1).
- What is the role of the facilitator (different between groups) (1).
- All a bit lost (1).
- Relationship between the group and CoP – are they trying to assume their group is a CoP? (1).
- The process and supporting resources and their roles (1).
- Is the loose structure part of the point? (1).

What suggestions would you like to make for the remainder of the workshop?

- More information about the participants to the whole workshop (2).
- Clarify the expectations and purpose if any (2).
- Plan tomorrow's groups before tomorrow (2).
- Short doses of inspiration (1).
- More interaction opportunities (1).
- Conversation café tomorrow (1).
- Email list of contacts (1).
- Access to the Carrick report (1).
- Maintain the high quality of food and drink (1).
- It was quite frustrating for a while but after the conversation café realized some people would have been frustrated with a different structure too (1).
- More focus needed in the group (1).
- Allocate more time for dissemination of information (1).
- Ensure participants have something tangible to walk away with (1).
- More chocolate (1).
- Repeat of the CC session (1).
- Keep up camaraderie (1).
- Move on from discussion of the problems to the solutions (1).
- A leader needed in the group (1).
- Further in-depth discussion/reflection and no skirting of issues (1).
- Get leadership into the agenda in the group (1).
- Larger name tags for future workshops (1).
- The clarification of one group's goal has not yet been achieved (1).
- Not comfortable with the organic nature of the group (1).
- Groups are possibly too large (taking too long for the group to settle) (1).
- Something to take them out of their comfort zone to force groups to stabilize (1).

Appendix 4.3: Practice In Leadership Workshop 2007—Most Common Themes in Minute Paper Comments

What value do you see in distributive leadership?

- The value most commonly seen in distributive leadership related to the distributed empowerment that it afforded members of a group (14 mentions).
- Many participants also saw that distributive leadership had the ability to influence and achieve change, which was also valuable (5).
- The fact that it both acknowledged and developed the leadership skills of everyone in the group was also valued (4) as was its democratic nature which gave everyone in the group a chance to be heard (4).
- Sharing the load of leadership was also quite frequently cited as valuable (4).
- The distributed ownership of the ideas and goals and presumably also the outcomes, was thought to be valuable by some (3).
- The momentum that gathers in a group was also thought to be a valuable result of distributed leadership by two participants (2).
- Other reasons offered as to why distributed leadership has value which were mentioned by single participants were: the power of multiple voices, a greater likelihood of acceptance, the collaborative nature, the presence of an intrinsic motivation, independence from hierarchy, action from the coal-face and potential for career advancement. Also cited were the sharing of values, ideas, and experiences.

What value do you see in Communities of Practice?

- Many participants saw CoPs as a valuable way to influence and bring about change (10). One in particular believed this was due to their ability to subvert institutional structures (1) and another because the change can come from the grass roots level (1).
- The supportive nature of CoPs was also seen as of great value (6).
- Many of the comments related to the value of sharing. Specifically the shared experiences (4), ideas (2), practices (1), goals (3), purpose (3) and values (3) within CoPs.
- The ability of CoPs to harness the interests, experience, expertise, strengths, motivation, skills and knowledge of the individuals within the group was also seen as a strength (4).
- The flexibility of CoPs was also valued by some (3).
- The opportunity to learn from others by observing and listening was also mentioned (3).
- Two people valued the capacity for CoPs to build collegiality (2) and three valued the collaborative nature of the Communities (3).
- The power of the group was also seen as of benefit (4).
- The energy generated with CoPs was also thought to be of worth (2).
- Other valuable aspects of Communities of Practice cited by individual participants were: the shared load/burden, group ownership, provision of feedback from the group, staff development, increasing participants' confidence, the momentum generated, the less threatening nature (in both an internal environment and external outcomes sense), the informality of the groups, the collaborative and individual action required, the perceived accountability and finally that CoPs are driven by passion, interest and expertise.

Appendix 4.4: Practice in Leadership Evaluation Form

Thank you for agreeing to complete this evaluation of the Practice in Leadership Workshop. The purpose of this evaluation is to obtain your anonymous feedback on the overall effectiveness of the Workshop.

Please indicate your level of disagreement/agreement to the following statements by *circling* the appropriate response using the scale provided:

Increase in understanding

This workshop has increased my understanding of:

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. how distributive leadership can operate through Communities of Practice to contribute to excellence in teaching and learning.	1	2	3	4	5
2. how Communities of Practice can provide effective bases for the development of collaborative and collegial practice.	1	2	3	4	5
3. how distributive leadership can contribute to building a collaborative and collegial environment.	1	2	3	4	5
4. reflective practice and its role in excellence in teaching and learning.	1	2	3	4	5
5. reflective practice and its role in bringing about change.	1	2	3	4	5

Increase in skills and abilities

As a result of this workshop my skills in the following areas have increased:

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
6. group work and collaboration.	1	2	3	4	5
7. facilitation.	1	2	3	4	5
8. distributed leadership.	1	2	3	4	5
9. individual and shared reflection.	1	2	3	4	5

I am confident that I can use the strategies and approaches learned in this workshop to:

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
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	<i>Disagree</i>				<i>Agree</i>
10. work effectively through a Community of Practice.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
11. implement the leadership skills I have acquired.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

I have learned a sufficient range of tools and techniques in this workshop to:

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
12. facilitate group collaboration.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
13. facilitate distributed leadership.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

Value for future action

14. Do you intend to begin/continue membership in a Community of Practice in your institution?

Yes No Unsure

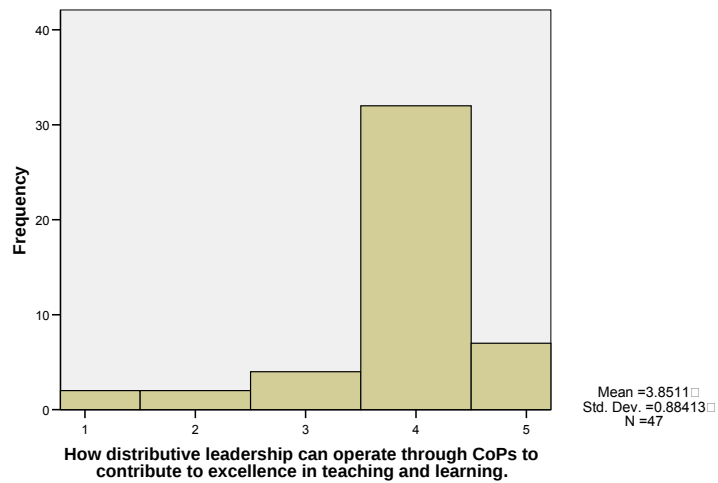
15. What value do you see in distributed leadership?

16. What value do you see in Communities of Practice?

Appendix 4.5: PILW Evaluation Data

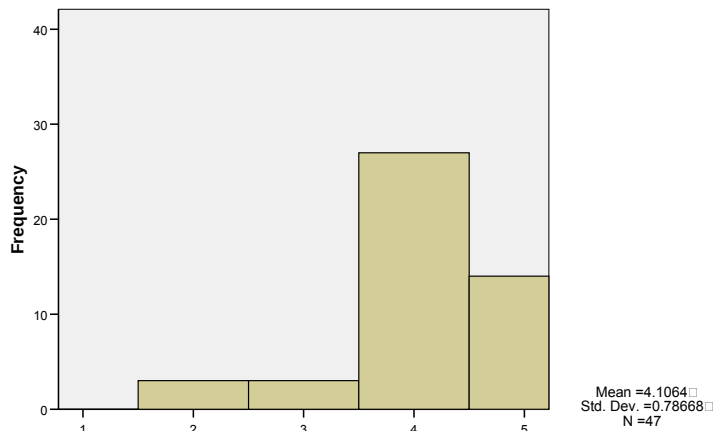
Practice in Leadership Workshop Evaluation June, 2007

This workshop has increased my understanding of:



How distributive leadership can operate through CoPs to contribute to excellence in teaching and learning.

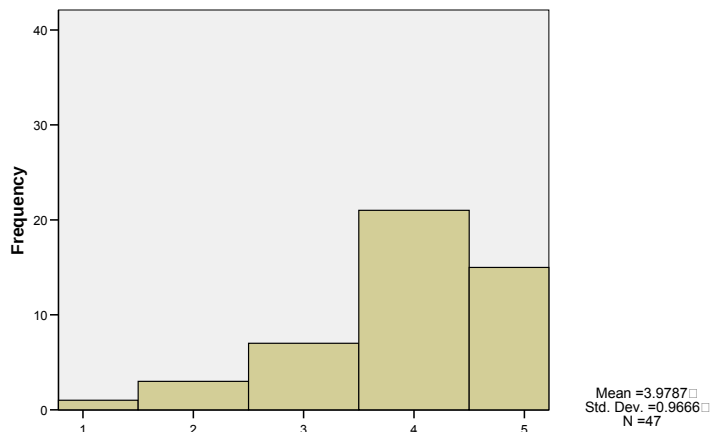
	Frequency	Percent	Cumulative Percent
Disagree	4	8.5	8.5
Neutral	4	8.5	17.0
Agree	39	83.0	100.0
Total	47	100.0	



How CoPs can provide effective bases for the development of collaborative and collegial practice.

How CoPs can provide effective bases for the development of collaborative and collegial practice.

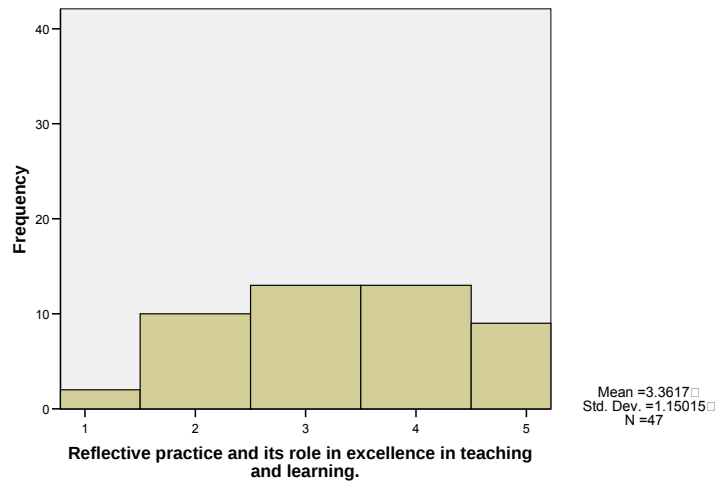
	Frequency	Percent	Cumulative Percent
Disagree	3	6.4	6.4
Neutral	3	6.4	12.8
Agree	41	87.2	100.0
Total	47	100.0	



How distributive leadership can contribute to building a collaborative and collegial environment.

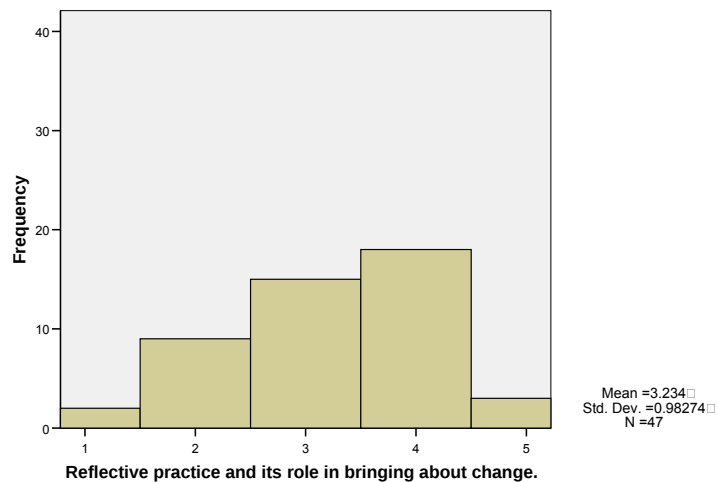
How distributive leadership can contribute to building a collaborative and collegial environment.

	Frequency	Percent	Cumulative Percent
Disagree	4	8.5	8.5
Neutral	7	14.9	23.4
Agree	36	76.6	100.0
Total	47	100.0	



Reflective practice and its role in excellence in teaching and learning.

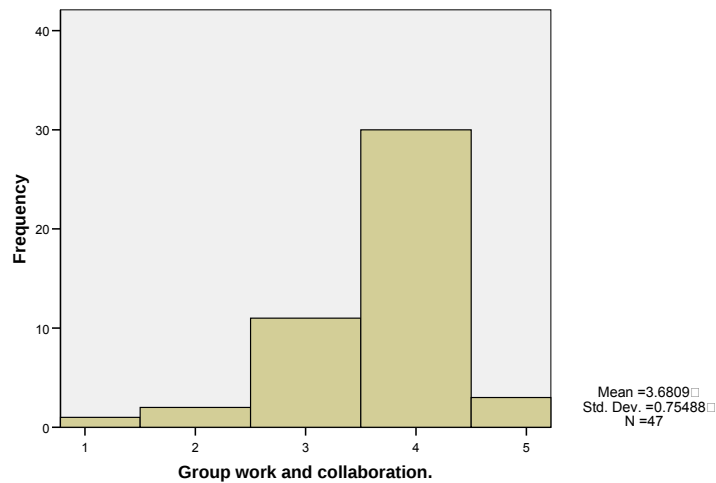
	Frequency	Percent	Cumulative Percent
Disagree	12	25.5	25.5
Neutral	13	27.7	53.2
Agree	22	46.8	100.0
Total	47	100.0	



Reflective practice and its role in bringing about change.

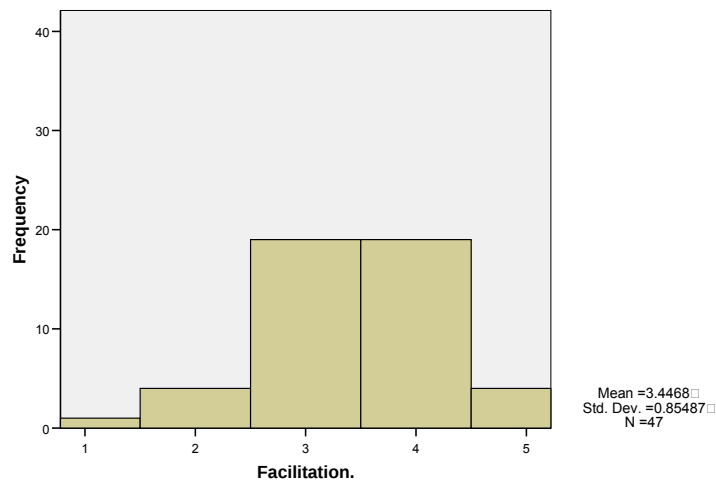
	Frequency	Percent	Cumulative Percent
Disagree	11	23.4	23.4
Neutral	15	31.9	55.3
Agree	21	44.7	100.0
Total	47	100.0	

As a result of this workshop my skills in the following areas have increased:



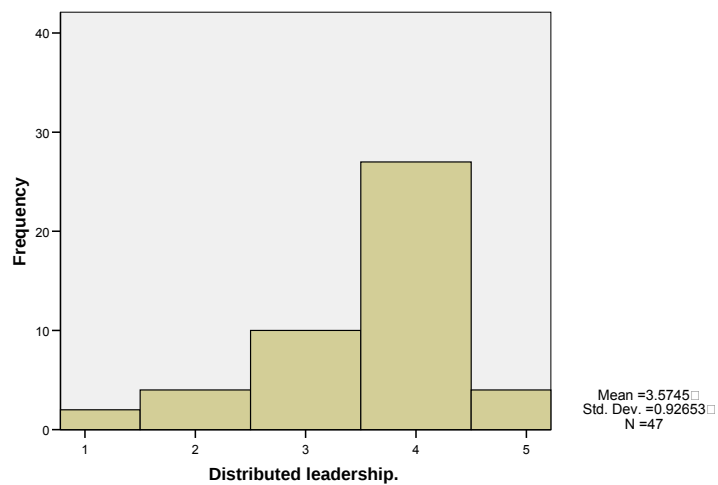
Group work and collaboration.

	Frequency	Percent	Cumulative Percent
Disagree	3	6.4	6.4
Neutral	11	23.4	29.8
Agree	33	70.2	100.0
Total	47	100.0	



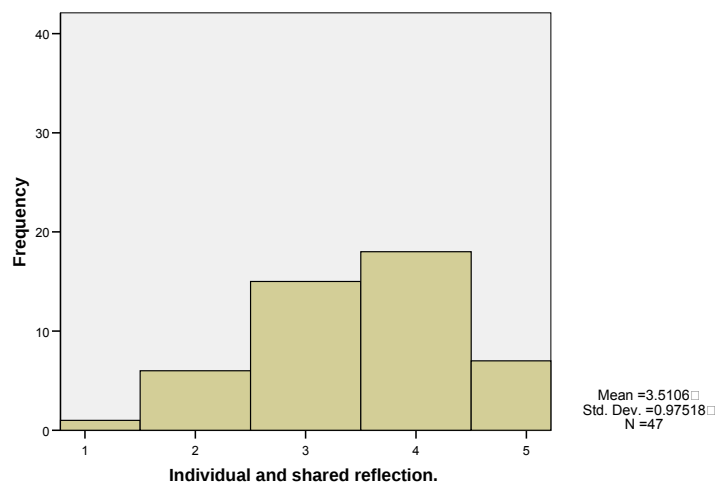
Facilitation.

	Frequency	Percent	Cumulative Percent
Disagree	5	10.6	10.6
Neutral	19	40.4	51.1
Agree	23	48.9	100.0
Total	47	100.0	



Distributed leadership.

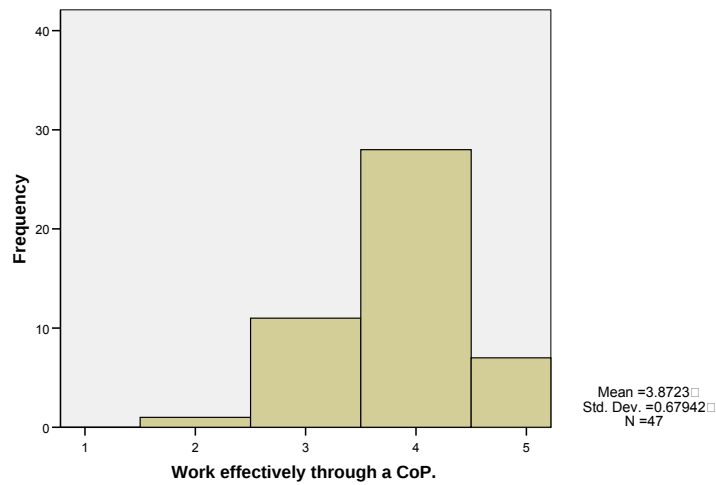
	Frequency	Percent	Cumulative Percent
Disagree	6	12.8	12.8
Neutral	10	21.3	34.0
Agree	31	66.0	100.0
Total	47	100.0	



Individual and shared reflection.

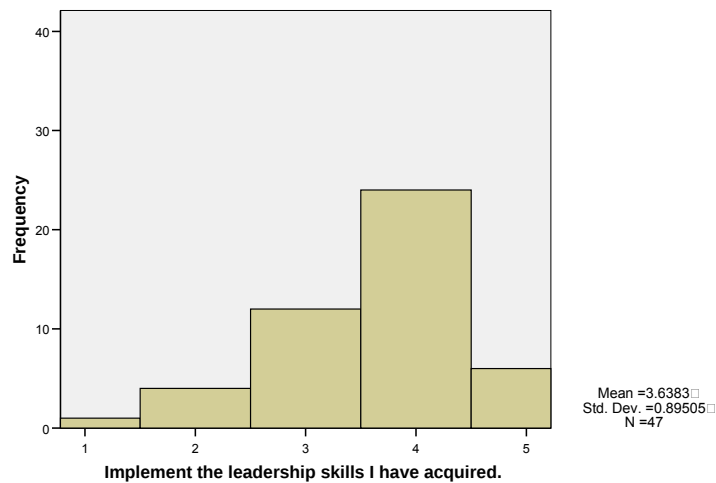
	Frequency	Percent	Cumulative Percent
Disagree	7	14.9	14.9
Neutral	15	31.9	46.8
Agree	25	53.2	100.0
Total	47	100.0	

I am confident that I can use the strategies and approaches learned in this workshop to:



Work effectively through a CoP.

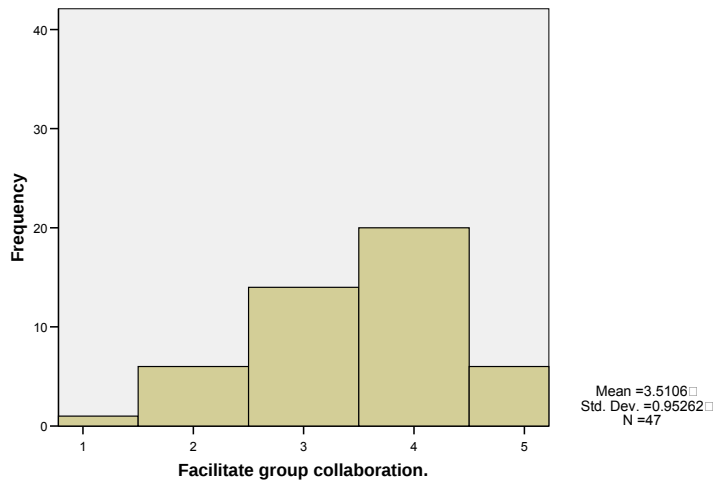
	Frequency	Percent	Cumulative Percent
Disagree	1	2.1	2.1
Neutral	11	23.4	25.5
Agree	35	74.5	100.0
Total	47	100.0	



Implement the leadership skills I have acquired.

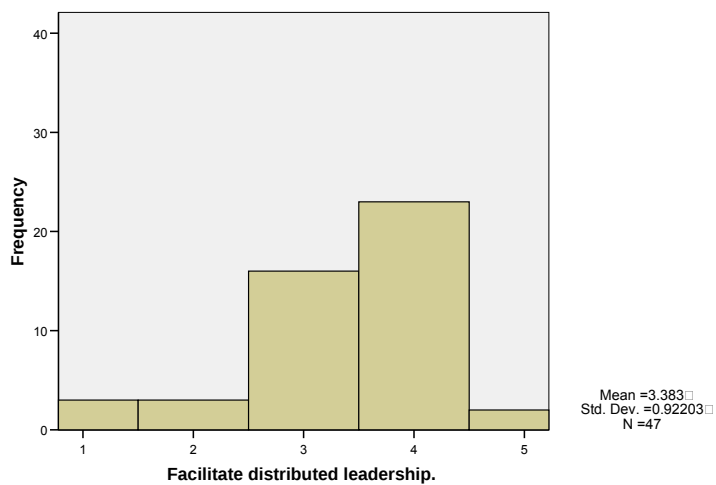
	Frequency	Percent	Cumulative Percent
Disagree	5	10.6	10.6
Neutral	12	25.5	36.2
Agree	30	63.8	100.0
Total	47	100.0	

I have learned a sufficient range of tools and techniques in this workshop to:



Facilitate group collaboration.

	Frequency	Percent	Cumulative Percent
Disagree	7	14.9	14.9
Neutral	14	29.8	44.7
Agree	26	55.3	100.0
Total	47	100.0	

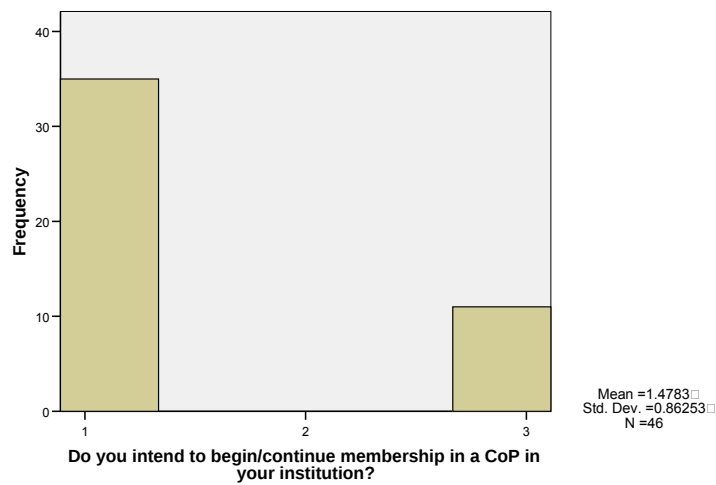


Facilitate distributed leadership.

	Frequency	Percent	Cumulative Percent
Disagree	6	12.8	12.8
Neutral	16	34.0	46.8
Agree	25	53.2	100.0
Total	47	100.0	

Responses to the following item are on the scale:

1 = Yes, 2 = No, 3 = Unsure.



Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
How distributive leadership can operate through CoPs to contribute to excellence in teaching and learning.	47	1.00	5.00	3.8511	.88413
How CoPs can provide effective bases for the development of collaborative and collegial practice.	47	2.00	5.00	4.1064	.78668
How distributive leadership can contribute to building a collaborative and collegial environment.	47	1.00	5.00	3.9787	.96660
Reflective practice and its role in excellence in teaching and learning.	47	1.00	5.00	3.3617	1.15015
Reflective practice and its role in bringing about change.	47	1.00	5.00	3.2340	.98274
Group work and collaboration.	47	1.00	5.00	3.6809	.75488
Facilitation.	47	1.00	5.00	3.4468	.85487
Distributed leadership.	47	1.00	5.00	3.5745	.92653
Individual and shared reflection.	47	1.00	5.00	3.5106	.97518
Work effectively through a CoP.	47	2.00	5.00	3.8723	.67942
Implement the leadership skills I have acquired.	47	1.00	5.00	3.6383	.89505
Facilitate group collaboration.	47	1.00	5.00	3.5106	.95262
Facilitate distributed leadership.	47	1.00	5.00	3.3830	.92203

Do you intend to begin/continue membership in a CoP in your institution?

	Frequency	Percent	Valid Percent
Yes	35	74.5	76.1
Unsure	11	23.4	23.9
Total	46	97.9	100.0
Missing System	1	2.1	
Total	47	100.0	

The most common themes in the comments:

What value do you see in distributive leadership?

- The value most commonly seen in distributive leadership related to the distributed empowerment that it afforded members of a group (14 mentions).
- Many participants also saw its ability to influence and achieve change were valuable (5).
- The fact that it acknowledged and developed the leadership skills in everyone in the group was valued (4) as was the democratic nature of it where everyone was listened to (4).
- The sharing of the load of leadership and collaboration was also quite frequently cited as valuable (5) and sharing values as well as ideas was also seen as valuable. Sharing experiences in itself was also cited by one participant. less stress sharing the leadership
- Distributed ownership of the ideas, goals and inevitably also the outcomes was thought to be valuable by some (3).
- The momentum that gathers in a group was also thought to be a valuable result of distributed leadership by two participants.
- Other values mentioned by single participants were: The power of multiple voices, a greater likelihood of acceptance, the presence of an intrinsic motivation, independence from hierarchy, coal-face action, and career advancement.

What value do you see in Communities of Practice?

- Many participants saw CoPs as a valuable way to bring about change (10).
- Their supportive nature was also seen as a great positive (6).
- Some valued the shared experiences (4), ideas (2), practices (1), goals (3), purpose (3) and values (3).
- The harnessing of the interests, experience, expertise, motivation, skills and knowledge of the group was also seen as a strength of CoPs.
- The flexibility of CoPs was also valued (3).
- Two people valued the capacity for CoPs to build a community with colleagues (2).
- The collaborative nature was also seen as valuable (3) as was the provision of feedback from the group (1).
- the power of the group as opposed to individual (4).

What value do you see in distributive leadership?

- Provides an opportunity for everyone to contribute and feel like part of the team. Shares the load. Provides an opportunity to be valued.
- Effective process for academic context, where people have many (but different) knowledge and skills.
- In the long-term has advantages in terms of time management. When working well can have an exponential influence on change.
- Ownership. People displaying their strengths.
- Empowerment of each member.
- I am still unclear about distributed leadership. It was not an area our group chose to devote our efforts to. I still believe that there is a role of central leadership, but clearly distributed leadership has a role.
- An alternative way to get things done.
- Empowers people to create/support change.
- Non-hierarchical nature.
- Foster more accepted implementation of good ideas.
- It has an inertia or internal momentum that can sustain a CoP.
- Taking in what others have to contribute is crucial.
- Lose disadvantage of personal egos and agendas of leaders. Gain more of the skills and insights from "junior" members of the group.
- Support.
- Involves all stakeholders.
- Openness. Sharing.
- Shared values and responsibility. Avoid burnout. Foster supportive environment.
- An alternative approach to change -> empowering individuals. Includes different stakeholders and opinions in decision-making process.
- Potentially supportive, affirming, sustaining for initiatives, ideas. The workshop really provided me with an opportunity to experience this in a conscious way. Loved my female group!
- Power of many voices at the coalface level. Bottom up trend. Buy-in.
- Fosters a more positive and empowered attitude. Fosters recognition of leadership skills in self.
- Need more time to think the answer to this.
- There is good value in distributive leadership, but it may be difficult to establish this view among all staff that should be involved.
- Lots but I'm struggling to put this into words.
- Empowers others - more chance of success. Embeds change (same idea). Develops skills in others, especially early "careerers". Shares responsibility/workload.
- Without it, the work environment would be intolerable. It is the heart of how work can be rewarding and worthwhile. DLs are. The seeding ground for the other leadership roles at universities.
- It empowers more people and democratises decision making and change.
- Collection of like minded individuals. Can work outside of established norms.

- We didn't really define or discuss distributed leadership, so I'm not sure I learned much about it in any formal sense. Informally, I think we all practised it and I think it's very valuable (granted you accept my definition of it, which I haven't verbalised in any way).
- An alternative model to the accepted top-down. Leadership only when, and if, required.
- Maximise contribution of all people. Valuing each person's contribution/knowledge/experience. Shared ownership as a result of shared "control".
- Enables individuals with expertise, passion, interest, motivation with a particular issue to drive change. It no longer relies on one person to be responsible for development and enhancement. Increased potential career advancement for each individual (LrMt).
- Potentially more effective in achieving change through value of collaboration and recognition.
- Shared ownership of issues. Diverse approaches to problem solving/doing.
- Presuming you and I agree on what is distributed leadership (!). Although the managerial sense of leader has a place, the more diffuse form is the only real form.
- It draws on shared values and intrinsic motivation. It operates independently of any structures hierarchy.
- Democratic. Coal face action. Flexible. Capacity for spontaneity. Adjust for individual contexts.
- Helps to avoid misdirection, validates/gives confidence to more than one person, reduces stresses associated with hierarchical leadership structures (sense of agency?).
- Provides opportunities for all community members to direct the outcomes of the community.
- Not sure.
- Broadens the base of leadership. Brings about the power of leadership back to those who are perhaps the more natural leaders. Position does not mean that the incumbent is a leader or even is capable of leading.
- To identify possibilities for action than those permitted by position.
- It is empowering and builds ownership and a sense of responsibility.

What value do you see in Communities of Practice?

- They are purposeful about bringing or causing change. They can foster leadership skills. They can break the tradition of making changes through a top-down approach. Enable change to come from grass roots.
- Provides the time and physical context to share practice and support fellow academics who are interested in Learning and Teaching.
- Bringing together people with a shared purpose but differing experiences which can have a synergistic effect for all. Shared burden. Power of a group rather than an individual. Adaptability to changing circumstances.
- Energy. Care.
- Agents of (potentially) limitless change.

- They appear to have a role in achieving outcomes where formal structured groups (such as chaired meetings, working parties etc.) are unsuitable. They perhaps work through shared experiences and learning through observing and listening rather than being instructed.
- Excellent mechanism for networking and having somewhere to bounce ideas around - > need a common purpose (experience) though.
- CoPs offer a flexible, action-based way to work collaboratively towards a change. "Lots".
- Collective knowledge and skills -> individual knowledge and skills.
- Accountability and peer feedback.
- The energy "cell" and thus, the "power" to keep something going.
- They're great but I'm beyond putting things into words - it's down to my CoP right now.
- Mutual support.
- Shared values. Coming together of like minds.
- Brings like minded individuals together, to work on a common goal.
- Common interests. Shared experience.
- Reflection on common goals. Pursue action/change in supportive environment.
- Opportunity to share experiences and talk in an informal setting. Identifying shared goals and vision and planning strategies to bring about change.
- With shared commitment to purpose they can work. They need a clear purpose and focus. Talk and trust initially are more important than getting down to planning straight away.
- An additional tool alongside other group structures.
- I like my group because it had very self-reflective and sharing people in it. I am a very relationship-focussed person so I like that. But it's easier to build those kinds of relationships with strangers than with existing colleagues. So my challenge is to bring something of my group's strength to other contexts.
- Lots - again need more time!
- As above.
- They can subvert institutional structures to actually do some good.
- Lots but again am struggling.
- Likelihood of achieving outcomes as participants committed - voluntary involvement. Can be 'task'/'problem' focussed dealing with individual's issue or group issue (flexible). If used for advancing learning and teaching can provide 'lobby' group to respond proactively.
- They are the community into and out of which change is instigated. Environment within the CoP and the perceived outcomes factions of the CoP are seen as being less threatening and pedantic than other groups in HE institutions.
- An alternative to formally convened groups and to engender confidence and develop interest of staff.
- As above. Adaptable/evolving - pragmatic.
- Very valuable, but still no wiser about how to maintain/sustain these.
- Developing a space where people can engage with their interrelationships, when try to solve a group or personal issue. It is a space outside the formal structures.

- Passion and interest and expertise driven rather than time-restricted forced communities. More carrot no stick. Value in reflection alone as the reward.
- Collaborative strength outwits individual strength. Collaborative strength to "out smart" trouble spots/people. Giving "virtual structure" to a common cause/objective.
- Enables you to harness the interest, expertise, motivation and energy of individuals with the one focus. It has processes (framework for functioning) which enable it to reflect as a group to sustain itself.
- Democratic model.
- As above.
- Supportive, directed networks which will be able to achieve change.
- Individuals draw strength from the collective and vice versa.
- A tool/mechanism - seems similar to teams and similar groups, but able to be more diffuse and diverse and more individual action as well as collaborative.
- Support.
- By labelling (some of the) practices we may already have been utilising we are now better able to direct our activities and to improve the practices/processes.
- Not sure.
- Bringing like minds together - sharing experience and learning without having to do it all yourself. Benefit from other people's learning. The sum of the whole is greater than the sum of individuals.
- Collaboration is a culture founded on individualism.
- They provide meaning in work a chance to build and feel community, to harness diverse skills, knowledge and experience.
- I think these [increase in skills and abilities questions] are asking the wrong question! Skills come from practice and time - unrealistic to expect too much from 1.5 days. It was good for thinking about these things.

Other Comments Made on Forms:

- What is distributive leadership?
- Very enjoyable workshop, thank you for inviting me!
- I don't feel that I've acquired any [leadership skills]
- I felt as though I brought these skills with me really [skills and abilities questions]
- Already an expert here [in facilitating group collaboration]. [Disagree with role of reflective practice in excellence in T&L and bringing about change] only because I already knew a lot. [Disagree with all skills and abilities questions] same reason - already knew these things.

Appendix 4.6: PILW Post Workshop Online Survey Form

Area: CEDAM

Apollo—Web-based Survey

Practice in Leadership Workshop Follow-Up Survey

Dates Posted: 3 weeks from 11th September 2007

Section 1. Membership in a Community of Practice

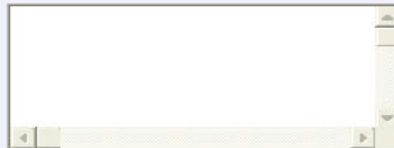
Q1. Since the workshop, have you begun or continued membership in a CoP in your institution?

Begun Continued Neither

Q2. If you answered “neither” to the previous question, would you like to be involved in a CoP in your institution in the future?

Yes No Unsure

Q3. Has your understanding of Communities of Practice changed since the workshop? If so, how?



Q4. Since the workshop, have you had the opportunity to exercise leadership capability to contribute to excellence in teaching and learning? If so, how and has this been within a CoP?



Section 2. Subsequent Contact

	Yes	No
Q5. Have you had any subsequent contact with the members of your CoP in the Leadership Workshop?		
Q6. Have you had any subsequent contact with the other people that attended the Workshop from your		

university?

Q7. Have you had any subsequent contact with your local Academic staff member who attended the Workshop?

Q8. If you answered "yes" to any of the questions from 5 to 7, what activity, if any, has arisen from this contact?

Section 3. Influence of the Workshop

Q9. Has the Leadership Workshop contributed to your skill development in terms of processes or techniques in group work and collaboration? If so, how?

Q10. Has the Leadership Workshop contributed to or changed your leadership capacity? If so, how?

Q11. Has the Leadership Workshop resulted in any changes in your academic practice? If so, what are these changes?

Q12.	What impact, if any, has the Leadership Workshop had on you personally?

Please indicate how strongly you disagree or agree with the following statements on the scale provided.
The workshop has noticeably influenced:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Q13.	my ideas about reflection as a component of professional practice.						
Q14.	my approach to facilitation.						
Q15.	my understanding of agency.						

Section 4. Challenges and Opportunities

Q16.	Please outline any challenges you have encountered in your workplace in relation to CoPs and/or distributive leadership.

Q17.	Please outline any opportunities you have encountered for CoPs and/or distributive leadership to be implemented in your workplace.

Appendix 4.7: 2007 Practice in Leadership Workshop

Follow-Up Survey Results

Q1. Since the workshop, have you begun or continued membership in a CoP in your institution?

		Frequency	Percent
Valid	Begun	3	8.6
	Continued	20	57.1
	Neither	12	34.3
	Total	35	100.0

Q2. If you answered "neither" to the previous question, would you like to be involved in a CoP in your institution in the future?

		Frequency	Percent	Valid Percent
Valid	Yes	9	25.7	64.3
	No	1	2.9	7.1
	Unsure	4	11.4	28.6
	Total	14	40.0	100.0
Missing	System	21	60.0	
Total		35	100.0	

Q3. Has your understanding of Communities of Practice changed since the workshop? If so, how?

- No - although I have an expanded view of their potential in a university environment.
- Yes. I now know what it is.
- No.
- My understanding hasn't really changed, but I have thought about the concept more and how I might instigate one within my busy under-resourced dept.
- Hasn't changed
- No not really. Participation in the project in July this year has helped me look at 'groups' that I am involved in across campus differently.
- I am more aware of the need for different members to take the driving seat and give others a 'rest'. I am also more aware that communities function very differently according to the time frames in which they exist. If you try to exist within too many, they all suffer!
- Greater appreciation of effectiveness of structured group outside of institutional structure.

- No I don't think so. It seems to me that no-one has a single answer to what a CoP is and I don't think it really matters. I'm not a big one for tying down the terminology!!
- Clearer understanding of their nature and purpose
- Yes, a broader understanding of what it can be I suppose rather than what it is.
- Perhaps as a result of my own research in the area, not as a direct result of the workshop.
- More aware of building leadership qualities of members
- Yes - i realise that I was in a CoP and drew on what i learnt in continuing in the CoP
- I'd say my understanding of CoPs has continued to evolve.
- Yes - I now realise it is quite a simple but powerful concept.
- It has. I am aware of how they can impact change but also more aware of their fragile nature and how quickly they can disappear.
- more conviction awareness of more options understanding of a group's ability to function
- I did not know the term at all previously, but have a lot of experience in the theory and practice of teamwork, and training students in this, which I think is fairly similar.
- Not really. It changed (or at least crystallised) during the workshop, rather than since. Before the workshop, my experience of CoP building had been in situations where noone had an overt, ends-driven agenda to push. The relative fluidity - a sense of common purpose or interest without an overarching agenda - allowed for a good degree of socialization and so my understanding of Cs of P was probably naively positive and enthusiastic. At the workshop, I realised how unvoiced personal animosities (probably too strong a word but never mind) can completely derail your intentions to become part of a community.
- Yes. I can see potentially more ways to use a CoP, and more ways they can be effective.
- Not really. The workshop allowed me to test ideas and confirm my conceptions.
- Yes, I really hadn't thought about such a thing before.
- My understanding hasn't changed but my resolve to view CoP as something different from a managerial group has been continually tested....
- Yes, I have read more information, talked to people here with interests and experience in organising CoPs, and have been to a couple of other workshops and leadership programs where I have seen CoPs develop. I have also given a lot of thought to one of the themes our group identified: the disappearance of tea-rooms. It's something which is being noticed and deplored in many workplaces and industries, and can lead to reduction in productivity.
- Given current networking a 'name'. Provided some structure and substance to the practice of like minded people getting together.
- Yes. Firstly, I was unaware of the term. As the workshop progressed I realised that many of the characteristics of a CoP did characterise some of the activities that I was currently engaged in,

although not in a formal sense. I continue to be involved in these, although we have made a couple of changes. For example, a group of us regularly exchanged teaching ideas and techniques, however it was most often on an adhoc and pairwise basis. Now, we are considering devoting set aside times to exchange ideas

- I have a clearer sense of what it can entail, as well as of the theoretical underpinnings - why, and how, it has to be different from more traditional hierarchically dictated work groupings.
- No
- Not really
- No

Q4. Since the workshop, have you had the opportunity to exercise leadership capability to contribute to excellence in teaching and learning? If so, how and has this been within a CoP?

- Yes - suggesting the launch of the Tutors Network and also taking the initiative within the SuperCoP
- Yes, through additional roles and responsibilities at the departmental, school and faculty level. Not within a COP
- Yes. Not within a Cop
- actually my leadership activities have been on the wane since the workshop! This is not related to the workshop at all, but a result of changed circumstances, I'm currently on research leave, the topic relates to good teaching so I am thinking about how I can place a more active leadership role when I return
- Yes, through working with a community of students for them to evaluate their learning needs and plan activities. The community could be called a CoP
- My role within the university is to work within groups throughout the institution with the goal of contributing to excellence in learning and teaching in each. As mentioned in q4, I'm reflecting on each of these groups in the light of my understanding about CoPs and how they might / might not be different from how I work in practice. There are aspects of CoPs in each of them, but their expected outcomes are not quite coherent with the CoP philosophy.
- Yes - by compiling a document that reviews our internal award structure, protocols for support and patterns of engagement to inform our relevant committee of how to more strategically support such efforts in the future.
- Yes
- Submitted grant application for development of teaching and learning COP within law school.
- I haven't managed to be as involved in a CoP as I'd like and I'm really not clear in how to maintain a CoP across different institutions, never mind in my own, because it seems so difficult to maintain. I have my own CoP of teachers in the ACT system and the only way that works is for my team to keep them all together because they are all too busy to do it themselves, or forget that they will get value if they do. I think it needs RESOURCING outside of the group or someone with dedicated time as in the CEDAM

research. Otherwise, regardless of benefit, it seems to just add a load that people can't always maintain.

- No
- Yes - not all no
- I lead a CoP on learning and teaching issues, but also did so before the workshop.
- Used leadership resources sent by ANU contact for university Women's Network and Planning and Quality Office change management project.
- Not just yet - it is in the works
- Yes. By the initiation of a CoP. And (hopefully) by contribution to a continuing CoP.
- As part of my work in the 'Assessment and Leadership' Carrick project, I, together with my project colleagues, have been invited to participate in the University Working Party on Assessment. Quite a coup, I think, as this party has the brief of formulating new policy.
- I have. I am leading the curriculum overhaul my group discussed at the workshop. The cop will commence by the end of the year once the funding and structures are in place.
- Unfortunately not, although increased awareness of the need to manage upwards!
- The workshop for me came out of a large Carrick project I was already involved in on leadership in assessment, so I have continued to work on that, and to implement changes in my own subjects. One change in particular, dealing with feedback, came out of an interesting sharing of ideas and practices within my group at the COP workshop. I have also given presentations on this work to various professional development groups within my institution, and have been invited to present at a T&L forum being run by our DV-C, as well as being co-opted to the new Uni Assessment Working Party to assist in drafting new policies on assessment. I have also been invited to participate in an assessment project being carried out in another v large faculty in my uni.
- Yes, but I'm not sure I took/am taking advantage of them. And I'm not sure whether it was in a CoP - I had been thinking of my department (or at least a core of us) as a kind of unstated CoP, but now i'm not so sure we are. One positive example: with a colleague (a very small CoP but a CoP nevertheless!) providing research-type lab experiences even for non-majoring physics students, which I think is leadership in a way. One not so clear example: having (personally) reached a decision that we should create a new entity - a Centre for L&T in Physics - which can be treated on a par with the other Centres and Departments. I don't know whether it will get off the ground in any way at all, I'm not sure whether it's really a good idea, and I don't know whether the department is sufficiently CoP-like to appreciate what I mean by it.
- No. I am on study leave overseas.
- Since the workshop I have encouraged my colleagues to work in the way I have been in drawing honours and postgraduate students into our research community. The workshop made me realise that not

only do I have teaching expertise to offer, but that I have a responsibility to do so. My particular CoP gave me the confidence to speak out far more and to influence practice in my teaching area.

- We have formed a CoP around university teaching and have now formed another group that may become a research centre.
- Yes, but I usually tend to do this in a fairly subtle way, as part of my usual work. I also do it in a formal way by attending committees and running projects. And yes, I have been involved in leadership through a CoP recently.
- Within role and responsibility at work.
- I have been involved in a shared leadership capacity in a number of new teaching initiatives that I am attempting to develop. However these are largely outside the characteristics of a CoP at this stage
- No.
- Yes, I will be involved in the development of a national resource base and interest group for teaching and learning in my discipline area.
- Yes, but not in a CoP
- Yes I serve on committees which are communities of practice in a different guise.

Q5. Have you had any subsequent contact with the members of your CoP in the Leadership Workshop?

		Frequency	Percent
Valid	Yes	22	62.9
	No	13	37.1
	Total	35	100.0

Q6. Have you had any subsequent contact with the other people that attended the Workshop from your university?

		Frequency	Percent
Valid	Yes	28	80.0
	No	7	20.0
	Total	35	100.0

Q7. Have you had any subsequent contact with your local Academic staff member who attended the Workshop?

		Frequency	Percent
Valid	Yes	26	74.3
	No	9	25.7
	Total	35	100.0

Q8. If you answered “yes” to any of the questions from 5 to 7, what activity, if any, has arisen from this contact?

- This is because of my job and my involvement with the project so it does not really count. I have a terrible feeling that if it were not for that then I'd be a no for Q 6 and 7 - although the stuff about the continuing CoP work would probably still be true.
- Friendship and a new network of people interested in L & T and with similar experiences.
- Sharing of resources (reading materials)
- We have met in social settings and discussed ways of building value into our network for each of us - we are I think each interested in the concept, but are struggling to find format and real meaning, beyond a kind of feel good opportunity for a yarn
- ANU member so have had some interaction through the Super COP
- The people I went to the workshop with are involved in a project with me and so we meet regularly for this purpose.
- Exchange of emails.
- Meetings mainly and ideas which have, as far as I'm concerned, not led to much action but that is really my fault at this point or, as I say above, the need for a bit more organisational help
- None
- Continued discussion re development of CoP
- Within my own institution, the other person who attended, we already worked closely together before the workshop.
- Email exchanges with CoP members. Reflections on the Workshop with local colleagues
- Continued working with own university CoP co-convenor to facilitate CoP activities
- No concrete activity - it was more of a catch up.
- It hasn't been 'new' contact, but rather continuing contact.
- The contact with members of the CoP from the workshop has been in a series of emails expressing our pleasure in the whole experience, as well as determining the level of interest in starting our own CoP. The contact with MU staff who attended the workshop, has been in the context of our own Carrick project.
- Mainly email encouragement. I have been distracted with the completion of my PhD, and have not been available until just recently.

- Inquiry into potential research collaboration with ANU outside the topic of COPs & leadership reflecting on the workshop and what the next stages need to be
- Our COP group corresponded a bit by email at first, with keenness to develop a shared project, and a strong sense that all had enjoyed the experience and were keen to keep it going. I also met with 2 other members of my group at a Law conference we attended in Sept. There is quite a bit of interest in getting something cross institutional going next year, but everyone seems to be very pressed for time and the usual problems of research pressure. I am in frequent contact with the other academics and CPD staff who attended from my uni because we are working on the above Carrick project together.
- Q5: potential engagement in iLabs and SCALE UP projects.
Q6&7: nothing new, just continuation of previous contact/projects/etc.
- 5.1 The group has formed a loose email-based collective. We are 'The Moonshiners'. Some have sent messages and photos to the group via email. 5.2 Denise H and I have emailed some ideas and had one international phone call to discuss on-going research with The Moonshiners: topics and processes, early planning, note-sharing. 6. As the AD person, I have emailed the group at my university, but had no replies - so this was a bit one-way... 7. As the AD person, I suppose I have had on-going subsequent contact with myself and my thoughts on the workshop! (being cheeky - make my reply N/A - ta.)
- I have been in touch with Margaret Kiley who has encouraged me to submit a paper to the 2008 Adelaide QPR conference. She also suggested the possibility of having postgrads as 'junior' referees for the papers for a book that is coming out of the conference I have just organised. (My project had been to involve students by running courses based on the work of the international keynote speakers, and on the writing of an abstract and conference paper. The next step is to get those graduate students published, either in the book or elsewhere.)
- We have had email contact with the larger group but not any activity. However, with others from my university who attended the workshop we have formed a group and there is activity.
- No formal activity.
- On going activity on 'leadership in assessment'
- No new initiatives to date
- We have had one informal meeting with a couple of the participants but there are plans to convene the whole group at a time convenient to everyone.
- Email contact only - intent is good but our diaries are too full to make anything much of it
- Continued involvement in an existing CoP
- Simply a sharing of information
- We had an institutional debrief.

Q9. Has the Leadership Workshop contributed to your skill development in terms of processes or techniques in group work and collaboration? If so, how?

- I continue to learn - some terrific stuff about authenticity in leadership - which I am using - stuff about full disclosure.
- Somewhat.
- Affirmed my capacity to do so.
- During the workshop and since I have thought about the dynamics of group work, what works, what doesn't, how to get people to contribute, how to stop individuals dominating etc
- Probably contributed to facilitation skills, but that may be for other people to judge.
- The workshop enabled me to think differently about 'groups' per se, how they are formed, how they function and for what purpose and how the CoP concept helps groups function more effectively.
- Yes - definitely. It was excellent to watch the many ways different personalities chose to 'take the lead'. It was a great example of drawing on the talents of all participants. This has allowed me to try different strategies, and also increased my awareness of cues others are giving.
- Continuing to work on listening skills
- The insight that sometimes less structure can lead to greater enthusiasm, engagement and innovation has influenced my small group teaching.
- Yes definitely. Hard to define precisely because I think it was the workshop in combination with other learning I was doing elsewhere that combined to move me on. I don't believe there were precise techniques as such so much as just the process of thinking through things. This led to me developing my own little set of 'haikus' that I use. For example: never confuse those above you by giving them more than two new ideas at once. That sort of thing. Very helpful!!
- Learning from others facilitation techniques
- Yes - better listener I think
- I don't think so.
- Not really
- Provided leadership ideas
- I have learnt a lot about the different ways people approach group work and that a CoP needs to be 'flexible' and 'adaptive'.
- I suppose it has, though it's really only a small contribution compared to the amount of time I spend in CoPs doing much the same thing (ie, tasks and reflection).
- Not really
- Yes. It has given me insight into practical examples in the higher ed arena. It has also reinforced principles i have been exploring through an external leadership program.
- Greater understanding of options and greater confidence in why I do what I do
- I think I knew most of it already, but I found it valuable to make the contacts, and very satisfying to be in that total immersion environment for long enough to develop relationships which might

lead to collaboration at some later time. Our group jelled really well together and had a lot of fun too

- Not sure. I'm more aware of needing to watch myself.
- Yes, more confident.
- Perhaps some consolidation of skills. Denise's 'light touch' in terms of how she guided and managed our group processes reminded me again of some key facilitator dispositions and techniques for running a truly democratic, distributed adult learning circle/collective.
- Yes. It made me aware of the necessity of working together to improve teaching practice.
- Hard to teach an old dog new tricks but perhaps something got through.
- Definitely. Has made me reflect much more and consider the value of alternate ways of operating, collaborating and involving people.
- Subtly perhaps - learning and developing all the time
- The workshop highlighted for me the real need to have either a leader or set task in order to achieve an efficient and effective outcome. Whilst this is not necessarily the criteria of a CoP, it has been useful for other aspects
- Yes. I have a better sense of communication channels, and of the CoP as a forum for the democratic exchange of ideas and building of bonds.
- Yes, but only as one part of an ongoing process. I am getting similar experiences from other activities and think I am gradually developing these areas. If I had only been to the workshop and nothing else, I would probably say no.
- No
- No

Q10. Has the Leadership Workshop contributed to or changed your leadership capacity? If so, how?

- Yes - as above - cos good things are happening in the Uni for CEDAM - and by implication for me - and I'm sure its related.
- It has made me more aware of myself as a 'leader' and what that might mean.
- Made me more conscious of 'leadership' - the stance, the responsibility, the strategies.
- Yes, it has - it boosted my personal sense of confidence in what i have to offer- it was very useful for that
- Contributed to understanding and insight but probably not practical side
- No. I have been working in this area (academic and organisational development) for some time, so the workshop did not really enhance my understanding or skills, but rather gave me the space to reflect on leadership and CoPs and how these concepts can assist me with achieving my goals. I think one of the most useful things for me was seeing the growth in others attending the workshop, particularly those who had never been exposed to these kinds of concepts before. Reflecting on these participants' 'epiphanies' during the workshop

was helpful for me, as I would like to achieve similar outcomes when I develop my own CoPs across campus.

- Yes - I am aware of the need to put down your view in a manner that can be communicated easily to others and openly invites their feedback.
- capacity to anticipate variation in response to given issue across a group
- A growing realisation that sometimes it is better to lead by facilitation rather than by direction.
- Yes, as above. I think I appear less frightening to people these days because I'm willing to take a longer term view of things or take a different direction if something doesn't go my way. 'Be the water' - I think I got that one from Linda!
- not sure
- Yes - more aware of broader context (both intra and extra university)
- I don't think so.
- Not really
- Highlighted importance of collaborative leadership roles, instead of traditional individual roles
- I do not think my leadership capacity changed but i am more aware of what is 'required'
- Probably not much. Together with continuing CoP involvement it may have increased my confidence to lead.
- It has certainly broadened my understanding of what leadership is all about. As a result of this, my willingness to act in a leadership capacity has increased. It has given me more confidence.
- The external leadership program I am involved with, in combination with the Leadership Workshop have really expanded my horizons in terms of leadership opportunity from my current position.
- Greater understanding of options and greater confidence in why I do what I do
- More confirmed and cemented insights I had gained by working on our own Carrick project on leadership, but I found the COP idea one that appealed as a potential way of getting my faculty colleagues involved.
- I don't think so.
- Don't know.
- It has reminded me again that I need to be less aware of myself, and more aware of the Other and others in T/L and academic contexts that demand some kind of leadership capacity on my part. I deliberately practiced active listening and mindful restraint (!) during the 2-day program, and this was beneficial for me, in terms of my own leadership skills. So thanks...
- Only as above.
- No not really
- Yes, definitely. See above.
- Hopefully added to my capacity
- Again, I recognise the importance of a clear and directed agenda as well as making sure each participant feels valued and has the opportunity to contribute.

- I am more aware of the need to let everyone have a say and to be made to feel that they have a valuable role to play.
- See Q9
- No
- Only time will tell

Q11. Has the Leadership Workshop resulted in any changes in your academic practice? If so, what are these changes?

- Not that I can think of.
- No
- No
- No
- Not really. Probably will in future, but at the moment volume of work and tight deadlines does not allow the use of relatively leisurely processes.
- No
- More willingness to spontaneously try new ideas; coupled with increased desire to share early ideas with others in corridor conversations
- Not yet.
- Yes again. I don't think any learning like this only affects one area, it's always going to have a flow on affect. In particular I'm more inclined not to push people too hard in any direction that I think is appropriate and, therefore, people are more likely to go in the direction I want them to. Interesting that isn't it???
- no
- No
- I don't think so.
- Not really
- triggered interest in idea/application of super cop
- I am more open to 'sharing' and obtaining feedback
- Not directly.
- I don't think so
- No.
- No
- I have made changes to the assessment regime in my own units, as above - came out of our own carrick project work, but COP helped consolidate and develop specific ideas as well as improve my confidence about how to translate my knowledge into practice.
- It has made me think about my relations with other academics more, in terms of our teaching and the potential learning outcomes of students but also in terms of whether we are or even should/could be a CoP.
- No real opportunities to 'test' this as I left immediately after the 2 days for study leave in the USA. I suppose I have been practising active listening and mindful restraint (!) in my interactions with colleagues at the institutions I have been visiting.
- I have talked to a number of people in my School about the project outlined above, and about which I spoke at the CoP. As any of these

staff members plan a conference, I will speak with them again about the kinds of 'double-dipping' I have found to be so successful.

- Have ventured further than my own faculty for like-minded individuals.
- I'm not an academic.
- None as yet
- I am more willing to share ideas with other colleagues. Previously, I was a little reluctant to admit how I teach, as this is not something that we openly discuss. However, the workshop made me realise that I might have something to offer others, but more importantly that others might have something to offer me. And by initiating such dialog, I create opportunities to learn a lot from other academics (chances would not otherwise arise).
- No.
- No
- No
- No

Q12. What impact, if any, has the Leadership Workshop had on you personally?

- More open communication - about stuff like 'a flattering photo'!
- It has been helpful in terms of leadership within a group
- More consciousness around leadership
- See q 10 also, I used it as an opportunity to focus on being more open to other ideas and ways of working, I've kept that going in my head
- None
- As mentioned in each of the previous questions, I have been intending to form one or several CoPs in the coming months to assist me in my role in organisational development for some time, so personally I feel more empowered to do so as a result of participating in the workshop.
- Wonderful sharing of time with colleagues from my institution. Earlier comments that illustrate my lack of contact with others relate to a car accident I had since the workshop, not lack of willingness to have contact!
- Heightened sense of shared values underpinning colleagues' activities across the sector
- Enthusiasm for COPs!
- Made things work better for me. I have a lot more faith that I can make things work out in some way rather than feel there is only one way and pushing everyone in that direction. When I'm not too attached to a particular outcome, it's much easier to achieve it!
- Positive impact; new acquaintances; shed new light on the relationship between teaching and research and the value of learning
- Not a lot (perhaps feel better about myself and things academic)
- It brought into clearer relief many of the things that we were already doing right.
- Not much

- Important impact, through increased awareness of co-operative/collaborative leadership literature
- Still working on expressing myself better and showing more leadership.
- Too hard to tell.
- I feel that the major impact for me was in the opportunity to meet educators for a number of Australian institutions, and compare experiences. Conferences aren't usually structured to allow for this to happen, but with a workshop such as this, the opportunity was there.
- It was an encouragement and motivator to me realising that position classification at current employment is not the 'be all and end all' factor in leadership practice. It is the internal strengths that are a huge contributor.
- greater understanding of options and greater confidence in why I do what I do
- As above. Bit disappointed that the initial burst of enthusiasm from the group came to nothing, but have to be realistic about the pressures of RQF and research (and in my institution restructuring and increased teaching loads for those not considered research active ie no external grant funding). Also there is always next year. I think a follow up workshop to move groups to the next stage would be enormously valuable, I would be keen to attend.
- Answers above! And I have to say I think this is a strange question, since all of the above questions are about us personally. Changes to my teaching, my interactions with others and so on are not separable from changes of me personally.
- It has drawn my attention back to gender issues (which I have tried to pretend are 'no big deal', but, ...) in higher education (T & L): appointments, tenure, awards, rewards. I have been reminded too of the value of active listening and mindful restraint, in all my interactions, but esp. so those related to T/L and collaborative, scholarly activities. With the Moonshiners group, I am curious to research further the devaluing of teaching research-intensive universities.
- As outlined above, I feel both more confident and more responsible to teaching in my area.
- Built a network different from what I had before and that is personally rewarding.
- It has given me much to think about and i have considered using some of the skills i have learned in my personal life.
- Made me even more aware of the challenges and difficulties in leading improvement
- As I have never been one to self reflect (although this was a theme of the workshop), I cannot really comment on this.
- It was great to share ideas and concerns with a range of academics across the country. I feel a lot less isolated than before!
- Not much but I guess my answer to Q9 probably applies here a bit.
- Made me reflect on my usual need for belonging in a group, but in this case I had a lack of connection with the group. Partly because I

- heard very little about teaching and learning and the student and too much about administration of teaching
- Unsure

Responses to the following items are on the scale:

1 = Strongly disagree, 2 = Disagree, 3 = Neutral,
4 = Agree, 5 = Strongly agree.

The workshop has noticeably influenced:

Q16. Please outline any challenges you have encountered in your workplace in relation to CoPs and/or distributive leadership.

- We are wanted by too many people - CASS, Chancelry, Charles - there are too many possibilities and it takes some juggling.
- None
- None
- None
- None thus far w.r.t. CoPs as I have not tried to establish on as yet. Distributive leadership is always interesting as it requires participants to conceive of themselves as leaders - sometimes quite a change in mindset for some.
- How to resolve the challenge of the need for some recognition for membership and contributions.
- Identifying appropriate members for a new COP.
- None really. My school doesn't really work in any sort of cohesive way and I wouldn't dream of trying to make it. My CoP is outside my school.
- Difficult to maintain participation with busy schedules
- Nil
- Getting a CoP off the ground
- Distributive leadership not recognised in HR promotion process
- The waning motivation... People losing interest as they get buried under work needed on the research side of things.
- Getting a would-be Cop to transform from a group of people into a CoP. Still tricky.
- None as yet
- Nil
- The critical need to manage upwards the way the COP process can be easily disrupted by (1) selfish leadership or non-present leadership (2) people with poor understanding of facilitation
- See Q 12 above - RQF etc. We have a new peer observation of teaching pilot going which I am involved in, as well as I have 2 other L&T projects on the go - the Carrick assessment project, and one other grant on distance ed - and I have another collaboration (grant applic) planned on L&T for next year - there is only so much time in the day and I am after all expected to publish on Law!
- I want to make one existing CoP work better, and make more sue of informal CoPs (ie CoP ideas within existing groups). But I don't have time, or there are scheduling issues, and I'm not sure how to contribute better.

- None - as yet. I haven't been around in person in my workplace to encounter any challenges. That said, email is helping me to wait (restraint) and listen (read) patiently, as change sweeps through my workplace far away.....
- Like most (all?) of us, I work under a great deal of pressure, as do my colleagues. I have continued to draw honours and postgraduates into our research community, but my own teaching group within the School has its hands full. Only some of us work well together, and when the situation arises, I feel sure we will work successfully as a CoP in the area I've outlined--but just now the situation has not arisen.
- Distributed leadership threatens established hierarchy
- No challenges (more than usual). Making distributive leadership work; looking for ways to facilitate it without taking over. Looking for ways to ensure its effectiveness.
- CoP - biggest challenge is time constraints. Everyone is so busy. There is a willingness to share and collaborate. DL - extremely important to achieve change. Challenging to achieve
- The major changes at this stage have been in identifying where Cop's might be of use. However, I am yet to convince other academics that it is worth investing a bit of time in exchanging teaching ideas.
- Time

Q17. Please outline any opportunities you have encountered for CoPs and/or distributive leadership to be implemented in your workplace.

- There are lots - but the implementation is going to be time consuming. Nothing specific - I can't get to them.
- none yet
- None in particular other than continued or initiated 'groups' (but not CoPs) around teaching and learning issues.
- Many, but as indicated above these are relatively time-consuming ways to implement change - and I just don't have the time at the moment.
- None thus far.
- I am about to begin a research study across a faculty with a number of faculty and other central unit members. We hope that a CoP focused specifically on learning and teaching (as opposed to just research) may emerge.
- As stated above, I have submitted a grant application to fund the formation of a law school COP.
- Really just affects the group of teachers with whom I work, as above. We are developing various ways of helping them help each other through a CoP type approach but again I emphasize that we have to provide the infrastructure, they won't do it themselves.
- many - currently exploring and developing
- There is clearly a place for a CoP in my Faculty
- Faculty CoP already implemented at university. Now working towards rolling out CoPs in other Faculties, and at institutional levels, eg Associate Dean CoP
- Support networks for early career and new research students.

- See the notes from ANU SuperCop on 13 Sep.
- See Q8 above
- I am in the middle of writing a grant application to get the curriculum review project off the ground. I have stepped into leadership knowing the distributive model suits my style and strengths. I was able to pitch a project to my Head of Department and move into a role I had not considered possible prior to being in the workshop.
- Opportunity to contribute as a community in the development of other COPs
- Nothing specific - depends entirely on the will of individuals I think. We have a good CPD, which I work closely with, and a new DVC who seems enthusiastic about L&T, but all the other factors I have referred to still get in the way.
- Denise and I have begun to discuss and sketch up a loose outline for further research into the (de)valuing of university teaching, that we will take back to the whole Moonshiners group.
- Our Learning and Teaching Unit is wonderful and they have provided venues and administrative support for us forming CoP. Therefore, a neutral ground was established.
- Lots of opportunities, but i haven't done anything about them. I do talk about it a lot, and it's taking hold in the university as a whole.
- Through work with strategic improvement of L&T
- I am currently co-leading a number of teaching initiatives that could benefit from CoP's
- Involvement in national education group
- Nil

Q18. Do you think there would be any value in running another such workshop in the future?

		Frequency	Percent
Valid	Yes	23	65.7
	No	4	11.4
	Unsure	8	22.9
	Total	35	100.0

Q19. What specific things that could be followed-up from the Workshop would you value or could you suggest?

- I was going to say Yes but then could not think of anything. How do I learn to stuff Denise does in terms of tackling understanding of the community dynamics. Its amazing!
- a newsletter with current progress on the topic by workshop organisers
- I think it would be great to keep the same groups, to focus on strategies for instigating CoPs, and to include several 'altogether' discussion sessions
- As mentioned above, a number of my fellow participants had 'epiphanies' over the two days they attended the workshop and I

think such outcomes are fantastic. So if workshop of this type was that useful for those people then it could potentially be so again for another cohort. Follow-up for me is not necessary, I only need the time to start the CoPs that I want to start.

- Any progress on the challenges discussed at the last one (concrete examples of progress).
- ask previous participants to suggest up to three colleagues who might take part, and why
- The experience of others in establishing CoPs.
- How to actually make it work on a practical level. Great to get together, inspiring and interesting to meet all these people, hard to make it work on a day-to-day level in a way that helps all those involved.
- more focus on skills and application rather than theory of CoPs
- Keeping successful, happy groups together (maintaining the flow as it were)
- Building distributive leadership skills
- Sorry, can't think of anything.
- I would like to see a workshop which focused on the actual technical aspects of the assessment process - the nuts and bolts of effective assessment.
- Bringing actual projects to the table to have further discussion regarding progress and to receive input from others.
- more narrowly defined topics for working groups
- As above, take the same groups and move them on to the next phase - design specific collaborative projects and apply for the funding! Lots of support needed there - I would like to come away with a cross institutional grant application in draft form.
- I'd like to hear more / talk more about the challenges that we face both instigating and maintaining CoPs. I still don't get distributed leadership - although I think I get distributed facilitation ... so maybe more about that, and less about personally being a leader. I'd also like to have heard a bit more about what the other delegates (professional) lives are about! It was the one thing I felt cheated on, the lack of information exchange.
- Specifically, The Moonshiners would very much relish the chance to meet again firstly to follow up on issues we each and all brought to the surface about our teaching (in R-I universities) in the 2-day workshop; Secondly I think The Moonshiners would appreciate the opportunity to get together again to share, discuss and develop one or more research agendas in a spontaneous, collegial manner - we have made a start on some research possibilities but we now need to reconnect as a group again. Denise and I are starting to develop some research problems/topics/foci that could go back to the whole group. While we can discuss some aspects of planning by email, some matters are best elicited, contemplated (and hammered out!) face-to-face. Are there any funds to allow this to happen?
- The workshop was valuable. Those of us from my university might usefully have got together either occasionally (when there was something specific to discuss) or from time to time.

- Best practice of CoP - different models of CoP
- Finding ways of finding time to keep in touch with the people from the workshop; finding ways to have time to DO a project with them.
- More around how to lead organisations. More about sector wide approach to advancing L&T in universities.
- I think that it would have been valuable to encourage (require) the teaching support representative of same state universities to have organised a couple of follow up debriefing sessions to enable us to exchange ideas on our post workshop experiences attempting to initiate CoP's
- Not clear if this is another workshop for us or a similar workshop for other people. I think the latter would be more useful

Q20. What further comments on the workshop you would like to make?

- This is from Linda Hort - so it probably shouldn't count!
- Thanks for inviting me.
- I think it would have been helpful to have provided more detailed information about the project, about early research findings, the aim of the 2 days and the program, in a pre-reading pack. The cd's were interesting but didn't really set the scene for what we actually were there to do. It was a bit of mystery to me what we were there for - this isn't in itself a problem, I'm often at mtgs etc where I'm not sure what is expected!!!!, but this is not the most productive way to do things!
- I alternate between feeling the processes examined at the workshop are worthwhile, and thinking they are just not practical because of lack of time. Essentially this is unfortunate but at the moment it is a realistic assessment.
- I think it would be important to involve some of the same people, so some of the conversations begun last time could continue. I am referring to the applicants from each institution. If half could return, and bring a colleague, I think that would be very beneficial for mentoring others in the ideas.
- A well run, interesting and enjoyable experience. Well done!
- Having said all that and perhaps sounded a bit negative, I think regardless of continuation, many ideas have been sparked in me that affect what I'm doing because of associations with these different people from different places. That's all really good, of course. But how to continue it in a meaningful way is the question. Maybe it doesn't have to be but it feels at the moment like we are failing if the good intentions are not realised through further contact and some sort of useful activity.
- Nil
- A bit of a waste really
- Some group members were expecting more guidelines re implementing CoP
- It was an interesting exercise, and a great way to distribute what ANU had learnt from its project.
- Thank you so much for inviting me. I found it to be a great experience.

- Well run. Professional day. Collaboration between institutions was excellent.
- it was a good workshop and was certainly educational
- It worked really well, my group clicked right away. It was also lots of fun. The format of being in the same group right from the outset for the whole 2 days worked really well - much like a faculty retreat. I liked having a range of faculties involved, but the people I ended up feeling I might work with in the future were those from the same faculty as me (Law). I got one great idea from one of the medical people in my group talking about things at his institution, which I have adapted for my own unit. Also valued the CPD people's contributions in my group a lot (I mean academic developers I think), because I am very interested in pedagogy theory as well as practice.
- I've heard people talk about what we did as hothousing CoPs, and I don't think we did that - I don't think we came anywhere near to discovering/creating a CoP - but we did expend a huge amount of emotional energy. Unfortunately it's hard to explain what the pay-off was. I don't feel that there wasn't one, but I can't really tell you what it was other than perhaps personal/professional development in a very fundamental sense. And I think this is something I realised during the workshop - that I really didn't need to have any concrete pay-off, no 'take-away' to use the phrase that our group was using. The experience itself was rewarding.
- Thanks for your courage in establishing the women's leadership group. We are The Moonshiners, and we have more work to do - so thank you for bringing us together and helping us to identify and launch some research ideas! Regards, Kim McS.
- It was well-organised, and to work with a group of highly intelligent people whose concern was teaching as well as research was eye-opening to me. Lip-service (and very well-orchestrated lip-service) is paid to teaching at my University, but when it comes right down to it, research is the thing that is valued.
- Whether by purpose or simply the fact that it was time out from the usual - the workshop triggered an energy to once again charge in for the good fight for Learning and Teaching and I thank you for that.
- I really really enjoyed it. Thank you very much!
- It is a pity that we go back to our own 'homes' and get caught up with routine operations.
- Great!
- Although I have not been involved in cop in any way since the workshop I feel empowered and enabled to lead from where I am. The concept of leadership from below stands out as a significant point for me. Although I marked that the importance of reflection had not increased this was because I think I am a reflective teacher already and one of the major strengths of the workshop was that opportunity to do some structured reflection on a topic which might otherwise be overlooked in the everyday hurly burly thank you

Appendix 4.8 Practice In Leadership Workshop Follow-up Survey Results Commentary

Summary of responses

'The workshop made me realise that not only do I have teaching expertise to offer, but that I have a responsibility to do so. My particular CoP gave me the confidence to speak out far more and to influence practice in my teaching area.'

The workshop, entitled *Practice in Leadership: developing leadership capacity through group process – an immersive workshop* ran on 28th and 29th June 2007 in Sydney. The workshop occurred across two days (essentially one and a half days of work with the major socialising and networking activity on the evening of Day 1). Sixty-two people attended the workshop, drawn from ten research intensive universities: The following commentary and analysis is based on evaluation data from participants included in Appendices 4 and also on debriefs with Super Community of Practice, the A-team and other academic development units. In terms of evaluation data, evaluation sheets were completed by forty-seven people (CEDAM staff did not complete them) on day two of the workshop. Post-workshop the online survey was completed by thirty-five people who had attended the workshop. While the following views do not necessarily reflect the whole group, the high response rates suggest they are probably representative of it.

Membership in a Community of Practice

More than fifty percent of workshop attendees were involved in some way with communities of practice prior to their workshop engagement. Post the *Practice in Leadership Workshop* sixty-five percent of respondents to the online survey were in, or had begun a CoP. Of this group 8.6% had begun a CoP since the workshop. Of the group who had not been involved with CoPs 64.3% indicated they would like to be in a community of practice.

The workshop successfully engaged participants with the idea of communities of practice and the possibilities they might offer within an academic context.

Workshop participants indicated a range of responses in relation to their understanding of communities of practice that partly reflect their exposure to, and experiences of communities of practice prior to attending the workshop. In summary they ran the gamut from people who had never been exposed to the idea previously to those who were already familiar with the theory and reality of communities of practice. Many respondents felt they had a better or expanded understanding of both the theory and also the potential 'application' of CoPs within universities. The workshop was a useful forum to test out ideas and approaches to CoPs for some participants and also to engage with the concept more thoroughly. One person noted the concept resisted a single definition, and another that the rhetoric didn't match the experience of a CoP at the Workshop. A few people thought they could relate the CoP ideas to the teams or work groups they participated in, or conversely didn't see the distinction between managerial teams and CoPs.

On return to their own workplaces, people indicated that their ideas about communities of practice continued to evolve, that some had been reflecting on groups/networks they were involved in ... and rethinking how they engaged and operated. The workshop did achieve a shift in thinking about the collegial possibilities inherent in the academic landscape that could be re-stimulated by communities of practice.

Many people at the workshop were of course already undertaking leadership roles, tasks and activities, but perhaps a significant outcome from the workshop has been a shift in personal understanding of what people do. Responses indicated that workshop participants have been busy exercising opportunities for leadership (within a CoP?) to contribute to excellence in teaching and learning. Some participants flagged that their activity was within role and responsibility, for others it was a continuation of what they were undertaking prior to the Workshop, and for another set of participants the workshop clearly provided the confidence and impetus to get on with making a difference.

Initiating, taking on additional roles and responsibilities, applying for grants, being on committees, reviews, presenting, being involved in CoPs, the list is worth scanning as the initiatives they list name and recognize leadership as being about doing, taking responsibility, about personal agency in their work context. The responses included the following naming of their leadership activities:

- Initiating a launch for a website and also taking the initiative within an existing CoP
- Taking on additional roles and responsibilities at the departmental, school and faculty level.
- Working with a community of students for them to evaluate their learning needs and plan activities.
- Compiling a document that reviews the internal teaching award structure, protocols for support and patterns of engagement.
- Submitting grant application for development of teaching and learning COP within law school.
- Using leadership resources sent by ANU contact for the university Women's Network and Planning and Quality Office change management project.
- Initiating a CoP and contributing to a continuing CoP.
- Participating in the University Working Party on Assessment, which has the brief of formulating new policy.
- Leading a curriculum overhaul through a CoP that will commence by the end of the year once the funding and structures are in place.
- Changed approaches to dealing with feedback stemming from an interesting sharing of ideas and practices within my group at the PIL.
- Giving presentations on my work to various professional development groups within my institution.
- Presenting at a T&L forum being run by the DVC.
- Co-opted to the new Uni Assessment Working Party to assist in drafting new policies on assessment and invited to participate in an assessment project being carried out in another very large faculty in my university.
- Working with a colleague (a very small CoP but a CoP nevertheless!) to provide research-type lab experiences even for non-majoring physics students.
- Decision to try to get a new entity - a Centre for L&T in Physics - which can be treated on a par with the other Centres and Departments, off the ground.
- Involved in the development of a national resource base and interest group for teaching and learning in my discipline area.
- Serving on committees which are communities of practice in a different guise.

- With encouragement from my colleagues I have been working to draw honours and postgraduate students into our research community.
- Forming a CoP around university teaching and now forming another group that may become a research centre.
- Attending committees and running projects, and recently I have been involved in leadership through a CoP.
- Within role and responsibility at work.
- Involved in a number of new teaching initiatives that I am attempting to develop in a shared leadership capacity.
- Continuing to lead a CoP on learning and teaching issues.

Of the people who responded to this question, only three people indicated they had not exercised leadership capability, a further two people were on study leave and from these responses there were two insights about wanting to play a more active leadership role on their return and an increased awareness of the need to manage upwards!

Two responses were reflective asides on leadership capability rather than saying they were exercising this capability ... the first indicated a reflection on their own group work practices and the mesh with their philosophy in relation to CoPs, the second observation concerned the identified challenges in maintaining and resourcing CoPs.

Subsequent Contact with Workshop Participants

Post workshop 62.9 percent of respondents had had contact with their CoPs from the workshop. Initially there was a flurry of email correspondence in many of the groups yet despite enthusiasm and good intentions it has been difficult for people to sustain contact over time. The activities group had engaged in included:

- sharing of resources (reading materials) and information;
- continued discussions and encouragement with each other re development of communities of practice;
- explorations of potential for research collaborations and shared projects across institutions;
- several people from one group who were able to meet up at a Law conference; and
- encouragement and support for developing and submitting conference papers

Otherwise the residue has been goodwill and ongoing expressions of pleasure or enjoyment in the experience. There was a sense from participants of valuing friendships and contacts with people interested in learning and teaching from other institutions. As noted the interest expressed by various groups in exploring cross institutional initiatives has been constrained by two factors time pressures and research pressure.

There have been various informal and formal follow ups for staff from participating institutions from the *Practice in Leadership Workshop*. The survey indicated that 80% of respondees had been in contact with other workshop participants at their universities, and more specifically that 74.3% had been in contact with their local Academic Development Unit staff member. A high number of people indicated that contact was a given in fact as workshop attendees were work colleagues or working on Carrick projects, or had continuing contact due to ongoing projects and commitments. Some institutional staff had met to consider how to increase the value of their networks, to reflect on the Workshop with local colleagues or had engaged in an institutional debrief.

Various respondents indicated their continued involvement in existing CoPs and some indicated they were seeking to resource their university's participants as a community of practice. From CEDAM's perspective support from local ADUs was, and is critical to any sustained outcomes from the workshop. The strategy we had in place relied on a combination of goodwill and enthusiasm from local ADUs to sustain follow-up. Clearly follow-up did not occur across the participating universities. In part some of this stems from key ADU staff being injured, or on study leave or simply overworked. In some ADUs institutional projects and existing Carrick commitment proved greater imperatives.

Influence of the Workshop

Skills enhancement

There is ample indication of a willingness to engage and learn threaded through feedback from participants. In summary under "skills enhancement" some people reported an enhancement and some people talked of skills consolidation. People commented on having a greater understanding of group work options and increased confidence in themselves and their capacity. People also felt affirmed, they were stimulated to reflect on group dynamics, or to think differently about groups and also on the intersection between groups and communities of practice.

People offered specific insights that ranged from seeing CoPs has forum for democratic exchange, building bonds, being less structured, offering good base for communication, enthusiasm, engagement, offering the strengths of 'flexibility' and 'adaptiveness'. Specific skill enhancements that participants valued included listening skills, increased self-awareness (mindfulness) and confidence, and facilitation skills and techniques. In particular the exposure to different facilitator dispositions and techniques was highly valued. Indicators of this included: 'exposure to the many ways different personalities chose to 'take the lead'—a great example of drawing on the talents of all participants; and it 'allowed me to try different strategies, and increased my awareness of cues others are giving'.

In this response area people again talked about leadership for group and collaboration skills and commented on their exposure to leadership ideas, the practical insights into distributed leadership in the higher education arena, and explorations and excitement about 'authenticity' in leadership, (the alignment between what people say and what they do, between interior and exterior personas).

In general a strong sensibility was expressed that the workshop had affirmed participants' interest in, and capacity for collaboration. People spoke of the necessity to work together to improve teaching practice and of the value of alternate ways of operating and involving people. The workshop itself was described as 'very satisfying to be in that total immersion environment for long enough to develop relationships which might lead to collaboration at some later time'.

One survey respondent said 'not the imparting of precise techniques as such so much as just the process of thinking through things'. This response resonates with comments arising from focus groups with ANU's communities of practice who found it difficult to name specific skills they had acquired through the project. However the workshop and the project did created the space, place, context and processes that enabled 'that thinking through'.

Leadership capability

“This blind spot concerns not the what and how—not what leaders do and how they do it—but the who: who we are and the inner place or source from which we operate, both individually and collectively.” (Otto Scharmer Presence Pg 5)

What has come through consistently from survey responses to changes in leadership capability is the developing awareness of ‘self as leader’, an increase in confidence, an increase in preparedness to act in a leadership capacity, and for survey respondents to name what they do as ‘taking the lead’. People indicated that the workshop had built a broader understanding of leadership and an awareness of its requirements. This response area highlights the significance of changes in self-perception, context and peer support in naming and claiming activities in teaching and learning under the banner of leadership.

The workshop ‘meshed’ a sense of the context of inter institutional leadership and in particular of the teaching and learning leadership context. It expanded some people’s conceptions of leadership beyond traditional models into the domain of distributed or collaborative leadership. Some of the insights about distributed leadership and leadership through CoPs made in the survey include:

- the benefit of active listening and mindful restraint as leadership skills;
- an awareness of the need to let everyone have a say and contribute;
- the importance of making participants feel valued;
- realizing that sometimes it is better to lead by facilitation rather than by direction.
- the appeal of CoPs as a potential way of involving faculty colleagues; and
- the value in being less aware of self, and more aware of the ‘Other’ and others in academic contexts that demand some kind of leadership capacity.

Specific points made in the survey in relationship to exercising leadership included:

- communicating your view in a manner that is accessible to others and to openly invite their feedback;
- anticipating variation in response to given issues across a group and having the capability to respond to that variation;
- taking a longer-term view of things or taking a different direction if something doesn’t ‘go my way’;
- the importance of a clear and directed agenda.

Another powerful comment made by a participant concerns ways of replicating or facilitating the shifts in perception around leadership, something our project is also preoccupied with:

‘One of the most useful things for me was seeing the growth in others attending the workshop, particularly those who had never been exposed to these kinds of concepts before. Reflecting on these participants’ ‘epiphanies’ during the workshop was helpful for me, as I would like to achieve similar outcomes when I develop my own CoPs across campus.’

Academic practice

The majority of respondents reported that the Leadership Workshop had not contributed to changes in their academic practice. However the respondents who identified changes traced an interesting shift that entailed an openness to new ideas, thinking more about relationships with other academic staff, extending out beyond their own faculty for like-minded individuals. A smattering of such responses are:

- increased [my] desire to share early ideas with others in corridor conversations;
- more inclined not to push people too hard in any direction that I think is appropriate and, therefore, people are more likely to go in the direction I want them to;
- triggered interest in idea/application of super community of practice;

- more open to 'sharing' and obtaining feedback;
- been practicing active listening and mindful restraint in my interactions with colleagues at the institutions I have been visiting; and
- helped consolidate and develop specific ideas as well as improve my confidence about how to translate my knowledge into practice.

'Previously, I was a little reluctant to admit how I teach, as this is not something that we openly discuss. However, the workshop made me realise that I might have something to offer others, but more importantly that others might have something to offer me. And by initiating such dialogue, I create opportunities to learn a lot from other academics.'

Personal impact

Seven respondents said the Leadership Workshop had no or little impact on them personally. However the majority of respondents identified a range of impacts that included confidence, empowerment, enthusiasm, and networking. Participants really valued the opportunity to share ideas and experiences with educators from both their own and other Australian universities. Other threads indicated that people did take away ideas, energy and shifts in consciousness in around communities of practice and leadership. Some more specific points were:

- an opportunity to focus on being more open to other ideas and ways of working;
- heightened sense of shared values underpinning colleagues' activities across the sector;
- have a lot more faith that I can make things work out in some way rather than feel there is only one way and pushing everyone in that direction;
- shed new light on the relationship between teaching and research and the value of learning;
- feel better about myself and things academic;
- brought into clearer relief many of the things that we were already doing right;
- increased awareness of co-operative/collaborative leadership literature;
- realising that position classification at current employment is not the 'be all and end all' factor in leadership practice. It is the internal strengths that are a huge contributor.
- greater understanding of options and greater confidence in why I do what I do
- drawn my attention back to gender issues (which I have tried to pretend are 'no big deal', but, ...) in higher education (T & L): appointments, tenure, awards, rewards.
- built a different network from what I had before and that is personally rewarding.
- made me even more aware of the challenges and difficulties in leading improvement
- feel a lot less isolated than before!

In terms of influencing participant's ideas around key concepts the majority of respondents indicate that the workshop had influenced their ideas about reflection as a component of professional practice. There was markedly a very strong response to the workshop altering their approach to facilitation and finally also a strong response in their understanding of agency.

Back in the real world...

The most commonly identified challenges encountered in workplace in relation to CoPs and distributed leadership were time, busyness, and persuading staff to invest in CoPs. Other cited issues included service demand and juggling various responsibilities and possibilities, dealing with mindsets, a lack of recognition for involvement, and research pressure. More specific concerns were:

- Making distributive leadership work; looking for ways to facilitate it without taking over. Looking for ways to ensure its effectiveness, the lack of institutional recognition and support for distributed leadership, its perceived threat to established hierarchy.

- For CoPs identifying where CoP's might be of use, getting a CoP off the ground, identifying appropriate members, maintaining participation, getting a would-be CoP to transform from a group of people into a CoP.
- And the bridge—the critical need to manage upwards, the way the CoP process can be easily disrupted by (1) selfish leadership or non-present leadership (2) people with poor understanding of facilitation.

Survey responses indicated there was no shortage of opportunities to evolve CoPs and distributed leadership, but responses indicated people were impeded in exploring these opportunities due to time constraints. Opportunities cited were:

- beginning a research study across a faculty with a number of faculty and other central unit members, with the hope that a CoP focused specifically on learning and teaching (as opposed to just research) may emerge;
- submitting a grant application to fund the formation of a law school CoP;
- developing various ways of helping group of teachers with whom I work to help each other through a CoP type approach but again I emphasis that we have to provide the infrastructure, they won't do it themselves;
- there is clearly a place for a CoP in my Faculty;
- Faculty CoP already implemented at university, now working towards rolling out CoPs in other Faculties, and at institutional levels, eg Associate Dean CoP;
- support networks for early career and new research students;
- opportunity to contribute as a community in the development of other CoPs;
- our Learning and Teaching Unit is wonderful and they have provided venues and administrative support for us forming a CoP, therefore, a neutral ground was established;
- currently co-leading a number of teaching initiatives that could benefit from CoPs;
- involvement in national education group;
- in the middle of writing a grant application to get the curriculum review project off the ground. I have stepped into leadership knowing the distributive model suits my style and strengths. I was able to pitch a project to my Head of Department and move into a role I had not considered possible prior to being in the workshop.

Participant feedback on the value of ANU in running another such workshop in the future

The majority of survey respondents felt that it would be worthwhile to run such a workshop again (65.7 %) and a further 22.9% were unsure of the value of this. Only 11.4% of survey respondents felt there was no value in any re-run .

The specific ideas people suggested that they would like to see followed-up from the Workshop included:

- Bringing actual projects to the table to have further discussion regarding progress and to receive input from others.
- A newsletter with current progress on the topic by workshop organizers.
- The teaching support representative of same state universities to have organised a couple of follow up debriefing sessions to enable us to exchange ideas on our post workshop experiences attempting to initiate CoP's
- Finding ways of finding time to keep in touch with the people from the workshop; finding ways to have time to DO a project with them.

- The Moonshiners would very much relish the chance to meet again to do two things, to follow up on issues we each and all brought to the surface about our teaching (in R-I universities) in the 2-day workshop; to get together again to share, discuss and develop one or more research agendas in a spontaneous, collegial manner.
- Take the same groups and move them on to the next phase — design specific collaborative projects and apply for the funding! Lots of support needed there — I would like to come away with a cross institutional grant application in draft form.
- Those of us from my university might usefully have got together either occasionally (when there was something specific to discuss) or from time to time.

Ideas about rerunning the workshop again...

- It would be important to involve some of the same people, so some of the conversations begun last time could continue. I am referring to the applicants from each institution. If half could return, and bring a colleague, I think that would be very beneficial for mentoring others in the ideas.
- It would be great to keep the same groups, to focus on strategies for instigating CoPs, and to include several 'altogether' discussion sessions.
- Ask previous participants to suggest up to three colleagues who might take part, and why.
- A number of my fellow participants had 'epiphanies' over the two days they attended the workshop and I think such outcomes are fantastic. So if workshop of this type was that useful for those people then it could potentially be so again for another cohort. Follow-up for me is not necessary, I only need the time to start the CoPs that I want to start.
- A follow up workshop to move groups to the next stage would be enormously valuable, I would be keen to attend.
- Not clear if this is another workshop for us or a similar workshop for other people—I think the latter would be more useful

Specific areas of information/skills

General interest expressed in further information on best practice in relation to communities of practice—instigating, maintaining and sustaining them and examples of different models of CoPs. Also a request for practical level information about making CoPs work on the day-to-day level, such as processes, resources and skills. Some people wanted to hear more about the experiences of others in establishing CoPs and on progress made in response to challenges participants had detailed at the workshop.

Other specific areas of information were building distributive leadership skills, and leading organizations; sector wide approach to advancing learning and teaching in universities; and on community dynamics.

Further comments on the Workshop

Generally people commented that the event was professional, well run, enjoyable and they appreciated the collaboration between institutions. People did find it an interesting way to distribute what ANU had learnt from its project.

- The format of being in the same group right from the outset for the whole two days worked really well — much like a faculty retreat. I liked having a range of faculties involved, but the people I ended up feeling I might work with in the future were those from the same faculty as me (Law). I got one great idea from one of the medical people in my group talking about things at his

institution, which I have adapted for my own unit. Also valued the CPD people's contributions in my group a lot (I mean academic developers I think), because I am very interested in pedagogy theory as well as practice.

- I don't think we came anyway near to discovering/creating a CoP —but we did expend a huge amount of emotional energy. Unfortunately it's hard to explain what the pay-off was. I don't feel that there wasn't one, but I can't really tell you what it was other than perhaps personal/professional development in a very fundamental sense. And I think this is something I realised during the workshop — that I really didn't need to have any concrete pay-off, no 'take-away' to use the phrase that our group was using. The experience itself was rewarding.
- Thanks for your courage in establishing the women's leadership group. We are The Moonshiners, and we have more work to do— so thank you for bringing us together and helping us to identify and launch some research ideas!
- It was well-organised, and to work with a group of highly intelligent people whose concern was teaching as well as research was eye-opening to me. Lip-service (and very well-orchestrated lip-service) is paid to teaching at my University, but when it comes right down to it, research is the thing that is valued.
- Whether by purpose or simply the fact that it was time out from the usual— the workshop triggered an energy to once again charge in for the good fight for Learning and Teaching and I thank you for that.
- Although I have not been involved in CoP in any way since the workshop I feel empowered and enabled to lead from where I am. The concept of leadership from below stands out as a significant point for me. Although I marked that the importance of reflection had not increased this was because I think I am a reflective teacher already and one of the major strengths of the workshop was that opportunity to do some structured reflection on a topic which might otherwise be overlooked in the everyday hurly burly.

Various comments suggested ways or ideas for improving the experience of the workshop including:

- more detailed information about the project, about early research findings, the aim of the two days and the program, in a pre-reading pack;
- more narrowly defined topics for working groups;
- some group members were expecting more guidelines re implementing CoPs;
- the CD's didn't really set the scene for what we actually were there to do;
- I'd liked to have heard a bit more about what the other delegates (professional) lives are about, there was a lack of information exchange.

Appendix 4.9: PILW Workshop Program

Put Folder Cover for Workshop here.

Practice in Leadership Workshop

June 2007

Program of Activities



Each Community of Practice (CoP) is on a journey—it will determine what form this takes, and how it unfolds.

Every Community of Practice (CoP) has the common task of producing an account (any form of presentation is fine!) of that journey to share with all workshop participants for Session 5 on Day 2.

Each participant has his or her own logbook...for recording personal reflections on the journey. We are offering you an opportunity at end of Workshop to seal your logbook, in a self addressed envelope, and to drop it into a box. The Log will be sent back to you eight weeks after the Workshop as a memento, reminder and snapshot of your experience.

Each session has it own program notes and they are each colour-coded for ease of reference.

Practice in Leadership Workshop: Day 1: Session 1: CoP forming

Inputs	Objectives	Tasks	Resources	Outcomes	Outputs
Pre workshop material Individual Critical Incidents Opening Plenary	To create a climate of participation To get leadership, communities of practice, and valuing of teaching and learning, on the agenda. To agree on a framework for working.	Introductions (name, place, area) Work out what people want to get out of Workshop. Scope interests/ issues of people in the CoP. Brainstorm possible outcomes (visionary, how to change the world). What does the CoP want to achieve? Plan how to work as a COP. Consider what roles and responsibilities might be needed in CoP Define the first task for the CoP.	Workshop vision, purpose, process and objectives. CoP roles	Idea of what participants want out of Workshop. What the CoP will work on. How the CoP will work.	Record of what participants want out of Workshop to revisit S5 to see if participants got what they expected.

Stimulus questions/prompts

What do you want to get out of this Workshop?

How does your critical incident relate to the 'interest/issues' list generated by your CoP?

What are the commonalities and divergences interests? Can these be used as a critical filter for deciding how you will handle critical incidents or emerging themes for you CoP?

How does the CoP want to work?

Practice in Leadership Workshop: Day 1: Session 2: CoP norming

Inputs	Objectives	Tasks	Resources	Outcomes	Outputs
Agreements about working as a CoP. Record of participant interests and outcome expectations.	To use community of practice processes to problem solve. To engage in peer learning using a critical incident or derived task. To identify larger themes, issues and challenges arising from critical incidents.	Complete tasks from session 1 if needed, re defining task for CoP and how it will function. Determine how CoP will handle the critical incidents brought by participants. Workshop your critical incident/s as negotiated. Map larger themes/issues/ challenges emerging from critical incident overviews. Process and resolve the critical incident or task as a community of practice. Work out CoP strategies to influence	Problem identification and action planning using agreed lens, ie Action learning cycle.	Idea of the links between personal critical incidents and larger themes emerging across universities.	Map of themes/issues/ challenges. Documentation of how incident/s or theme/issues/ challenges were processed by CoP.

		or deliver the aimed for outcome. Document the group's processing of the critical incident or themes/ issues/challenges. Define the next task for the CoP.			
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Stimulus questions/prompts issue mapping as a CoP

For your chosen critical incident or broader task:

Problem ID – do we have shared understanding of the problem?

- What are the key issues in this critical incident or themes/ issues/challenges?
- Who are the stakeholders?

Action planning/ solution generation - brainstorming

- What change are you trying to achieve as a CoP?
- How can you incorporate a range of different perspectives to work towards your goal?
- What influencing strategies could be used?
- What capabilities would be needed to implement these strategies?

Document processing of critical incident/ task

- How did we start?
- What steps did we take?
- What processes and tools did we use?
- What did we learn/ achieve?

Practice in Leadership Workshop: Day 1: Session 2: CoP norming cont...

Personal Log	Objectives	Tasks	Resources	Outcomes	Outputs
	To engage in reflective practice and consider individual capability development.	Write down your personal responses, learnings and insights from this session. E.g: •personal learning •CoP interaction issues •your agency in the CoP •any skills needs? Think about sharing any individual reflections that could contribute to CoP learning.	Personal reflection logbook.	Awareness of personal contribution to CoP operation.	Reflection notes for self

Stimulus questions/prompts Personal Log

What did I do in my CoP in that session?

How did I influence the activity of my CoP?

What could I do differently next session?

Practice in Leadership Workshop: Day 1: Session 2: CoP norming cont...

Process focus	Objectives	Tasks	Resources	Outcomes	Outputs
CoP process-forming/ norming	To analyse COP effectiveness and process.	Workshop and document how the CoP has worked so far. Think about the 'news' from your CoP that you want to share with the Workshop.	CoP collaboration checklist	Growing awareness of CoP processes.	Documented account of how group sees its agreements/ process as a CoP having worked in practice. Agreements about any changes in processes and strategies.

Stimulus questions/prompts: Process focus on CoP process- forming/ norming

What was or wasn't working in your CoP process?

Can you illustrate any useful CoP processes that are working for your CoP?

Is the CoP doing the right thing? What could / should we be doing differently?

Practice in Leadership Workshop: Day 1: Conversation Cafe

Conversation Cafe	Objectives	Tasks	Resources	Outcomes	Outputs
CoP process-forming/ norming	To extend CoP learnings through CoPs exchanging information and stores about their journeys.	Share with other Workshop participants, the journey of your CoP on Day 1. To gather information from other CoPs about their journeys Day 1.	CoP's own ingenuity	Cross-referencing of other CoP ideas, processes and issues.	Conversation Café news report on your CoP and what happened Day1.

Stimulus/prompt Questions

From the news report what seem to be key issues/ learnings for other CoP's?

Can you identify examples of agreements reached about Community of Practice process?

Is any of the feedback from other CoPs suggesting other ideas or changes to where to next for your CoP?

Practice in Leadership Workshop: Day 2: Session 3: CoP Performing

Inputs	Objectives	Tasks	Resources	Outcomes	Outputs
Map of themes/issues/challenges. Personal log reflections. Group Reflection and revised agreements. S2. Conversation Café reports of other CoPs work on Day1.	To share an understanding of leadership in higher education learning and teaching.	To review and share thoughts and views since the CoP last met (Day 1 afternoon). To discuss whether the CoP feels as if it is in a position to move forward. To identify (in relation to what the CoP has chosen to work on) the characteristics of effective leadership in learning and teaching in higher education. To identify the skills and attitudes that individuals might exhibit in effective leadership in learning and teaching in higher education. To discuss whether the characteristics and	Problem identification and action planning using agreed lens, ie Leadership in Teaching & learning Critical incidents/or themes/issues/challenges that provides insight into leadership in learning and teaching in higher education Handout on leadership - based on the outcomes of the Carrick	A greater awareness of the range of leadership attributes and possible applications within teaching and learning.	A summary of the discussion for sharing with other CoPs and workshop participants.

		skills of effective leadership in learning and teaching are different from other forms of effective leadership in higher education	Symposium on Leadership (Nov 2006) & The ANU Project's vision of Leadership.		
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Stimulus questions/prompts leadership in teaching and learning

Does the CoP need to change processes or focus to achieve its tasks in S4 and S5?

What does the CoP require to move forward?

What do you think leadership in learning and teaching looks like?

Is this form of leadership different from other forms? If so how?

What is the difference between leadership in learning and teaching and leaders in learning and teaching?

Do you exhibit leadership in your professional practice? If so, how?

Practice in Leadership Workshop: Day 2: Session 4: CoP Performing

Inputs	Objectives	Tasks	Resources	Outcomes	Outputs
Map of themes/issues/ Challenges. Personal log reflections. Group Reflection from and revised agreements. S2. Conversation Café reports of other CoPs work on Day. Understanding of leadership in teaching and learning (S3).	To understand how distributed leadership might be expressed through COPs. To exercise individual and distributed leadership skills in this collaborative environment. To include COP leadership as problem-solving dimension in addressing the CoPs strategies for change. .	Review where the CoP has got to and how best to move forward. Consider and document how your CoP has been demonstrating or exercising distributed leadership during its work to date. Recast the CoP's tasks and identified goals through the lens of the CoP practising distributive leadership. Outline a vision of what distributive leadership in action would look like for your CoP.	Problem identification and action planning using agreed lens, ie <i>Distributed leadership.</i> Hand out with quotes about distributive leadership,	Ideas of the how distributed leadership might work in a CoP.	A summary of the discussion for sharing with other CoPs and workshop participants. A reflective assessment showing how leadership is working in your CoP

Stimulus questions/prompts on distributed leadership and CoPs

To what extent are we exercising leadership skills in our work as a community of practice?

What skills, abilities, and resources exist within our community of practice to assist it in achieving the goals we have set?

What power can the community of practice offer, that individual approaches do not?

Are we thinking and working “out of the box,” or are we trapped within the limits of our assumptions?

How might we go even further?

Practice in Leadership Workshop: Day 2: Session 5: CoP Reforming

Inputs	Objectives	Tasks	Resources	Outcomes	Outputs
Map of themes/issues/challenges. Personal log reflections. Group reflection from and revised agreements. Conversation Café reports of other CoPs work on Day. Summary on leadership in teaching and learning. Summary on distributive leadership in CoPs.	To review the journey the CoP has been on through the course of the Workshop. To plan any further actions, strategies, commitments arising from the work of the CoP.	Review the CoP's Session 1's expectations of Workshop. Compare to what CoP actually did. Overview and digest all experiences (refer to your documentation) CoP has produced on its journey). Design your journey account. Plan any further actions, strategies, commitments arising from the work of the CoP.	Problem identification and action planning using agreed lens, ie Review of journey	A sense of closure of the work of the CoPs at the Practice in Leadership Workshop. Plans or commitments for follow-up activity arising from CoPs activity.	A journey account distilled by the CoP for presentation to the entire Workshop.

A reflective assessment/ vision on how leadership works in each CoP.					
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Stimulus questions/prompts on the journey for your CoP

What were the CoP's key:

- themes/issues/ challenges.
- learnings
- capabilities
- dilemmas
- insights
- highlights/lowlights etc.

Did your understanding and practice of CoPs and leadership change over the course of the Workshop?

Having overviewed the journey and its achievements are there other plans, strategies of approaches that you wish to pursue from this Workshop CoP?

Practice in Leadership Workshop: Day 2: Session 5: CoP Reforming cont...

Personal Log	Objectives	Tasks	Resources	Outcomes	Outputs
	To engage in reflective practice and consider individual capability development.	Record any personal responses, learnings and insights from sessions 3 & 4 & 5. Consider sharing any individual reflections that could contribute to CoP learning.	Personal reflection logbook.	Awareness of personal skills and agency in exercising distributed leadership and in effective CoP operation.	Reflection notes for self

Stimulus questions/prompts: Personal Log

How did I contribute to my CoP in these sessions?

What could I do differently next time in a CoP?

How did I exercise leadership capability in my CoP?

What leadership did I observe colleagues demonstrating?

Practice in Leadership Workshop: Day 2: Session 5: CoP Reforming cont...

Process focus	Objectives	Tasks	Resources	Outcomes	Outputs
CoP process-preforming/reforming	To analyze COP effectiveness and process. To consider the effectiveness of our practice of distributed leadership within a CoP	Workshop and document how the CoP has worked so far. Reconsider the 'journey account' from your CoP that you are to share with the Workshop.	CoP collaboration checklist	Growing awareness of CoP processes.	A journey account t enriched by reflection for presentation to the entire Workshop.

Stimulus questions/prompts: Process focus on CoP reforming

What was or was not working in your CoP processes?

How did the CoP's ideas about leadership manifest in its activity and processes?

What challenges could undermine any commitments that the CoP has made to further activity?

Practice in Leadership Workshop: Day 2: Final Plenary

Final Plenary	Objectives	Tasks	Resources	Outcomes	Outputs
CoP process-closure & celebration	To share stories and narratives from CoP's about their diverse journeys over the course of the Workshop.	Deliver an account of your CoP's Workshop journey. Celebrate what you have achieved. Consider where to from here. Listen, learn and reflect on synergies and differences in what has occurred between people and CoPs.	CoP's own ingenuity	Sense of overall closure to Workshop. Possible commitments to further activities?	Journey account.

Stimulus/prompt Questions

What were the CoP's key issues/ learnings?

Can you identify examples of Leadership in your Community?

Where have we been in the Workshop?

What will I take away from this experience and apply to my own institutions and practice

Appendix: 4.10 Practice in Leadership Prework

Stimulus DVDs

Please go to the project website to see online versions of project video resources at: <http://leadershipcops.edu.au/caseStudies.html> and at http://leadershipcops.edu.au/build_communties.html