

# Leadership for learning and learning for leadership.

## **Purpose of research:**

To examine the link between a transformational learning experience as experienced by three cohorts of Post Graduate Certificate – Teacher in Health and Social Care students and their emergent leadership qualities.

# Leadership for learning

Leading is central to the mission of higher educational institutions and there is increasing emphasis on leadership as a quality required by post-graduates to enhance their employability.

*Employers are seeking people able to analyse issues, think critically, solve problems, communicate effectively and take leadership (Justice, 2009).*

# Leadership for learning

- HEI's are strongly encouraged to enhance the student learning experience
- To do this they need structures and systems to support learning
- Part of leadership and accountability

*'As far as we are aware, there is not a single documented case of a school successfully turning around its student achievement trajectory in the absence of talented leadership' (Leithwood et al, 2006, pg 5)*

# Leadership and Learning

- Clear evidence that to promote student learning, attention must be given to engaging students as active participants and expanding the teaching and learning repertoires of teachers and students respectively (Hopkins, 2003)

Instructional Leadership or 'learning-focused leadership' (Knapp et al., 2006)

# Enquiry Based Learning

Enquiry based learning (EBL) offers a co-constructed form of learning that integrates the teacher with student centred learning thus enabling a transformational learning experience which inspires students to not only lead their learning but learn how to lead.

- EBL engages the students in a transformational learning experience. This method of learning has caused a revolution for the students as they take on the responsibility of leading their own learning and learn how to lead education in their own practice through accentuated collaboration and distribution of power and authority as a central learning experience.

- The course emphasized the development of
- skills such as independent and collaborative learning, searching for and evaluating information,
- synthesis, oral and written communication, and self and peer evaluation.

- The environment of academic departments influences the quality of teaching and learning as staff can gain intrinsic satisfaction from teaching students.
- ‘Just as perceptions of good teaching can encourage active engagement with academic content, so perceptions of good leadership might encourage staff to give their best to their students’ (Ramsden, 2005, 64).
- Good academic leadership should always create an environment for academics to learn how to teach better, where the interest in teaching is nurtured and collaborative methods are used to solve problems.

- Justice, C., Rice, J., & Warry, W. (2009). Academic skill development—Inquiry seminars can make a difference: Evidence from a quasi-experimental study. *International Journal of Scholarship of Teaching and Learning*, 3(1), 1–23.