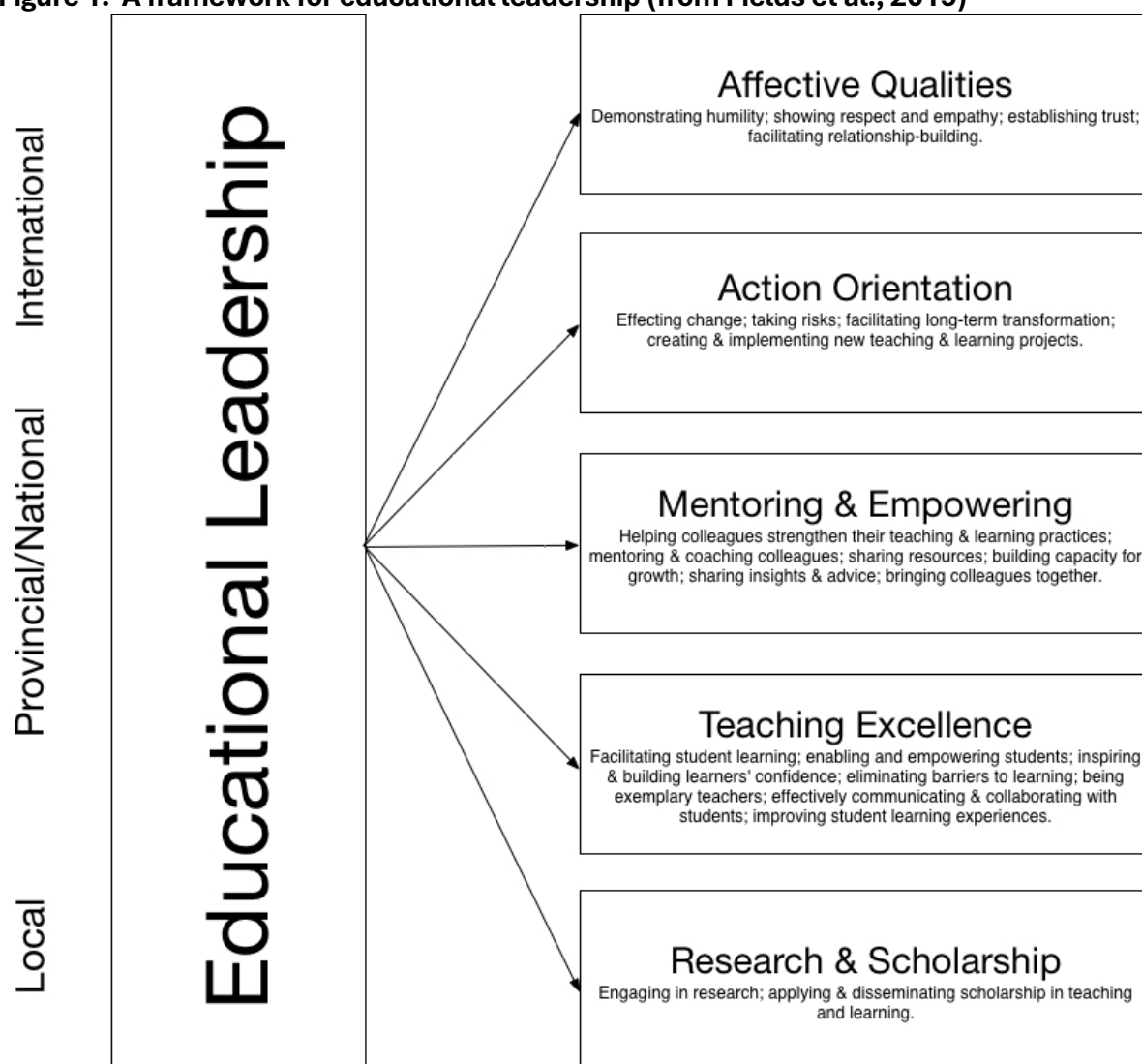


Leading Through Complexity: Cultivating Educational Leadership at UPEI

Description of Educational Leadership (adapted from Kenny et al., 2017; Fields et al., 2019)

Educational leaders influence change by implementing initiatives to strengthen teaching and learning in postsecondary education. They share their expertise to help other educators strengthen their teaching practices. They may also lead strategic programs, initiatives, and committees, influence policies and structures, and/or advocate for change for improving teaching and learning. Educational leadership may be demonstrated through formal leadership roles and responsibilities, and through informal leadership activities that may not be formally identified as part of one's role. Educational leaders understand the importance of local context, often consulting and partnering with students and colleagues. They act as knowledge catalysts, build networks, nurture relationships, and bring together teams to create collaborative opportunities to enhance teaching and learning.

Figure 1: A framework for educational leadership (from Fields et al., 2019)



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Table 1: A continuum of educational leadership practices (from Benoit et al., 2019)

EDUCATIONAL LEADERSHIP	EXPLORE <i>Becoming Aware</i>	ENGAGE <i>Ongoing Participation</i>	EXPAND <i>Contributing and Leading</i>
Engagement in professional learning communities related to teaching and learning	Explores and develops emerging connections with professional learning communities related to teaching and learning.	Regularly connects with and contributes to professional learning communities related to teaching and learning.	Takes on leadership roles and responsibilities with professional learning communities. Builds new professional learning communities and networks related to teaching and learning.
Engagement in initiatives, committees, policy development, and/or roles to advance teaching culture, practices and student learning	Identifies and explores engagement in initiatives, committees, policy development and/or roles to advance teaching culture, practices, and student learning.	Actively engages in and contributes to initiatives, committees, policy development, and/or roles to advance teaching culture, practices and student learning within the context of formal or informal leadership roles.	Leads initiatives, committees, policy development related to teaching and learning, within the context of a formal or informal role. Has a formal leadership role with responsibilities to advance teaching culture, practices and student learning.
Seeks feedback on and reflects on educational leadership approaches, impact, strengths and further opportunities for growth	Develops awareness of educational leadership approaches, impact, strengths and further opportunities for growth.	Intentionally reflects on and communicates educational leadership approaches, the outcomes of initiatives led, strengths, and further opportunities for growth.	Provides evidence of and reflects on the impact of teaching and learning initiatives led. Regularly seeks feedback on educational leadership from others and reflects on strengths and further opportunities for growth.
Shares teaching expertise and develops relationships to help other colleagues strengthen their teaching practice	Informally shares teaching strategies or resources with department colleagues. Explores relationships with teaching colleagues outside of the department.	Develops constructive relationships and connections beyond the department to share teaching and learning knowledge and expertise. Actively shares teaching strategies or resources with others through workshops, mentorship, and/or networks.	Is recognized for teaching expertise across and/or beyond the institution. Fosters meaningful relationships beyond the academic unit to share teaching and learning knowledge and expertise. Creates and leads activities, engages in mentorship, and/or creates networks to help colleagues strengthen their teaching practices.

Figure 2: A model summarizing key attributes and components of relational and strategic educational leadership (from Kenny et al., 2025)



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Figure 3: An emerging framework for shifting beliefs and influencing cultures in higher education (Fields & Kenny, forthcoming)



Educational Leadership Values/Beliefs Worksheet

1. What do I believe about educational leadership in postsecondary education?
2. Who or what has most shaped my thinking about educational leadership in higher education? How so?
3. What educational leadership activities, practices, or initiatives have I implemented (or hope to)? What do these say about what I value?
4. What do I most want to be known for as an educational leader?
5. Looking back across these reflections, what one sentence or phrase captures the values or beliefs that describe how I want to show up as an educational leader? What matters most about this?

Educational Leadership Action Plan Worksheet

1. What shift or transformation would you most like to influence? What is the need in your local context? What is one change you would most like to see?
2. What educational leadership initiative would help to address this need and/or the kinds of change(s) you would like to see? What (small) component of this could you move forward with this academic year?
3. Who is the audience you hope to reach?
4. Who might you seek advice/support/help from as you implement this initiative?
5. How does this initiative align with your educational leadership values or beliefs?

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