

Activity 8 Cascading

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This activity is in a sense an extension of the mentoring and coaching activity. It refers to the tutelage that occurred in the second stage of the project between the stage 1 and stage 2 project participants. The explicit purpose of this activity was to promote the growth and development of the second generation of participants through discussions with the stage 1 participants. Figure 1 illustrates the cascading model.

Context

The cascade model was intended not only to assist the growth and development of the stage 2 participants but also to provide the scholars from stage 1 with another opportunity to develop national leadership skills. This model also expanded the cross-institutional network of leaders of teaching and learning and provided a critical mass for extending this network within and across institutions throughout Australia.

“One of the main things was to prepare people for what was ahead and that worked well I think we were all well prepared in terms of having the scholars from last year attend and that carried on through the whole project.” (2008 Scholar)

Program of Activities

The cascade model was initiated in stage 2 (see Figure 1). The stage 1 scholars and project team members liaised with stage 2 scholars and project team formally and informally throughout the duration of the second stage.

These stage 1 participants provided insights on their experiences, successes and failures as a guide and basis from which the stage 2 participants could develop and improve actions and implementation of the project. Three of the stage 1 participants attended the leadership retreat held at Barwon Heads Victoria from 17th – 20th February 2008 to establish a relationship and mentor the stage 2 scholars.

“One of the major factors is that there are people that you are working with that know what is going on, and it helps to have those who have been through the process or who are studying this process and to make you aware of things that you may not be aware of.” (2008 Scholar)

Review and Improvement

It was suggested that past scholars could share more of what they did in the implementation of their faculty-based project.

“Maybe some sharing from past scholars or those who have done similar projects, what they have done, how they did it, some of the tricks they used, the outcomes they achieved, consequences they experienced, strategies they implemented, how they convinced people to change - better exposure to someone who has battled hard.” (2008 Scholar)

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Figure 1 Distributed leadership for learning and teaching

