Academic Leadership for Fieldwork Coordinators

The Academic Leadership for Fieldwork Coordinators Program has been designed to assist academic staff responsible for coordinating fieldwork, practicum, professional experience, internships and extra-mural or clinical placements. By supporting the development of knowledge and skills in academic leadership the Program aims to assist fieldwork coordinators to create a vision of what a fieldwork program might be and foster a culture that supports quality work-integrated-learning experiences.

Funded by the Australian Learning and Teaching Council (ALTC) and based on a survey of fieldwork coordinators at Curtin and Charles Sturt Universities, Academic Leadership for Fieldwork Coordinators has been carefully tailored to meet the needs of academic staff in this role.

Who would benefit?
This Program is designed for staff who have academic, managerial and administrative responsibility for the development and maintenance of high quality fieldwork programs. It is relevant for:

• Experienced and less experienced fieldwork coordinators
• Fieldwork coordinators seeking professional development tailored to their role
• Fieldwork coordinators seeking tools to assist them to manage their role, students, collegial relationships and processes more effectively

What does it involve?
The Program is delivered in a two-day intensive block followed by a further four hour workshop. The sessions will be highly interactive, utilise problem based learning and participants will have the opportunity to draw on their own experiences and share challenges and solutions across disciplines. Participants will also be asked to develop a six-month action learning plan related to their own particular developmental needs, which will be based on the identification of areas for improvement through a 360° leadership survey. Participants will come together to present their action learning plan outcomes in October (date and time TBC), 2011. A range of resources will be available, including self-directed online materials. Pre and post Program activities will also be included to support and evaluate personal leadership development.

Program benefits and learning outcomes
Benefits from successful participation in the Program include:

• Access to a leadership development program tailored for fieldwork coordinators
• Development of life-long learning skills to enhance leadership development
• Engagement with the current debates and literature on work-integrated-learning
• Opportunities to enhance career prospects through fieldwork coordination
• Develop strategies and skills to enhance your fieldwork program and student learning experiences
• Network and engage with fellow fieldwork coordinators
• An opportunity to work through an Action Learning Project which can be used for professional portfolio activity as well as a scholarly paper/conference presentation

Program learning outcomes:

• Develop key leadership skills to achieve quality fieldwork experiences grounded in an understanding of contemporary work-integrated-learning pedagogy
• Integrate the six key managerial leadership roles required for work-integrated-learning to progress leadership development
• Demonstrate the ability to self-manage leadership development using the Integrated Competing Values Framework (Vilkinas & Cartans, 2006) (validated academic leadership tool)
• Apply the scholarship of work-integrated-learning to an action learning plan
## Two-day block followed by one half day

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<th>Date</th>
<th>Sessions</th>
<th>Outcomes</th>
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| April 7    | Fieldwork Coordinator as Academic Leader                                   | • Understand the role of the fieldwork coordinator as an academic leader  
• Understand the concept of academic leadership in the context of fieldwork education  
• Recognise the importance of building scholarship of teaching and learning in fieldwork education |
| April 7    | Delivering an effective fieldwork program                                  | • Apply a risk management framework to support WIL programs  
• Identify what structures and processes are needed to deliver an effective WIL program |
| April 7    | The role of quality in fieldwork programs                                  | • Develop a quality improvement framework to monitor the performance of the fieldwork program  
• Develop strategies to monitor the effectiveness of internal and external fieldwork communication  
• Identify the key components of assessment and moderation in WIL |
| April 8    | Developing fieldwork partners for student learning                        | • Identify strategies to address fieldwork development needs for students, academic staff and industry partners  
• Identify strategies for capacity building in fieldwork partner development programs  
• Develop strategies to build fieldwork performance  
• Identify strategies to motivate others to implement a fieldwork program |
| April 8    | Creating and sustaining fieldwork partnerships                            | • Identify and manage key fieldwork partnership relationships  
• Evaluate your own personal strategies for managing key fieldwork relationships  
• Develop a networking approach and strategy for their role as a fieldwork coordinator  
• Evaluate a range of influence building strategies which facilitate strong industry partnerships |
| April 8    | Innovation in fieldwork and managing change                               | • Identify the need for and goals for change in WIL  
• Explore creative models of WIL underpinned by scholarship  
• Apply a range of problem solving models to support the change process |
| May 10     | Personal leadership capabilities and their development                     | • Review and understand personal leadership results using the Integrated Competing Values Framework (ICVF)  
• Begin to formulate a personal leadership development plan  
• Strengthen peer coaching relationships  
• Explore an action plan for building scholarship and leadership development in WIL |