

Conference Agenda

Session Overview	
Date: Thursday, 26/Sep/2019	
8:45am - 10:15am	International Cooperation and Exchange
Kapelle (Schulen St. Michael)	Sharing good practice for higher quality and satisfaction in schools (english- and german-speaking)
	<p>ID: 283 / PP-DE-0845-Movetia: 1 German-speaking Parallel Programm Workshop <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Kooperation international und Austausch, Führungskräfteentwicklung <i>Keywords:</i> Sharing good practice, Zusammenarbeit, Kooperatives Lernen, Austausch, Job Shadowing</p> <p>Internationaler Austausch als praxisnahe Weiterbildung für Lehrpersonen und Schulleitungen (deutsch- und englischsprachig)</p> <p><u>Frank Brückel</u>², <u>Christine Keller</u>¹, <u>Nadine Habegger</u>¹, <u>Susan Gürber</u>¹</p> <p>¹movetia – Schweizer Agentur für Austausch und Mobilität; ²PH Zürich</p> <p>Wie internationale Lerngemeinschaften und gegenseitige Hospitationen zur Schulentwicklung beitragen können, zeigt Prof. Dr. Frank Brückel (PH Zürich) in einem Inputreferat auf.</p> <p>Schweizer Schulleitende sind dazu eingeladen, sich für diesen Workshop einzuschreiben, um sich mit eingeladenen Schulleiter/innen aus Norwegen, Finnland, Holland, Deutschland, Österreich und Belgien zu vernetzen und auszutauschen. Damit werden Grundsteine gelegt für:</p> <ul style="list-style-type: none"> • Gemeinsame Projekte zum Austausch erfolgreicher Praxis • Längerfristige Partnerschaften • Internationale Vernetzung der Schule <p>Movetia organisiert am Vorabend des Workshops in Zug ein Dinner für alle Workshopteilnehmenden zum informellen Austausch mit den internationalen Gästen.</p> <p>Sprachen: Englisch & Deutsch</p> <p><i>References</i></p> <p>-</p>
8:45am - 10:15am	Educational Change, Evaluation and Improvement
SG015	Leading change in education
	<p>ID: 186 / PP-EN-0845-Change-I: 1 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Change, Evaluation and Improvement, Educational Policy, Reform and Governance <i>Keywords:</i> Principals, leadership, school improvement plan, satisficing behavior, school turnaround</p> <p>Evidence of Principal Satisficing Behavior: Inauthentic Improvement Planning</p> <p><u>Coby Meyers</u>, <u>Bryan VanGronigen</u> University of Virginia, United States of America</p> <p>School improvement planning, especially for low-performing schools, can be conceptualized as a planning process to strategically improve organizational processes, operations, and outcomes. However, bureaucratic procedures and related inflexibilities sometimes results in inauthentic plan development. This paper analyzes the extent and ways in which principals engage in satisficing behavior—or being in the realm of “good enough”—when developing school improvement plans (SIPs). The authors qualitatively analyzed 364 short-cycle SIPs submitted by principals of 134 low-performing schools participating across three cohorts of a university-based systems leadership program focused on change leadership and school turnaround. The six most prominent satisficing behaviors follow: Plan content is consistent across schools within a district; a plan or plan features are resubmitted; vision statements are absent or inconsequential; plan priorities focus solely on test scores; plan timeline is insufficiently considered; and the directly responsible individual (to complete tasks) is insufficiently considered.</p> <p><i>References</i></p> <p>Barringer, B. R., & Bluedorn, A. C. (1999). The relationship between corporate entrepreneurship and strategic management. <i>Strategic Management Journal</i>, 421-444.</p> <p>Bryk, A. S., Gomez, L., Gunrow, A., & LeMahieu, P. (2015). <i>Learning to improve: How America's schools can get better at getting better</i>. Cambridge, MA: Harvard University Press.</p> <p>Chapman, C., & Harris, A. (2004). Improving schools in difficult and challenging contexts: Strategies for improvement. <i>Educational Research</i>, 46(3), 219–228. doi:10.1080/0013188042000277296</p> <p>Duke, D. L. (2015). <i>Leadership for low-performing schools: A step-by-step guide to the school turnaround process</i>. Lanham, MD: Rowman & Littlefield.</p> <p>Duke, D. L., Carr, M., & Sterrett, W. (2013). <i>The school improvement planning handbook: Getting focused for turnaround and transition</i>. Lanham, MD: Rowman & Littlefield.</p> <p>Edmonds, R. (1979). <i>Effective schools for the urban poor</i>. <i>Educational Leadership</i>, 37(1), 15–24.</p> <p>Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. <i>Journal of Advanced Nursing</i>, 62, 107-15. doi:10.1111/j.1365-2648.2007.04569.x</p> <p>Fernandez, K. E. (2011). Evaluating school improvement plans and their affect on academic performance.</p>

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ID: 270 / PP-EN-0845-Change-I: 2

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Educational Change, Evaluation and Improvement, Health and Resilience in Education

Keywords: Sustainability, school improvement, high performing school

Leading for Sustainable Excellence - Local development work in a high performing school

Pia Skott

Stockholm university, Sweden

This paper focus on the development work with a high performing school in the city center of Stockholm. The school has remarkably good academic results and can be seen as very successful. Parents are proud and excited when their children are selected by the school and expect nothing else than – excellence. But is high performing synonymous to sustainable excellence? Is there anything else than performance that a school has to consider and develop, to be truly successful? In the project we focus on two overlooked aspects of high performance: the risk of mental illness and of not establishing sustainable knowledge.

The aim of the paper is to identify and discuss how high performing schools can contribute to knowledge about school related aspects of sustainability. The focus is on sustainable school leadership and school development for sustainable human beings and sustainable knowledge.

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English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Educational Change, Evaluation and Improvement

Keywords: principal leadership; challenging Chinese schools; school improvement

Leading on the Edge: Principal Leadership in Challenging Chinese School Contexts

Cathy Ping XIE

Peking University, China, People's Republic of

This paper will report a study of how redeployed principals enacted their leadership in low performing urban Chinese state schools to improve student learning.

Research on principal leadership has shown the significant direct and indirect influence of principals on student outcomes. The principals in this study were sampled purposively, and data were collected by means of a questionnaire survey to staff, semi-structured interviews with the principals and fifteen staff, in each school, documents and field notes.

The findings show that the turnaround schools developed in different phases within six years with their redeployed principals. Principal leadership was embedded in their philosophy of education, qualities, values and strategies. Similarities and differences were identified across the three cases. Data also indicated the cultural impact of principal leadership enactment. Globalization of the western concepts and perspectives to fit their own specific organisational contexts was reflected in the cases.

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	<p>ID: 217 / PP-EN-0845-Change-I: 4 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Change, Evaluation and Improvement <i>Keywords:</i> Workshop model, differentiation, gradual release of responsibility framework psychosocial support, coaching, modeling and collegial relationships</p> <p>Improving the Quality of Teaching and Learning</p> <p>Amina Kleit¹, Samar El Zoghby², Hiam Ishak², Yvonne Feghaly³, Sayde El Ahmar³, Souhad Dandach⁴, Marleine Khazzaka⁴, Hiba Hammoud¹</p> <p>¹Ana Aqra Association- Lebanon (Lebanese Republic); ²Lebanese University- Faculty of Pedagogy; ³Center for Educational Research and Development; ⁴Directorate of School Pedagogical Guidance</p> <p>This is a qualitative study that explores the effects of the workshop model, psychosocial support and coaching of teachers from the stakeholders' point of view on the teaching and learning of our approach implemented in Retention support programs in Lebanon. This approach is based on a balanced approach for teaching literacy and independent learning using the workshop model where teachers gradually release control, so learners become more responsible, responsive and engaged. It integrates psychosocial support activities while engaging parents as well as coaching of teachers aiming at improved practices. The approach has shown positive and effective learners' performance.</p> <p>The stakeholders interviewed in this study are teachers, learners, parents, coaches, principals, and teacher assistants from public schools.</p> <p>Findings showed that the:</p> <ul style="list-style-type: none"> • Workshop structure improves the classroom environment and the learning process • PSS had improved the school climate and learners' belonging and feeling less fearful • Coaching process is improving teachers' performance. <p><i>References</i></p> <p>•Ager, A., Akesson, B., Stark, L., Flouri, E., Okot, B., McCollister, F., & Boothby, N. (2011). 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8:45am - 10:15am	<p>Inclusion, Equity and Equality in Education Chair: Cristobal Rodriguez, Howard University, United States of America</p>
SG019	<p>Inclusive Leadership for Sustainable Education</p>
	<p>ID: 180 / PP-EN-0845-Inclusion-I: 1 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Inclusion, Equity and Equality in Education, Educational Policy, Reform and Governance <i>Keywords:</i> delocalization, deployment, principals</p> <p>Implementation of the delocalization policy and the well-being of female high school</p>

principals in Nairobi, Kenya**Lucy Awuor Wakiaga**

Tangaza University College, Kenya

Involuntary transfer of teachers is a hotly contested issue around the globe (see Grissom, Loeb, & Nakashima, 2013, June). Kenya has experienced the same with the recent implementation of the delocalization policy in January of 2018 in which principals have been involuntarily transferred. The purpose of this study is to explore these challenges and how they have impacted female principals in Nairobi County in terms of their autonomy, competence, and relatedness with others. Qualitative data will be collected using interviews and analysis of documents. Thematic analysis will be employed to examine this data. Themes likely to emerge will be those related to the participants' physical and psychological well-being, level of motivation and their capacity to fulfill their personal goals as well as the goals of the employer. The study has implications for the Teachers' Service Commission in creating a conducive professional environment for principals to be effective as school leaders.

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ID: 162 / PP-EN-0845-Inclusion-I: 2**English-speaking Parallel Program****Multiple paper presentations***Program Type:* English-speaking Parallel Program*Thematic Strands:* Educational Change, Evaluation and Improvement, Inclusion, Equity and Equality in Education*Keywords:* inclusive competence, teacher, forming conditions**Organizational-pedagogical conditions of forming the inclusive competence of the teacher in the institution of additional education of adults****Veranika Radyhina**

BSPU, Belarus

Professional training of teachers is quality assurance for Inclusive Education as at the level of higher education and when receiving additional education. It is important to determine the organizational basis and content of the process of training future teachers. Accounting for the organizational and pedagogical conditions for the formation of an inclusive competence of a teacher allows you to implement the methodological requirements of the competence approach in the educational process of the institution of additional education for adults and to identify ways, forms and methods for its formation. The organizational and pedagogical conditions include: The development of teacher motivation to implement educational activities on the inclusion principles, Teacher autonomy should be ensured in all activities, Creating an educational environment for the purpose of modeling pedagogical activities in an inclusive classroom, Designing the educational process based on content optimization, problematization of training, the use of active and interactive teaching methods.

References<https://ipkip.bspu.by/teachers/17>**ID: 175 / PP-EN-0845-Inclusion-I: 3****English-speaking Parallel Program****Multiple paper presentations***Program Type:* English-speaking Parallel Program*Thematic Strands:* Inclusion, Equity and Equality in Education, Educational Policy, Reform and Governance*Keywords:* sharing capital, professional networks, access**Policing White Professors as effective mentors to successful Black, Asian, and Minority Ethnicity Women educational leaders: Capacity building in Higher Education****Alison Sheila Taysum¹, Carole Collins Ayanlaja²**¹University of Leicester, United Kingdom; ²Eastern Illinois University, USA

The professional challenge this paper addresses is circa 2% Black Asian Minority Ethnicity Women access senior leadership posts in education to mobilise their outstanding track records of school improvement in the US and England. Statistics reveal even fewer sustain successful leadership posts after accessing

them. White Professors and White Male Senior Leaders in education currently occupy circa 80% of the educational senior leadership positions in the UK and US. Recommendations are: 1. policy supports White male leaders to advocate for and effectively mentor women and BAME women who have outstanding track records in optimising students' learning, to become successful senior educational leaders; 2. policy can assure senior educational leaders are appointed on merit, not race and focus on optimising students' learning regardless of race or gender; 3 policy documents key performance indicators benchmarked against national standards for operationalising transparent methods for annual moral inquiry into ethical frameworks of education systems.

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ID: 229 / PP-EN-0845-Inclusion-I: 4

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Inclusion, Equity and Equality in Education, Professionalization of School Leaders, Leadership Learning

Keywords: Leadership; sustainable development; sustainable leadership

In search of Sustainable School Leadership in Africa: Learning from empirical evidence from 12 African countries

Vitallis Chikoko

University of KwaZulu-Natal, South Africa

In this paper I present a critical analysis on lessons emerging from an edited book: Africa Handbook for School Leadership (in press) of which I had the privilege to conceptualise and edit, regarding trends in school leadership on the African continent. Hallinger (2018) entitled his recent journal article, 'Surfacing a hidden literature: A systematic review of research on educational leadership and management in Africa'. The title suggests that Africa is not telling its 'story' loud enough, hence this consignment of empirical school leadership literature by way of a handbook. Evidence from the book shows that leadership preparation and development are the missing link. I conclude that in this era of Sustainable Development, Africa needs sustainable school leadership.

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	<p>McGuire, D. (2011). Leadership Development, In McGuire, D., Jorgensen, K.M. (Eds.) Human Resource Development: theory and practice. London: Sage, 159-171.</p> <p>Starratt, R.J. (2009). Ethical leadership, In Davies, B. (Ed.) (2nd Ed.) The Essentials of School Leadership. London: Sage, 74-90.</p> <p>Speck, M. & Knipe, C. (2005). Why Can't we Get it Right?; Professional Development in our Schools. London:Sage.</p> <p>United Nations (2015). Transforming our World: The 2030 Agenda for Sustainable Development.</p>
8:45am - 10:15am	Educational Networks, Cooperation and System Leadership Chair: Alan Daly , University of California, San Diego, United States of America
SG017	Leadership and Cooperation in Education
	<p>ID: 257 / PP-EN-0845-Networks: 1 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Change, Evaluation and Improvement, Educational Networks, Cooperation and System Leadership <i>Keywords:</i> distributed leadership, collaboration, personalization, equity, trust, educational community</p> <p>Leading educational ecosystems: An international collaborative effort around climate and culture in public schooling</p> <p>Jordi Díaz-Gibson¹, Alan Daly², Gitte Miller-Balslev³, Emine Ozge Karakaya⁴, Chris Downey⁵, Gaby Arenas⁶, Yi-Hwa Liou⁷, Mireia Civís¹, Jordi Riera¹</p> <p>¹Ramon Llull University, Spain; ²University of California San Diego; ³University of Southern Denmark; ⁴Sabancı University; ⁵University of Southampton; ⁶Tendrei Colombia; ⁷National Taipei University of Education</p> <p>This paper presents the NetEduProject as an online community that support school principals to assess and manage real time data around the health and potential of their own educational ecosystems, providing learning opportunities to expand their social and professional capital. Today there is a global lack of research-based assessment tools that documents a systems/school's ability to engage with community, empower social relationships between actors within the school and across the wider community, and build trust and collaboration towards lifting local educational goals. In addressing this larger challenge an international group of scholars and practitioners from 10 different countries are collaboratively developing, supporting and weaving the NetEdu learning community. Early results from initial tests across all countries indicate the importance of the role of school leaders to expand educational opportunities through social relationships; the role of student voice in better understanding culture and climate.</p> <p><i>References</i></p> <ul style="list-style-type: none"> •Balslev, G. M. J., Birgit (2011). Organisatorisk innovation i skabelsen af nye metoder til fastholdelse af unge i uddannelse. In E. f. Sørensen & J. Torfing (Eds.), Samarbejdsdrevet innovation i den offentlige sektor (pp. 443 sider). Kbh.: Jurist- og Økonomforbundet. •Bourdieu, P. (1986). Handbook of theory and research for the sociology of education. New York: Greenwood Press. •Burt, R. S. (2004). Structural holes and good ideas. American Journal of Sociology, 110, 349-399. •Carpenter, H.; Cummings, C.; Dyson, A.; Jones, L.; Laing, K.; Oseman, D. i Todd, L. (2010). Extended Services Evaluation: End of Year One Re-port. Research Report DfE-RR016. Londres: Department for Education. Disponible a: https://www.education.gov.uk/publications/eOrdering-Download/DFE-RR016.pdf •Coleman, J. (1988). Social capital in the creation of human capital American Journal of Sociology, 94, S95-S120. •Considine, M., Lewis, J. M., & Alexander, D. (2009). Networks, innovation and public policy: Politicians, bureaucrats and the pathways to change inside government: Springer. •Daly, A. J. (2010). Social network theory and educational change (Vol. 8): Harvard Education Press Cambridge, MA. •Díaz-Gibson, J., M. Civís, J. Longás, and A. López. 2010. "The Study of Educative Network Organization in the City of Barcelona, Spain: The Nou Barris District." International Journal of Knowledge Society Research 1 (2): 26–37. •Díaz-Gibson, J., Civís, M., & Guardia (2013) Strengthening education through collaborative networks: leading the cultural change. School Leadership and Management, 34(2), 179-200. •Díaz-Gibson, J., Civís, M., & Longás, J. (2013). La Gobernanza de Redes Socioeducativas: claves para una gestión exitosa. Teoría de la Educación. 25(2), 213-230. •Díaz-Gibson, J., Civís, M., Daly, A.J., Longás, J. y Riera, J. (2017). Networked leadership in educational collaborative networks. Educational Management Administration & Leadership, 45(6), 1040-1059. •Flyvbjerg, B. (2006). Five misunderstandings about case-study research. Qualitative Inquiry, 12(2), 219-245. •Halverson, R, Baylen Linnek, James P. Spillane and Louis M. Gomez, "Multimedia Cases of Practice: On-Line Learning Opportunities for School Leaders" Journal of Cases in Educational Leadership 7, 1 (2004). Accessible on-line at http://www.ucea.org/cases/. •Keast, R., and K. Brown. 2002. "The Government Service Delivery Program: A Case Study of the Push and Pull of Central Government Coordination." Public Management Review 4 (3): 1–21. •Lin, N. (1999). Building a network theory of social capital. Connections, 22(1), 28–51.

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ID: 297 / PP-EN-0845-Networks: 2

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Educational Networks, Cooperation and System Leadership

Keywords: Instruction leadership, cooperation, network

Expert teams in instructional leadership and collaboration and their transfer to local networks of pedagogical practices improvement

Paulo Volante¹, Magdalena Müller¹, Alvaro Salinas¹, Julio Dominguez², Xiu Cravens³

¹Pontifical Catholic University of Chile, Chile; ²Catholic University of Maule; ³Vanderbilt University

The aim of this project is to systematise instructional leadership and collaborative practices of teachers and school leaders, in order to improve pedagogical practices of primary schools in challenging contexts, in the public education sector of Chile. The project is based on the successful experience of the "Teacher Peer Excellence Groups" (TPEG) project, developed by a research team from Vanderbilt University in partnership with the Shanghai Normal University. In this case, it is expected to develop Communities of Practice (called 'Instructional Leadership Teams') formed by teachers and school leaders in each one of the schools of the project. The focus of the communities is to de-privatise teaching, promoting the reflection about their pedagogical practice in the areas of Mathematics and English.

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ID: 234 / PP-EN-0845-Networks: 3

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

	<p><i>Thematic Strands:</i> Educational Change, Evaluation and Improvement, Educational Networks, Cooperation and System Leadership</p> <p><i>Keywords:</i> Principal leadership practices, principals' sensemaking, collaborative partnerships</p> <p>Moving Beyond Internal Affairs - Principals' Sensemaking of Collaboration for School Improvement</p> <p>Susanne Sahlin Mid Sweden University, Sweden</p> <p>This study is about principals' leadership practices in relation to external and internal collaboration in school improvement processes at local school level. The intention is to further deepen the understanding of how principal leadership practices in collaborations beyond the school is constructed and how it relates to capacity building and school improvement at local school level in a Swedish context. This paper is set against the backdrop of a project where three public Swedish schools collaborated with external partners within their communities. Qualitative data were collected over three years and qualitative content analysis was used. The aim of this study is to, within an institutional perspective, deeper understand in regulative, normative, and culture-cognitive pillars how school leaders practices can be understood in beyond school collaborations at local school level.</p> <p><i>References</i></p> <p>DiMaggio, P. J., & Powell, W. W. (1983). The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organisational Fields. <i>American Sociological Review</i>, 48(2), 147-160.</p> <p>Greenwood, R., Oliver, C., Sahlin, K., & Suddaby, R. (Eds.). (2008). <i>The Sage Handbook of Organizational Institutionalism</i>. London: Sage.</p> <p>Huber, S. G., and D. Muijs. 2010. 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<p>8:45am - 10:15am</p> <p>SG021</p>	<p>Educational Policy, Reform and Governance Chair: Herbert Altrichter, University of Linz, Austria</p> <p>Governing Education and Coordinating Efforts within and across National States</p>

ID: 238 / PP-EN-0845-Policy: 1

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Educational Networks, Cooperation and System Leadership, Educational Policy, Reform and Governance

Keywords: Leadership, Strategic, Consensus, Councils, Education

Strategic Triaging, Consensus-Building, and Structural Change: How the Canadian, German, and Swiss Ministerial Councils/Conferences of Education Address Issues of National Importance

Brenton Cyriel Faubert

Western University, Canada

Canada, Germany, and Switzerland stand out from other federated countries because responsibility for national educational issues rests with ministers at the subnational level. On matters of collective interest, ministers work voluntarily through longstanding institutional bodies known as Councils or Conferences, which offer academic and policy communities a unique perspective on how to approach system leadership collaboratively. This paper reports on a qualitative, multicase study that investigated the question: How does each council/conference of ministers of education in Canada, Germany, and Switzerland address educational issues of collective interest in its country? The resulting data set is uniquely comprehensive, and demonstrates that consensus-building and strategic triaging, as well as recent structural changes, enable these leaders to address ambiguous, complex social issues strategically, systemically, and sustainably. Scholars and policymakers who seek innovative next practices for responsible and collaborative system leadership need look no further than the processes of these collaborative bodies.

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Nørgaard, A. S. (1996) Rediscovering reasonable rationality in institutional analysis. *European Journal of Political Research*, 29(1), 31–57.

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Shepsle, K. A., & Bonchek, M. (1997). *Analyzing politics: Rationality, behavior, and institutions*. New York, NY: W. W. Norton & Company.

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ID: 104 / PP-EN-0845-Policy: 2

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Educational Policy, Reform and Governance

Keywords: information-seeking, knowledge, school inspection, street-level bureaucracy, visible and invisible maps

Information-seeking practices of school inspectors: navigating through state policy

Jeffrey Brooks Hall¹, Joakim Lindgren², Moritz G. Sowada³

¹University of Oslo, Norway; ²University of Umeå, Sweden; ³University of Münster, Germany






Resembling other forms of government, the role of the inspector is currently adjusting to new expectations and shifting accountability mechanisms. As 'street-level bureaucrats' and enforcers of the law, inspectors collaborate with others to assemble information from multiple, complex sources. Their work is characterized by discretionary power where inspectors are entrusted to enact policy based on the principle of best judgement as well as demands put forward by legal norms and regulations. Drawing on the concepts of visible/invisible maps and legal discretion, this chapter examines the information-seeking practices of school inspectors in three contexts: Germany (Lower Saxony), Norway and Sweden. The paper demonstrates how inspectors incorporate multiple visible and invisible maps to sense of the schools they are mandated to investigate.

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Lindgren, J. (2015). The front and back stages of Swedish School inspection: Opening the black box of

	<p>judgment. Scandinavian Journal of Educational Research, 59(1), 58–76 Lipsky, M. (2010). Street-level bureaucracy: Dilemmas of the individual in public service (30th ann. ed.). New York, NY: Russell Sage Foundation. Molander, A. (2017). Discretion in the welfare state: Social rights and professional judgment (Vol. 129). London: Routledge. Olsson, G. (2007). Abysmal: A critique of cartographic reason. Chicago, IL: University of Chicago Press.</p> <p>ID: 260 / PP-EN-0845-Policy: 3 English-speaking Parallel Program Workshop <i>Thematic Strands:</i> Educational Policy, Reform and Governance, Responsible Leadership in Education (Theme of Plenary Program) <i>Keywords:</i> self-evaluation, distributed leadership, competence-based evaluation, business world</p> <p>The "Yellow Vests" crisis is partly the result of the French educational policy - How to transform a hierarchical education system into a democratic system with autonomous schools</p> <p>Nelly Guet Alerteducation, France</p> <p>The "Yellow Vests" crisis is partly the result of the French educational policy. "Empowerment" is the common goal for most European educational systems, France excepted. It is not possible for school principals to change the whole system from being centralized. However, it is possible for them to run the school in a democratic way with all the stakeholders involved. To engage for more democracy and more equity at school, to prepare our youth for lifelong learning, to avoid violence, youth unemployment, lack of interest in school, anxiety about the future, lack of confidence, among youngsters, schoolleaders have to adopt different measures to change the school culture and the school governance at individual school level :</p> <ul style="list-style-type: none">  Self evaluation of schools  Distributed school leadership and autonomy  Changes in teacher recruitment  Competence-based training and assessment of teachers and school heads  Cross collaborative activities between business and education world. <p><i>References</i></p> <p>[1] Interview of Andreas Schleicher in "L'Express" Feb.2016 [2] Self-evaluation in European Schools: A Story of Change by John Mac Beath, Denis Meuret, Michael Schratz, Lars Jakobsen – Sept. 2000 [3] Joyce, B.R. & Showers, B. 1983 in ESLN (European School Leadership Network) [4] System Redesign – 1 –The road to transformation in education - David H Hargreaves – Sept, 2007, Ed. Peter Chambers, for SSAT [5] EU STEM Coalition http://www.stemcoalition.eu/ [6] EIT (European Institute of Innovation & Technology) https://eit.europa.eu/</p>
8:45am - 10:15am	<p>Professionalisation of School Leaders / Leadership for Learning I Chair: Ming-Dih Lin, National Chung Cheng University, Taiwan</p>
SG020	<p>Conditions and Practices to Promote Professional Learning</p>
	<p>ID: 264 / PP-EN-0845-Profess: 1 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Change, Evaluation and Improvement, Professionalization of School Leaders, Leadership Learning <i>Keywords:</i> leadership for learning, principals, professional learning</p> <p>The impact of school leadership on teacher professional learning in Turkey</p> <p>Sedat Gumus¹, Mehmet Sukru Bellibas² ¹Aarhus University, Denmark; ²Adiyaman University, Turkey</p> <p>There has been an ongoing research effort to identify demographic and the contextual factors that might impact teachers' level of engagement in professional learning. Leadership of school principals has been one of the most important context variables used in the related literature. However, most of the existing studies have been conducted in either Western or East Asian countries where there is certain level of school autonomy. In such a context, it is important to investigate the effect of school context, including principal leadership, on teacher professional learning in highly centralized systems where schools have limited role in decision-making processes. In such a context, this study aims to identify the school level variables significantly predict teacher professional learning in Turkish schools.</p> <p><i>References</i></p> <p>Gumus, S. (2013). The effects of teacher-and school-level factors on teachers' participation in professional development activities: The role of principal leadership. Journal of International Education Research, 9(4), 371. Guskey, T. (2002). Professional development and teacher change. Teachers and Teaching: Theory and Practice, 8(3/4), 381–391 Fisher, D. L., & Fraser, B. J. (1991). School climate and teacher professional development. South Pacific Journal of Teacher Education, 19(1), 17-32. Hallinger, P., Liu, S., & Piyaman, P. (2017). Does principal leadership make a difference in teacher professional learning? A comparative study China and Thailand. Compare: A Journal of Comparative and International Education, 1-17.</p>

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ID: 172 / PP-EN-0845-Profess: 2
English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Educational Networks, Cooperation and System Leadership, Professionalization of School Leaders, Leadership Learning

Keywords: Principals knowledgebase, district, system thinking, digitalization

Sustainable Patterns and Relations in Principals Knowledgebase and Actions

Helene Årlestig, Lars Norqvist, Olof Johansson

Centre for Principal Development, Umeå University, Sweden

To govern and/or improve a school is a complex endeavor. Political decisions as well as organizational structure and culture at the national, district and local level affect outcomes and so do the individual leaders and their knowledge and ability. This study focus on principals leadership, including perspectives such as relations, responsibilities, abilities, strategies, competences and possibilities that a principal have (or should have). By analyzing deeper how actors on district and school level understand their mission as well as their day to day work we want to capture principals' professional knowledgebase and relations. How are their theoretical and practical knowledge used in what they do and are expected to do? With whom are they working and around which content? The empirical data builds on interviews with actors from the district level and the local schools in two Swedish municipalities.

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Koral Kordova, S., Frank, M., & Nissel Miller, A. (2018). Systems Thinking Education—Seeing the Forest through the Trees. Systems, 6(3), 29.

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ID: 141 / PP-EN-0845-Profess: 3
English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Educational Networks, Cooperation and System Leadership, Professionalization of School Leaders, Leadership Learning

Keywords: Principal professional development; principal networks; principal wellbeing.

Reconceptualising and repositioning local, national and international networking amongst school principals as a major contributor to professional learning and wellbeing.

Suzanne Lazenby^{2,1}, Norman McCulla¹, Warren Marks^{2,1}

¹Macquarie University, Sydney, Australia; ²Leading Educators around the Planet (LEAP)

Research has shown that the principal's role can be a lonely and isolating experience. This paper reports on current Australian research into the professional developmental needs and experiences of mid and late-career principals, defined in the study as principals who have been in the role for more than five years. The paucity of research into this career stage of the principalship is noted.

A mixed-method approach was used with data collected from a large sample of primary and secondary school principals from government schools in Australia. Individual interviews were also held with a purposively selected sample of principals.

The role and implications of a re-conceptualised understanding of networking are explored as key contributing factors in principals' effective professional learning and sense of wellbeing.

The paper reflects the overall theme of the symposium with its focus on the demands, realities and

	<p>possibilities inherent in the learning of experienced principals.</p> <p><i>References</i></p> <p>Dempster, N., Lovett, S. & Fluckiger, B. (2011, July). InSights: Literature Review - Strategies to develop school leadership. Melbourne, Victoria, Australia. Retrieved from http://www.aitsl.edu.au</p> <p>Donohoo, J. (2017). Collective teacher efficacy research: implications for professional learning. <i>Journal of Professional Capital and Community</i>, 2(2), 101-116. Retrieved from https://doi.org/10.1108/JPCC-10-2016-0027</p> <p>Fluckiger, B., Lovett, S. & Dempster, N. (2014). Judging the quality of school leadership learning programmes: an international search. <i>Professional Development in Education</i>, 40(4), 561-575. doi:10.1080/19415257.2014.902861</p> <p>Hattie, J. (2015). <i>What works best in education: the politics of collaborative expertise</i>. London: Pearson.</p> <p>Kiggundu, E. & Moorosi, P. (2012). Networking for school leadership in South Africa: perceptions and realities. <i>School Leadership & Management</i>, 32(3), 215-232. Retrieved from http://dx.doi.org/10.1080/13632434.2012.688738</p> <p>Leithwood, K. & Azah, V. D. (2016). Characteristics of effective leadership networks. <i>Journal of Educational Administration</i>, 54(4), 409-433. doi:10.1108/JEA-08-2015-008</p> <p>Moolenaar, N. M. & Slegers, P. J. C. (2015). The networked principal. <i>Journal of Educational Administration</i>, 53(1), 8 - 39. Retrieved from http://dx.doi.org/10.1108/JEA-02-2014-0031</p> <p>Muijs, D., Ainscow, M., Chapman, C. & West, M. (2011). <i>Collaboration and Networking in Education</i>. Springer Science. doi:10.1007/978-94-007-0283-7_3</p> <p>Piggott-Irvine, E. (2011). Principal Development: Self-directed Project Efficacy. <i>Educational Management Administration and Leadership</i>, 39(3), 283-295.</p> <p>Oplatka, I. (2007). The School Principal in Late-Career: An explorative enquiry into career issues and experiences in the pre-retirement working years. <i>Leadership and Policy in Schools</i>, 6(4), 345-369.</p> <p>Oplatka, I. (2010). Principals in late-career: Towards a Conceptualisation of Principals' Tasks and Experiences in Pre-Retirement Period. <i>Education Administration Quarterly</i>, 46(5), 776-815.</p> <p>Zepeda, S., Parylo, O. & Bengtson, E. (2014). Analyzing principal professional development practices through the lens of adult learning theory. <i>Professional Development in Education</i>, 40(2), 295-315. doi:10.1080/19415257.2013.821667</p> <hr/> <p>ID: 171 / PP-EN-0845-Profess: 4 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Professionalization of School Leaders, Leadership Learning <i>Keywords:</i> leadership, schools, learning</p> <p>Leadership for learning and learning for leading: findings from a 3-year study Maria Assunção Flores, Fernando I. Ferreira University of Minho, Portugal</p> <p>This paper reports on findings from a wider research project aimed at analyzing school and teacher leadership in times of economic downturn and intensive reforms in Portugal. Data were collected through in-depth interviews with 11 principals and focus group with pupils (n=108) and teachers (n=99) in 11 schools. Findings suggest different ways of understanding and exercising leadership despite the common challenges faced by the schools. The participants are critical of the educational policies which makes them dealing simultaneously with the demands of the new measurement and accountability agenda and with the intensification of the bureaucratic work and control, by doing the apology of school autonomy. Despite this, in some schools, the exercise of leadership in more ecological and inclusive ways emerged through the promotion of bottom-up strategies and initiatives, the capacity to build trust and collegiality, and through supporting and fostering meaningful processes and experiences to enhance pupil learning.</p> <p><i>References</i></p> <p>Flores, M. A., (ed.) (2014). <i>Profissionalismo e liderança dos professores [Teacher Professionalism and Leadership]</i>. Santo Tirso: De Facto Editores.</p> <p>Flores, M. A. & Derrington, M.L. (2017) School principals' views of teacher evaluation policy: lessons learned from two empirical studies, <i>International Journal of Leadership in Education</i>, vol. 20, nº 4, pp. 416-431</p> <p>MacBeath, J. & Townsend, T. (2011). <i>Leadership and Learning: Paradox, Paradigms and Principles</i>. T. Townsend & J. MacBeath, <i>International Handbook of Leadership for Learning</i> (1-25). Dordrecht: Springer.</p>
10:15am - 10:45am	Break
10:45am - 12:15pm	International Cooperation and Exchange
Kapelle (Schulen St. Michael)	Sharing good practice for higher quality and satisfaction in schools (english- and german-speaking)
	<p>ID: 291 / PP-DE-1045-Movetia: 1 German-speaking Parallel Programm Workshop <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Kooperation international und Austausch, Führungskräfteentwicklung <i>Keywords:</i> Sharing good practice, Zusammenarbeit, Kooperatives Lernen, Austausch, Job Shadowing</p> <p>Internationaler Austausch als praxisnahe Weiterbildung für Lehrpersonen und Schulleitungen (deutsch- und englischsprachig) Frank Brückel², Christine Keller¹, Nadine Habegger¹, Susan Gürber¹ ¹movetia – Schweizer Agentur für Austausch und Mobilität; ²PH Zürich</p> <p>Wie internationale Lerngemeinschaften und gegenseitige Hospitationen zur Schulentwicklung beitragen können, zeigt Prof. Dr. Frank Brückel (PH Zürich) in einem Inputreferat auf. Schweizer Schulleitende sind dazu eingeladen, sich für diesen Workshop einzuschreiben, um sich mit</p>

	<p>eingeladenen Schulleiter/innen aus Norwegen, Finnland, Holland, Deutschland, Österreich und Belgien zu vernetzen und auszutauschen. Damit werden Grundsteine gelegt für:</p> <ul style="list-style-type: none"> • Gemeinsame Projekte zum Austausch erfolgreicher Praxis • Längerfristige Partnerschaften • Internationale Vernetzung der Schule <p>Movetia organisiert am Vorabend des Workshops in Zug ein Dinner für alle Workshopeteilnehmenden zum informellen Austausch mit den internationalen Gästen.</p> <p>Sprachen: Englisch & Deutsch</p> <p><i>References</i></p> <p>-</p>
10:45am - 12:15pm	<p>Educational Change, Evaluation and Improvement Chair: Coby Meyers, University of Virginia, United States of America</p>
SG015	<p>International Perspectives on Tools and Models for School Improvement</p>
	<p>ID: 247 / PP-EN-1045-Change-I: 1 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Change, Evaluation and Improvement <i>Keywords:</i> school improvement, school reform, quality of education, models of school improvement, school change</p> <p>School Improvement Models in Different Country Context: An Analysis <u>Geeta Bahl</u> National University of Educational Planning and Administration, New Delhi, INDIA</p> <p>School Improvement and transformation has become the policy mandate in the modern era to meet the ever changing demands and challenges of the society. School Improvement involves a change both at the school level and at the classroom level. In order to provide quality education in the schools, and their sustained and effective development, many countries of the world have come up with the models of school improvement. The present paper endeavours to give the account of the school improvement models in various countries of the world. There is an analysis of the variables involved in the school improvement models. Finally, it will lead to the inference what works across the globe in bringing about change and improvement in the education system; and the implication of the variables of school improvement in different country contexts.</p> <p><i>References</i></p> <p>Harris, A., & Young, J. (2000). Comparing School Improvement Programmes in England and Canada. <i>School Leadership & Management</i>, 20(1)</p> <p>Federal Funding and the Four Turnaround Models. Wallace Foundation</p> <p>Michigan School Improvement Framework (SIF) 2.0. Michigan Department of Education</p> <p>Borman Geoffrey D. et al (2004) Four Models of School Improvement: Successes and Challenges in Reforming Low-Performing, High-Poverty Title I Schools. Report No. 48 US Department of Education</p>
	<p>ID: 202 / PP-EN-1045-Change-I: 2 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Change, Evaluation and Improvement, Educational Policy, Reform and Governance <i>Keywords:</i> effective teachers, teaching quality, teacher evaluation, teacher performance quality</p> <p>Principals' Perceptions of Effective Teachers and Strategies they Use to Improve their Teaching Quality <u>Fadia Nasser-Abu Alhija, Hava Newman</u> Tel Aviv University, Israel</p> <p>A mixed method design was employed to examine principal perceptions of effective teachers, attitudes towards teacher evaluation and strategies they employ to improve the quality of teachers' performance. Quantitative data were collected from 196 Israeli elementary and middle school principals using a questionnaire, which was constructed based on existing questionnaires and validated by the authors. Semi-structured interviews were conducted with 25 principals from the above sample. Results indicated that principals view effective teachers as caring human beings, committed to their pupils, who acknowledges their intellectual and emotional skills, and see them as fulfilling an ideologically based mission. They consider evaluating teacher performance as beneficial, yet many of them express critical reservations regarding the merit of the evaluation rubric provided by the Israeli National Authority for Measurement and Evaluation for securing these benefits. Cooperation and teamwork, along with staff development programs, are the main two strategies principals use to influence instruction.</p> <p><i>References</i></p> <p>References</p> <p>Anthes, K., & Long, A. (2006). Creating a school community culture of learning: exemplary leadership practices in four districts. Denver, CO: Education Commission of the States. Retrieved from http://www.ecs.org/clearinghouse/69/41/6941.pdf</p> <p>Barber, M., & Mourshed, M. (2007). How the world's best performing school systems come out on top. McKinsey & Company.</p> <p>Danielson, C. (2002). Enhancing student achievement; a framework for school improvement. Alexandria, VA: ASCD.</p> <p>Hopkins, D. & Higham, R. (2007). System leadership: mapping the landscape. <i>School Leadership and</i></p>

	<p>Management, 27(2), 147-166. Hopkins, D. & Reynolds, D. (2001). The past, present and future of school improvement: towards the third age. <i>British Educational Research Journal</i>, 27(4), 459-475. Kersten, T. A., & Israel, M. S. (2005). Teacher evaluation: principals' insights and suggestions for improvement. <i>Planning and Changing</i>, 36(1&2), 47-67. Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). Seven strong claims about successful school leadership. Nottingham, England: National College of School Leadership. Retrieved from http://iel.immix.ca/storage/6/1307461574/seven-claims-about-successful-school-leadership.pdf Mulford, B. (2003). <i>School Leaders: changing roles and impact on teacher and school effectiveness</i>. Paris: Organization for economic co-operation and Development. Retrieved from http://www.oecd.org/dataoecd/61/61/2635399.pdf Schmoker, M. (2001). <i>The results field book: practical strategies from dramatically improved schools</i>. Alexandria, VA: ASCD. Supovitz, J., Sirinides, P., & May, H. (2010). How principals and peers influence teaching and learning. <i>Educational Administration Quarterly</i>, 46(1), 31-56.</p> <hr/> <p>ID: 232 / PP-EN-1045-Change-I: 3 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Change, Evaluation and Improvement <i>Keywords:</i> Performance appraisal, performance contracting, change, school principal</p> <p>Teacher Performance Appraisal, Development and Performance Contracting for school improvement: Perspectives of the Public Secondary school Principal, Nairobi, Kenya Beatrice Achieng' Ndiga Tangaza University College, Kenya</p> <p>This study examines Teacher Appraisal and Development (TPAD) and Performance Contracting (PC) tool introduced by the Teachers Service Commission (TSC) in 2014. The objective is to establish secondary school principals' perspective on the effectiveness of (TPAD) and (PC) on school improvement. Schools have continued to perform poorly in Kenya Certificate of Secondary Education (KCSE). In 2018, only 315 students scored grade A (0.05%) out of 651,540; majority, 343,897 scored D - E (51.39%). Descriptive survey will be employed. Sample size will comprise 31 Principals selected through probability sampling. Data will be collected by questionnaires. Reliability will be determined through Cranach's alpha. Data will be analyzed by descriptive statistics. The findings may be used by educationists for redesigning policy and teacher appraisal model.</p> <p><i>References</i></p> <p>Odhiambo, G. (2005). Teacher appraisal, the experiences of Kenyan Secondary School Teachers. <i>Journal of Education Administration</i> Vol. 43,pp 452 - 462 TSC (2016), Teaching standards Handbook TSC (2016), Teachers Performance Appraisal and Development (TPAD) Manual TSC (2018) TPAD Tool TSC (2017) A Report on the Implementation of the PC/TPAD</p>
<p>10:45am - 12:15pm</p> <p>SG019</p>	<p>Inclusion, Equity and Equality in Education Spirals of Inquiry for Equity and Quality - A Networked Movement for School and System Change</p>
	<p>ID: 249 / PP-EN-1045-Inclusion-I: 1 English-speaking Parallel Program Workshop <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Networks, Cooperation and System Leadership, Inclusion, Equity and Equality in Education <i>Keywords:</i> Collaborative Inquiry, Networks, System Change</p> <p>Spirals of Inquiry for Equity and Quality - A Networked Movement for School and System Change Judith Lindsay Halbert, Linda Louise Kaser Networks of Inquiry and Indigenous Education, Canada</p> <p>The spiral of inquiry is an evidence-informed, research based approach to changing outcomes for learners. Based on case study research in British Columbia and New Zealand, Judy Halbert and Linda Kaser will outline the key ideas that create the foundations for collaborative professional inquiry.</p> <p>Participants will explore the ways in which applying a disciplined and evidence-informed framework for professional inquiry is leading to changed outcomes for learners in jurisdictions from Australia, England, Barcelona, Sweden, New Zealand and Canada. The key stages of the spiral of inquiry will be introduced and we will share observations about how the spiral of inquiry is contributing to school improvement and system change.</p> <p><i>References</i></p> <p>Bolam, R. et al (2005). <i>Creating and Sustaining Professional Learning Communities</i>. Department for Education and Skills. Research Report #637. Retrieved June 4 from http://dera.ioe.ac.uk/5622/1/RR637.pdf Dumont, H., Istance, D. & Benavides, F (eds) (2010). <i>The Nature of Learning: Using Research to Inspire Practice</i>. Paris: OECD. Halbert, J. & Kaser, L. (2013). <i>Spirals of Inquiry for Equity and Quality</i>. Vancouver, BC: BCPVPA Press. Hargreaves, A., & Fink, D. (2005) <i>Sustainable Leadership</i>. San Francisco: Jossey- Bass Huber, S.G. (2004) <i>Preparing School Leaders for the 21st Century: An International Comparison of Development programs in 15 Countries</i>. London: Taylor and Francis Group. Istance, D. (in press 2016). <i>Innovative Learning Environments Handbook</i>. Paris: OEDD publications</p>

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<p>10:45am - 12:15pm</p>	<p>Educational Networks, Cooperation and System Leadership</p>
<p>SG017</p>	<p>System Leadership and Networks</p> <p>ID: 259 / PP-EN-1045-Networks: 1 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Networks, Cooperation and System Leadership, Educational Policy, Reform and Governance <i>Keywords:</i> social network, leadership, beliefs, Siena models, longitudinal, education reform</p> <p>The Structure Dynamics of Beliefs or The Beliefs Dynamics of Structure? Longitudinal Study of Leadership Networks and Personal Beliefs</p> <p>Yi-Hwa Liou¹, Alan Daly², Jasperina Brouwer³, Matt Doyle⁴</p> <p>¹National Taipei University of Education, Taiwan; ²University of California, San Diego, USA; ³University of Groningen; ⁴Vista Unified School District</p> <p>This study addresses important social processes through which educational leaders come to understand the Common Core State Standards (CCSS). We investigate the coevolution of social networks among educational leaders and their personal beliefs about CCSS at time points using the Siena models. Data include a districtwide leadership team in one school district in southern California that has completed the study over time. Findings suggest dynamic processes of tie formation and adaption of beliefs about CCSS as well as homophilous tendencies in forming relationships around CCSS. This study sheds new light on complex social processes through which educational leaders go about implementing reform and contributes to the convention theme highlighting interplay between research and field knowledge in informing leadership and improvement.</p> <p><i>References</i></p> <p>Anderson, C., Hildreth, J. A. D., & Howland, L. (2015). Is the desire for status a fundamental human motive? A review of the empirical literature. <i>Psychological Bulletin</i>, 141(3), 574.</p> <p>Bandura, A. (2001). Social cognitive theory: An agentic perspective. <i>Annual review of psychology</i>, 52(1), 1-26.</p> <p>Battilana, J., & Casciaro, T. (2010). Power, social influence and organizational change: The role of network position in change implementation. <i>Academy of Management Annual Meeting Proceedings</i>, 1-8.</p> <p>Borgatti, S. P., & Foster, P. C. (2003). The network paradigm in organizational research: A review and typology. <i>Journal of Management</i>, 29(6), 991-1013.</p> <p>Brass, D. J. (1995). A social network perspective on human resources management. <i>Research in Personnel and Human Resources Management</i>, 13(1), 39-79.</p> <p>Byrne, D. E. (1971). <i>The Attraction Paradigm</i>. New York, NY: Academic Press.</p> <p>Coburn, C. E., & Russell, J. L. (2008). District policy and teachers' social networks. <i>Education Evaluation and Policy Analysis</i>, 30(3), 203-235.</p> <p>Coburn, C. E. (2001). Collective sensemaking about reading: How teachers mediate reading policy in their professional communities. <i>Educational Evaluation and Policy Analysis</i>, 23(2), 145-170.</p> <p>Coleman, J., Katz, E., & Menzel, H. (1957). The diffusion of an innovation among physicians. <i>Sociometry</i>, 20(4), 253-270.</p> <p>Daly, A. J. & Finnigan, K. S. (2009). A bridge between worlds: Understanding network structure to understand change strategy. <i>Journal of Educational Change</i>, 11, 111-138.</p> <p>Daly, A. J., & Finnigan, K. (Eds.) (2016). <i>Thinking and acting systemically: Improving school districts under pressure</i>. Washington DC: AERA Publishing.</p> <p>Daly, A. J. (Ed.) (2010). <i>Social network theory and educational change</i>. Cambridge MA: Harvard Education Press.</p> <p>Festinger, L. (1957). <i>A Theory of Cognitive Dissonance</i>. Stanford, CA: Stanford University Press.</p> <p>Fives, H. & Buehl, M. (2008). What do teachers believe? Developing a framework for examining beliefs about teachers' knowledge and ability. <i>Contemporary Educational Psychology</i>, 33, 134-176.</p> <p>Heaphy, E. D., & Dutton, J. E. (2008). Positive social interactions and the human body at work: Linking organizations and physiology. <i>Academy of Management Review</i>, 33(1), 137-162.</p> <p>Kilduff, M., & Krackhardt, D. (2008). <i>Interpersonal networks in organizations: Cognition, personality, dynamics, and culture: Structural analysis in the social sciences</i>. Cambridge England; Cambridge University Press.</p> <p>Kilduff, M., & Tsai, W. (2003). <i>Social networks and organizations</i>. London: Sage Publications.</p> <p>Lazarsfeld, P., & Merton, R. (1954). Friendship as social process: A substantive and methodological analysis. In Monroe Berger, Theodore Abel, and Charles Page (Eds.), <i>Freedom and Control in Modern Society</i> (pp. 18-66). New York, NY: Van Nostrand.</p> <p>Leenders, R. T. A. (2002). Modeling social influence through network autocorrelation: constructing the weight matrix. <i>Social networks</i>, 24(1), 21-47.</p>

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Moulton, S., & Sandfort, J. R. (2017). The strategic action field framework for policy implementation research. *Policy Studies Journal*, 45(1), 144-169.

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Owen-Smith, J., & Powell, W. W. (2004). Knowledge networks as channels and conduits: The effects of spillovers in the Boston biotechnology community. *Organization Science*, 15(1), 5-21.

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ID: 258 / PP-EN-1045-Networks: 2

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Educational Change, Evaluation and Improvement, Educational Networks, Cooperation and System Leadership

Keywords: Leadership, Social Networks, Social Media, Community

Exploring Leadership in the Twitterverse: Educational Leadership, Social Networks, and the New Social Media Practice Space

Alan Daly¹, Yi-Hwa Liou², Miguel Del Fresno³, Martin Rehm⁴, Peter Bjorklund¹

¹University of California, San Diego, United States of America; ²National Taipei University of Education;

³UNED Madrid Spain; ⁴Pädagogische Hochschule Weingarten

Leadership is one of the most examined concepts and while the study of social networks is also gaining interest, the intersection between educational leadership and online social networks has received limited attention. The key notion underlying most leadership research is that the behaviors or attributes of a leader matter for a variety of outcomes. While offering valuable insights, this dominant view of leadership may underestimate the impact of social networks. Scholars are increasingly recognizing the importance of social processes involved in leading. Social relationships may provide leaders with the necessary social infrastructure to access information, tools, and expertise related to practice. However, we know little about this research/practice space. In this paper we argue the importance of exploring leadership and social networks and present longitudinal network and Twitter data. Our analysis reveals the overall network structure of an online educational leadership network and highlights highly influential individuals and key sub-communities.

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	<p>Spillane, J. P., & Kim, C. M. (2012). An exploratory analysis of formal school leaders' positioning in instructional advice and information networks in elementary schools. <i>American Journal of Education</i>, 119(1), 73-102.</p> <p>Tschannen-Moran, M. (2014). <i>Trust matters: Leadership for successful schools</i> (2nd ed.). San Francisco, CA: Jossey-Bass.</p> <p>Wasserman, S., & Faust, K. (1994). <i>Social network analysis: Methods and applications</i> (Vol. 8). UK: Cambridge University Press.</p> <hr/> <p>ID: 310 / PP-EN-1045-Networks: 3 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Networks, Cooperation and System Leadership <i>Keywords:</i> School leadership, community</p> <p>Micro-targeted reform – throwing out the rule book in complex communities Sheridan Dudley University of New South Wales, Australia</p> <p>This paper presents a case study of the “Connected Communities” reform which was part of the wider system reforms of the NSW education landscape between 2011 and 2016. It demonstrates that there are times when responsible leaders need to throw out the rule book and start afresh with new ideas and new thinking.</p> <p>In NSW, the largest gap in education performance is between Aboriginal and non-Aboriginal students. There are some schools in NSW where no amount of money has been able to address chronic problems such as poor student outcomes, attendance and behaviour, and high staff turnover.</p> <p>The Government recognised that a new approach was needed in some of these most complex and disadvantaged communities, because the “one size fits all” approaches in teaching and learning, decision-making and governance had not resulted in improvements for generations of students.</p> <p>The Connected Communities reform was personally led and oversighted by the NSW Minister for Education and the Director-General of the NSW Department of Education, and endorsed by the NSW Government.</p> <p>It was developed through looking at the evidence, looking for leadership, and listening to the communities. Fifteen schools in isolated and/or complex communities, with significant numbers of aboriginal students, were selected to pioneer a radical model to position each school as the hub of the community, linked to other government and non-government agencies such as childcare, health and transport.</p> <p>The reform aims to positively reinforce cultural identity to develop stronger engagement in education by students, parents and communities to raise student outcomes. It disrupts traditional organisational systems and procedures to ensure the ownership and capacity for improving the educational outcomes of Aboriginal students become embedded within the local school community.</p> <p>Data is drawn from NSW Department of Education publications, presentations by the NSW Minister for Education and personal experience as Chief of Staff to the Minister.</p> <p>The case study provides a demonstrated, detailed, practical model as to how responsible leaders can make innovative, evidence-guided policy and practice changes to address chronic problems in some of the most complex and disadvantaged schools, where nothing has worked.</p> <p><i>References</i></p> <p>x</p>
<p>10:45am - 12:15pm</p>	<p>Educational Policy, Reform and Governance Chair: Pia Skott, Stockholm university, Sweden</p>
<p>SG021</p>	<p>School Leadership Practices in High Performing Contexts</p>
	<p>ID: 147 / PP-EN-1045-Policy: 1 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Policy, Reform and Governance <i>Keywords:</i> Keywords: educational leadership, governance, discourses, international comparison</p> <p>Exploring leadership as a governance phenomenon in high achieving schools: an international, comparative perspective Merete Storgaard University College Lillebaelt, Aarhus University, Denmark</p> <p>Tendencies of modern, educational governance and global education reform movements inspires national policymakers to borrow policy as programmatic and philosophical ideas to optimize the competitive positions in the global, economic competition. In Danish, national policy, school leadership as a discursive construction based on borrowed understandings, constructs school leadership within a normative-prescriptive and universal thinking. This paper presents findings from a study that takes an alternative, critical approach to the study of successful school leadership in high achieving schools. It investigate the subject field in an international, comparative setting as processes related to policy and governance. Through an analytical approach based on critical sensemaking and governmentality theory, the discursive constructed reality of four leadership regimes emerges. The findings suggest a dialectical connection between school leadership and the national polycscape as either orders of competition or improvement within the contours of an international discursive order of academic achievement.</p> <p><i>References</i></p> <p>Bartlett, L., & Vavrus, F. (2014). Transversing the vertical case study: A methodological approach to studies of educational policy as practice. <i>Anthropology & Education Quarterly</i>, 45(2), 131-147.</p> <p>Carney, S. (2008). Negotiating policy in an age of globalization: Exploring educational “polycsapes” in Denmark, Nepal, and China. <i>Comparative Education Review</i>, 53(1), 63-88.</p> <p>Dean, M. (2010). <i>Governmentality: Power and rule in modern society</i>: Sage publications.</p>

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ID: 265 / PP-EN-1045-Policy: 2

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Professionalization of School Leaders, Leadership Learning, Educational Policy, Reform and Governance

Keywords: transnational perspective, ethics, school practices, principals, educational leaders

The relationship between principals' perceptions of school practices and student achievement in science

Orly Shapira – Lishchinsky

Bar-Ilan University, Israel

The relationship between principals' perceptions of school practices and student achievement in science: The implicit ethical meaning of the TIMSS

The aim of this study was to explore principals' perceptions of school practices that have ethical meaning through a transnational perspective based on the 8th - grade TIMSS 2015 international assessment. The sample comprised 8,353 principals from 8,353 different schools and 280,130 students that participated in the TIMSS 2015 survey. We used principals' ranking procedure, and Mplus for exploratory and confirmatory analyses, multilevel confirmatory analysis, and multiple group comparison. The results indicated that principals' perceptions include three main dimensions with an ethical meaning: "caring for students' learning", "respecting the rules amongst students and teachers", and "parents' and students' involvement in schooling". These dimensions broaden the meaning of existing dimensions describing ethical practices in school leadership. In addition, they were found to positively predict students' science achievements.

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ID: 152 / PP-EN-1045-Policy: 3

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Educational Policy, Reform and Governance

Keywords: School principals, leadership for learning, private schools, school outcomes

Exploring Leadership for learning in High Profile Private Schools in National Capital Territory in India

Sailesh Sharma

Apeejay Stya University, Gurgaon, Haryana, India, India

Instructional leadership of the principals is the most researched area in international literature. However it is still untouched concept in Indian Education system. Literature on school system in India proves that public education system is highly neglected by the parents. However there is growing interest in private education in India. In National Capital Territory of India various agencies rank a wide range of private schools on basis of their quality in terms of holistic education provided by these schools. As it is evidenced from international literature, leadership of school principals have influence on a wide range of school outcomes. Hence this study will focus on leadership for learning in such high profile schools which are ranked among top twenty in National Capital Territory of India. The study will explore leadership for learning qualitatively through interviews of principals of these schools and would provide the insight of success of these schools.

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10:45am - 12:15pm	<p>Professionalisation of School Leaders / Leadership for Learning I</p> <p>Chair: Sedat Gumus, Aarhus University, Denmark</p>
SG020	<p>Leading and Learning - International Perspectives</p>
	<p>ID: 252 / PP-EN-1045-Profess: 1 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Change, Evaluation and Improvement, Professionalization of School Leaders, Leadership Learning <i>Keywords:</i> Professional Learning Communities, Staff and Leadership Development, School Development</p> <p>Professionalization for Teaching and Leading – Professional Learning Communities under scientific and practical review</p> <p><u>Katja Kansteiner</u>¹, <u>Christoph Stamann</u>¹, <u>Peter Theurl</u>², <u>Martina Zumtobel</u>²</p> <p>¹Pädagogische Hochschule Weingarten, Deutschland; ²Pädagogische Hochschule Vorarlberg, Österreich</p> <p>The session focusses on Professional Learning Communities (PLCs) as instrument for development in school teaching and leading (Hirsh & Hord, 2008; Vescio & Adams, 2015). It relates to an international debate that discusses PLC as promising. Activities in establishing PLCs have increased and also has research. At the same time one detects a lack of rigor and almost every group working together is named a PLC (Warwas & Helm, 2018). Empirical findings are built on a heterogeneous understanding of PLC in at least two ways: regarding the fundamental conceptual characteristics and concerning the way of conducting a PLC. The session offers three perspectives to a more differentiated view on PLCs by (1) a new synopsis on conceptualizations, (2) a report on new research results and (3) a collection of options for good practice. The session addresses PLCs for school teachers and leaders with at times a focus on leadership development.</p> <p><i>References</i></p> <p>Bonsen, M. & Rolff, H.-G. (2006). Professionelle Lerngemeinschaften von Lehrerinnen und Lehrern. <i>Zeitschrift für Pädagogik</i>, 52(2), p. 167-184.</p> <p>Hirsh, S. & Hord, S. (2008). <i>Leader & Lerner</i>. <i>Principal Leadership</i>, 9(4), p.26-30.</p> <p>Kansteiner, K. (2016). Strategische Personalentwicklung in der Schule. Alte und neue Maßnahmen für einen konsequenten gemeinsamen Entwicklungsprozess. <i>Schulleitung und Schulentwicklung</i>, (77)2, p. 1-20.</p> <p>Vescio, V., & Adams, A. (2015). Learning in a Professional Learning Community: The Challenge Evolves. <i>The Sage Handbook of Learning</i>, p. 274-284.</p> <p>Warwas, J. & Helm, C. (2018). Professional learning communities among vocational school teachers: Profiles and relations with instructional quality. <i>Teaching and Teacher Education</i>, 73, p. 43-55.</p>
	<p>ID: 311 / PP-EN-1045-Profess: 2 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Professionalization of School Leaders, Leadership Learning <i>Keywords:</i> Leadership for Learning, Elementary Schools, Principal Leadership</p> <p>The practice of leadership for learning of an elementary school principal</p> <p><u>Ming-Dih Lin</u>, <u>Eugene Yu-Jin Lin</u></p>

National Chung Cheng University, Taiwan

This paper revealed an elementary school principal's leadership behaviors conducive to student learning. The study was conducted via thematic analysis of textual data collected from participant observations and personal interviews of an elementary school as its research setting. Findings of the qualitative research were elaborated as follows:

1. The elementary school principal's leadership behaviors conducive to student learning include: 1) building close relationships with students; 2) incorporating school features into curriculum and instruction; 3) shaping a learning environment advantageous to learning and getting rid of negative factors; 4) encouraging school members and parents to constantly evaluate the effectiveness of student learning and shoulder responsibility together.
2. The principal's leadership behaviors conducive to student learning comprise direct and indirect leadership behaviors and are mainly demonstrated via indirect leadership behaviors from administrators and teachers.
3. Findings 1.1 and 1.2 indicate the principal's two key behaviors of leadership for learning.

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ID: 213 / PP-EN-1045-Profess: 3

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Professionalization of School Leaders, Leadership Learning

Keywords: headteachers, career development, career competence, professional development

Developing Headteachers' Career Competence

Mihaela Zavasnik

National School for Leadership in Education, Slovenia

This paper presents the analysis and evaluation of the data collected as part of the Slovenian support approach related to strengthening headteachers' career development competence, which facilitates the development of self-awareness, opportunity awareness, decision learning, transition learning and proactivity. Between January 2017 and December 2018 fifteen Slovenian headteachers were trained in career competence development. The training encompassed training sessions which were reflection based, experiential in nature, provided in innovative learning environments, combined intellectual and emotional engagement in meaningful tasks, and were based on tasks where action and thinking took place simultaneously. Based on the aim of the project three evaluation tools were created i.e. a career

	<p>competence questionnaire, a vignette and an interview. All evaluation tools were intended to be employed at the beginning and at the end of the training. Formal data collection will have ended by the end of August 2019 when the project officially finishes.</p> <p><i>References</i></p> <ul style="list-style-type: none"> •ELGPN 2007-2015. Designing and Implementing Policies Related to Career Management Skills. •ELGPN 2008-2015. Lifelong Guidance Policy Development: Glossary. •Law, W. and Watts, A.G. 1977. Schools, Careers and Community, Church Information Office, London •Paniagua, A. & D. Instance. 2018. Teachers as Designers of learning Environments. The Importance of Innovative Pedagogies. OCED Publishing, Paris. •The Council of the European Union Resolutions (2004, 2008) on better integrating lifelong guidance into lifelong learning strategies. •Van Deuersen, P. & F. Van de Wijdeven (eds.). 2011. Career Compass. A Toolkit for Career Professionals. CINOP, Euroguidance Nederland. <p>ID: 313 / PP-EN-1045-Profess: 4 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Professionalization of School Leaders, Leadership Learning <i>Keywords:</i> school leader, professionalism, new media literacy</p> <p>Professionalizing Taiwanese school leaders in the new media era: a new media literacy (NML) perspective <u>Tzu-Bin Lin</u> National Taiwan Normal University, Taiwan</p> <p>In the new media ecology, school leaders are required to possess new competence so that they can lead the schools to face challenges brought by the ubiquitous social media. Applying the new media literacy (NML) framework, this paper reports a pilot study of an attempt to develop an instrument for understanding NML of school leaders. As a multiple case study, semi-structured interview was applied for data collection. Ten senior high school principals were interviewed based on the questions deriving from the NML theoretical framework. Finding is going to have various implications to the inform the impact of social media on principalship.</p> <p><i>References</i></p> <p>Bunnell, T. (2018). Social Media Comment on Leaders in International Schools: The Causes of Negative Comments and the Implications for Leadership Practices. <i>Peabody Journal of Education</i>, 93(5), 551-564. doi:10.1080/0161956X.2018.1515815</p> <p>Lee, L., Chen, V. D.-T., Li, J.-Y. & Lin, T.-B. (2015). Understanding New Media Literacy: The development of a measuring instrument. <i>Computers & Education</i>, 85, 84-93. DOI: 10.1016/j.compedu.2015.02.006.</p> <p>Lin, T.-B., Chen, V., & Chai, C. S. (Eds.). (2015). <i>New Media and Learning in the 21st Century: A Socio-Cultural Perspective</i>. Singapore: Springer.</p> <p>Lin, T.-B., Li, J., Deng, F., & Lee, L. (2013). Understanding New Media Literacy: An Explorative Theoretical Framework. <i>Journal of Educational Technology & Society</i>, 16(4), 160-170.</p> <p>Selwyn, N. (2000). The National Grid for Learning Initiative: connecting the learning society? <i>School Leadership & Management</i>, 20(4), 407 - 414. doi:10.1080/713696967</p> <p>Selwyn, N. (2003). Schooling the Mobile Generation: the future for schools in the mobile-networked society. <i>British Journal of Sociology of Education</i>, 24(2), 131 - 144. doi:10.1080/01425690301905</p>
12:15pm - 2:00pm	Lunch
1:15pm - 1:50pm	Symposium within the Symposium
SG002 (main auditorium)	<p>World School Leadership Study (WSLS) – Research and Monitoring of School Leaders’ Profession <u>Prof. Dr. Stephan Huber</u>, University of Teacher Education Zug, Switzerland, & <u>Prof. Dr. Guri Skedsmo</u>, Schwyz Universty of Teacher Education, Switzerland, and colleagues</p>
2:00pm - 3:30pm	<p>Cultural Education Chair: Claudia Bischofberger, Stiftung Kinder- und Jugendmuseum kijumu, Switzerland “Cultural Walk“ (Exhibition), Casino Zug</p>
	<p>ID: 274 / PP-DE-1400-Kultur: 1 German-speaking Parallel Programm Multiple paper presentations <i>Thematic Strands:</i> Kooperation international und Austausch, Kulturbildung <i>Keywords:</i> Kunst, Ausstellung, Wunderkammer Schweiz, Kulturelle Bildung, gestalterische Bildung, Regenwald- Indianer, Kulturaustausch</p> <p>"Kultureller Spaziergang" im Theater Casino Zug <u>Claudia Bischofberger</u>¹, <u>Liri Hefti</u>², <u>Franziska Dürr</u>³, <u>Ernst Hüsler</u>⁴ ¹Stiftung Kinder- und Jugendmuseum kijumu, Schweiz; ²Kulturvermittlerin kijumu, Schweiz; ³KUVERUM, Kulturvermittlung, Schweiz; ⁴Schule Waidhalde, Schweiz</p> <p>Vom 25. bis 27. September können Sie auch einen "Kulturellen Spaziergang" unternehmen und im Casino Zug eine Ausstellung besuchen. Diese zeigt Beispiele, wie Kunst und Kultur ins Schulhaus geholt und zu fächerübergreifendem Lehren und Lernen umgesetzt wird. Es werden Unterrichtsmaterialien und Beispiele präsentiert, Kontakt vermittelt und Fragen beantwortet. Eröffnet wird die Ausstellung am Mittwoch 25. September nach dem Plenumsprogramm zum Apéro.</p> <p>KUVERUM, Kulturvermittlung, Schweiz, Franziska Dürr, und Ernst Hüsler, Schule Waidhalde, Schweiz: Museum Waidhalde, 25 Schulklassen der Schule Waidhalde lassen sich von 25 Museumsbesuchen</p>

	<p>inspirieren und gestalten ihr Schulhaus zu einem Museum um Stiftung Kinder- und Jugendmuseum, Claudia Bischofberger, kijumu & PH Zug, Schweiz, und Liri Hefti, Kulturvermittlerin kijumu, Schweiz: „Wunderkammer Schweiz“ mit Kunstinput „Kunst im Kanton“, Ausstellung / Leihgabe für Primarschulen (C.B.) Umweltschule im Regenwald, Kulturaustausch Regenwald und Henri Rousseau, ein Atelierangebot kijumu</p> <p><i>References</i></p> <p>"Wunderkammer Schweiz": Was unsere Kantone so besonders macht: wundere dich! 26 Wunderkammern zeigen die Schweiz. Kinder haben die Wunderkammern geschaffen. Mit Gegenständen und Geschichten stellen sie ihren Kanton vor und haben dazu Kisten gestaltet. Diese Wunderkammern werden auf die Reise geschickt und kommen ins Schulhaus. So geben Kinder das Kulturerbe der Schweiz an andere Kinder weiter.</p> <p>„Regenwald – Indianer“ Indigenes Wissen aus der Amazonasregion: Wer lebt im tropischen Regenwald und was können wir von den dort lebenden Kindern lernen? Im Kulturaustausch mit den Kindern in der Schweiz wird Indigenes Wissen und Traditionen der verschiedenen Ethnien aus dem Amazonasgebiet verglichen. Die Abhängigkeiten und Unterschiede zwischen den Lebensweisen der Kulturen Amazoniens und der Schweiz werden aufgezeigt und Brücken zwischen den Kindern gebaut, um die eigene Identität zu finden und die Werte Anderer zu respektieren (Themen: Kakao, Heil, Kultur- und Färberpflanzen). Die Bedrohungen des Ökosystems des tropischen Regenwaldes und die Zusammenhänge mit unserem Verhalten und unserer Lebensform werden aufgezeigt und sinnvolle Handlungen miteinander besprochen.</p> <p>In den Atelier- Kursen (Halbtags oder Ganztags) der Stiftung können Kinder wahrnehmen, sammeln, experimentieren, kommunizieren und präsentieren. Die Kulturvermittlerinnen aus dem kijumu-Team begleiten Schulklassen und Kindergruppen (auch Ferienateliers) bei der Bildbetrachtung = Wahrnehmung und Kommunikation, den Zusammenhängen = Kontext und Orientierung und der eigengestalterischen Umsetzung = Prozess und Produkt. Lehrpersonen wählen aus unseren Angeboten ein Thema oder eine Ausstellung aus und können diese anhand der Themenfeldbezüge im Bereich Gestalten des LP 21 Fächerverbindend BG und NMG sinnstiftend einsetzen.</p>
2:00pm - 3:30pm	<p>Educational Change, Evaluation and Improvement Chair: Amina Kleit, Ana Aqra Association, Lebanon (Lebanese Republic)</p>
SG015	<p>School leaders and teachers' work on improving student learning outcomes</p>
	<p>ID: 112 / PP-EN-1400-Change-I: 1 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Change, Evaluation and Improvement, Professionalization of School Leaders, Leadership Learning <i>Keywords:</i> Learning leadership, instructional leadership</p> <p>Instructional Leadership: Learning Leadership for School Improvement and Innovation Geoffrey E Mills¹, Peter Glendenning² ¹Southern Oregon University, United States of America; ²Western Australian Department of Education</p> <p>Instructional leadership needs to be aimed at enhancing structures and processes in our educational systems in order to improve outcomes.</p> <p>Unlike traditional definitions of transformational leadership, instructional leaders are involved with improving instruction, not just supporting the conditions for teaching and learning. They use evidence to make instructional decisions for their school. This workshop will help participants develop action steps to lead teachers and school leaders in action research and disciplined inquiry focused on improving teaching and student learning.</p> <p><i>References</i></p> <p>Mills, G.E. (2018). Action Research: A Guide for the Teacher Researcher. Upper Saddle River, NJ: Pearson. Hattie, J. & Zierer, K. (2018). 10 Mindframes for Visible Learning: Teaching for Success. New York, NY: Routledge. OECD (2013). Approaches to Learning Leadership Development in Different School Systems.</p>
	<p>ID: 142 / PP-EN-1400-Change-I: 2 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Change, Evaluation and Improvement, Responsible Leadership in Education (Theme of Plenary Program) <i>Keywords:</i> Leadership, Principal, Student Achievement, Best Practices</p> <p>Five Critical Practices: Principals Who Improve Student Learning Ruth Ash¹, Pat Hodge² ¹Ruth Ash, Education Solutions; ²Pat Hodge, Education Solutions</p> <p>A review of the literature and research demonstrates that the school principal makes a substantial difference in student achievement. Five Critical Practices of principals throughout the United States who have significantly improved student learning are identified. The practices are the following: (1) Focus on Direction, (2) Build a Powerful Organization, (3) Give Life to Data, (4) Ensure Student-Focused Vision and Action, and (5) Lead Learning. These practices are outlined and explained in the book, Five Critical Leadership Practices: The Secret to High-Performing Schools, by Ruth Ash and Pat Hodge. For this paper, the authors conducted an in-depth study of the work of three principals and associated their</p>

practices with the Five Critical Practices.

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ID: 188 / PP-EN-1400-Change-I: 3

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Educational Change, Evaluation and Improvement, Professionalization of School Leaders, Leadership Learning

Keywords: leadership, achievement, model

From principal's leadership to student's achievement: Testing a social exchange model as a less considered causal path

Hassanreza Zeinabadi

Kharazmi University, Iran, Islamic Republic of

Regarding to the social exchange perspective, this study develops a new hypothesized model as a less considered causal path, and examines indirect impact of principals on students' achievement. In the model, transformational leadership is considered as a social exchange leadership style and student's achievement is considered as a social exchange outcome. Furthermore, trust in principal, procedural justice, and organizational citizenship behavior, are considered as high-quality exchange mediating variables. 580 teachers of primary schools in Tehran completed four valid/reliable questionnaires. The data were analyzed using structural equation modeling. Results showed that transformational leadership stimulates the students' achievement through mediating of high-quality exchange variables. This study contributes to school leadership theory and adds new knowledge to understanding of the mediating variables between transformational leadership and students' achievement. It can also serve as a starting point to encourage school leadership researchers of Iran and other countries, to investigate social exchange constructs at schools.

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ID: 231 / PP-EN-1400-Change-I: 4

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Educational Change, Evaluation and Improvement, Educational Policy, Reform and Governance

Keywords: school closure, teacher sorting, teacher turnover, school turnaround, United States Schools

The Impact of School Closures on Teachers: Evidence from Texas

	<p>Meredith P. Richards¹, Sarah Guthery², Kori J. Stroub³ ¹Southern Methodist University, United States of America; ²Texas A&M Commerce, United States of America; ³Rice University, United States of America</p> <p>As school closures are increasingly used as a reform lever in the United States, there is extensive research on student outcomes, but little is known about the impact of closures on teachers. In this study, we examine the impact of school closures on teachers in Texas. Pilot analyses of 70 closures from the 2009-10 school year suggest that, closures tend to disproportionately displace already underrepresented teachers of color. Compared to colleagues that do not experience a closure, displaced teachers are almost twice as likely to leave the profession of teaching in Texas and four times as likely to transfer to a new district. The attrition of teachers in charter schools was particularly severe: 67% of teachers in closed campuses did not return to the profession of teaching in Texas. Ongoing analyses will supplement these preliminary findings by examining closures from 1999 to 2016 and employing more robust causal techniques.</p> <p><i>References</i></p> <p>Bross, W., Harris, D., & Liu, L. (2016). The effect of performance-based school closure and charter takeover on student performance. New Orleans, LA: Education Research Alliance for New Orleans.</p> <p>Brummet, Q. (2012). The effect of school closings on student achievement. <i>Journal of Public Economics</i>, 119, 108-124.</p> <p>Carlson, D. & Lavertu, S. (2016). Charter school closure and student achievement: Evidence from Ohio. <i>Journal of Urban Economics</i>, 95, 31-48.</p> <p>Carlson, D. & Lavertu, S. (2015). School closures and student achievement: An analysis of Ohio's urban districts and charter schools. Thomas B. Fordham Institute: Columbus, OH.</p> <p>de la Torre, M. & Gwynne, J. (2009). When schools close: Effects on displaced students in Chicago public schools. Chicago, IL: University of Chicago Consortium on School Research.</p> <p>Dowdall, E. (2011, October). Closing Public Schools in Philadelphia: Lessons from Six Urban Districts. The Pew Charitable Trust: Philadelphia, PA.</p> <p>Engberg, J., Gill, B., Zamarro, G., & Zimmer, R. (2012). Closing schools in a shrinking district: Do student outcomes depend on which schools are closed? <i>Journal of Urban Economics</i>, 71(2), 189-203.</p> <p>Gordon, M., de la Torre, M., Cowhy, J., Moore, P., Sartain, L., & Knight, D. (2018). School closings in Chicago: Staff and student experiences and academic outcomes. Chicago, IL: University of Chicago Consortium on School Research.</p> <p>Kemple, J. (2015). High school closures in New York City: Impacts on students' academic outcomes, attendance, and mobility. New York, NY: The Research Alliance for New York City Schools.</p> <p>Sunderman, G. L., & Payne, P. (2009). Does closing schools cause educational harm? A review of the research. Mid-Atlantic Equity Center: Bethesda, MD.</p>
<p>2:00pm - 3:30pm</p> <p>SG U49</p>	<p>Environmental awareness and global citizenship education</p> <p>Ludic learning tools for environmental awareness and global citizenship education</p>
	<p>ID: 140 / PP-EN-1400-Environment: 1 English-speaking Parallel Program Workshop <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Inclusion, Equity and Equality in Education, Migration, Democracy and Citizenship in Education <i>Keywords:</i> ludic learning, environmental awareness, global citizenship education</p> <p>Ludic learning tools for environmental awareness and global citizenship education</p> <p>Luana Martin-Russu^{1,2}, Maria Pepine Ecrus^{1,2} ¹Europa-Universität Viadrina Frankfurt (Oder), Germany; ²Founders of the Initiative 8+ creating alternative educational tools for schools, Berlin, Germany</p> <p>Our workshop stresses the importance of environmental awareness and global citizenship among pupils, by using playful learning as an approach. Our mission is to engage students in understanding complex global issues, such as climate change, migration, identity, at the moment they start building social and ecological relationships. We find it vital for the cognitive and socio-emotional development of children that they acquire knowledge, abilities, and a sense of identity in relation to others at a young age. Despite its proven effectiveness in cultivating deep learning, there is an insufficient and superficial use of playful learning in formal education. Our workshop addresses this issue; it promotes a ludic learning philosophy and teaches a potential methodology for teachers to address migration: the board-game (CUIB).</p> <p><i>References</i></p> <p>Erikson, E.H. (1950). <i>Childhood and Society</i>. New York: W.W. Norton & Company.</p> <p>Geissler, K.A. (Ed.) (1985). <i>Lernen in Seminargruppen (DIPP Studienbrief)</i>. Tübingen: Deutsches Institut für Fernstudien.</p> <p>Haluza-DeLay, R. (2006). <i>Developing a compassionate sense of place: Environmental and social conscientization in environmental organizations</i>. London, Canada: University of Western Ontario. Retrieved from http://csopconsulting.tripod.com/sitebuildercontent/sitebuilderfiles/Haluza-DeLay-FINAL_Diss.pdf (19.03.2018).</p> <p>Kolb A.Y. and Kolb D.A. (2010). Learning to play, playing to learn. A case study of a ludic learning space. <i>Journal of Organizational Change Management</i>, Vol. 23, No. 1, 2010.</p> <p>Martin, T. (2015). Ludic Learning. Malibu, USA: Language Magazine (Online). Retrieved from https://www.languagemagazine.com/%C2%AD%C2%ADludic-learning/ (19.03.2018).</p> <p>Palmer, J.A. (1998). <i>Environmental Education in the 21st Century: Theory, Practice, Progress and Promise</i>. London and New York: Routledge.</p> <p>Piaget, J. (1962). <i>Play, Dreams and Imitation in Childhood</i>. New York: The Norton Library. (Translated from <i>La Formation du Symbole</i> by C. Gattegno and F.M. Hodgson)</p> <p>Singer, D.G., Golinkoff, R.M. and Hirsh-Pasek, K. (eds.) (2006). <i>Play=Learning: How Play Motivates and Enhances Children's Cognitive and Social-emotional Growth</i>. New York, USA: Oxford University Press.</p> <p>Stathakis, R. (2013). Five Reasons to Use Games in the Classroom. Colchester, USA: Education World. Retrieved from http://www.educationworld.com/a_curr/reasons-to-play-games-in-the-classroom.shtml (26.04.2018)</p>

	<p>United Nations (UN) (2016). Sustainable Development Goals – Goal 4: Ensure inclusive and quality education for all and promote lifelong learning. New York, USA: UN. Retrieved from http://www.un.org/sustainabledevelopment/education/#tab-bec3d6b2e412d024e05 (31.01.2018).</p> <p>Vygotsky, L.S. (1966). Play and its role in the mental development of the child. <i>Voprosy psichologii</i> [Problems of psychology], 12(6), 62–76. (Translated in 2015 by Nikolai Veresov and Myra Barrs and published in <i>International Research in Early Childhood Education</i>, Vol. 7, No. 2, 2016).</p> <p>Vygotsky, L.S. (1997). <i>Thought and Language</i>. Cambridge, MA: The MIT Press.</p> <p>Wahl, D. (2012). <i>Professionelles Handeln lernen</i>. Handout zur Fortbildungsveranstaltung am ZfsL Paderborn. Paderborn: ZfsL (31.05.2012).</p>
2:00pm - 3:30pm	<p>Roundtable: Values and principles through innovative humanitarian education Chair: Esther Kamm, Pädagogische Hochschule PH Zug, Switzerland</p>
HO03 (building auditorium)	<p>Why it is important to guide the next generation towards humanitarian values and principles through innovative humanitarian education?</p>
	<p>ID: 314 / PP-EN-1400-Humanitaria: 1 English-speaking Parallel Program Roundtable <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Bildungspolitik, Reform und Steuerung in Bildungssystemen, Kooperation international und Austausch <i>Keywords:</i> Humanitarian education</p> <p>Pedagogical Approaches for Education in Humanitarian Principles and Values</p> <p><u>Esther Kamm</u>¹, <u>Jan Böhm</u>², <u>Ekaterina Shestitko</u>³, <u>Karl Zarhuber</u>⁴, <u>Susanna Graf</u>⁵, <u>Aliaksandr Makouchyk</u>⁶</p> <p>¹University of Teacher Education Zug; ²University of Teacher Education of Upper Austria; ³Belarussian State Pedagogical University; ⁴International Federation of Red Cross and Red Crescent Societies (IFRC); ⁵Ministry of Foreign Affairs of Switzerland; ⁶Belarussian State Pedagogical University</p> <p>An academic study of Nobel Prize winners in 2016, showed that "loss of values" will be one of the major global challenges in the future. The 2017 World Economic Forum report stated further that "growing inequality" is another major challenge. We have to work together to take on this huge task, global challenges don't stop at borders.</p> <p>Acknowledgement of these challenges has provided an opportunity for the development of an innovative partnership between states, national societies (mandated by its auxiliary to their governments), international organisations, national academic pedagogical institutions and other implementation partners. The main goal of this innovative partnership is to enable young people in:</p> <ul style="list-style-type: none"> • Discovering the relevance and meaning of the humanitarian principles. • Understanding what the humanitarian principles mean for people in emergency situations as well as for humanitarian practice. • Learning to understand how humanitarian aid works. • Applying the newly acquired knowledge to themselves and their own values. • Shaping their own opinions and being able to defend them. • Being able to use this knowledge and awareness to teach their communities. <p><i>References</i></p> <p>x</p>
2:00pm - 3:30pm	<p>Inclusion, Equity and Equality in Education Chair: Lucy Awuor Wakiaga, Tangaza University College, Kenya</p>
SG019	<p>Inclusion and Social Justice</p>
	<p>ID: 115 / PP-EN-1400-Inclusion-I: 1 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Change, Evaluation and Improvement, Inclusion, Equity and Equality in Education <i>Keywords:</i> special education, behavioural problems, inclusion</p> <p>Fostering an Inclusive Climate for Students with "Behavioral Problems": A Canadian Longitudinal School Project</p> <p><u>Tya Collins</u>^{1,2}, <u>Matthew Shapiro</u>²</p> <p>¹Université de Montréal, Canada; ²English Montreal School Board, Canada</p> <p>Special education programs exist to ensure educational equity for all. However, it is not clear whether these goals are being met (Thomas & Loxley, 2007). In Quebec, Canada, while 60% of students designated with "behavioral problems" are excluded from mainstream classrooms (MEES, 2015) and difficult academic experiences, academic lag, and higher dropout rates persist (MEQ, 2003; MEES, 2017), school personnel tend to adopt deficit perspectives toward these students, rather than questioning their own professional practices (Demanet & VanHoutte, 2012). Anchored in a critical sociological perspective, this longitudinal school project aimed to raise awareness about our perceptions and practices as a school team, and to collectively find meaningful methods for addressing "problem behavior". While our action phase involved strong initial opposition from staff, with consistent effort, an adaptability perspective giving rise to the implementation of non-exclusion policies; innovative teaching strategies and activities, a decrease in behavioural incidents, and an increase in school attendance was revealed.</p> <p><i>References</i></p> <p>Demanet, J., & Van Houtte, M. (2012). Teachers' attitudes and students' opposition. School misconduct as a reaction to teachers' diminished effort and affect. <i>Teaching and Teacher Education</i>, 28, 860-869.</p>

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ID: 228 / PP-EN-1400-Inclusion-I: 2

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Inclusion, Equity and Equality in Education

Keywords: Inequality; First generation learners; Higher education; Entry; Decision making

From School to Higher Education: Who Goes? Who Stops? What Matters?

Rashim Wadhwa

central university of kashmir, India

In India, the inequality in education from the perspective of first generation learners has drawn little attention. So, there is an urgent need to pay attention on the issue of how robust is the effect of first generation in causing educational inequality as the first generation students are typically confronted with the dynamics of caste based inequality in addition to their deficiency in the cultural and social capital. In this context, the purpose of the present study is to investigate the differential pathways of entry to higher education across generational status. Methodology of the present study involves mixed method approach and data has been collected from the 930 senior secondary students. Three differential pathways of entry to higher education have been identified in order to highlight the differential trajectory of transition into higher education and thus elaborate who goes and who stops.

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ID: 319 / PP-EN-1400-Inclusion-I: 3

English-speaking Parallel Program

Paper Presentation

Program Type: English-speaking Parallel Program, Plenary Program

Thematic Strands: Inclusion, Equity and Equality in Education

Keywords: Higher Education, girls, rural, urban, central university

Social Milieu and Womanhood: Unheard Voices from India

Renu Yadav

Central University of Haryana, India

The purpose of the study is to understand the social milieu of girls studying in higher education. The study also aimed to understand the challenges faced by girls in pursuing higher education and struggle to establish their womanhood. These issues are discussed by keeping region (rural/urban) as a cross cutting point. The study has used the data collected from the women students of two central universities in northern India: Jawaharlal Nehru University (JNU), New Delhi (as Urban University) and Central University of Haryana (CUH), Mahendergarh (as Rural University).

For the present study the tools for the data collection include a student questionnaire and an interview schedule. The questionnaire is administered among all 120 students while ten students (five from each university) are covered for the interview. Broader areas covered in the interview schedule include: student's decision of accessing higher education, access to higher education among married women, feeling of the women students journey in higher education, changing environment of the university campuses, and the choice for institution and course of study.

The mixed method (both quantitative and qualitative) is used to analyse the data. The data collected through questionnaire is analysed on three major heads – socioeconomic profile of the students, academic background of the students, and socio-cultural context and identity formation among girls in higher education. The study finds that Students belonging to lower social groups are less represented in both the higher education institutions. However, in rural setup (Haryana), more students from SC, ST and OBC women students are accessing higher education.

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2:00pm - 3:30pm	<p>Roundtable: Educational Networks, Cooperation and System Leadership Chair: Merete Storgaard, University College Lillebaelt, Denmark</p>
SG017	<p>Principal and Mid-Level Leaders: Time Allocation and Leadership Practices</p>
	<p>ID: 110 / PP-EN-1400-Networks: 1 English-speaking Parallel Program Roundtable <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Networks, Cooperation and System Leadership, Professionalization of School Leaders, Leadership Learning <i>Keywords:</i> school principal; time allocation; school administration context; TALIS; Shanghai</p> <p>Principals' time allocation in Shanghai school administration context Bo Ning, Jiexin Lv Shanghai Normal University, China, People's Republic of</p> <p>Time allocation is a complex problem for school principals in many countries. This study examined the restrictive structure of principals' time allocation to each domain of tasks and the explanatory structure of school administration context for principals' time allocation using structural equation models based on the 2013 Teaching and Learning International Survey (TALIS 2013) Shanghai data. The results of the restrictive structure indicated that the administrative and leadership tasks are in the moderating position of principals' time allocation structure while principals' interactions with students are important reasons behind their interactions with student parents and community members. The results of the explanatory structure indicated that school administration context, in terms of principals' work duties, power distribution, and work challenges, affects their time allocation to domains of tasks.</p> <p><i>References</i></p> <p>Bellibas, M.S., Bulut O., Hallinger, P., & Wang W. (2016). Developing a validated instructional leadership profile of Turkish primary school principals. <i>International Journal of Educational Research</i>, 75(1), 115-133.</p> <p>Britton, B.K., & Glynn, S.M. (1989). Mental management and creativity: A cognitive model of time management for intellectual productivity. In J.A. Glover, R.R. Ronning, & C.R. 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ID: 230 / PP-EN-1400-Networks: 2
English-speaking Parallel Program
Roundtable

Program Type: English-speaking Parallel Program

Thematic Strands: Educational Networks, Cooperation and System Leadership, Professionalization of School Leaders, Leadership Learning

Keywords: Principals, Professional development for school leaders, School development

School leaders' texts on school development projects. Exploring prevailing issues

Marcia Håkansson Lindqvist

Mid Sweden University, Sweden

School leaders continue to develop their practices through educational leadership and professional learning in schools as organizations. This proposed paper explores texts (N=35) on development projects written by school leaders in the final stage of their work in the Swedish National School Leaders' Training Programme. Preliminary results of the text analysis show that school leaders have chosen to study own leadership in areas such as support for students with special needs, projects and activities to promote teachers' professional development, policy documentation and analysis, and digitalization. These results paint a picture of prevailing issues for school leaders at present. These insights may be of importance when striving to create a stronger link between practice and research in training and professional development for school leaders in the future.

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ID: 218 / PP-EN-1400-Networks: 3
English-speaking Parallel Program
Roundtable

Program Type: English-speaking Parallel Program

Thematic Strands: Educational Networks, Cooperation and System Leadership, Professionalization of School Leaders, Leadership Learning

Keywords: distributed leadership, leadership tasks, teacher participation, learning communities, relationships

Distributed leadership and development of middle management – a challenge for Slovenian school leaders?

Vlasta Policnik, Peter Markič

National School for Leadership in Education, Slovenia

According to the fact that the job of Slovenian school leaders is becoming more and more demanding, with numerous new tasks and responsibilities, the idea of distribution of leadership seems to offer solutions.

	<p>The aim of this presentation is to show the results of 2- year project activities dealing with the practice of leadership distribution in 14 Slovenian schools and kindergartens.</p> <p>Planning the project activities we tried to find out the level of distribution that was already present in schools and kindergartens, the role of headteachers and teachers in distribution, the leadership knowledge and skills of the teachers and the obstacles at distribution of leadership tasks.</p> <p>Having finished with the project activities in the period of one year and a half, we came to very positive results that influenced the relationships, created learning communities and strengthened team work in participating schools and kindergartens.</p> <p><i>References</i></p> <p>DeFlaminis, J. et al. (2016). Distributed leadership in schools. New York: Routledge.</p> <p>Harris, A. (2008). Distributed school leadership : developing tomorrow's leaders, London ; New York : Routledge.</p> <p>Leithwood, K. (2009). Distributed leadership according to the evidence. New York: Routledge.</p> <p>Spillane, J. P., Diamond, J.B. (2007). Distributed Leadership in Practice. New York: Teachers College Press.</p> <p>Woods, P. A., Woods, G.,J. (2013). Deepening distributed leadership: A democratic perspective on power, purpose and the concept of the self. <i>Leadership in Education</i>. 2: 17-40.</p> <hr/> <p>ID: 279 / PP-EN-1400-Networks: 4 English-speaking Parallel Program Roundtable <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Networks, Cooperation and System Leadership, Professionalization of School Leaders, Leadership Learning <i>Keywords:</i> middle leadership, relational theory, departmental leaders</p> <p>Middle Leadership in Malaysia: Are departmental heads juggling, coping or struggling? Uma Malar Maniam University of Leeds, United Kingdom</p> <p>The focus of the study is the impact of externally-driven change on the role of academic heads of department (middle leaders) in a Malaysian higher education institution. Middle leadership has received considerable attention in Western countries but it has been less well researched in the far East, including Malaysia.</p> <p>The research is a qualitative Malaysian university case study, drawing on the perceptions of ten heads of department across a wide range of academic disciplines, regarding: (a) the impact of changes to their leadership role on their professional working lives; and (b) their experiences of leadership learning, both formal and informal, through the change process. Their lived experiences were captured through in-depth interviews and their descriptions of critical incidents (professional turning points) in their career trajectories. Relational Leadership Theory provided a framework for understanding the change process through working with significant others, including superiors, subordinates and peers.</p> <p><i>References</i></p> <p>Branson, C.M. Franken, M. and Penney, D. 2016. Middle leadership in higher education: A relational analysis. <i>Educational Management Administration & Leadership</i>, 44(1), pp.128-145.</p> <p>Floyd, A. and Dimmock, C. (2011) Jugglers", „copers" and „strugglers": academics' perceptions of being a head of department in a post-1992 UK university and how it influences their future careers, <i>Journal of Higher Education Policy and Management</i>, 33(4): 387-399.</p> <p>Middlehurst, R. (1993) <i>Leading Academics</i>, Buckingham: SRHE and Open University Press.</p> <p>Uhl-Bien, M. 2006. Relational leadership theory: Exploring the social processes of leadership and organizing. <i>The leadership quarterly</i>, 17(6), pp.654-676.</p>
<p>2:00pm - 3:30pm</p> <p>SG020</p>	<p>Educational Policy, Reform and Governance Chair: Arnold Danzig, San Jose State University, United States of America</p> <p>Who controls Education Administration</p> <p>ID: 139 / PP-EN-1400-Policy1: 1 English-speaking Parallel Program Infoshop <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Policy, Reform and Governance <i>Keywords:</i> Leadership Preparation, Education Policy, Governance</p> <p>Who Controls Education Administration</p> <p>Arnold Danzig¹, William Black², Katherine Cunningham³, Jonathan Damiani⁴, Bonnie Fusarelli⁵, Lance Fusarelli⁵, R.D. Nordgren⁶, Andrea Rorrer⁷, Young Michelle⁸, Årlestig Helene⁹, Myran Steve¹⁰</p> <p>¹San Jose State University, United States of America; ²University of South Florida; ³University of South Carolina; ⁴Nagoya University of Commerce; ⁵North Carolina State University; ⁶National University; ⁷University of Utah; ⁸University of Virginia; ⁹Umeå Universitet; ¹⁰Old Dominion University</p> <p>To understand who controls the preparation of educational administration, the participants examine three overlapping processes in the education and professional development of education leaders: institutional production, academic drift, and epistemic drift. Institutional production considers the number and types of institutional providers for education administrator preparation and the reputation of institutions providing the same. Changes to institutional production are seen in increasing applicant pools and greater diversity of options for individuals in a market of preparation pathways. The term academic drift denoted a process in which non-university institutions aspired to operate like universities The theoretical concern with</p>

	<p>epistemic drift moves the consideration of who controls the preparation of education administrators further outside of the immediate interests of the various stakeholders (practicing administrators, professional associations, university faculty, government agencies) by looking at the influence of education policy makers on administrator preparation and the administrator pipeline.</p> <p><i>References</i></p> <p>Baker, B. (2012). Friday Afternoon Graphs: Graduate Degree Production in Educational Administration 1992-2011. Retrieved from https://schoolfinance101.wordpress.com/2012/09/28/friday-afternoon-graphs-graduate-degree-production-in-educational-administration-1992-to-2011/</p> <p>Baker, B., Orr, M.T., & Young, M. (2007). Academic drift, institutional production, and professional distribution of graduate degrees in Educational Leadership. <i>Educational Administration Quarterly</i>, 43 (3), 279-318.</p> <p>Danzig, A., Black, W., & Martin, G. (2016). Research on the principal pipeline in a single state context: Implications for preparing and supporting school leaders. In B. Jones and A. Rolle (Eds.) <i>Leading schools in challenging times: Eye to the future</i> (83-114). Charlotte, NC: Information Age Press.</p> <p>Donmoyer, R., Imber, M., & Scheurich, J. (1995). <i>The knowledge base in educational administration: Multiple perspectives</i>. Albany, NY: SUNY Press.</p> <p>Doyle, D., & Locke, G. (2014). <i>Lacking leaders: The challenges of principal recruitment, selection, and placement</i>. New York, NY: Fordham Institute.</p> <p>Elzinga, A. (1997). The science-society contract in historical transformation: with special reference to "epistemic drift." <i>Social Science Information</i> 36 (3), 411-445.</p> <p>Glass, G. V. (2016). One hundred years of research: Prudent aspirations. <i>Educational Researcher</i>, 45,(2), 69-72. DOI: 10.3102/0013189X16639026.</p> <p>Harwood, J. (2010). Understanding academic drift: On the institutional dynamics of higher technical and professional education. <i>Minerva</i>, 4, 413-427. DOI: 10.1007/s11024-010-9156-9.</p> <p>Hess, F. M. & Kelly, A. P. (2005a). Learning to lead: What gets taught in principal preparation programs. Paper Prepared for Harvard University's Program on Education Policy and Governance.</p> <p>Hess, F. M. & Kelly, A. P. (2005b). Textbook leadership? An analysis of leading books used in principal preparation. Paper Prepared for Harvard University's Program on Education Policy and Governance.</p> <p>Hitt, D., Tucker, P., Young, M. (2012). <i>The professional pipeline for educational leadership. Informing education policy: A white paper developed to inform the work of the National Policy Board for Educational Administration</i>. Charlottesville, VA: University Council for Educational Administration.</p> <p>Ikemoto, G. Taliaferro, L., Fenton, B., & Davis, J. (2014, June). <i>Great principals at scale: Creating District Conditions that enable all principals to be effective</i>. Dallas: The Bush Institute; and New York, NY: New Leaders. Retrieved from http://www.bushcenter.org/alliance-reform-education-leadership/great-principals-scale.</p> <p>Kaiserfeld, T. (2013). Why new hybrid organizations are formed: Historical perspectives on epistemic and academic drift. <i>Minerva</i>, 51. 171-194.</p> <p>Levine, A. (2005). <i>Educating School Leaders</i>. New York: Teachers College, The Education Schools Project.</p> <p>Riesman, D. (1956). <i>Constraint and variety in American education</i>. Lincoln: University of Nebraska Press.</p> <p>Shelton, S. (2012, September). <i>Preparing a pipeline of effective principals: A legislative approach</i>. Denver, CO and Washington, DC: National Conference of State Legislatures (NCSL).</p> <p>UCEA and New Leaders (2016). <i>Improving state evaluation of principal preparation programs</i>. Retrieved from: www.sepkit.org.</p> <p>Young, M., Crow, G., Murphy, J. & Ogawa, R. (2009). <i>Handbook of Research on the Education of School Leaders</i>. New York, NY: Routledge.</p> <p>Wallace Foundation (2011). <i>The school principal as leader: Guiding schools to better teaching and learning</i>. New York: Wallace Foundation. Retrieved from: www.wallacefoundation.org.</p> <p>Wallace Foundation (2016). <i>Improving university principal preparation programs: Five themes from the field</i>. New York: Wallace Foundation. Retrieved from: www.wallacefoundation.org.</p>
2:00pm - 3:30pm	<p>Roundtable: Educational Policy, Reform and Governance Chair: Jeffrey Brooks Hall, University of Oslo, Norway</p>
SG021	<p>Juridification of Education</p>
	<p>ID: 308 / PP-EN-1400-Policy: 1 English-speaking Parallel Program Roundtable <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Policy, Reform and Governance <i>Keywords:</i> Fachhochschulen, Hochschulsteuerung, Akkreditierung universities of applied sciences, governance in higher education, accreditation</p> <p>Shifted responsibilities and new regulations in the governance of universities of applied sciences in Switzerland</p> <p><u>Nancy Eckert</u> Schwyz University of Teacher Education, -</p> <p>This contribution focuses on the shift in the governance of universities of applied sciences in Switzerland, which has been a consequence of the introduction of the Federal Act on Funding and Coordination of the Swiss Higher Education Sector (HEdA) in 2015. Using the example of institutional accreditation, the contribution outlines and discusses potential conflicts in governance-related issues. The revision of the article on higher education institutions in the Federal Constitution of 2006 stipulated that the Confederation and the cantons are supposed to coordinate the Swiss higher education sector jointly within the scope of their respective responsibilities (Art. 63a). This step was intended, among other things, to harmonise the different governance mechanisms of universities and universities of applied sciences and to reduce the number of governing bodies (Bundesrat, 2009). The HEdA is a manifestation of this significant governance reform since the Confederation and the cantons – based on a cooperation agreement (Schweizerischer Bundesrat & Regierungen der Hochschulkonkordatskantone, 2015) – have partly delegated central domains of their governance competence to joint or independent bodies. This contribution examines the changed governance mechanisms of universities of applied sciences from the perspective of multi-level governance. The methodological approach consisted of document analyses of legal texts, further normative principles, and accreditation reports. The results of this comprehensive review were subsequently summarised and systematised by means of content analysis. The aim of this</p>

	<p>contribution is to investigate the shift in the responsibilities of the Confederation and the cantons in comparison to the former ("old") governance mechanisms and to explain what consequences in terms of the control over universities of applied sciences may ensue if competence in the domain of institutional accreditation is transferred to an independent body. There are some indications that the current processes require specification and a more precise definition. This primarily concerns the distribution of responsibilities and competence between the accreditation experts who conduct the evaluation, the Swiss Accreditation Agency that is in charge of the organisation of the procedure and submits the request for accreditation to the Swiss Accreditation Council, and the independent Swiss Accreditation Council that decides on institutional accreditation.</p> <p><i>References</i></p> <p>Botschaft Bundesrat. (2009). Botschaft zum Bundesgesetz über die Förderung der Hochschulen und die Koordination im schweizerischen Hochschulbereich (HFKG) vom 29. Mai 2009. Abgerufen von https://www.admin.ch/opc/de/federal-gazette/2009/4561.pdf</p> <p>Schweizerischer Bundesrat & Regierungen der Hochschulkonkordatskantone. (2015). Vereinbarung zwischen dem Bund und den Kantonen über die Zusammenarbeit im Hochschulbereich (ZSAV-HS) vom 26. Februar 2015. Bern: Bundeskanzlei.</p> <p>Schweizerische Eidgenossenschaft. (1999). Bundesverfassung vom 18. April 1999 (Stand am 21.5.2006). Bern: Bundeskanzlei.</p> <p>Schweizerische Eidgenossenschaft. (2011). Bundesgesetz über die Förderung der Hochschulen und die Koordination im schweizerischen Hochschulbereich (Hochschulförderungs- und -koordinationsgesetz, HFKG) vom 30. September 2011. Bern: Bundeskanzlei.</p> <hr/> <p>ID: 309 / PP-EN-1400-Policy: 2 English-speaking Parallel Program Roundtable <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Policy, Reform and Governance <i>Keywords:</i> Educational governance, higher education, regulation</p> <p>New regulations of higher education institutions in Norway Helga Aune University of Oslo, Norway Currently, a committee is working on a proposal for new regulations of higher education institutions in Norway.</p> <p><i>References</i></p> <p>x</p>
<p>2:00pm - 3:30pm</p> <p>SG017</p>	<p>Roundtable: Professionalisation of School Leaders / Leadership for Learning Chair: Mehmet Şükrü Bellibaş, Adiyaman University, Turkey</p> <p>Professional Development and the Role of Context</p>
	<p>ID: 241 / PP-EN-1400-Profess1: 1 English-speaking Parallel Program Roundtable <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Professionalization of School Leaders, Leadership Learning <i>Keywords:</i> school leadership, leadership practices, principal's professional development</p> <p>Training, Professional Development and Leadership Practices of School Principals in Russia Isaeva Natalia, Kobtseva Anna, Kasprzhak Anatoly National Research University Higher School of Economics, Russian Federation</p> <p>The Russian educational system has undergone constant change over the past hundred years. The role of the principal transformed significantly after years of the Soviet period. The recent studies outlined in this presentation looked at trends in the training and development of school leaders from the point of view of its impact on developing administrative and leadership skills. This research covers the issues of the content of principal training programs, common forms of preparation, frequency and duration of the courses. It highlights the questions of the effectiveness of the professional preparation programs, how far the preparation and training that principals receive shapes their day-to day practice according collected data from the 7 School Leadership Study. Findings show that while the apparatus of change has clearly arrived in the form of new principal standards and new policy expectations, in reality, principals in Russia are trained, to be managers rather than leaders.</p> <p><i>References</i></p> <ol style="list-style-type: none"> 1.Barber, M., and Murshed M. 2008. Kak dobit'sja stabil'no vysokogo kachestva obuchenija v shkolah.[How to achieve stably quality training at schools]. Uroki analiza luchshih sistem shkol'nogo obrazovanija mira.[Lessons of the analysis of the best systems of school education of the world]. Voprosy obrazovanija. [Education Issues], (3), 7-60. 2.Bysik, N., Evstigneeva, N., Isaeva, N., Kukso, K., Harris, A., & Jones, M. 2015. A missing link? Contemporary insights into principal preparation and training in Russia. Asia Pacific Journal of Education, 35(3), 331-341. 3.Day, C., Hopkins, D., Harris, A., & Ahtaridou, E. 2009. The impact of school leadership on pupil outcomes. Final report. 4.European Synopsis on Educational Leadership. 2011 Germany: OECD. 5.Froumin, I., Kuznetsova, M. I., Kovaleva, G., Melnikov, A., Pinskaya, M., Timkova, T., Tyumeneva, Y. A., & Zuckerman, G. (2012). The impact of PIRLS in the Russian Federation. In Knut Schwippert and Jenny Lenkeit (Eds.), Studies in international comparative and multicultural education, Issue 13: Progress in reading literacy in national and international context. The impact of PIRLS 2006 in 12 countries (pp. 183–197). Berlin, NY, Muenchen, Muenster: Waxmann Verlag.

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ID: 177 / PP-EN-1400-Profess1: 2
English-speaking Parallel Program
Roundtable

Program Type: English-speaking Parallel Program
Thematic Strands: Educational Change, Evaluation and Improvement, Professionalization of School Leaders, Leadership Learning
Keywords: Education, Change, Teacher Development, Improvement, Open Educational Resources

OER-Supported Participatory learning in a rural School in Africa

Guidance Mpofu, Vongai Masunda

Mpumelelo High School, Zimbabwe

Mpumelelo High School is a school with 600 students in deep rural areas of Zimbabwe. More than half of the students travel for more than 10 km to get to the school. One of several challenges in this context is a lack of learning and teaching material. For the past four years, the school has been experimenting with the use of Open Educational Resources (OER) engaging students in different forms of participatory learning and collaboration.

In this InfoShop we will discuss our findings from this engagement. Our presentation will focus on the following interventions:

Evaluation of pilot activities together with Master students and Bachelor students of PH Zug, PH Berne and FHNW

Teacher development workshops and weekly teacher group meetings

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ID: 225 / PP-EN-1400-Profess1: 3
English-speaking Parallel Program
Roundtable

Program Type: English-speaking Parallel Program
Thematic Strands: Professionalization of School Leaders, Leadership Learning, Responsible Leadership in Education (Theme of Plenary Program)
Keywords: leadership preparation, human capital, rural, leadership capacity

Best Practices in School Leadership Development for Rural Schools

Bonnie C. Fusarelli, Lance D. Fusarelli

North Carolina State University, United States of America

This workshop focuses on the importance of building human capital pipelines for rural schools. While a

	<p>common practice in successful corporations, leadership succession planning is virtually non-existent in U.S. public education systems, despite decades of research indicating that quality leadership is essential to creating high performing schools. High-poverty, low-achieving schools, which need the very best principals, often have great difficulty attracting high quality applicants. In this workshop, we describe a research-based strategy to strengthen the principal pipeline to recruit, prepare, and retain individuals capable of leading robust school improvement efforts. The workshop will include mini-tutorials around key ideas in leadership preparation and proof-of-concept demonstration sessions of an award-winning leadership preparation program. Key strategies will be described and the workshop will include group brainstorming on how the ideas presented can be implemented in the audience's home countries.</p> <p><i>References</i></p> <p>Alvoid, L. & Black, W.L. (2014). The changing role of the principal: How high-achieving districts are recalibrating school leadership. Retrieved from The Center for American Progress website www.americanprogress.org</p> <p>Branch, G., Hanushek, E., & Rivkin, S. (2013). School leaders matter: Measuring the impact of effective principals. <i>Education Next</i>, 13(1), p. 62-69.</p> <p>Fusarelli, B. & Militello, M. (2012). Innovative principal preparation program: What works and how we know. <i>Planning and Changing Journal</i>, 43(1). Retrieved from https://education.illinoisstate.edu/planning/articles/vol43.shtml</p> <p>Hull, R., Supovitz, J., Newman, B., & Prociw, S. (2015). Successful leaders for successful schools: Building and maintaining a quality workforce. Retrieved from National Association of State Board of Education Leadership development study group www.nasbe.org</p> <p>Leithwood, K., Seashore Louis, K., Anderson, S. & Wahlstrom, K. (2004). <i>How leadership influences student learning</i>. New York: Wallace Foundation. Retrieved from http://www.wallacefoundation.org/</p> <p>Lerum, E. (2016). A policymaker's guide to improving school leadership. Retrieved from The Thomas Fordham Institute http://schoolleadershippolicytoolkit.com/</p> <p>Manna, P. (2015). Developing excellent school principals to advance teaching and learning: Considerations for state policy. Retrieved from The Wallace Foundation website www.wallacefoundation.org</p> <p>Orr, M. T. (2006). Research on Leadership Education as a Reform Strategy. <i>Journal of Research on Leadership Education</i>, 1(1), 1-5.</p> <p>Waters, J. T., & Marzano, R. J., & McNulty, R. A. (2003). Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement. Aurora, CO: McREL.</p>
3:30pm - 4:00pm	Break
4:00pm - 5:30pm	<p>Educational Change, Evaluation and Improvement Chair: Birgit Weyand, Universität Trier, Germany</p>
SG015	<p>Teacher education: Innovation and Improvement</p>
	<p>ID: 182 / PP-EN-1600-Change-I: 1 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Change, Evaluation and Improvement, Digitalization in Education <i>Keywords:</i> pre-service teachers, teacher education, flipped learning, pedagogy</p> <p>Flipping Learning in Teacher Education <u>Matt Smith, Paul Gurton</u> University of Wolverhampton, United Kingdom</p> <p>"Getting them to read something before they come to class? Didn't we use to call that 'homework'?" Despite the attitude of some practitioners, Flipped Learning is beginning to pervade the province of teacher educators. In the United Kingdom, Advance HE (previously the Higher Education Academy [HEA]), citing Hamdan et al. 2013, notes that "Flipped learning has not been rigorously evaluated as a pedagogy in higher education, but case studies are emerging, in ever greater numbers, which document measurable improvements in student and teacher motivation, increased attendance in class, and better grades, as a result of using the flipped approach" (HEA, 2018, online). This paper will demonstrate the theoretical and practical benefits of utilizing the flipped approach with preservice teacher education students, with ideas and examples of how to effectively use this method to improve engagement, participation and results.</p> <p><i>References</i></p> <p>Hamdan, N., McKnight, P., McKnight, K. and Arfstrom, K. (2013) A Review of Flipped Learning [Internet]. Available from: <http://www.flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/41/LitReview_FlippedLearning.pdf>; [Accessed 10 September 2018]. Higher Education Academy (2018) Flipped Learning. Available from: <https://www.heacademy.ac.uk/knowledge-hub/flipped-learning-0>; [Accessed 10 September 2018].</p>
	<p>ID: 122 / PP-EN-1600-Change-I: 2 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Change, Evaluation and Improvement, Educational Networks,</p>

Cooperation and System Leadership

Keywords: theory-practice-problem, teacher education, narrative

Rethinking the foundation – teacher education beyond «theory and practice»

Tobias Leonhard

University of applied science and arts, northwestern Switzerland

teacher education is far to often discussed in terms of «theory and practice».

The familiarity of this narrative hides the fact, that it is theoretically poor and produces many of the problems teacher education has to deal with.

In the presentation, the problems are shown as well as the consequences they have for thinking teacher education programs between the academic institutions and the occupational field. As main focus of the speech we develop a conceptual alternative, which finds a productive cooperation between universities and schools much better. It is based on a praxeologic view on teaching and teacher education and helps to think teacher education beyond institutional frontiers. It also helps to describe precisely what student teachers should learn at both places of their professionalization, what qualifications teacher educators should have and in which way the occupational field can rely on the academic institutions in which teacher education is conducted.

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ID: 160 / PP-EN-1600-Change-I: 3

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Educational Change, Evaluation and Improvement, Inclusion, Equity and Equality in Education

Keywords: Competence approach, adult education, pedagogical studio

Additional education of teachers in the Republic of Belarus: organizational forms of implementation of the competence approach

Iryna Vladimirovna Shastsitka

BSPU, Belarus

Competence approach today is most relevant in the training of successful people. The nature of education has changed from educational-objective to creative-effective, conditions for self-expression, self-development and self-realization are created, the learning process has become complex, targeted and practice-oriented. Competence-based approach has provided the content of education, which, when working with adults, has become open and is promptly adjusted to the needs of specialists. The experience of BSPU recorded the success of training using one of the organizational forms of managing the development of professional competence of teachers in the development of advanced training curricula. This is a business game conducted in the form of a pedagogical studio. The reflective potential of the pedagogical studio allows to realize the reflective component of the professional activities of teachers and contributes to the expansion of the experience of their professional activities in general, based on the competence approach.

References

<https://ipkip.bspu.by/teachers/15>

ID: 236 / PP-EN-1600-Change-I: 4

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Educational Change, Evaluation and Improvement, Educational Networks, Cooperation and System Leadership

Keywords: Teacher Education, School-based Teacher Educators, University-School-Partnership

Teachers as teacher educators: Experts from schools contribute to the next generation of teachers

Urban Fraefel, Magdalena Hundehege

School of Education Northwestern Switzerland, Schweiz

In recent years, there has been a worldwide trend that successful and sustainable teacher training depends on close cooperation with schools. In order to ensure innovation and quality in education in schools, competent local teachers who work hand in hand with the university are proving to be crucial.

On the one hand, the paper presents the theoretical framework and summarises the current concepts and empirical findings and, on the other hand, reports on a project in Switzerland that focuses precisely on this aspect of school-based teacher educators.

With the support of swissuniversities, three Schools of Education in Switzerland (Northwestern Switzerland, Zurich, St.Gallen) have initiated a pilot programme that involves selected teachers in partner schools in the training of pre-service teachers. With the university-based teacher trainers they form a "tandem" of specialists with different professional backgrounds and share the responsibility for building the competences of the pre-services teachers in the schools.

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<p>4:00pm - 5:30pm HO02 (building auditorium)</p>	<p>Roundtable: Educational Change, Evaluation and Improvement Chair: Lucy Awuor Wakiaga, Tangaza University College, Kenya</p> <p>Leadership Strategies and Styles</p>
	<p>ID: 261 / PP-EN-1600-Change-II: 1 English-speaking Parallel Program Roundtable <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Change, Evaluation and Improvement, Professionalization of School Leaders, Leadership Learning <i>Keywords:</i> Transformational Leadership, Principals, Greek Public Secondary School Education</p> <p>School Principals' perceptions on leadership styles: The case of Greek public Secondary School Education George Iordanidis, Vasiliki Kalliontzi University of Western Macedonia, Greece</p> <p>This research examines the Greek Public Secondary School Education's principals' perceptions concerning the leadership style they adopt in the framework of a centralized education system. Avolio and Bass's (2004) Multifactor Leadership Questionnaire (5x-Short) was chosen as the research instrument, in the form of self-evaluation. It measures the full range of leadership styles, from the transformational and transactional ones to the passive one, including leadership outcomes. 160 questionnaires have been collected throughout Greece. The results showcased the dominance of the transformational style with its variable "individualized consideration" presenting with the highest mean. There is a positive moderate correlation between transformational and transactional leadership. The correlation between the transformational style and the leadership outcomes is moderate but higher than that of the transactional. The Factor Analysis pointed out factors which explain the largest percentage of the total of the existing data. Indications of a trend to transform the Greek Public Secondary School Education are emerging.</p> <p><i>References</i></p> <p>Andreou, A., & Papakonstadinou, G. (1994). <i>Power and organization-Administration of the educational system</i>. Athens: Nea Sinora - Livanis.</p> <p>Antonakis, J. (2001). <i>The validity of the transformational, transactional and laissezfaire leadership model as measured by the multifactor leadership questionnaire (MLQ-5X)</i>. Unpublished doctoral dissertation, Walden University.</p> <p>Avolio, B. J., & Bass, B. M. (2004). <i>Manual for the multifactor leadership questionnaire (form 5X)</i>. Redwood City, CA: Mind Garden, Inc.</p> <p>Bass, B. M. (1985). <i>Leadership and performance beyond expectations</i>. New York: Free Press.</p> <p>Bass, B. M., & Riggio, R. E. (2014). <i>Transformational Leadership</i> (2nd ed.). New York: Routledge.</p> <p>Burns, J.M. (1978). <i>Leadership</i>. New York: Harper Row.</p> <p>Bush, T. (2014). Instructional and transformational leadership: alternative and complementary models? <i>Educational Management Administration and Leadership</i>, 42 (4), 443-444.</p> <p>Barnett, K., McCormick, J., & Connors, R. (2000). Leadership behavior of secondary school principals, teacher outcomes and school culture. In: <i>The Australian Association for Research in Education annual conference</i>, Sydney, Australia, December 2000.</p> <p>Day, C., Harris, A., Hadfield, M., Tolley, H., & Beresford, J. (2000). <i>Leading schools in times of change</i>. Buckingham, UK: Open University Press.</p> <p>Dimopoulos, K., Dalkavouki, K., & Koulaidis, V. (2014). Job realities of primary school principals in Greece: Similarities and variations in a highly centralized system. <i>International Journal of Leadership in Education: Theory and Practice</i>, 2, 197–224.</p>

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ID: 205 / PP-EN-1600-Change-II: 2

English-speaking Parallel Program Roundtable

Program Type: English-speaking Parallel Program

Thematic Strands: Educational Change, Evaluation and Improvement, Educational Policy, Reform and Governance

Keywords: Leadership, restorative justice, values, accountability

Restorative justice as an alternative discourse for educational professionals

Razwana Begum Abdul Rahim

Singapore University of Social Sciences, Singapore

This paper introduces the concept of restorative justice in the educational system. Restorative justice is commonly used in the criminal justice system as an alternative in resolving conflict. The concept is unique as it seeks to repair the harm and mend the broken relationship between the affected parties, related stakeholders and the community. In a school setting, the concept has gained popularity and used to address disciplinary issues and manage differences. The concept has also been used to tackle challenges relating to corporate governance. Based on a research study that examined the potential of restorative justice in an educational institution based in Singapore, this paper suggests ways to incorporate the values of restorative justice in policy making and leadership. This paper argues that the values of restorative justice can strengthen the leadership approach and the development of good behaviours, accountability and equality in an educational setting.

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ID: 255 / PP-EN-1600-Change-II: 3

English-speaking Parallel Program Roundtable

Program Type: English-speaking Parallel Program

Thematic Strands: Educational Change, Evaluation and Improvement

Keywords: Trait Emotional Intelligence, Trait leadership Theory, educational leader

Trait Emotional Intelligence Role in the Cotext of Trait leadership Theories

Lada Kaliska

Faculty of Education, Matej Bel University in Banska Bystrica, Slovakia, Slovak Republic

Leadership in the education has become a priority topic in the educational politics worldwide, not

	<p>excluding the educational system of the Slovak Republic with a new research project ambition (APVV-17-0557) of the international (Slovakia, Czech Republic, Austria, USA) and cross-disciplinary research team (psychology, andragogy, pedagogy, ethics). The investigation of the transformational leadership in the study is going to be based on the trait leadership theories in relation to the trait emotional intelligence concept of K.V. Petrides (2001). His EI conceptualization and the instruments (long and short questionnaire forms for children, adolescence, and adults) were adapted and verified in the Slovak conditions providing standardized percentile norms for the assessment purposes. The study will provide the first results of potential leader's assessment and the first intersections of these two concepts.</p> <p><i>References</i></p> <p>I will provide them later on.</p> <hr/> <p>ID: 302 / PP-EN-1600-Change-II: 4 English-speaking Parallel Program Roundtable <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Change, Evaluation and Improvement <i>Keywords:</i> School leadership, Change</p> <p>Leading in Chaos Atul Nischal ICSL</p> <p>India, the world's largest democracy, home to the maximum number of school-going children and the maximum number of K12 schools, is at crossroads in school education. The new National Education Policy 2019 signals revolutionary changes in every aspect of school education to make India a global superpower in school education by 2030. India awaits a new curriculum, new textbooks, new pedagogical approaches, and new assessment tools in addition to increased digitization. The next two decades will present several challenges, and thus, opportunities in school education. But, given the current scenario, none will be as demanding as professionalization of school leadership and teachers.</p> <p>International Council for School Leadership, a not-for-profit organization, aims to professionally transform 10,000 K12 school leaders in India by 2025 to impact more than 10 million students. To achieve its mission, ICSL is engaged in local research, training programs, and publishing school leadership content. It aims to collaborate with international schools/universities, individuals, and thought leaders with similar competencies and a global outlook.</p> <p>The talk focuses on three aspects:</p> <p>A) Understanding the school as a chaotic complex system, B) Identifying school leadership skills required to manage chaos, and C) Presenting various options of collaboration and research for International school leaders and organizations.</p> <p>The</p> <p><i>References</i></p> <p>x</p>
<p>4:00pm - 5:30pm</p>	<p>Health and Resilience in Education Chair: Anita Sandmeier, Pädagogische Hochschule Schwyz, Switzerland</p>
<p>SG020</p>	<p>External Demands and Consequences for School Leaders' Health</p> <p>ID: 113 / PP-EN-1600-Health: 1 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Health and Resilience in Education <i>Keywords:</i> School Principals, Job preference, Strain</p> <p>School principal's functions and its resulting job stress in the context of Ghana Innocent Kwame Bedi, Hasso Kukemelk university of Tartu, Estonia, Estonia</p> <p>The responsibilities of school Principals are reported to be going through continuous changes (Huber, Wolfgramm & Kilic, 2013) and becoming more complex (Blasé, Blasé, & Philips, 2010). While there are studies that highlighted the effectiveness of Principals in providing quality education delivery, studies regarding their functions and strain are scanty. Further, there is no related study to identify the profile of activities perform by principals and its related strain. This study using quantitative design and survey method will provide an overview of job preference of principals and its resulting job stress in a centralized and non – autonomous education system. Using confirmatory factor analysis and structural equation modelling, the result is expected to have relevance for promoting school leadership efficiency as it provides empirical evidence of profile of Principals activities, and its resulting strain. Though the study is in Ghana, the authors will conclude about the whole of Africa.</p> <p><i>References</i></p> <p>Bakker, A.B., Demerouti, E., De Boer, E. & Schaufeli, W.B. (2003b), "Job demands and job resources as predictors of absence duration and frequency", Journal of Vocational Behavior, Vol. 62, pp. 341-56.</p> <p>Barkhuizen, N., & Rothmann, S. (2011). Occupational stress of academic staff in South Africa higher</p>

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ID: 223 / PP-EN-1600-Health: 2

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Health and Resilience in Education

Keywords: LUCIE, KEDS, Stress, Wellbeing

School leader's mental health: preliminary findings from a cross-sectional study on signs of exhaustion among Swedish school leaders

Roger Persson^{1,2,3}, Ulf Leo⁴, Inger Arvidsson^{1,3}, Carita Håkansson^{1,3}, Kerstin Nilsson^{1,3}, Anna Oudin^{1,3}, Kai Österberg²

¹Division of Occupational and Environmental Medicine, Lund University, Lund, Sweden; ²Department of Psychology, Lund University, Lund, Sweden; ³Centre for Medicine and Technology for Working Life and Society (Metalund), Lund, Sweden.; ⁴Centre for Principal Development, Umeå University, Umeå, Sweden

To increase the knowledge regarding Swedish school leaders (n=2043) mental health status we assessed the prevalence rate of signs of exhaustion in the Karolinska Exhaustion Disorder Scale (KEDS) and the Lund University Checklist for Incipient Exhaustion (LUCIE). In addition, we examined to what extent the occurrence of exhaustion differed across gender, job titles, years of work experience as a school leader as well as levels of perceived stress and pressure by non-work related factors. The results showed that the prevalence rate in KEDS was 28,3%, and for the four LUCIE steps of increasing exhaustion symptoms, 48,9%, 26,1%, 15,0% and 9,6 %, respectively. Chi-square tests of independence indicated that women and school leaders who perceived having experienced non-work related stress and pressure tended to report more signs of exhaustion. There was no difference as regards job title or years of work experience as a school leader.

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ID: 183 / PP-EN-1600-Health: 3

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Health and Resilience in Education

Keywords: Expectations, demands, support

External expectations, demands, resources and support as factors for school leaders' health and leadership

Ulf Leo¹, Roger Persson², Inger Arvidsson², Carita Håkansson²

¹Umeå universitet, Sweden; ²Lund University, Sweden

National policy and educational reforms often have a strong belief in the importance of leadership in schools. At a local level teachers, students, parents, superintendents and other actors have different demands and expectations on school leaders. This creates a kind of cross pressure on school leaders that might affect their health and their leadership.

The purpose of this study is to examine what role demands, external expectations, resources and support play in relation to school leaders' health and leadership. The paper use data from a web survey (n=2043) and seven group interviews.

One result from the survey show that stressful external expectations from the National School inspectorate is very high, it is strong from teachers, parents, superintendents, and quite low from students. This indicates a stressful cross pressure. The results of the interviews highlight aspects of expectations, demands, resources and support in relation to school leaders' health and leadership.

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<p>4:00pm - 5:30pm</p> <p>SG017</p>	<p>Inclusion, Equity and Equality in Education Chair: Bettina Amrhein, Universität Bielefeld, Germany</p> <p>Inclusion and Cultural Responsiveness</p>
	<p>ID: 192 / PP-EN-1600-Inclusion-2: 1 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Inclusion, Equity and Equality in Education, Responsible Leadership in Education (Theme of Plenary Program) <i>Keywords:</i> Leadership for inclusion, multicultural education, students' voices in diversity</p> <p>Global Policy for All in Education: Principal Leadership for Inclusion in Response to Students' Voices in diverse school settings?</p> <p>Elson Szeto, Kenneth Sin The Education University of Hong Kong, Hong Kong S.A.R. (China)</p> <p>Challenges to uplifting all students still exist in many places in times of increasingly diverse student populations in schools. This proposal aims to report a cross-case study of two principals who enacted leadership towards a broader sense of inclusion in response to the voices of the students' needs in the diversity. The key research question is: How did the principals enact leadership for inclusion to cultivate equality of learning in response to the students' voices beyond the walls of their schools? The findings unveil characteristics of the voices of students' learning needs to reflect the challenge of differences and difficulties. Implications of the principals' leadership practices for inclusion in diversity are also discussed.</p> <p><i>References</i></p>

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ID: 301 / PP-EN-1600-Inclusion-2: 2

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program

Thematic Strands: Inclusion, Equity and Equality in Education

Keywords: Migrant Students, Culturally Responsive Assessment, Diversity, Classroom Assessment, Beliefs, Validity

Aiding culturally responsive assessment in schools in a globalizing world

Guri Nortvedt¹, Eline Wiese¹, Guri Skedsmo¹, Martin Brown², Denise Burns², Gerry McNamara², Joe O'Hara², Herbert Altrichter³, Magdalena Fellner³, Barbara Herzog-Punzenberger³, Funda Nayir⁴

¹University of Oslo, Norway; ²Dublin City University; ³University of Linz; ⁴Pamukkale University

Across the world, teachers' classroom assessment tasks and responsibilities are becoming more diverse due to increased migration. In this review, we address how migrant students are affected by assessment, both summative and formative, at the classroom level, with a focus on culturally responsive assessment. Previous research shows that culturally responsive assessment practices mainly occur in student-centred classrooms. Furthermore, both student and teacher beliefs about teaching and learning might negatively impact migrant students' opportunities to engage in assessment situations. Teaching and assessment practices should be negotiated and should be aligned with and included in classroom norms in order to be culturally responsive. We propose that what is considered a valid and reliable assessment practice might need to be adjusted to account for students' cultural ways of knowing and how this is expressed and communicated within the classroom.

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	<p>of diversity. International Social Science Journal, 61(199), 83-95. https://doi.org/10.1111/j.1468-2451.2010.01749.x.</p> <p>William, D. (2007). Keeping learning on track. In F. K. J. Lester (Ed.), Second handbook of research on mathematics teaching and learning (pp. 1053-1098). Charlotte, NC: Information Age.</p> <p>ID: 298 / PP-EN-1600-Inclusion-2: 3 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Inclusion, Equity and Equality in Education <i>Keywords:</i> Inclusion, Culture, Responsiveness, Assessment</p> <p>Case studies on assessment practices, challenges and experiences in secondary schools in Austria, Ireland, Norway and Turkey</p> <p><u>Herbert Altrichter</u>¹, <u>Barbara Herzog-Punzenberger</u>¹, <u>Magdalena Fellner</u>¹, <u>Martin Brown</u>², <u>Denise Burns</u>², <u>Guri Nortvedt</u>³, <u>Guri Skedsmo</u>³, <u>Eline Wiese</u>³ ¹University of Linz, Austria; ²Dublin City University; ³University of Oslo</p> <p>While there has been a comparatively vivid discussion on culturally responsive assessment in immigrant nations which strive to do justice to their indigenous population, such practices are less prevalent in Europe and consequently less discussed. Indeed, fewno studiesy in Europe have looked at the various challenges of assessing diverse students, at assessment strategies that teachers use to integrate cultural responsiveness into their students' assessments and compare the relative merit of these strategies. In order to stimulate European research on the challenges of assessing a diverse body of students our study focusses teachers' assessment practices in lower secondary schools by exploring the following on two research questions:</p> <p>(1) What aspects of diversity are teachers (qxin case schools) attending to in assessment situations?</p> <p>It cannot be taken for granted that all teachers perceive their classrooms in a way which is suggested by the learned discourse on diversity. Thus, the first research question is to uncover the categories teachers use for making sense of potential diversity in their classrooms. Their perception and interpretation of diversity is seen as a precondition or precursor for the actions they take when confronted with student diversity in their assessment and certainly also in their teaching.</p> <p>(2) What strategies do teachers (qxin case schools) report using in assessment situations to account for student diversity?</p> <p>The second research question focusses on the strategies teachers report toactually use when they have to cope with student diversity in assessment. In the third research questions we aim to identify factors which may contribute to teachers willingness and ability to account for and cope with/handle student diversity in assessment.</p> <p>(3) What are supportive and inhibiting conditions for coping with diversity in assessment?</p> <p><i>References</i></p> <p>Alcott, B. (2017): Might progress assessments hinder equitable progress? Evidence from England. Educational Assessment, Evaluation and Accountability, 29(3), 269–296. https://doi.org/10.1007/s11092-017-9264-2</p>
<p>4:00pm - 5:30pm SG023</p>	<p>Inclusion, Equity and Equality in Education Culturally and Linguistically Responsive Educational Leadership and Policy in the USA</p>
	<p>ID: 245 / PP-EN-1600-Inclusion-3: 1 English-speaking Parallel Program Infoshop <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Inclusion, Equity and Equality in Education, Migration, Democracy and Citizenship in Education <i>Keywords:</i> Culturally Responsive Leadership, Equity, School Leadership, Policy</p> <p>Culturally and Linguistically Responsive Educational Leadership and Policy in the USA</p> <p><u>Cristobal Rodriguez</u>¹, <u>Muhammad Khalifa</u>², <u>Soribel Genao</u>³, <u>Catherine O'Brien</u>⁴ ¹Howard University, United States of America; ²University of Minnesota, United States of America; ³Queens College-City University of New York, United States of America; ⁴Gallaudet University, United States of America</p> <p>In an ever-growing diverse global society across nations through either shifting demographic growths or immigrant/refugee realities, educational leaders and systems must also evolve from deficit thinking models of cultural integration, to culturally and linguistically responsive models of leadership and policy. This Multiple Paper Presentation will provide multiple research-based considerations to culturally and linguistically responsive leadership and policy considerations in serving culturally and linguistic diverse children and communities with considerations to systemic equity. The first paper will examine the literature in culturally responsive school leadership. Two additional papers will present considerations for bilingual or multilingual schools and schools for the Deaf, to further acknowledge the complexity of language and culture beyond two-language bilingual models that provide a greater emphasis on culture and linguistic responsive educational models. Lastly, policy considerations must be centered in directing both accountability concepts, as well as resource alignment that ensure equitable culturally responsive educational leadership.</p> <p><i>References</i></p> <p>Khalifa, M. (2018). Culturally responsive school leadership. Cambridge, MA: Harvard Education Press.</p>
<p>4:00pm - 5:30pm SG019</p>	<p>Inclusion, Equity and Equality in Education Chair: Alison Sheila Taysum, University of Leicester, United Kingdom Inclusion and Whole Child Approaches to Learning</p>

ID: 263 / PP-EN-1600-Inclusion-I: 1**English-speaking Parallel Program****Multiple paper presentations***Program Type:* English-speaking Parallel Program*Thematic Strands:* Inclusion, Equity and Equality in Education, Health and Resilience in Education*Keywords:* Science of Learning and Development; Whole Child Approaches; Equity; Inclusion; well-being**The Implications of the Science of Learning and Development for Whole Child Equity and Leadership****David Martin Osher, Elizabeth Spier**

American Institutes for Research, United States of America

Social, emotional, and cognitive learning are inextricably linked. Children's growth involves complex, dynamic transactions between learners, their experiences, how these experiences are interpreted and internalized, and how these experiences vary across time, place, and among individuals. The convergence of knowledge across multiple disciplines support a science of learning and development. This science suggests ways of realizing educational equity through: (1) whole child approaches to learning that address the co-influence and interrelatedness of social, emotional, and academic development, (2) student-teacher wellness and attunement, and (3) addressing the individuality of learning. Our 10-nation study of whole-child learning and 8-district study of social and emotional learning illustrate promising approaches to realizing the implications of science of learning and development as well as the challenges to doing this work with excellence and at scale. Realizing whole child equity requires building the readiness of diverse systems, settings, and adults to address the whole child.

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ID: 178 / PP-EN-1600-Inclusion-I: 2**English-speaking Parallel Program****Multiple paper presentations***Program Type:* English-speaking Parallel Program*Thematic Strands:* Inclusion, Equity and Equality in Education, Digitalization in Education*Keywords:* digitalization in education, bottom up leadership in education, inclusion, educational change, educational networks**Transforming K12 classrooms into 21st century learning opportunities****Cristina Riesen**

We Are Play Lab Foundation, Switzerland

Experience Square, a playful learning kit for computational thinking in K12 classrooms beyond the screens
Project Square is an open education initiative that empowers K12 teachers with easy, effective, convenient, affordable, collaborative and creative computational thinking unplugged interactions in their daily learning environment. Developed together with Swiss educators and researchers from interaction design (SUPSI) and learning sciences (ETH, EPFL), it offers a scalable, experiential and ludic learning experience based on playful learning principles and creative and collaborative problem-solving strategies fostering productive failure, the use of a physical space (classroom, playground) and low-tech materials.

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ID: 273 / PP-EN-1600-Inclusion-I: 3**English-speaking Parallel Program****Multiple paper presentations**

Program Type: English-speaking Parallel Program
Thematic Strands: Inclusion, Equity and Equality in Education
Keywords: STEM, inclusion, higher education, permanency

Influence of inclusion services among higher education students in STEM majors: A partial least squares analysis of an institutional big dataset

Matthew Munyon, Shiva Jahani

University of Central Florida, United States of America

This study focused on undergraduate postsecondary students with disabilities in STEM majors at a large metropolitan university in the Southeastern United States. The purpose was to compare how likely each group was to persist in their STEM major. The evidence of this study indicated that race forms the conceptual framework through which scholars can view the influence of inclusion services on students' persistence in STEM majors – that is, how likely they are to continue and complete their academic careers in a STEM-related field. Socio-economic status significantly moderated students' persistence in a STEM major. More specifically, low-income, transfer students were more likely to change from a STEM major to a non-STEM major. Students identifying as First Time in College (FTIC) and low income were more likely to change from a STEM major to a non-STEM major, consistent with the literature on STEM permanency.

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ID: 281 / PP-EN-1600-Inclusion-I: 4

English-speaking Parallel Program

Multiple paper presentations

Program Type: English-speaking Parallel Program
Thematic Strands: Inclusion, Equity and Equality in Education
Keywords: headteachers, inclusion, Special Educational Needs, Greece

School leadership for inclusive education: Greek headteachers' perspectives

Maria Rapti

Primary Mainstream School of Kournas, Greece

This presentation focuses on the importance of school leadership for the promotion of inclusive education (Ruairc et al., 2013). Specifically, it investigates the leadership role of headteachers of primary mainstream schools in relation to the fostering of academic and social inclusion of students with Special Educational Needs (SEN), who are considered particularly prone to marginalisation (Norwich, 2013). Drawing on evidence from research carried out in the Greek educational context, it contributes to the relevant international literature providing insights about headteachers' practices in terms of promoting inclusive education and shedding light on the challenges and opportunities that arise for them when they attempt to develop inclusive school environments. The analysis of data collected through a mixed methods research design, which included a survey and in-depth semi-structured interviews with headteachers, informs suggestions for policy, future research and practice that are relevant to the Greek and other similar educational systems.

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4:00pm - 5:30pm	Educational Policy, Reform and Governance Chair: Olof CA Johansson , Umeå university Sweden, Sweden
SG021	Comparing International Educational Authorities – Concepts, efficiency, structure and goal fulfillment
	<p>ID: 341 / PP-EN-1600-Policy: 1 English-speaking Parallel Program Multiple paper presentations <i>Program Type:</i> English-speaking Parallel Program <i>Thematic Strands:</i> Educational Policy, Reform and Governance <i>Keywords:</i> Educational agencies, leadership, goal fulfillment, government policy</p> <p>Comparing International Educational Authorities – Concepts, efficiency, structure and goal fulfillment</p> <p><u>Olof Johansson</u>¹, <u>Helene Ärlestig</u>¹, <u>Lucy Gombe</u>², <u>Brenton Faubert</u>³, <u>Stephan Huber</u>⁴, <u>Guri Skedsmo</u>⁵, <u>Kirsten Sivesind</u>⁶</p> <p>¹University of Umeå; ²Tangaza University College; ³Western University Ontario; ⁴University of Teacher Education Zug; ⁵Schwyz University of Teacher Education; ⁶University of Oslo</p> <p>Many countries in Europe and around the world has a national interest and ministries and/or national agencies who influence the local schools. But there is almost no comparative research on how this is done. In this symposium we will do a comparative analysis of the different education state agencies mission – such as their normative and regulating function, support to school improvement, special pedagogical support and inspection, follow up on reforms and educational evaluations. The book project we will reporting from is in that sense also filling a knowledge gap in the international education community.</p> <p>Findings show that the organization and culture among the countries differ in relation to how prescriptive the agencies are. There is different views in how to control and support schools as well as if other organizations such as union and private companies play an important role.</p> <p>We know from research that principals' leadership is bound by context. By comparing prerequisites and processes on national, district, and local levels and between countries, norms taken for granted become visible (Dimmock & Walker, 2004). The pace of reforms, together with more detailed policies that are externally controlled often with a focus on the deficits (Gustavsson, Cliffordson & Erickson, 2014.), also creates issues around power and trust. Trust both within the local school and among various hierarchal levels affects understanding and communication of what is both needed and expected (Tschannen-Moran, 2004; Kramer, & Pittinsky 2012). Theories that will be discussed in the different presentation are all linked to implementation research related to government's policy decisions and national laws for education. Thus rational implementation theories explain what is happening or is theories of local enactment action more appropriate to use. Or is the explanation in the intersection between policy implementation and local enactment?</p> <p><i>References</i></p> <p>k</p>
7:00pm - 11:00pm	Gala Dinner Music: Peter Lenzin & Saki Hatzigeorgiou
Casino Zug (kleiner Saal)	Dinnersspeech: Dr. Peter Grünenfelder, Avenir Suisse and Member of the WELS Patronage committee, Switzerland: Responsibility in Society – a Political Perspective