Conference Agenda

Session Overview

Date: Thursday, 26/Sep/2019

8:45am - 10:15am **Kapelle (Schulen St. Michael)**	**Kooperation international und Austausch** Sharing good practice for higher quality and satisfaction in schools (english- and german-speaking)
	Internationaler Austausch als praxisnahe Weiterbildung für Lehrpersonen und Schulleitungen (deutsch- und englischsprachig) **Frank Brückel**[2], **Christine Keller**[1], **Nadine Habegger**[1], **Susan Gürber**[1] [1]movetia – Schweizer Agentur für Austausch und Mobilität; [2]PH Zürich 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 eingeladenen Schulleiter/innen aus Norwegen, Finnland, Holland, Deutschland, Österreich und Belgien zu vernetzen und auszutauschen. Damit werden Grundsteine gelegt für: • Gemeinsame Projekte zum Austausch erfolgreicher Praxis • Längerfristige Partnerschaften • Internationale Vernetzung der Schule Movetia organisiert am Vorabend des Workshops in Zug ein Dinner für alle Workshopteilnehmenden zum informellen Austausch mit den internationalen Gästen. Sprachen: Englisch & Deutsch
8:45am - 10:15am **SG015**	**Educational Change, Evaluation and Improvement** Chair: **Peiying Chen**, National Taiwan Normal University, Taiwan Leading change in education
	Evidence of Principal Satisficing Behavior: Inauthentic Improvement Planning **Coby Meyers**, Bryan VanGronigen University of Virginia, United States of America 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.
	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 preforming 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.
	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. Glocalization of the western concepts and perspectives to fit their own specific organisational contexts was reflected in the cases.

Improving the Quality of Teaching and Learning

Amina Kleit[1], Samar El Zoghby[2], Hiam Ishak[2], Yvonne Feghaly[3], Sayde El Ahmar[3], Souhad Dandach[4], Marleine Khazzaka[4], Hiba Hammoud[1]

[1]Ana Aqra Association- Lebanon (Lebanese Republic); [2]Lebanese University- Faculty of Pedagogy; [3]Center for Educational Research and Development; [4]Directorate of School Pedagogical Guidance

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.

The stakeholders interviewed in this study are teachers, learners, parents, coaches, principals, and teacher assistants from public schools.

Findings showed that the:
- 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.

8:45am - 10:15am	**Inclusion, Equity and Equality in Education**
SG019	Chair: **Cristobal Rodriguez**, Howard University, United States of America
	Inclusive Leadership for Sustainable Education

Implementation of the delocalization policy and the well-being of female high school 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.

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.

Policing White Professors as effective mentors to successful Black, Asian, and Minority Ethnicity Women educational leaders: Capacity building in Higher Education

Alison Sheila Taysum[1], Carole Collins Ayanlaja[2]

[1]University of Leicester, United Kingdom; [2]Eastern 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.

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.

8:45am - 10:15am	**Educational Networks, Cooperation and System Leadership**
SG017	Chair: **Alan Daly**, University of California, San Diego, United States of America
	Leadership and Cooperation in Education

Leading educational ecosystems: An international collaborative effort around climate and culture in public schooling

Jordi Díaz-Gibson[1], Alan Daly[2], Gitte Miller-Balslev[3], Emine Ozge Karakaya[4], Chris Downey[5], Gaby Arenas[6], Yi-Hwa Liou[7], Mireia Civís[1], Jordi Riera[1]

[1]Ramon Llull University, Spain; [2]University of California San Diego; [3]University of Southern Denmark; [4]Sabancı University; [5]University of Southampton; [6]Tendrei Colombia; [7]National Taipei University of Education

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 diferent 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.

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

Paulo Volante[1], Magdalena Müller[1], Alvaro Salinas[1], Julio Dominguez[2], Xiu Cravens[3]

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

Moving Beyond Internal Affairs - Principals' Sensemaking of Collaboration for School Improvement

Susanne Sahlin

Mid Sweden University, Sweden

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.

8:45am - 10:15am	**Educational Policy, Reform and Governance**
SG021	Chair: **Herbert Altrichter**, University of Linz, Austria
	Governing Education and Coordinating Efforts within and across National States

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 standout 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.

Doing Education – in Tension between System- and Action-Rationality

Susanne Schumacher[1], Ulrike Stadler-Altmann[1], Anke Lang[2]

[1]Freie Universität Bozen, Italien; [2]Friedrich-Alexander-Universität Erlangen-Nürnberg

Up to now, the ministries of education started the initiative of harmonization the structure of the European education systems. Today the EU is responsible for education and is perceived as a prime mover (cf. Busemeyer & Trampusch, 2011). In retrospect, this development seems to be a standard process. However, to consider which fundamental mechanisms cause this process, we studied the inter-dependencies when organizational guidelines meet with the social monitoring systems. Or, more precisely, how can action logic of national participants, change the characteristic structures of certain organizations?

To explore the extending and limiting power of rationality in action, and action rationality in all levels of the educational system we first outline the characteristics. Then evaluate qualitative and quantitative empirical data of three chosen international studies and analyze them against the backdrop of anthropological factors in the conceptions of rationality.

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

Jeffrey Brooks Hall[1], Joakim Lindgren[2], Moritz G. Sowada[3]

[1]University of Oslo, Norway; [2]University of Umeå, Sweden; [3]University 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.

8:45am - 10:15am	**Professionalisation of School Leaders / Leadership for Learning I**
SG020	Chair: **Ming-Dih Lin**, National Chung Cheng University, Taiwan
	Conditions and Practices to Promote Professional Learning

The impact of school leadership on teacher professional learning in Turkey

Sedat Gumus[1], Mehmet Sukru Bellibas[2]

[1]Aarhus University, Denmark; [2]Adıyaman University, Turkey

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.

Sustainable Patterns and Relations in Principals Knowledgebase and Actions

Helene Ärlestig, 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 emperical data builds on interviews with actors from the district level and the local schools in two Swedish municipalities.

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 McCulla[1], Warren Marks[2,1]

[1]Macquarie University, Sydney, Australia; [2]Leading 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 possibilities inherent in the learning of experienced principals.

	Leadership for learning and learning for leading: findings from a 3-year study **Maria Assunção Flores**, Fernando I. Ferreira University of Minho, Portugal 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 botton-up strategies and initiatives, the capacity to build trust and collegiality, and through supporting and fostering meaningful processes and experiences to enhance pupil learning.
10:15am - 10:45am	**Break**

10:45am - 12:15pm **Kapelle (Schulen St. Michael)**	**International Cooperation and Exchange** Sharing good practice for higher quality and satisfaction in schools (english- and german-speaking)
	Internationaler Austausch als praxisnahe Weiterbildung für Lehrpersonen und Schulleitungen (deutsch- und englischsprachig) **Frank Brückel**[2], **Christine Keller**[1], **Nadine Habegger**[1], **Susan Gürber**[1] [1]movetia – Schweizer Agentur für Austausch und Mobilität; [2]PH Zürich 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 eingeladenen Schulleiter/innen aus Norwegen, Finnland, Holland, Deutschland, Österreich und Belgien zu vernetzen und auszutauschen. Damit werden Grundsteine gelegt für: • Gemeinsame Projekte zum Austausch erfolgreicher Praxis • Längerfristige Partnerschaften • Internationale Vernetzung der Schule Movetia organisiert am Vorabend des Workshops in Zug ein Dinner für alle Workshopteilnehmenden zum informellen Austausch mit den internationalen Gästen. Sprachen: Englisch & Deutsch

10:45am - 12:15pm **SG015**	**Educational Change, Evaluation and Improvement** Chair: **Coby Meyers**, University of Virginia, United States of America International Perspectives on Tools and Models for School Improvement
	School Improvement Models in Different Country Context: An Analysis **Geeta Bahl** National University of Educational Planning and Administration, New Delhi, INDIA 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 bout change and improvement in the education system; and the implication of the variables of school improvement in different country contexts.
	Principals' Perceptions of Effective Teachers and Strategies they Use to Improve their Teaching Quality **Fadia Nasser-Abu Alhija**, **Hava Newman** Tel Aviv University, Israel 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.
	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 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.

10:45am - 12:15pm SG019	**Inclusion, Equity and Equality in Education**
	Spirals of Inquiry for Equity and Quality - A Networked Movement for School and System Change

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 Educatiion, Canada

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.

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.

10:45am - 12:15pm SG017	**Educational Networks, Cooperation and System Leadership**
	System Leadership and Networks

The Structure Dynamics of Beliefs or The Beliefs Dynamics of Structure? Longitudinal Study of Leadership Networks and Personal Beliefs

Yi-Hwa Liou[1], Alan Daly[2], Jasperina Brouwer[3], Matt Doyle[4]

[1]National Taipei University of Education, Taiwan; [2]University of California, San Diego, USA; [3]University of Groningen; [4]Vista Unified School District

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.

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

Alan Daly[1], Yi-Hwa Liou[2], Miguel Del Fresno[3], Martin Rehm[4], Peter Bjorklund[1]

[1]University of California, San Diego, United States of America; [2]National Taipei University of Education; [3]UNED Madrid Spain; [4]Pädagogische 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.

Micro-targeted reform – throwing out the rule book in complex communities

Sheridan Dudley

University of New South Wales, Australia

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.

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.

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.

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.

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.

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.

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.

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.

10:45am - 12:15pm SG021	**Educational Policy, Reform and Governance** Chair: **Pia Skott**, Stockholm university, Sweden School Leadership Practices in High Performing Contexts

Exploring leadership as a governance phenomenon in high achieving schools: an international, comparative perspective

Merete Storgaard

Univsersity College Lillebaelt, Aarhus University, Denmark

Tendencies of modern, educational governance and global education reform movements inspires national policymakers to borrow policy as programmatic and philosofical 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 policyscape as either orders of competition or improvement within the contours of an international discursive order of academic achievement.

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.

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 a 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.

The Composition and Evolution of China's High-level Talent Programs in Higher Education

Junwen Zhu

East China Normal University, China, People's Republic of

This study is set against the macro-context of China's implementation of the strategies of "Reinvigorating China Through Science and Education" and "Empowering China Through Human Resource Development." Integrating key construction programs in higher education such as Project 211 and Project 985, it systematically organizes a series of high-level talent policies that have a far-reaching influence on the construction of teaching faculties in higher education. Based on the content analysis of the policy text, an investigation and discussion are conducted on the formation, objectives, and contents of the high-level talent policy system in higher education and its evolution since the Chinese economic reform as well as the main problems encountered at present, and the future trends in policy reform.

10:45am - 12:15pm	**Professionalisation of School Leaders / Leadership for Learning I**
SG020	Chair: **Sedat Gumus**, Aarhus University, Denmark
	Leading and Learning - International Perspectives

Professionalization for Teaching and Leading – Professional Learning Communities under scientific and practical review

Katja Kansteiner[1], **Christoph Stamann**[1], **Peter Theurl**[2], **Martina Zumtobel**[2]

[1]Pädagogische Hochschule Weingarten, Deutschland; [2]Pädagogische Hochschule Vorarlberg, Österreich

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 adresses PLCs for school teachers and leaders with at times a focus on leadership development.

The practice of leadership for learning of an elementary school principal

Ming-Dih Lin, Eugene Yu-Jin Lin

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.

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 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.

Professionalizing Taiwanese school leaders in the new media era: a new media literacy (NML) perspective

Tzu-Bin Lin

National Taiwan Normal University, Taiwan

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.

12:15pm - 2:00pm	**Lunch**

1:15pm - 1:50pm	**Symposium within the Symposium**
SG002 (main auditorium)	World School Leadership Study (WSLS) – Research and Monitoring of School Leaders' Profession
	Prof. Dr. Stephan Huber, University of Teacher Education Zug, Switzerland, & **Prof. Dr. Guri Skedsmo**, Schwyz Universty of Teacher Education, Switzerland, and collegues

2:00pm - 3:30pm	**Kulturbildung**
	Chair: **Claudia Bischofberger**, Stiftung Kinder- und Jugendmuseum kijumu, Switzerland
	"Kultureller Spaziergang" im Casino Zug

"Kultureller Spaziergang" im Theater Casino Zug

Claudia Bischofberger[1], Liri Hefti[2], Franziska Dürr[3], Ernst Hüsler[4]

[1]Stiftung Kinder- und Jugendmuseum kijumu, Schweiz; [2]Kulturvermittlerin kijumu, Schweiz; [3]KUVERUM, Kulturvermittlung, Schweiz; [4]Schule Waidhalde, Schweiz

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.

KUVERUM, Kulturvermittlung, Schweiz, Franziska Dürr, und Ernst Hüsler, Schule Waidhalde, Schweiz:

Museum Waidhalde, 25 Schulklassen der Schule Waidhalde lassen sich von 25 Museumsbesuchen 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

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| 2:00pm - 3:30pm SG015 | **Educational Change, Evaluation and Improvement** |

Educational Change, Evaluation and Improvement
Chair: **Amina Kleit**, Ana Aqra Association, Lebanon (Lebanese Republic)
School leaders and teachers' work on improving student learning outcomes

Instructional Leadership: Learning Leadership for School Improvement and Innovation

Geoffrey E Mills[1], Peter Glendenning[2]

[1]Southern Oregon University, United States of America; [2]Western Australian Department of Education

Instructional leadership needs to be aimed at enhancing structures and processes in our educational systems in order to improve outcomes.

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.

Five Critical Practices: Principals Who Improve Student Learning

Ruth Ash[1], Pat Hodge[2]

[1]Ruth Ash, Education Solutions; [2]Pat Hodge, Education Solutions

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 practices with the Five Critical Practices.

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 serves as a starting point to encourage school leadership researchers of Iran and other countries, to investigate social exchange constructs at schools.

The Impact of School Closures on Teachers: Evidence from Texas

Meredith P. Richards[1], Sarah Guthery[2], Kori J. Stroub[3]

[1]Southern Methodist University, United States of America; [2]Texas A&M Commerce, United States of America; [3]Rice University, United States of America

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.

2:00pm - 3:30pm **SG U49**	**Environmental awareness and global citizenship education** Ludic learning tools for environmental awareness and global citizenship education

Ludic learning tools for environmental awareness and global citizenship education

Luana Martin-Russu[1,2], Maria Pepine Ecrus[1,2]

[1]Europa-Universität Viadrina Frankfurt (Oder), Germany; [2]Founders of the Initiative 8+ creating alternative educational tools for schools, Berlin, Germany

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).

2:00pm - 3:30pm **HO03 (building auditorium)**	**Values and principles through innovative humanitarian education** Chair: **Esther Kamm**, Pädagogische Hochschule PH Zug, Switzerland Why it is important to guide the next generation towards humanitarian values and principles through innovative humanitarian education?

Pedagogical Approaches for Education in Humanitarian Principles and Values

Esther Kamm[1], Jan Böhm[2], Ekaterina Shestitko[3], Karl Zarhuber[4], Susanna Graf[5], Aliaksandr Makouchyk[6]

[1]University of Teacher Education Zug; [2]University of Teacher Education of Upper Austria; [3]Belarussian State Pedagogical University; [4]International Federation of Red Cross and Red Crescent Societies (IFRC); [5]Ministry of Foreign Affairs of Switzerland; [6]Belarussian State Pedagogical University

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.

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:

• 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.

2:00pm - 3:30pm **SG019**	**Inclusion, Equity and Equality in Education** Chair: **Lucy Awuor Wakiaga**, Tangaza University College, Kenya Inclusion and Social Justice

Fostering an Inclusive Climate for Students with "Behavioral Problems": A Canadian Longitudinal School Project

Tya Collins[1,2], Matthew Shapiro[2]

[1]Université de Montréal, Canada; [2]English Montreal School Board, Canada

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.

"Girls' Drop Out in Urban Primary Schools of Bangladesh located in Mirpur, Dhaka: An insight into the factors that influencing from absenteeism to drop-outs."

Md Masum Billah

Teach For Bangladesh, Bangladesh, People's Republic of

Bangladesh, being the world's 8th most populous country has around 19 million (ages 6-10) primary school goers and almost half of them are girls. When the girls' dropouts are added to the number of girls who have never enrolled, there are still approximately 1.5 million primary school age girls out of school. It is highly important to bring up young girls in our country as educated women. If a cost-benefit analysis is done, the benefits will certainly outweigh the costs. When women finally decide to start a family, they are

more likely to recognize the importance of education and ensure education for their children as well.Education availed by women will not only lead to increased household incomes and contribute towards building a more skilled labor force, but it will also make these individuals more socially mobile.

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.

2:00pm - 3:30pm	**Educational Networks, Cooperation and System Leadership**
SG017	Chair: **Merete Storgaard**, Univsersity College Lillebaelt, Denmark
	Principal and Mid-Level Leaders: Time Allocation and Leadership Practices

Principals' time allocation in Shanghai school administration context
Bo Ning, **Jiexin Lv**
Shanghai Normal University, China, People's Republic of

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.

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.

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

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.

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.

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.

Middle Leadership in Malaysia: Are departmental heads juggling, coping or struggling?
Uma Malar Maniam
University of Leeds, United Kingdom

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.

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.

2:00pm - 3:30pm	**Educational Policy, Reform and Governance**
SG021	Chair: **Jeffrey Brooks Hall**, University of Oslo, Norway
	Juridification of Education

Shifted responsibilities and new regulations in the governance of universities of applied sciences in Switzerland

Nancy Eckert
Schwyz University of Teacher Education, -

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 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.

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.

2:00pm - 3:30pm	**Professionalisation of School Leaders / Leadership for Learning**
SG020	Chair: **Mehmet Şükrü Bellibaş**, Adıyaman University, Turkey
	Professional Development and the Role of Context

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

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.

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

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

	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.
3:30pm - 4:00pm	**Break**
4:00pm - 5:30pm **SG015**	**Educational Change, Evaluation and Improvement** Chair: **Birgit Weyand**, Universität Trier, Germany Teacher education: Innovation and Improvement

Flipping Learning in Teacher Education

Matt Smith, Paul Gurton

University of Wolverhampton, United Kingdom

"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.

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 founds 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.

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.

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.

4:00pm - 5:30pm HO02 (building auditorium)	**Educational Change, Evaluation and Improvement** Chair: **Lucy Awuor Wakiaga**, Tangaza University College, Kenya Leadership Strategies and Styles
	School Principals' perceptions on leadership styles: The case of Greek public Secondary School Education George Iordanidis, Vasiliki Kalliontzi University of Western Macedonia, Greece 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.
	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 suggest 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.
	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 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.
	Leading in Chaos Atul Nischal ICSL 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. 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. The talk focuses on three aspects: 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. The
4:00pm - 5:30pm	**Health and Resilience in Education**

| **SG020** | Chair: **Anita Sandmeier**, Pädagogische Hochschule Schwyz, Switzerland |
| | External Demands and Consequences for School Leaders' Health |

SCHOOL PRINCIPALS FUNCTIONS AND ITS RESULTING JOB STRESS IN THE CONTEXT OF GHANA

Innocent Kwame Bedi, Hasso Kukemelk

university of Tartu, Estonia, Estonia

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.

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 Leo**[4], **Inger Arvidsson**[1,3], **Carita Håkansson**[1,3], **Kerstin Nilsson**[1,3], **Anna Oudin**[1,3], **Kai Österberg**[2]

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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.

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

Ulf Leo[1], Roger Persson[2], Inger Arvidsson[2], Carita Håkansson[2]

[1]Umeå universitet, Sweden; [2]Lund 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.

4:00pm - 5:30pm	**Inclusion, Equity and Equality in Education**
	Chair: **Bettina Amrhein**, Universität Bielefeld, Germany
SG017	Inclusion and Cultural Responsiveness

Global Policy for All in Education: Principal Leadership for Inclusion in Response to Students' Voices in diverse school settings?

Elson Szeto, Kenneth Sin

The Education University of Hong Kong, Hong Kong S.A.R. (China)

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.

Aiding culturally responsive assessment in schools in a globalizing world

Guri Nortvedt[1], **Eline Wiese**[1], Guri Skedsmo[1], Martin Brown[2], Denise Burns[2], Gerry McNamara[2], Joe O'Hara[2], Herbert Altrichter[3], Magdalena Fellner[3], Barbara Herzog-Punzenberger[3], Funda Nayir[4]

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

Case studies on assessment practices, challenges and experiences in secondary schools in Austria, Ireland, Norway and Turkey

Herbert Altrichter[1], **Barbara Herzog-Punzenberger**[1], **Magdalena Fellner**[1], **Martin Brown**[2], **Denise Burns**[2], **Guri Nortvedt**[3], **Guri Skedsmo**[3], **Eline Wiese**[3]

[1]University of Linz, Austria; [2]Dublin City University; [3]University of Oslo

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 has looked at the various challenges of assessing diverse students, at assessment strategies that teachers use to integrate cultural responsivity 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:

(1) What aspects of diversity are teachers (qxin case schools) attending to in assessment situations?

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.

(2) What strategies do teachers (qxin case schools) report useing in assessment situations to account for student diversity?

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.

(3) What are supportive and inhibiting conditions for coping with diversity in assessment?

4:00pm - 5:30pm **SG023**	**Inclusion, Equity and Equality in Education** Culturally and Linguistically Responsive Educational Leadership and Policy in the USA

Culturally and Linguistically Responsive Educational Leadership and Policy in the USA

Cristobal Rodriguez[1], **Muhammad Khalifa**[2], **Soribel Genao**[3], **Catherine O'Brien**[4]

[1]Howard University, United States of America; [2]University of Minnesota, United States of America; [3]Queens College-City University of New York, United States of America; [4]Gallaudet University, United States of America

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.

4:00pm - 5:30pm **SG019**	**Inclusion, Equity and Equality in Education** Chair: **Alison Sheila Taysum**, University of Leicester, United Kingdom Inclusion and Whole Child Approaches to Learning

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.

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.

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 the 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.

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.

4:00pm - 5:30pm **SG021**	**Educational Policy, Reform and Governance** Chair: **Arnold Danzig**, San Jose State University, United States of America Who Controls Education Administration? **Who Controls Education Administration** **Arnold Danzig**[1], **William Black**[2], **Katherine Cunningham**[3], **Jonathan Damiani**[4], **Bonnie Fusarelli**[5], **Lance Fusarelli**[5], R.D. Nordgren[6], **Andrea Rorrer**[7], **Young Michelle**[8], **Ärlestig Helene**[9], **Myran Steve**[10] [1]San Jose State University, United States of America; [2]University of South Florida; [3]University of South Carolina; [4]Nagoya University of Commerce; [5]North Carolina State University; [6]National University; [7]University of Utah; [8]University of Virginia; [9]Umeå Universitet; [10]Old Dominion University 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 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.
7:00pm - 11:00pm **Casino Zug (kleiner Saal)**	**Gala Dinner** Music: **Peter Lenzin & Saki Hatzigeorgiou** Dinnersspeech: **Dr. Peter Grünenfelder**, Avenir Suisse and Member of the WELS Patronage committee, Switzerland: Responsibility in Society – a Political Perspective