

WELS ONLINE

World Education Leadership Symposium (WELS)

School and leadership between revolution,
tradition and exhaustion / Schule und Führung
zwischen Revolution, Tradition und Erschöpfung

September 28-30, 2022, 3pm – 7pm CEST* / 28.-30. September
2022, 15-19 Uhr CEST*

Fourth edition of the first Online Conference in Education Leadership
/ Vierte Ausgabe der ersten Online-Konferenz zu Pädagogischer
Führung

Abstracts

Draft September 19, 2022 / Programmentwurf 19. September 2022

**Please note that the time information in the program corresponds to the Central European Summer Time (CEST). Please check out, with which time difference WELS Online Conference takes place in your time zone, so that you can participate live, for example 6am San Francisco, 9am New York, 10am São Paulo, 2pm London, 3pm Berlin, 4pm Mombasa, 9pm Shanghai / Singapore / Hong Kong, 11pm Sydney.*

Overview

First half day, September 28, 2022 / Erster Halbtag, 28.9.2022	8
Plenary Program / Plenumsprogramm.....	9
International perspectives on global challenges – Keynotes from around the world	9
Prof. Dr. David Gurr	9
Prof. Dr. Bettina Amrhein.....	9
Prof. Dr. Hui-Ling Wendy Pan.....	9
Prof. Dr. Paulo Volante	10
Second half day, September 29, 2022 / Zweiter Halbtag, 29.9.2022.....	11
Deutschsprachiges Parallelprogramm	12
Lehrkräftemangel in Deutschland, Österreich und der Schweiz – Problemlagen und Lösungsmöglichkeiten in den DACH Ländern	12
Simone Fleischmann	12
Prof. Dr. Katharina Soukup-Altrichter	12
Prof. Dr. Anita Sandmeier	12
Prof. Dr. Stephan Huber	12
#schule verantworten - Autonom durch Innovation.....	13
Prof. Dr. Erwin Rauscher	13
Prof. Dr. Petra Heißenberger	13
Referendare in Not – Praxisschock und mental health	14
Dr. Claudia Schmitz.....	14
Digitalität in Unterricht und Schule konkret	15
Madita Heubach.....	15
Simon Böker	16
Arne Oberländer	16
Michaela Rastede & Martina Rosenboom.....	16
Juliane von Reppert-Bismarck	17
Bildung neu denken und gestalten und die Rolle von Schulleitung.....	18
Till Jaspert.....	18
Robin Müller	18
Christopher Pommerening.....	19
Kooperation in und zwischen Bildungsorganisationen	20
Prof. Dr. Robert Baar	20
Simone Breit & Monika Hofer-Rybar	20
Birgit Fauland	21

Bildungsgerechtigkeit und Diversität	22
Martina Decker	22
Julia Hufnagl	23
Dr. Michael Pfeifer	23
Kooperation - Konzepte und Strategien	25
Dr. Sonja Beeli, Melodie Burri, Anne-Sophie Ewald & Evelyne Wannack	25
Alexander Brand	25
Dr. Joerg Petrick	26
Bildungsgerechtigkeit und soziale Benachteiligung	27
Dr. Kris-Stephen Besa	27
Prof. Dr. Christian Wiesner	27
Dr. Anne Julia Köster & Alexandra Marx	28
Dr. Guido Seelmann-Eggebert	28
Umgang mit Krieg und Demokratielernen in Schulen	29
Mareen Lüke, Paula Günther, Prof. Dr. Stephan Huber	29
Dr. Michael Bigos	29
Dr. Benedikt Descourvières	29
Dr. Anke Redecker	30
Claudia Lutschewitz	30
»impakt schulleitung« Unterstützung für Schulleiterinnen und Schulleiter von Schulen in schwachem sozialen Umfeld bei der Weiterentwicklung ihrer Schule	32
Jane Pruitt	32
Yanick Forcella	32
Julia Alexandra Schneider	32
Juliana Hoffmann	32
Prof. Dr. Stephan Huber	32
Innovationen in der beruflichen Bildung und der Lehrer*innenbildung	33
Dr. Nando Stöcklin	33
Dr. Sonja Gabriel	33
Johanna Dannenberg	34
Dr. Jolanda Hermanns	34
English-speaking Parallel Program	36
Support school turnaround	36
Prof. Dr. Mette Baran	36
Dr. Matthew Zakreski	37
Dr. Elson Szeto	37

School-University partnerships	38
Kjersti Ødegaard	38
Dr. Suzy Hardie	38
Equity: Migration, language and ethnical background	40
Dr. Donnie Adams & Jia Huah Lee	40
Dr. Argyro Rentzi	40
Dr. Sara Pol-Lim	41
Dr. Fabrice Jaumont	41
Dr. Bettina Staudt	41
Covid-19 and the consequences for education around the world - Focus System and Governance	43
Prof. Dr. Hemlata Talesra	43
Raja Surian	43
Prof. Dr. Tyrone Bynoe	44
Covid-19 and the consequences for education around the world - Focus Organisation and Leadership	45
Dr. Jacqueline Baxter	45
Ruth Nielsen	45
Dr. Suzy Hardie	46
Well-being, resilience, mental health	47
Dr. Junjun Chen	47
Prof. Dr. Ibrahim Duyar	47
Dr. Mohammed Aljanahi	47
Mailis Elomaa	48
Dr. Nicola Sum	48
Inclusive education and leadership	50
Evangelia Panta	50
Dr. Donnie Adams & King Lok Tan	50
Prof. Dr. David Scheer	51
Dr. Desiree Opearl Larey	51
Cultural diversity and competences	53
Meghry Nazarian & Dr. Mohammed Alhosani	53
Dr. Ibrahim Duyar	53
Dr. Shernette Dunn	54
Hilal Buyukgoze & Dr. Sakine Sincer	54
Bahar Yakut Ozek	54
Lorena German	54
Dr. Sekitla Makhasane	55

Third half day, September 30, 2022 / Dritter Halbtag, 30.9.2022	57
Plenary Program / Plenumsprogramm.....	58
Responsible leadership – Data use for strategic improvement.....	58
Prof. Dr. Ellen Goldring.....	58
Prof. Dr. Guri Skedsmo.....	58
Prof. Dr. Stephan Gerhard Huber	58
Deutschsprachiges Parallelprogramm	59
Schule leiten	59
Jan von der Gathen.....	59
Cornelia von Ilseemann.....	59
English-speaking Parallel Program.....	60
Distributed leadership.....	60
Niamh Hickey	60
Norma Kok	61
Sonya Maechler-Dent	61
Dr. Ahmed Mohamed	62
School leadership and crises management.....	63
Dr. Michelle Striepe	63
Dr. Hassanreza Zeinabadi.....	63
Dr. Antonios Kafa	64
Prof. Dr. David Gurr	64
Prof. Dr. Deidre Le Fevre.....	65
Professionalisation of school leaders around the world.....	66
Prof. Dr. Ilidia Cabral	66
Dr. Anna Becker & Prof. Dr. Cathryn Magno.....	66
Dr. Lindsey McBride	67
Dr. Ibrahim Duyar.....	67
Leadership autonomy and policies	68
Carolina Dahle	68
Dr. Abdennasser Naji	68
Adrian Lyons.....	69
Dr. Ferit Hysa.....	69
Ella Grigoleit	70

School and leadership between revolution, tradition and exhaustion

In this area of tension, the Plenary and Parallel Program will feature keynotes, science- and practice-oriented presentations and discussion forums. In the Parallel Program, participants will discuss current challenges and opportunities on questions of quality and further development of education and schools as well as school leadership in parallel roundtables. The aim is to learn about current developments and to share experiences and knowledge.

The conference languages are English, German and French.

The focus of WELS 2022 will be on the following topics:

- **COVID-19 and education:** How have education systems around the world responded to the pandemic? Where are we in the analysis of achievements, challenges and recovery? What innovations have been initiated? What needs to be done now?
- **Digitality, school and education:** Digitality – the new normal? How can we succeed in perpetuating the digital revolution? Where are standards needed, where flexible solutions?
- **Transitions in the education chain:** Where are the challenges? What needs to be done to provide attractive and stable connections for the best possible education?
- **War and peace:** How do schools deal with this and other crises that shake children and young people? Do we need new or different partnerships, for example between parents and schools?
- **Inclusion – migration – heterogeneity:** What are the old and new challenges facing schools and education? What role do politics, administration, practice and the support system play?
- **Leadership:** How is it possible to initiate a powerful departure in the development of schools and leave the phase of exhaustion behind?
- **Cooperation and multiprofessionalism:** What do multiprofessional teams achieve? Where do we see forward-looking cooperation?

Schule und Führung zwischen Revolution, Tradition und Erschöpfung

In diesem Spannungsfeld werden im Plenums- und Parallelprogramm Keynotes, wissenschafts- und praxisorientierte Präsentationen und Diskussionsforen dargeboten. Im Parallelprogramm diskutieren Teilnehmende in parallelen Roundtables aktuelle Herausforderungen und Chancen zu Fragen der Qualität und Weiterentwicklung von Bildung und Schule sowie von pädagogischer Führung. Ziel ist es, sich über aktuelle Entwicklungen zu informieren und Erfahrungen und Wissen zu teilen. Die Konferenzsprachen sind Englisch, Deutsch und Französisch.

Im Fokus des WELS 2022 stehen folgende Themen:

- **COVID-19 und Bildung:** Wie haben Bildungssysteme weltweit auf die Pandemie reagiert? Wo stehen wir in der Analyse der Errungenschaften, Herausforderungen und der Aufarbeitung? Welche Innovationen konnten angestoßen werden? Was ist jetzt zu tun?
- **Digitalität, Schule und Bildung:** Digitalität – das neue Normal? Wie kann es gelingen, den Aufbruch in Digitalität zu verstetigen? Wo braucht es Standards, wo flexible Lösungen?
- **Übergänge in der Bildungskette:** Wo liegen Herausforderungen? Was ist zu tun, um attraktive und stabile Anschlüsse für eine bestmögliche Bildung vorzuhalten?
- **Krieg und Frieden in Unterricht und Schule:** Wie geht Schule mit dieser und anderen, die Kinder und Jugendlichen erschütternden Krisen um? Braucht es neue oder andere Erziehungspartnerschaften, beispielsweise von Eltern und Schule?
- **Inklusion – Migration – Heterogenität:** Welche alten und neuen Herausforderungen kommen auf Schule und Bildung zu? Welche Rolle spielen Politik, Verwaltung, Praxis und das Unterstützungssystem?
- **Führung:** Wie gelingt es, einen kraftvollen Aufbruch in der Entwicklung von Schule einzuleiten und die Phase der Erschöpfung hinter sich zu lassen?
- **Kooperation und Multiprofessionalität:** Was leisten multiprofessionelle Teams? Wo sehen wir zukunftsweisende Kooperationen?

First half day, September 28, 2022 / Erster Halbtag, 28.9.2022

Crisis and challenges (for example Covid-19, wars, climate change, refugee movements, teacher shortage) / Krise und Herausforderungen (z. B. Covid-19, Kriege, Klimawandel, Fluchtbewegungen, Lehrermangel)

Plenary Program / Plenumsprogramm

International perspectives on global challenges – Keynotes from around the world

Prof. Dr. David Gurr

The University of Melbourne, Australia

Educational Leadership for Innovation, Growth and Sustainability - The Pandemic and Beyond

Findings from four special issues of International Studies in Educational Administration published in 2020/21 (and reported last year at WELS) were the basis for constructing an international project to ask, 'What has been the impact of the pandemic on education, and how might educational leadership be different after the pandemic?' This considers several sources of information that explored the work of schools and school leaders during and moving out of the pandemic. During the second half of 2021, eight collaborative seminars were conducted by the presenter in the following jurisdictions: India, China (Hong Kong), Malaysia, Australia, South Africa, Canada/USA, United Kingdom, and Chile. Each seminar explored the two questions with data collected through share documents, chat conversations and general questions. In total there are voices from over 1,400 educators across the world represented through these seminars. The findings were developed for the Commonwealth Secretariat to inform the 21st Commonwealth Conference of Education Ministers (21CCEM), and the conference theme of 'rethinking education for innovation, growth and sustainability post COVID-19'. Five improvement areas with policy recommendations are described covering the areas of: educational quality and equity; personalisation; education, health and well-being and the importance of a physical school to communities; educational leadership; and, the evolution of education.

Prof. Dr. Bettina Amrhein

University of Bielefeld, Germany

(Re)opening relationship spaces – New perspectives on behavior in school and teaching in a post-pandemic educational landscape

xxx

Prof. Dr. Hui-Ling Wendy Pan

Tamkang University, Taiwan

Leading school change - Practice of networked improvement communities

There is a global trend that schools are more accountable for school success and student achievement. An approach to lead changes in schools and sustain educational innovation is networked improvement communities (NICs). Based on the ideas of "improvement science" and "networked science," NICs link diverse stakeholders from the university/research institute, local schools, and government. The social networks developed through NICs form the basis of innovation infrastructure. Individual schools in the networks learning from each other render a pool of collective knowledge base. Three levels of activities occur within a NIC. One denotes the on-the-ground work regarding teaching and learning in schools. The second one takes place at the organizational level, designed to support and improve the on-the-ground work. The third-level activity involves inter-organizational learning. The three-level activities encompass applied inquiry in education, data-informed improvement, and

social learning across organizations. In addition to the conceptual interpretation, cases are introduced in this speech to explicate the practice of NICs.

Prof. Dr. Paulo Volante

Pontifical Catholic University of Chile

Distributing and sharing instructional influence

One of the main challenges for school systems in the search to improve teaching practices is their apparent “closure” and lack of professional feedback. Since the 1970s it has been affirmed that the school is like a “black box”, where the way of doing things that predominates is rather “private”, “supervised” and closed to public, professional and scientific eyes.

Particularly in Latin America, the practices of collaboration and instructional support for teachers are rather scarce and unevenly distributed. For example, principals spend less than 25% of their time on pedagogical leadership activities, and teachers report minimal peer feedback experiences (Adelman & Lemos, 2021). On the other hand, connection technologies and tools offer unprecedented opportunities to share practices and distribute instructional influence among teachers and school leaders, at the organizational, local, and regional levels.

Instructional leadership research provides evidence of effective practices, and collaboration offers opportunities to distribute this influence, but a necessary condition is to “deprivatize” and “trust” in professional exchange and feedback.

In this talk we will show global evidence and local experience from Latin America, about how to move towards more collaboration with an instructional focus.

Second half day, September 29, 2022 / Zweiter Halbtag,
29.9.2022

**Needed innovations (for example inclusion, digitalisation,
system change, school development) / Innovationen (z. B.
Inklusion, Digitalisierung, Systemwandel, Schulentwicklung)**

Deutschsprachiges Parallelprogramm

Lehrkräftemangel in Deutschland, Österreich und der Schweiz – Problemlagen und Lösungsmöglichkeiten in den DACH Ländern

Diskussionsforum

Deutschsprachig

Donnerstag, 29. September 2022

First Timeslot 15.15-16.30 CEST

Moderator*in: Prof. Dr. Stephan Huber & Dr. Larissa Lusnig, Pädagogische Hochschule Zug, Schweiz

Sowohl in Deutschland, Österreich als auch in der Schweiz ist der Lehrkräftemangel in den letzten Jahren zum Dauerthema geworden und für die Schulen zum Kraftakt. Die Auswirkungen machen sich bereits deutlich bemerkbar vor allem bei dem Gesundheitszustand Lehrpersonals. Die Arbeitsbedingungen der Lehrkräfte sind mittlerweile an etlichen Schulen so schwierig, dass viele Lehrkräfte aus dem Beruf aussteigen oder mit hohen Teilpensen reagieren müssen. Diese Problematik gibt dem Lehrkräftemangel noch einmal Auftrieb und wird zu einem Teufelskreis. Wie kann dieser durchbrochen werden? Das Diskussionsforum „Lehrkräftemangel in Deutschland, Österreich und der Schweiz - Problemlagen und Lösungsmöglichkeiten“ geht den länderspezifischen Problematiken des Lehrkräftemangels auf den Grund und diskutiert mögliche Lösungsansätze.

Inputgeberinnen und -geber sind:

Simone Fleischmann

Bayerischer Lehrer- und Lehrerinnenverband (BLLV) e.V., Deutschland

Prof. Dr. Katharina Soukup-Altrichter

Pädagogische Hochschule Oberösterreich, Österreich

Prof. Dr. Anita Sandmeier

Pädagogische Hochschule Schwyz, Schweiz

Prof. Dr. Stephan Huber

Pädagogische Hochschule Zug, Schweiz

#schule verantworten - Autonom durch Innovation

Diskussionsforum

Deutschsprachig

Donnerstag, 29. September 2022

First Timeslot 15.15-16.30 CEST

Moderatorin: Prof. Dr. Petra Heißenberger, Pädagogische Hochschule Niederösterreich, Österreich

Schulautonomie ist Mit- und Selbstverantwortung innerhalb eines gesetzlichen Rahmens, mitverantwortlich gelebte Freiheit, nicht aber Freizügigkeit als Widerspruch gegenüber Obrigkeit. Verbindlichkeit als Rahmen stärkt, verwirklicht und orientiert Freiheit als Richtung: Geschätzte Schulleiter*in, „habe Mut dich deines eigenen Verstandes zu bedienen“ (Immanuel Kant) und handle innovativ. Im Diskussionsforum werden einige Themen beleuchtet, um danach als wichtige Ressource für das Wissensmanagement innerhalb der Profession mit den Teilnehmenden über praxisrelevante Themen ins Gespräch zu kommen und Anregungen und Ideen wahrzunehmen.

Inputgeberinnen und -geber sind:

Prof. Dr. Erwin Rauscher

Univ.-Prof. HR MMag. DDr., seit 2006 (Gründungs-)Rektor der PH NÖ; Forschung und Lehre zu Schulleitung, Schulentwicklung, Schulmanagement, Schulinnovation; zahlreiche Bücher, Buch- und Zeitschriftenbeiträge sowie Referententätigkeit (inter-)national; Gastprofessuren und Lehraufträge an Universitäten; Mitglied der Europ. Ak. d. Wiss.; von 1977 bis 2006 Administrator und Direktor an Gymnasien Kontakt: erwin.rauscher@ph-noe.ac.at

Prof. Dr. Petra Heißenberger

HS-Prof. Mag. Dr. BEd MSc, seit 2013 Leiterin des Zentrums Leadership an der Pädagogischen Hochschule Niederösterreich; Hochschulprofessur für Schulmanagement; Fortbildnerin für schulische Führungskräfte; Forschung, Projekte, Bücher und Zeitschriftenpublikationen zu Schulmanagement Kontakt: petra.heissenberger@ph-noe.ac.at

Referendare in Not – Praxisschock und mental health

Diskussionsforum

Deutschsprachig

Donnerstag, 29. September 2022

Second Timeslot 16.45-18.00 CEST

Moderatorin: Dr. Claudia Schmitz, Cusanuswerk, Deutschland

Dr. Claudia Schmitz

Cusanuswerk, Deutschland

Digitalität in Unterricht und Schule konkret

Roundtable

Deutschsprachig

Donnerstag, 29. September 2022

First Timeslot 15.15-16.30 CEST

Moderatorin: Manuela Egger, Pädagogische Hochschule Zug, Schweiz

Madita Heubach

Projekt Lernnetzwerk, Deutschland

Ganzheitlichkeit in der Bildung - Kann die Digitalisierung die notwendige Transformation im Bildungssystem maßgeblich steuern?

Wir zeichnen eine Vision von der Bildungslandschaft der Zukunft: Wir als lernende Menschen werden in unserer Ganzheit (in unserer Würde) anerkannt. Wir finden uns in einer vernetzten Bildungslandschaft wieder, die uns die vielfältigsten Lernräume zur Potenzialentfaltung bietet. Es ist unser Grundrecht, dass wir selbstbestimmt lernen und unsere Lernpfade selbst gestalten. Wir sind weder von einzelnen Institutionen abhängig, noch an Bewertungsmaßstäbe gefesselt. Wir können uns frei in der Landschaft bewegen und setzen unsere eigenen Maßstäbe anhand unserer Wertekultur. Wir widmen uns realen Herausforderungen, simulieren neue Lösungsansätze in geschützten Räumen, experimentieren gemeinsam und schaffen so wahre Innovationen. Wir teilen unser Wissen, hören einander achtsam zu und begegnen uns auf Augenhöhe mit Respekt und Wertschätzung füreinander. Wir üben uns in Mitgefühl und Achtsamkeit für uns und unsere Umwelt. Wir besinnen uns auf unsere Menschlichkeit, auf unser gutes Wesen und unsere evolutionär bedingte Stärke: das Social Learning. Digitale Technologien sind unsere Werkzeuge. Sie erweitern unsere Handlungsspielräume und unterstützen uns in unseren Lernprozessen. Wir nutzen sie, um uns global zu vernetzen, Arbeitsabläufe zu erleichtern und globale Herausforderungen zu meistern. Die Bildungshäuser, in denen Wissen gebündelt, aufbereitet und niedrigschwellig zugänglich gemacht wird, in denen Begegnungsräume geschaffen und Vernetzung gefördert und koordiniert wird, verstehen sich nicht länger als Hüter der Bildungshoheit, sondern als lebendige Systeme, die von Menschen für Menschen gestaltet sind - mit einem klaren Purpose, nämlich das Grundrecht auf Bildung und die freie Entfaltung der Persönlichkeit zu sichern. Sie sind untereinander ebenso vernetzt, teilen und tauschen Ressourcen miteinander. Sie bieten resonante Lernräume in geschütztem Rahmen, in denen wir uns sicher (auch psychologisch) fühlen können. Kann Digitalisierung der Schlüssel zur Transformation sein, um diese Vision zu verwirklichen? Dieser Vision und Mission widmet sich unser Projekt Lernnetzwerk. Wir möchten mit unserem Vortrag einen inspirierenden Impuls einbringen und dazu einladen, die Gestaltung von Bildungssystem völlig neu zu denken. Dafür bringen wir unsere Vision mit, stellen diese vor und sprechen kurz über unser Projekt.

Simon Böker

Deutsche Schule Shanghai Hongqiao, China

Digital Transformation – Schule im Onlinemodus

Die Welt verändert sich immer schneller. Immer neuere Herausforderungen konfrontieren gewohnte Strukturen in immer kürzeren Abständen. Die Coronavirus-Pandemie hat dem Bildungssystem vor Augen gehalten, dass auch Digitalisierung nun in der Schule angekommen ist. In diesem Praxisvortrag soll vorgestellt werden, wie auch nach Zeiten des Online-Unterrichts Organisationstools wie Microsoft Teams und OneNote genutzt werden können und in Unterricht-, Schul- und Organisationsentwicklung integriert verwendet werden können. Zu Beginn des Vortrags sollen ausgewählte Organisationstools von Microsoft vorgestellt werden. Im Anschluss wird genauer gezeigt, wie asynchrones arbeiten mit Microsoft Teams erreicht werden kann. Hierbei wird sowohl die Perspektive der Lehrkräfte wie der Schülerinnen und Schüler und auch der Eltern eingenommen. Die Teilnehmer des Praxisvortrags sollen am Ende zentrale Funktionen kennengelernt haben und an Praxisbeispielen vermittelt bekommen, wie digitale Organisationstools gewinnbringend in Schule genutzt werden können.

Arne Oberländer

Schulkontext.de, Deutschland

Schulkontext.de - The Missing Link

Schulkontext.de ist eine Gruppe von Menschen, die auf der Basis gemeinsamer innovativer Projekte Erfahrungen mit neuesten digitalen Möglichkeiten und fundierte Kenntnisse in Didaktik, Unterricht und Lernen miteinander verbindet. Kernziel ist die mit digitalen Mitteln verbesserte Anbindung der Lebenswelt mit Unterrichtsthemen. Zuneigung zur Schulpraxis und das Prinzip der Fairness gegenüber allen Unterrichtsbeteiligten stehen weit im Vordergrund.

Michaela Rastede & Martina Rosenboom

Vernetzungsstelle Begabungsförderung Bremen, Deutschland

Digitales Enrichment - nicht irgendwas, irgendwie und irgendwann sondern umfassend, fundiert und offen mit der Digitalen Drehtür

Die Digitale Drehtür ist eine Bildungsinitiative verschiedener deutscher Landesinstitute und Bildungsakteur:innen, die sich im Jahr 2020, ausgelöst durch Lockdown und Distanzunterricht, entwickelt hat. Sie orientiert sich an einem mehrdimensionalen, entwicklungsbezogenen Leistungsbegriff und zielt auf die Förderung leistungsstarker und potenziell besonders leistungsfähiger Schüler:innen ebenso wie auf die inklusive Begabungsförderung. Über ein individualisiertes Online-Lernangebot, welches im Schulalltag verankert ist, wird das selbstregulierte, potenzialentfaltende Lernen von Schüler:innen länder- und klassenstufenübergreifend ermöglicht. Die Digitale Drehtür bezieht sich mit dem sog. „Drehtür-Modell“ auf ein in der Begabungs- und Begabtenförderung etabliertes und sehr vielfältig gelebtes Modell. Die didaktische Ausgestaltung der Angebote orientiert sich dabei insbesondere am dreistufigen Enrichment-Modell von Joseph Renzulli. Über die Digitale Drehtür kann dieses wissenschaftlich gut belegte Modell als zukunftsweisendes, digitales Lehr-/Lernformat im Bildungssystem verankert werden. Die „Digitale Drehtür“ versteht sich als Instrument der begabungsfördernden Schulentwicklung. Indem es konsequent die Möglichkeiten der Digitalisierung nutzt, wird das Spektrum und die Erreichbarkeit von Förderangeboten immens ausgeweitet. Für viele Kinder und Jugendliche wird es Barrieren im Zugang zu Fördermöglichkeiten senken und kann damit einen

erheblichen Beitrag zur Bildungsgerechtigkeit leisten. Während die meisten Angebote der Digitalen Drehtür inhaltlich neue Lernerfahrungen bieten, werden zunehmend Angebote für Lern- und Arbeitsmethoden ergänzt. Damit kann perspektivisch ein Lernsetting für selbstgesteuerte Projekte der Schüler:innen geschaffen werden. Inzwischen wird das termingebundene Programm zu einem Angebot erweitert, dass das selbstgesteuerte Lernen zum Ziel hat. Lehrkräfte und Schulen können damit allen deutschsprachigen Schüler:innen qualitativ hochwertige Enrichment-Angebote zugänglich machen, ohne diese selbst erstellen zu müssen. Der Beitrag gibt Einblicke in die Praxis und lädt zum Austausch ein.

Juliane von Reppert-Bismarck

Lie Detectors, London, United Kingdom

Lie Detectors: classrooms tackling disinformation in pandemic times and beyond

How can media-literate children use their critical thinking in an age of online disinformation? What role can teachers have, and what do they need to know about how children navigate online? Students are growing up digitally highly active, politically intensely aware and largely out of sight of digital content moderators, fact-check systems and academic research. They don't consume news like their parents and teachers; they shun Facebook and Twitter, and their information-gathering happens largely in the uncharted territory of private chat groups and visual content platforms. This presentation by the award-winning, Brussels-based news literacy group - Lie Detectors - provides an overview of the problem of disinformation and the sort of disinformation young people encounter online. The non-profit organisation works with more than 200 professional journalists to secure democracy by empowering tens of thousands of young people and their teachers to tackle online disinformation and by fostering understanding of quality journalism. Its long-term position is that news literacy should become an integral part of teacher-training colleges across Europe, so that news literacy can become one of the basic literacies of children in Europe. Juliane von Reppert-Bismarck introduces this unique project with testimonials from teachers and a journalists for an all-round perspective on this innovative approach. New findings and recommendations based on media literacy work with 700 teachers and 15,000 schoolchildren will be presented. This will show a rapid development child use of online platforms as information sources; the effectiveness of media literacy training delivered by journalists, the role that teachers can play in fighting fake news.

Bildung neu denken und gestalten und die Rolle von Schulleitung

Roundtable

Deutschsprachig

Donnerstag, 29. September 2022

First Timeslot 15.15-16.30 CEST

Moderator: Prof. Dr. Christian Wiesner, Pädagogische Hochschule Niederösterreich, Österreich

Till Jaspert

innovationhub.school, Spanien

(re)School Sprint '22: how Schools learn to become places of real life learning

In countless schools around the world, open-minded educators and school leaders wonder how to shape the learning experience at their schools in line with the challenges and needs of learners facing a new future. There is little readily available experience on how to successfully conduct the innovation and change process in a school. And conversations take place almost exclusively on a national basis. With the experience of 70 School innovation teams applying an agile innovation process successfully innovationhub.school took the method further: during (re)School Sprint '22 12 Schoolteams from 4 continents designed and prototyped practical, innovative solutions together online and within only 14 days got prepared for their own Schools' learning transformation process. At its core participants were being confronted with all experiences that come along with an Agile Innovation Process both pleasant and unpleasant: fun, excitement, creativity, intense emotions, uncertainty, time pressure, contradictions, frustration, failure and eventually being proud of and at the same time surprised by their own outcome. They called (re)School Sprint '22 their safe space to step out of comfort zone and adopt an agile "Innovator's Mindset". Now innovation processes make their way into reality: students who start to create their own real-life experiences in Brazil, a German School Community shifting their learning focus from performance to mission, including personal interests as well as society's needs by (re)structuring the 8th grade: no grades, no subjects, no classes, no pre-determined timetables.

Robin Müller

Intrinsic GmbH, Schweiz

Edupreneurship – Muss Bildung und Unternehmertum neu gedacht werden?

Edupreneurship, ein Neologismus der die Wörter Education (Bildung) und Entrepreneurship (Unternehmertum) beinhaltet. Repräsentiert Edupreneurship nur die Schnittstelle dieser zwei Disziplinen oder steckt da mehr dahinter? Was passiert, wenn man Unternehmertum und Bildung radikal zusammen denkt? In dieser Präsentation wird der Begriff Edupreneurship akademisch aber auch von der Praxis her kontextualisiert. So werden Impulse für mögliche Forschungsideen gegeben sowie Praxisbeispiele angeschaut, welche die Entwicklung von Innovation in der Bildung als offenen, gemeinschaftlichen Prozess betrachten (Open Social Innovation).

Christopher Pommerening
Learnlife

Kooperation in und zwischen Bildungsorganisationen

Roundtable

Deutschsprachig

Donnerstag, 29. September 2022

First Timeslot 15.15-16.30 CEST

Moderatorin: Juliana Hoffmann, Pädagogische Hochschule Zug, Schweiz

Prof. Dr. Robert Baar

Universität Bremen, Deutschland

Kooperationsverständnis(se) von Seiteneinsteiger*innen an Grundschulen

Professionelles Handeln wird im schulpädagogischen Diskurs idealtypisch als kollaborative Interaktion im intra- und interprofessionellen Team konstruiert. Aufgrund des eklatanten Lehrer*innenmangels arbeiten an Schulen im deutschsprachigen Raum Quer- und Seiteneinsteiger*innen in mittlerweile bedeutender Zahl (Gehrmann 2019, ohne professionsbezogene Kompetenzen im Rahmen eines grundständigen Lehramtsstudiums erworben zu haben. Kollegiale Kooperation erscheint nicht zuletzt deshalb besonders bedeutsam. Der Beitrag geht den Fragen nach, welche Bedeutung Quer- und Seiteneinsteiger*innen kollegialer Kooperation vor dem spezifischen Hintergrund ihrer Situation zumessen, welche kollaborativen Erfahrungen sie machen und welche Entwicklungsbedarfe sie herausstellen. Das dem Beitrag zugrundeliegende Sample besteht aus insgesamt 15 Seiteneinsteiger*innen, mit denen problemzentrierten Interviews (Witzel 1982) geführt wurden und die mit der Grounded Theory (Glaser/Strauss 1967) analysiert wurden. Im Beitrag fokussiert werden speziell die Lehrkräfte, die an Grundschulen tätig sind. Erwartungen an Kooperation finden bei einigen Quereinsteiger*innen vor allem im Wunsch nach Hilfe und Unterstützung zur Kompensation selbstwahrgenommener fachlich-didaktischer Defizite Ausdruck. Andere Proband*innen verstehen Kooperation eher als Austausch zum Wohle der Schüler*innen. Neben dem eigenen Verständnis von Professionalität erscheinen wahrgenommene Hierarchien sowie Schulleitungen als zentrale Einflussgrößen auf die Sichtweise auf Kooperation. Diskutiert werden soll, welche Einflussmöglichkeiten Schulleitungen auf das Kooperationsverständnis und -verhalten innerhalb eines Kollegiums, in dem Seiteneinsteiger*innen arbeiten, haben.

Simone Breit & Monika Hofer-Rybar

Pädagogische Hochschule Niederösterreich, Österreich

Zur Kooperation zwischen Kindergarten und Schule. Empirische Studien aus Niederösterreich.

Der Transition vom Kindergarten und Schule wird für die Bildungsbiografie der Kinder eine zentrale Rolle zugeschrieben (Eckerth & Hanke, 2015; Hartel et al., 2019), dennoch ist diese Kooperation im Übergang zwischen einzelnen Bildungsinstitutionen in der erziehungswissenschaftlichen Forschung eher wenig beleuchtet (Schleifenbaum & Walter, 2015). Bezugnehmend darauf geht dieser Beitrag der Frage nach, wie Kooperationen zwischen den beiden Bildungseinrichtungen in Niederösterreich gestaltet werden. In einer Teilstudie im Jahr 2017/2018 wurden nö. Leiter*innen sowie Pädagog*innen aus der

Elementar- und Primarstufe schriftlich (paper-pencil; n = 200) zu ihren Kooperationsbeziehungen befragt. Im Herbst/Winter 2021 wurde eine weitere Teilstudie bei denselben Zielgruppen durchgeführt (online; n > 220). Basierend auf theoretischen Grundlagen wurden Kooperationsformen und -anlässe (Moser, 2017) und Kooperationsstrukturen (Strätz, 2010) sowie das Kooperationsniveau (Gräsel, Fußangel & Pröbstel, 2006, Steinert et al., 2006) erfasst. Zudem wurden auch die Voraussetzungen für die Kooperation sowie Merkmale der Kooperation (Hanke et al., 2013; Schleifenbaum & Walter, 2015, S. 27) operationalisiert und von den Beteiligten beurteilt. Auch Qualität der Kooperationen wurde von diesen eingeschätzt. Die Ergebnisse der nö. Befragungen wurden deskriptiv aufbereitet und zeigen auch Unterschiede nach institutioneller Zugehörigkeit (Schule vs. Kindergarten) sowie nach Funktion (Leitung vs. Pädagog*in). Der Beitrag bereitet die Ergebnisse der nö. Befragung deskriptiv auf und geht zudem auf Unterschiede nach institutioneller Zugehörigkeit (Schule vs. Kindergarten) sowie nach Funktion (Leitung vs. Pädagog*in) ein. Die Erkenntnisse daraus werden mit den empirischen Befunden zur Kooperation aus Oberösterreich (Moser, 2017) bzw. Wien (Lindner & Peer, 2019) verglichen und diskutiert.

Birgit Fauland

Four-Forest Bilingual International School, Schweiz

Schön, dass du da bist - erfolgreiches Onboarding von Lehrpersonen

„A person who feels appreciated will always do more than what is expected.“ (Anonymous)

In der Schule21 werden neue Lehrpersonen in der neuen Schulgemeinschaft mit viel Herz willkommen geheißen und bestmöglich in ihre neue Umgebung eingearbeitet. Diese Good Practice Beispiele sollen den Onboardingprozess an Schulen optimieren und zu einer erfolgreichen Einarbeitung führen, damit die Lehrpersonen die neue Stelle enthusiastisch und optimistisch antreten. Alles dreht sich um die 5 I's:

- Impression – von Beginn an einen besonderen Eindruck hinterlassen
- Induction – eine strukturierte Einführung im Vorfeld organisieren
- Integration – ein Netzwerk für Austausch innerhalb des Teams aufbauen
- Immersion – schonend aber dennoch zeitig miteinbeziehen
- Independence – früh Raum geben um volles Potenzial entfalten zu können

Bildungsgerechtigkeit und Diversität

Roundtable

Deutschsprachig

Donnerstag, 29. September 2022

First Timeslot 15.15-16.30 CEST

Moderatorin: Heleni Tan, Pädagogische Hochschule Zug, Schweiz

Martina Decker

Johannes Kepler Universität Linz, Österreich

Die Rolle der Schulleitung in der inklusiven Schulentwicklung (in Österreich)

Die Weiterentwicklung von Bildungssystemen basiert auf Reformen und Innovationen. Inklusion ist eine Reformmaßnahme, daher stehen viele pädagogische Führungskräfte, besonders Schulleitungen, vor der großen Herausforderung einer inklusionsorientierten Schulentwicklung. Schulleitungen sind im Rahmen von Schulentwicklungsprozessen zum einen eine Schnittstelle nach außen, d.h. zur Schulbehörde, zum anderen wirken sie nach innen. Nach Bosen (2016) verfügen sie über nicht unwesentliche Handlungsspielräume bei der Implementierung bildungspolitischer Entscheidungen vor Ort. Im Artikel 24 wird das Recht auf diskriminierungsfreie und gleichberechtigte Bildungsmöglichkeiten für alle Schüler*innen in einem „inkluisiven Schulsystem auf allen Ebenen“ (UN-BRK, 2006, Art. 24, Abs. 1) als Menschenrecht unwiderruflich festgeschrieben und verpflichtet die Staaten angemessene Vorkehrungen in diesem Bereich zu treffen. Durch die Ratifizierung der UN - Behindertenrechtskonvention im Jahre 2008 ergibt sich auch für Österreich der klare Auftrag, Inklusion an Schulen weiterzuentwickeln. Altrichter & Feyerer (2011) merken dazu an, dass, wenn es keine klaren zeitlichen Aussagen zur Umsetzung gibt, eine große Gefahr der Beliebigkeit entstehen wird. „Wer will, der darf, wer nicht will, muss nicht, und wer tut, tut wie er will.“ Mittlerweile wird vom Ministerrat an einem 2. Nationalen Aktionsplan 2022 – 2030 gearbeitet. Der Grundcharakter des österreichischen Schulsystems ist immer noch segregativ und es gibt immer noch eine bildungspolitische Pattstellung bezüglich Gesamtschule. Inklusionsgegner und -befürworter finden sich noch immer über alle politischen Parteien verteilt. Sinkende Ressourcen und teilweise fehlendes Qualitätsmanagement machen eine inklusive Schulentwicklung schwierig. Bestehende Studien belegen, dass eine gemeinsame Verantwortungsübernahme aller beteiligter Akteur*innen auf unterschiedlichen Ebenen als Voraussetzung und als Ziel der Entwicklungsprozesse gesehen werden kann. Die Rolle der Schulleitung stellt hierzu eine Schlüsselrolle dar, die maßgeblich an der Gestaltung inklusiver Schule beteiligt ist, deren Erforschung in Österreich aber noch aussteht und deren Fragestellung ich mich derzeit widme.

Julia Hufnagl

Otto-Friedrich-Universität Bamberg, Deutschland

Herkunftsspezifische Unterschiede in der Diskriminierungswahrnehmung von Jugendlichen mit Migrationshintergrund beim Zugang zur Berufsausbildung

Viele Jugendliche mit Migrationshintergrund erleben Chancengleichheit in Deutschland nach wie vor als unzureichend (El-Mafaalani, 2018, S. 102-103). Die berufliche Bildung fokussiert sich bisher insbesondere auf statistische Diskriminierung, während es hinsichtlich subjektiver Diskriminierungserfahrungen aus der Perspektive der Jugendlichen an empirischen Studien im Bildungskontext fehlt (Horr et al., 2020, S. 5). Subjektive Erfahrungen stimmen allerdings nicht unbedingt mit den objektiv messbaren Ungleichheiten überein, sondern können stark davon abweichen (Ette et al., 2021, S. 28; Straub et al., 2021, S. 143). Für Betroffene ist die erlebte Situation häufig sogar wichtiger als die gemessene statistische Diskriminierung (Ette et al., 2021, S. 28). Der Beitrag stellt die Frage, wie sich die Wahrnehmung persönlicher ethnischer Diskriminierung bei Jugendlichen in Abhängigkeit ihrer Herkunftsgruppenzugehörigkeit unterscheidet. Ihm liegt die produktivitätstheoretische Annahme zugrunde, dass türkischstämmige Jugendliche mehr Diskriminierung als Jugendliche anderer Herkunftsgruppen wahrnehmen, da Namen und/oder phänotypische Merkmale insbesondere bei ihnen sichtbar auf einen Migrationshintergrund hinweisen. Die fundamentale Bedeutung ethnischer Sichtbarkeit für das Verständnis von wahrgenommener Diskriminierung wurde bereits gezeigt (Tuppat & Gerhards, 2021). Die Rolle von Geschlechtsunterschieden bei der Wahrnehmung persönlicher ethnischer Diskriminierung werden zusätzlich unter Berücksichtigung intersektionaler Modelle ergründet. Auf Basis einer OLS-Regression mit Daten der Startkohorte 4 des Nationalen Bildungs-pannels (NEPS) in Deutschland werden in einer Querschnittsanalyse Jugendliche aus der Türkei, Osteuropa und der ehemaligen Sowjetunion verglichen (N = 1.553). Dabei handelt es sich um die zahlenmäßig größten Herkunftsgruppen im NEPS. Als weitere unabhängige Variable wird das Geschlecht berücksichtigt. Die Ergebnisse tragen dazu bei, in einer intersektionalen Perspektive besser zu verstehen, wie diskriminierendes Verhalten von Jugendlichen wahrgenommen wird.

Dr. Michael Pfeifer

University of Eastern Finland, Finland

Unterricht in heterogenen Lerngruppen – Implikationen für die schulische Organisationsentwicklung

Ziele: Weltweit waren Ende 2020 mehr als 82,4 Millionen Menschen auf der Flucht. Zudem erfährt die Thematik eine aktuelle Relevanz im Hinblick auf die Fluchtbewegung aus der Ukraine. Dahingehend ist es von grundlegender Bedeutung, auch Kindern und Jugendlichen mit Fluchterfahrung den Zugang zu Bildung zu gewähren, um ihnen gesellschaftliche Teilhabe zu ermöglichen. Ausgehend von dem diesbezüglichen Forschungsstand und Erkenntnissen aus einer qualitativen Studie wird diskutiert, ob inklusive Ansätze in Schulen dazu beitragen können, die Bildungsungleichheit zu verringern, zudem werden Implikationen für die schulische Organisationsentwicklung diskutiert. Methodik: Im Rahmen der Studie wurden sowohl Unterrichtsbeobachtungen als auch leitfadengestützte Interviews mit insgesamt 20 Schulleitungen und Lehrkräften an weiterführenden Schulen durchgeführt. Die Untersuchung konzentrierte sich auf die Erhebung von Anforderungen und Methoden bezüglich der Integration von Schülerinnen und Schülern mit Fluchterfahrung. Dabei wurde den Fragen nachgegangen, welche Herangehensweisen in der Praxis Anwendung finden und welche Rahmenbedingungen als Voraussetzung für gelingende Bildungsverläufe gesehen

werden. Die erhobenen Daten wurden mittels einer qualitativen Inhaltsanalyse ausgewertet. Ergebnisse: Es konnten zwei unterschiedliche Ansätze zur Förderung der Schülerinnen und Schülern mit Fluchterfahrung identifiziert werden. In einigen Schulen wurden Klassen initiiert, in denen ausschließlich Schülerinnen und Schüler mit Fluchterfahrung gemeinsam lernen. Die weiteren Schulen nutzten dahingehend ein inklusives Modell: Dabei besuchen die Schülerinnen und Schüler mit Fluchterfahrung von Anfang an Regelklassen. Dieser Ansatz folgt der Idee, dass der Kontakt zu deutschsprachigen Schülerinnen und Schülern dazu beitragen kann, so schnell wie möglich Freundschaften mit diesen einzugehen, wodurch die deutsche Sprache auch außerhalb des Klassenzimmers leichter zu einem Teil des Lebens werden kann.

Kooperation - Konzepte und Strategien

Roundtable

Deutschsprachig

Donnerstag, 29. September 2022

Second Timeslot 16.45-18.00 CEST

Moderator: Marius Schwander, Pädagogische Hochschule Zug, Schweiz

Dr. Sonja Beeli, Melodie Burri, Anne-Sophie Ewald & Evelyne Wannack

Pädagogische Hochschule Bern, Schweiz

Wichtig, aber nicht dringend: Schulwebsites als ein Element der (Zusammen-)Arbeit mit Eltern

Die Kernaufgabe von Schulen ist die Organisation von Unterricht. Daneben bearbeiten sie andere Aufgabenfelder wie die Gestaltung des Kontaktes zu Eltern, wobei die digitale Wende diese Aufgabe ungleich komplexer werden lässt (Fend 2008, Sacher 2014). In diesem Beitrag stellen wir erste Resultate aus einem aktuellen Forschungsprojekt vor, bei welchem wir Schulwebsites unter der Perspektive der Eltern(-zusammen-)Arbeit untersuchen. Dazu haben wir in einem ersten Schritt die Websites von 40 deutschsprachigen Schulen aus vier Schweizer Kantonen untersucht. Anschliessend haben wir mit den verantwortlichen Personen von acht ausgewählten Schulen halb-standardisierte Interviews geführt (sieben Schulleitende, zwei Lehrpersonen, eine Schulsekretärin sowie eine Gemeindeangestellte). Erste Resultate der Analyse der Interviews weisen darauf hin, dass Schulwebsites unterschiedliche und teilweise widersprüchliche Anforderungen erfüllen müssen: Einerseits sollen sie Informationen für Personen, die die Schule nicht kennen zur Verfügung stellen, andererseits sollen sie eine bestehende Schulgemeinschaft fördern. Oder sie sollen einen Einblick in den Schulalltag geben und gleichzeitig die Privatsphäre der Beteiligten respektieren. Unsere Resultate zeigen, dass die Vorstellungen und das Vorwissen, das die verantwortlichen Personen insbesondere auch von Eltern haben, eine wichtige Rolle bei der Gestaltung dieser Aufgabe spielen. Wir haben beobachtet, dass die Planung und der Unterhalt einer Schulwebsite in der Regel nicht dringend sind, aber ein sehr wichtiges Element der (Zusammen-)Arbeit mit den Eltern sein können.

Alexander Brand

Gymnasium Ohlstedt, Deutschland

Schulentwicklung & Kooperation in leistungsstarken Schulsystemen: Was können wir von ihnen lernen?

Mit meinem Lehramtsabschluss in der Tasche reiste ich fünf Monate lang in leistungsstarke Bildungssysteme, um zu verstehen, wie ihre Schulen funktionieren, und um von ihnen zu lernen. Insgesamt besuchte ich etwa zwei Dutzend Schulen in Finnland, Estland, Japan und Singapur und sprach mit Schülerinnen und Schülern, Lehrkräften, Schulleitungen, Eltern, Forscherinnen und Forschern sowie politischen Entscheidungsträgern. Im Vortrag gebe ich Einblicke in Best Practices in den finnischen, japanischen und singapurischen Schulsystemen. Wie arbeiten Lehrkräfte innerhalb einer Schule zusammen? Welche Strukturen gibt es im Schulsystem für den Austausch zwischen Schulen und für die Verknüpfung von Praxis und

Forschung? Und wie lassen sich Zusammenarbeit und Schulentwicklung miteinander vereinbaren? Im Mittelpunkt des Vortrags stehen die Modelle der Lesson Study in Japan, der Professional Learning Communities in Singapur und der Universitätsschulen in Finnland. Der Vortrag beleuchtet diese Modelle, ordnet sie in den Kontext des gesamten Schulsystems ein und reflektiert ihre Übertragbarkeit auf Deutschland.

Dr. Joerg Petrick

DIE SCHULGESTALTER, Deutschland

Mit dieser Methode gelingt teambasierte Schulentwicklung

Dieser Beitrag richtet sich an die Mitglieder der erweiterten Schulleitungen und empfiehlt das Anwenden einer sehr wirkungsvollen Methode zur Schulentwicklung.

Das Führungsinstrument, der teambasierten kontinuierlichen Verbesserungsprozess (KVP), hat in vielen Organisationen überraschende Entwicklungsschritte bewirkt. In Schulen kommt der KVP bisher allerdings kaum zum Einsatz, dabei lässt er sich hervorragend auf die Schulentwicklung übertragen. Die großen Vorteile des KVPs sind, dass

- die gesamte Erfahrung des Kollegiums genutzt wird,
- Teamdynamik zu sehr kreativen Ideen führt,
- sich das Kollegium auf gemeinsame Lösungen anstehender Fragestellungen einigt,
- kein Ansatz perfekt sein muss, sondern bei Bedarf stets erneut angepasst werden kann.

Die Methodik setzt einen höchst demokratischen Prozess in Gang. Wichtige Voraussetzung ist, dass der Prozess durch einen unabhängigen Moderator gesteuert wird. Nur so können Kollegium und Schulleitung ihre eigenen Standpunkte in die Diskussion einbringen. Die eiserne Regel besteht in der Konzentration auf das Wichtigste. Hierdurch lässt sich überbordende Komplexität reduzieren.

Der Prozess besteht aus zwei bis drei Schleifen, in denen jeweils Ideen gesammelt und anschließend priorisiert werden. Durch diese Iterationen werden die Ursachen für Probleme und Möglichkeiten ihrer Beseitigung immer deutlicher. Am Ende jeder Schleife werden Verantwortlichkeiten vereinbart und dokumentiert. Dieses Vorgehen bewirkt drei Vorteile:

- Verringern der größten Probleme
- Bessere Zusammenarbeit im Kollegium
- Jeder Teilnehmende spürt seine Gestaltungsmöglichkeit

Bildungsgerechtigkeit und soziale Benachteiligung

Roundtable

Deutschsprachig

Donnerstag, 29. September 2022

Second Timeslot 16.45-18.00 CEST

Moderatorin: Dr. Anne Köster, DIPF Leibniz-Institut für Bildungsforschung und Bildungsinformation, Deutschland

Dr. Kris-Stephen Besa

Universität Münster, Deutschland

Bedeutung von Sozialraum und Schulleitungshandeln für Schulentwicklungsprozesse an Grundschulen

Vor allem im internationalen Diskurs spielt sozialräumliche Segregation und mit ihr zusammenhängende Schulqualität sowie in der Konsequenz auch Schüler*innenleistung eine Rolle bei Fragen der Bildungsgerechtigkeit. Das Schulleitungshandeln gilt dabei als eine relevante Quelle für Schulqualität, die sich unter anderem auf die Schulentwicklungsprozesse auswirkt. Die Qualität und Ausrichtung der Schulentwicklung ist an Grundschulen in herausfordernden Lagen aufgrund der spezifischen Zusammensetzung von Schüler*innenschaft und des Kollegium von besonderer Bedeutung. Im vorliegenden Beitrag soll auf Basis von Daten der Hamburger Schulinspektion mit einer Grundschulstichprobe von 3.046 Lehrkräften, die an 152 Grundschulen eines Bundeslandes tätig sind, untersucht werden, wie das von den Lehrkräften eingeschätzte Schulleitungshandeln mit den sozialräumlichen Bedingungen zusammenhängt und wie sich dieses auf die durch die Schulinspektion bewertete Qualität von Schulentwicklungsprozessen auswirkt.

Prof. Dr. Christian Wiesner

Pädagogische Hochschule Niederösterreich, Österreich

Leadership: Implementation, Transfer und Transformation aus der Perspektive der Rekonstruktion, Rekontextualisierung und des Nacherfindens in der Schulentwicklung

Um Anforderungen und Herausforderungen angemessen bewältigen und Evidenzen durch ein gelingendes Leadership geeignet nutzen zu können, sind grundlegende theoretische Klärungen vonnöten. Ohne einem klaren und deutlichen Verständnis von den Prozessen der Implementation, des Transfers und der Transformation sowie deren analytischen Differenzierung sind in der Schulentwicklung und Führungskultur keine eindeutigen Akzente, Veränderungen oder Weiterentwicklungen gestaltbar. Der vorliegende Beitrag diskutiert Modelle der Rekonstruktion (Bohnsack, 2021), Rekontextualisierung (Fend, 2006) und des Nacherfindens (Kussau, 2007) in Bezug auf die Zielstellungen der Implementation, des Transfers und der Transformation und stützt sich dabei als theoretischer Hintergrund auf die Theorien und Modelle der bildungswissenschaftlichen Schul(system)entwicklung, die Governance-Vorstellungen und Leadership-Modelle. Aus einer strukturphänomenologischen Analyse heraus werden die Prozesse Implementation, Transfer und Transformation geklärt.

Auf dieser Grundlage ergeben sich in Bezug auf aktuelle Forschungstraditionen und Leadership-Modelle neue Perspektiven, um Evidenzen je nach Situation und Kontext für die Schulentwicklung zu verstehen. Der vorliegende Beitrag wird die Erkenntnisse vorstellen und Empfehlungen ableiten.

Dr. Anne Julia Köster & Alexandra Marx

DIPF Leibniz-Institut für Bildungsforschung und Bildungsinformation, Deutschland

„Schule macht stark“ – Qualitätsentwicklungsansätze zur Verbesserung der Bildungschancen von sozial benachteiligten Schüler*innen an 200 Schulen in herausfordernder Lage in Deutschland

Das deutschlandweite Projekt „Schule macht stark“ zielt darauf ab, die Bildungschancen von sozial benachteiligten Schüler*innen an 200 Schulen zu verbessern. Im Beitrag werden zum einen die dem Projekt zugrundeliegenden wissenschaftlichen Ansätze für Qualitätsentwicklung in Schulen in herausfordernder Lage vorgestellt (Ackeren et al., 2021; Muijs et al., 2004). Hierbei wird insbesondere auf Ansätze der Schulentwicklungskapazitäten (Feldhoff, 2011; Marks, Louis & Printy, 2000; Hemmings, 2012), der ressourcenorientierten Schulkultur (Helsper, 2008; Seligman, 2011) und der transformalen Führung (Klein, 2018; Klein & Bremm, 2019) Bezug genommen. Zum anderen wird ein Einblick in die praktische Arbeit mit den schulischen Akteur*innen und in die Ansätze zum Theorie-Praxis-Transfer im Projekt gegeben. Insbesondere wird der im Projekt implementierte Schulqualitätsentwicklungszyklus und die darauf abgestimmten Maßnahmen der ko-konstruktiven und praktischen Zusammenarbeit mit den teilnehmenden Schulen im SchuMaS-Projekt vorgestellt. Im Rückblick auf das erste abgeschlossene Projektschuljahr schließt der Beitrag mit einer kritischen Reflexion des Fortschritts im Theorie-Praxis-Transfer.

Dr. Guido Seelmann-Eggebert

Dipl.-Päd. und Rektor i.R., Deutschland

Rhythmisierte Ganztagschulen - ein Baustein für mehr Bildungsgerechtigkeit?

XXX

Umgang mit Krieg und Demokratielernen in Schulen

Roundtable

Deutschsprachig

Donnerstag, 29. September 2022

Second Timeslot 16.45-18.00 CEST

Moderatorin: Mareen Lüke, Pädagogische Hochschule Zug, Schweiz

Mareen Lüke, Paula Günther, Prof. Dr. Stephan Huber

Pädagogische Hochschule Zug, Schweiz

Frieden und Krieg in Unterricht und Schule, Angebote für geflüchtete Kinder und Jugendliche aus der Ukraine - Aktuelle Erfahrungen, Ideen und Wünsche aus der Praxis für die Praxis

Die Präsentation gibt Einblicke in die Wünsche, Ideen und Erfahrungen von Bildungsakteur*innen zum Umgang mit dem Krieg in der Ukraine in Unterricht und Schule und zu den ankommenden geflüchteten Kindern und Jugendlichen. Mit der qualitativen Teilstudie des Schul-Barometers (www.Schul-Barometer.net) zu Krieg und Frieden sollen Perspektiven aus der Praxis für die Praxis sichtbar werden und ein Beitrag zum kollegialen Austausch sowie das Lernen aus der Praxis geleistet werden. Die Themen umfassen die Sorgen der Schüler*innen, Wünsche von den Bildungsakteur*innen an die Politik, die Schulaufsicht, die Schulerhalter, die Schulleitungen und Mitarbeitenden sowie Ideen für Schule und Unterricht, für (pädagogische und weitere) Angebote für junge ukrainische Geflüchtete sowie eine erste Sammlung von digitalen Ressourcen für die pädagogische Arbeit in Unterricht und Schule.

Dr. Michael Bigos

Johannes Gutenberg-Universität Mainz, Deutschland

Dr. Benedikt Descourvières

Berufsbildende Schule Boppard, Deutschland

Jugend. Demokratie. Bildung. Zwischen Partizipation und Kompetenzmessung

Demokratie wird regelmäßig auf den Prüfstand gestellt – durch populistische Gruppierungen, durch Verschwörungserzählungen, wie auch durch Herausforderungen der Gegenwart z. B. die Corona-Krise oder den Ukraine-Krieg. Für Schule und Unterricht folgt daraus die Aufgabe, Demokratiebildung in die schulische Bildung zu integrieren (vgl. KMK 2018). Um dieser Aufgabe nachzukommen, müssen aber auch in der Schule als Lebensort demokratische Erfahrungsräume vorhanden sein. Ziel des hier vorzustellenden Projekts der Berufsbildenden Schule Boppard und der Universität Mainz war die Entwicklung eines Instruments zur Messung demokratischer Einstellungen. Die Messung der Einstellungen an der Schule wird als Grundlage für weitere Bildungsangebote und demokratische Schulentwicklungsprozesse eingesetzt. Über Schulleitung, Lehrkräfte, Studierende und Klassenverbände wurden alle Stakeholder-Gruppen der Schulgemeinschaft aktiv in die formativ-partizipative Entwicklung bzw. Evaluation des Messinstruments (Stockmann 2006) eingebunden. So konnten Methodenwissen, Insiderwissen und lebensweltnahe

Sprachanforderungen bei der Entwicklung berücksichtigt werden (Döring/Bortz 2016, S. 990f). Das Kompetenzraster „Kompetenzen für eine demokratische Kultur“ (2018) des Europarates bildete die Grundlage für die Operationalisierung. Über zwei Schuljahre hinweg wurde gemeinsam mit mehreren Klassen der Berufsbildenden Schule und einem Lehrforschungsseminar ein Instrument mit 77 Items in den verschiedenen Kompetenzbereichen entwickelt und statistisch sowie kommunikativ validiert. Die partizipative Instrumentenentwicklung hat insbesondere bei allen Beteiligten eine breite Akzeptanz für das Instrument hervorgerufen und gleichzeitig eine inhaltliche Auseinandersetzung mit Demokratie ermöglicht. Die lebensweltnahe Gestaltung und die dazugehörigen Diskussionen haben die Robustheit des Instruments in Bezug auf Interpretation der Inhalte und Verständnis der Formulierungen klar gestärkt. Die workshopförmigen Angebote der Evaluation ermöglichten einen wirksamen Zugang zur Zielgruppe und generierten wertvolles Wissen für die schulische Demokratiebildung.

Dr. Anke Redecker

Bonner Zentrum für Lehrerbildung, Deutschland

Transkulturelle Lernräume. Sensibilisierung für Andersheit in der globalisierten Schule

Im Vortrag sollen Übungen zur Sensibilisierung für (kulturelle) Differenzen hinsichtlich ihrer Bedeutung für den wechselseitig respektvollen Umgang in einer Schule der Vielfalt untersucht werden (Pates et al. 2010, Leiprecht/Lang 2001). Wo liegen Chancen, Grenzen, Herausforderungen und Gefahren dieser Übungen? Was bedeuten sie für die Selbstreflexion und den Umgang mit anderen? Den Ansatz der Reflexionsübungen weiterdenkend, können diese fokussierend zielgruppen- und situationssensibel gestaltet werden, z.B. in verschiedenen Varianten für SchülerInnen unterschiedlicher Altersstufen (im regulären Unterricht oder bei schulsozialpädagogischen Aktivitäten) sowie zur Weiterbildung aller in der Organisation Schule Arbeitenden. So lassen sich eigene und fremde Diskriminierungsrisiken (Foitzk u.a. 2019) reflektieren, um einen achtsamen und achtungsvollen Schulalltag zu gestalten. Dies dient einer Problematisierung des Umgangs mit Fremdheit – sowohl der eigenen als auch derjenigen anderer (Waldenfels 2010). Der hier relevanten Herangehensweise liegt ein transkulturelles und damit globalisiertes Gesellschaftsverständnis zugrunde (Welsch 2020), das einerseits in die Schule hineinwirken und zugleich von dieser selbst mitgeprägt werden kann. Es wird gezeigt, wie Fragen der Bildungsgerechtigkeit und der Anerkennung von Andersheit (Mecheril/Vorrenk 2014) im Anschluss an die jeweiligen Übungen von deren TeilnehmerInnen diskutiert werden können, um eine schulintern anzustrebende Diskurskultur wechselseitiger kritischer und empathischer Anregung über alle AkteurInnengruppen der Organisation hinweg nicht nur zu entwerfen und zu konturieren, sondern sie direkt praktisch anzubahnen und im Ansatz umzusetzen.

Claudia Lutschewitz

komko.X, Deutschland

Krieg & Frieden in Unterricht und Schule (Friedensmediation / Friedens-Diplomatie / Perspektivwechsel)

Schüler:innen-Projekte zum Thema Krieg & Frieden in Unterricht und Schule unterstützen dabei, Mediation als Haltung fächerübergreifend & fächerverbindend im Mobile Schule zu etablieren. Wir bieten Kompetenz-Tools für den Fachunterricht und Ko-operations-Tools für akute Konfliktsituationen für Lehrkräfte an, Workshops, Barcamps und Projektwochen für Schüler:innen und Elternabende für Erziehungsberechtigte. Zwei Beispiele für unsere

Schüler:innen-Projekte heißen „Frieden & Friedensmediation“ und „Einfach (anders) sein & Perspektivwechsel“.

1. Frieden & Friedensmediation

Wir arbeiten mit Schüler:innen an folgenden Fragestellungen:

- Was sind Auslöser & Ursachen für internationale Konflikte?
- Was sind Energien bei internationalen „Mediations“-Bemühungen?
- Welche Rollen & Verhaltensweisen sind in Friedensverhandlungen präsent?
- Welche diplomatischen Methoden werden in der Friedensmediation angewandt?

Gemeinsam beleuchten wir historische & aktuelle „Friedensmediationen und diplomatische Bemühungen“ und befassen uns dabei u.a. mit Kriegs-Narrativen, Eskalationsstufen und diversen Verhandlungs-Techniken sowie dem Unbehagen von Menschen im Konflikt (basierend auf aktuellen neurowissenschaftlichen Forschungsergebnissen).

2. Einfach (anders) sein & Perspektivwechsel

Gemeinsam mit Schüler:innen erarbeiten wir als zentrale Themen:

- Was ist eigentlich normal?
- Was heißt es anders zu sein?
- Was ist für mich/uns wirklich wichtig – wie wollen wir sein und miteinander umgehen?

In einem spannenden Mix aus kleinen Experimenten und vielen praktischen Übungen besprechen wir gemeinsam diese drei wichtigen Fragen und überlegen Antworten darauf. Thema sind dabei auch gesellschaftliche Normen und ihre Bedeutung. Gemeinsam gehen wir auf Ungleichheit und Unterschiede ein, um schwierige Situationen besser zu bewältigen. In unseren Projekten arbeiten wir gemeinsam mit Lehrkräften, Schüler:innen und Erziehungsberechtigten an den Kompetenzen: Kommunikation, kritisches Denken, Kollaboration und Kreativität im Konflikt.

»impakt schulleitung« Unterstützung für Schulleiterinnen und Schulleiter von Schulen
in schwachem sozialen Umfeld bei der Weiterentwicklung ihrer Schule

Roundtable

Deutschsprachig

Donnerstag, 29. September 2022

Second Timeslot 16.45-18.00 CEST

Moderatorin: Jane Pruitt, Pädagogische Hochschule Zug, Schweiz

Jane Pruitt

Pädagogische Hochschule Zug, Schweiz

Yanick Forcella

Pädagogische Hochschule Zug, Schweiz

Julia Alexandra Schneider

Pädagogische Hochschule Zug, Schweiz

Juliana Hoffmann

Pädagogische Hochschule Zug, Schweiz

Prof. Dr. Stephan Huber

Pädagogische Hochschule Zug, Schweiz

Innovationen in der beruflichen Bildung und der Lehrer*innenbildung

Roundtable

Deutschsprachig

Donnerstag, 29. September 2022

Second Timeslot 16.45-18.00 CEST

Moderatorin: Johanna Dannenberg, Universität Potsdam, Deutschland

Dr. Nando Stöcklin

Spiel dein Leben, Schweiz

3. Bildungsweg für die neue Gesellschaft

Aktuell krepelt die digitale Transformation die Gesellschaft um. Die beiden Bildungswege nach der Schule, Berufslehre und weiterführende Schule, sind auf die mechanische, industrialisierte Gesellschaft des 19. und 20. Jahrhunderts zugeschnitten. Sie bereiten implizit auf ein Leben als Arbeitnehmende vor und entsprechen der Fremdbestimmung in Schule und Erwerbsleben. Gemäss den Erkenntnissen aus meiner langjährigen Forschungstätigkeit an einer Pädagogischen Hochschule verlangt die digitale Transformation nach mehr Selbstbestimmung und bietet zugleich neue Möglichkeiten für ein selbstbestimmtes Erwerbsleben. Als Reaktion auf diese Situation stelle ich einen dritten Bildungsweg neben Berufslehre und weiterführenden Schulen vor, der die Einzigartigkeit der jungen Menschen ins Zentrum rückt. Dieser dritte Bildungsweg steht seit August 2022 zur Verfügung und ermöglicht es, die individuelle Persönlichkeit zu erkennen, und auf diese zugeschnitten einen ganz persönlichen Beruf zu designen.

Dr. Sonja Gabriel

Kirchliche Pädagogische Hochschule Wien/Krems, Österreich

digiskills.PH – Digitale Kompetenzen von Hochschullehrenden

Egal ob Settings in der Präsenzlehre, Hybridlehre oder virtuelle Lehre - und nicht erst seit den Covid-19-Restriktionen: Hochschullehrende in der Lehrer:innenaus-, -fort- und –weiterbildung benötigen Medienkompetenz und digitale Kompetenz, die praktische Anwendung finden und zwar einerseits im eigenen Lehr- und Lernkontext sowie der eigenen Forschungstätigkeit, andererseits bei der Anleitung und Begleitung von Studierenden und Kolleg:innen im Sinne des Multiplikator:innen-Ansatzes. Ausgehend vom Modell zur Entwicklung digitaler Kompetenzen für Hochschullehrende nach Eichhorn et al. (2017) wird seit dem Sommersemester 2022 an der KPH Wien/Krems eine hochschulinterne Fortbildungsmaßnahme in Form eines über drei Semester laufenden modular aufgebauten, asynchronen und begleiteten Selbstlernkurses angeboten. Begleitet wird der Selbstlernkurs durch ein ePortfolio, das von den teilnehmenden Hochschullehrpersonen geführt wird und dadurch sicherstellt, dass eine Reflexion der Inhalte stattfindet. Zudem gibt es mehrmals pro Semester synchrone Online-Treffen, um den Austausch der Teilnehmenden zu fördern und so weitere Gelegenheiten des Voneinander-Lernens zu bieten. Der Beitrag möchte ausgehend vom Modell nach Eichhorn et al. (2017) aufzeigen, wie der Kurs aufgebaut ist

und somit theoretische Ansätze mit der Praxis von Hochschullehrenden verbindet. Exemplarisch soll diskutiert werden, wie die Kompetenzen in den einzelnen Stufen (Überblickswissen/Grundlagen, praktische Anwendung und Weitergabe an Andere) gefördert und gefestigt werden können. Zudem können erste Ergebnisse der Evaluation, die nach dem ersten Semester stattfand, die Sicht der am Selbstlernkurs Teilnehmenden einbringen.

Johanna Dannenberg

Universität Potsdam, Deutschland

Das Schulkonzept für die Universitätsschule Potsdam: Ein bisher einzigartiges ko-konstruktives Projekt

Rund 80 Personen aus vielfältigen Bildungsbereichen samt Forschung, Schulpraxis und Lehrkräfte(aus-)bildung beteiligen sich an einem in dieser Art bisher einzigartigen Projekt: der gemeinsamen Konzeptionierung der Universitätsschule Potsdam. Das am Bildungscampus der Universität Potsdam angesiedelte Transferprojekt versteht unter einer Universitätsschule eine Schule, die sich durch eine enge, institutionalisierte Kooperation mit einer Universität bezüglich Forschung, Lehrkräftebildung und/oder Transfer auszeichnet. Ihre Konzeption ist maßgeblich von der Wissenschaft geprägt, mit dem Ziel, ein pädagogisch-didaktisches Gerüst für eine Schule zu entwickeln, an der drei Schwerpunkte verwirklicht werden sollen: Ermöglichung evidenzbasierter Forschungssettings und enger Kooperationen zwischen Wissenschaft und Schulpraxis; Impulse für eine größere Praxisnähe des Lehramtsstudiums; Umsetzung curricularer Innovationen, die möglicherweise von anderen Schulen adaptierbar sind. Der Konzeptionierungsprozess der Universitätsschule zeichnet sich dadurch aus, dass das Transferverständnis durch eine ko-konstruktive Prozessgestaltung bereits von Beginn an Umsetzung finden sollte. Während dieses Prozesses haben wir abgestimmte Arbeitsformate entwickelt, um das Projektziel im Sinne eines multidirektionalen Transferansatzes zu erreichen. Diese Formate ermöglichen es uns, mit zentralen Akteur:innen aus Wissenschaft, Universitätsleitung, Landes- und Kommunalpolitik sowie aus der Schulpraxis im ständigen Austausch zu stehen. Im Zuge dessen ist es uns wichtig, die verschiedenen Blickwinkel, aus denen die Universitätsschule gedacht werden kann, zu berücksichtigen. Darum wünschen wir uns, dass möglichst viele verschiedene Perspektiven in die Arbeit einfließen können. Wir möchten euch sowohl Einblicke in die zur Koordinierung dieser Prozessgestaltung nötigen Strukturen samt den vielfältigen Beteiligungsformaten geben, als auch in Schwerpunkte des Rahmenkonzepts und der vertiefenden Fokusgruppenarbeit als Ergebnisse dieser gelungenen Zusammenarbeit und freuen uns darüber hinaus auf eure Perspektive auf dieses Projekt.

Dr. Jolanda Hermanns

University of Potsdam, Deutschland

Digital games and quizzes as didactic double-decker in teacher education

The introductory course organic chemistry I for preservice chemistry teachers has been developed as an online course during the COVID pandemic. Embedded in this course, games and quizzes were developed, used and evaluated. By using educational games, fun is combined with learning. By doing so, students' learning activities and enthusiasm can be enhanced. In the course, the quizzes were used for the training and repeating of relevant content of the course. Therefore, the quizzes also made transparent, which knowledge the students should memorize. The games were designed with a focus on the application of this knowledge and of basic concepts that are important in organic chemistry. The quizzes and

games were made available via the moodle platform and could also be used by the students in their own time. Because the students are preservice chemistry teachers, the use of games and quizzes also serves as didactic double-decker; here, the students use games and quizzes for their own learning, but also get to know gamification as a method they can use as a teacher at school. The own experience from the viewpoint of a learner gives insight in the learning process, which can be used for planning and conducting chemistry lessons at school in their future profession as a chemistry teacher. The students in the course were very interested in the development of digital games and quizzes; therefore, a workshop on the development of games and quizzes has been conducted additionally after the end of the course. The evaluation of the use of the educational games showed that the students rated them very well. It also showed that the use of digital games for learning purposes is not very common, neither at school nor at university. This supports the idea of using educational games as a didactic double-decker.

English-speaking Parallel Program

Support school turnaround

Roundtable

English-speaking

Thursday, September 29, 2022

First Timeslot 15.15-16.30 CEST

Chair: Jane Pruitt, University of Teacher Education Zug, Switzerland

Prof. Dr. Mette Baran

Cardinal Stritch University, United States

Leadership Matters: Reframing Context to Support Turnaround in a High Needs Urban K8 School

The purpose of this study was to reveal how school contexts (internal and external) impact individual and organizational performance in an urban high need K-8 charter school, located in a large Midwestern city, serving a high percentage of impoverished African American students. Due to the unique leadership structure and focus on creating a learning culture, the school has made a remarkable turnaround in a very short amount of time. The authors conducted individual and small group interviews with the School CEO, the principal, the Academic Dean, three teachers, and three parents, one of which was the president of the Parent Leadership Council for the four Milwaukee College Prep (MCP) schools. The specific research question was: How do internal and external school contexts impact individual and organizational performance at Lloyd Street Campus? The city of Milwaukee, located in the Midwestern United States, is the largest city in Wisconsin, and has the dubious distinction of being the third worst city to live for black Americans due to racial inequality and segregation, as well as high poverty, high unemployment, and high incarceration rates (Comen & Sauter, 2017). The study reported that greater than 90% of public school funds come from local taxes, and less than 10 % from federal sources. The result of this type of funding structure is that the wealthier, and whiter, areas have a greater funding base for schools. According to Comen and Sauter (2017), "This means that schools in poor, black neighborhoods tend to be drastically underfunded" (para. 2). Additionally, a national study of black-white student achievement gap (Bohrnstedt, Kitmitto, Ogut, Sherman, & Chan, 2015), reported both black and white students, attending schools in high black population density areas, had lower achievement than students in low black population areas (p. 12).

Dr. Matthew Zakreski

The Neurodiversity Collective, United States

Failure is Fun...damental

Failure is one of the most challenging aspects of life for neurodivergent folks to manage. We spent so much time thinking about it, worrying about it, planning for it, and then dealing with it. But failure is an unavoidable part of life. Instead of becoming hopeless when faced with that reality, this talk focuses on how to identify the positive aspects of failure, from teachable moments to opportunities to build resiliency. By accepting the reality and inevitability of failure, we lessen its negative impact on us. This talk will focus on how to build resiliency and navigate failure in the best possible ways.

Dr. Elson Szeto

CSENIE, the Education University of Hong Kong, China

Facilitation and hinderance: Principal leadership practice in cultivating professional culture for school development towards quality education?

This paper aims at exploring practices of principal leadership in cultivating professional cultures for school development towards quality education. Whether or not the leadership practices can facilitate or hinder teachers' participations in the school development is yet to be fully elaborated in different educational contexts. A case study approach was adopted to explore the principal leadership effects on school development in the Chinese educational context of Hong Kong. The principal adopted the sense of school leadership for social justice to foster teachers' experiences in and perceptions of school development. Exploration of the case study can identify the teachers' experiences in the principal leadership practice that cultivate a positive professional culture in the school. The experiences facilitated a collaborative professional relationship between the principal and the teachers for development of a socially-just school. So, the findings reflect that principal leadership practice for social justice can foster teachers' participation in school development towards quality education for every student. For this school, this is also an appropriate professional culture can inspire teachers' professional growth in the process of school development, instead of a hindering culture. Thus, this study unveils in-depth understandings of the principal leadership in the changing social context of the Chinese society. Implications of further adoption of principal leadership for social justice for quality education are also discussed.

School-University partnerships

Roundtable

English-speaking

Thursday, September 29, 2022

First Timeslot 15.15-16.30 CEST

Chair: Johanna Dannenberg, University of Potsdam, Germany

Kjersti Ødegaard

University of Oslo, Norway

Developing School Leadership Practices. The Change Laboratory as a Tool in Leading Reform Work in Upper Secondary Schools.

The purpose of this paper is to develop knowledge about the processes involved in developing a common focus (object) for long-term collaboration in school-university partnerships. The empirical setting is three school leadership teams where researchers intervene with video-recorded formative workshops, called Change Laboratories (CL) (Engeström, 2011). Researchers also collect data that mirrors the schools' practices (mirror data), e.g. observations of teacher teams, to trigger reflection in the workshops. The aim of our study was to analyse video data from CL in the leadership teams, as they developed practices for realising a national curriculum reform. We apply third generation cultural historical activity theory (CHAT) (Engeström, 1987) to understand how a shared object emerges and develops across institutional boundaries (schools and university). We apply a qualitative, longitudinal research design involving three cases/leadership teams focusing on content and interaction analytical approaches (Jordan & Henderson, 1995) to CL workshop video data as a main data source. The data consists of 5 video-recorded CL at each of the three schools, each lasting around 2,5 hours. Additionally, we use artifacts introduced in the workshops, such as planning documents and PowerPoint presentations, to illuminate and contextualise the processes. Our preliminary findings show how objects were initially ill-defined. Gradually, problems, and how to act on them, emerged from the interactions when school leaders gave voice to tensions, dilemmas, and possibilities in the ongoing reform work. Introducing mirror data, questions and theoretical models brought substance to the talk and helped to develop common foci for leading the reform work.

Dr. Suzy Hardie

University of South Carolina, United States

University and School District Partnership: Roles of Boundary Spanning

The University of South Carolina Educational Leadership and Policies master's preparation program has partnered with a local school district, Lexington School District One to create a unique partnership where professors and district leaders span the boundaries of each institution. The roles of boundary spanning are grounded in the National Association for Professional Development Schools, NAPDS, nine essentials which school-university partnerships should embrace in order to reach tangible goals between the two organizations. Essential Eight particularly focuses on partnership creating space for P-12

faculty and university faculty to “transcend institutional settings” (National Association for Professional Development Schools, 2021, p. 4).

We will describe:

1. How the university professors and district leaders are collaborating through a Coordinating Council to address school district priorities.
2. How district leaders have become adjunct professors at the university bringing a practitioner’s viewpoint to their classes.
3. How principals and district leaders serve on the universities advisory board.
4. How the university professors are conducting research to analyze initiatives the school district is implementing.

Equity: Migration, language and ethnical background

Roundtable

English-speaking

Thursday, September 29, 2022

First Timeslot 15.15-16.30 CEST

Chair: Mareen Lüke, University of Teacher Education Zug, Switzerland

Dr. Donnie Adams & Jia Huah Lee

University of Malaya, Malaysia

Hunting the Enunciative Space of Teacher Leadership in Malaysian Primary Indigenous School

Education is a prominent stepping-stone for underprivileged students to rise. The concern for the native community has been discussed in every corner of the world as the integration of their lifestyle is challenging but gradually improving through the efforts of all parties. The issues of indigenous students (Orang Asli) in Malaysia have led to the need in understanding the importance of teacher leadership roles in Orang Asli schools. This research draws on emerging findings from a qualitative case study approach with teacher leaders in Malaysian indigenous schools. It provides an insight into teacher leaders' efforts in improving student learning in and outside the classroom. This study contributes to the existing body of knowledge of indigenous school leadership which may be applied in other parts of the world.

Dr. Argyro Rentzi

Greek Ministry of Education & Religious Affairs, Greece

The key role of school leaders in strategic action planning for the inclusion of refugee and migrant students

Educational systems go through a period of significant socio-economic, demographic and cultural changes, which require immediate action planning. The massive flows of refugees and migrants in Europe have made up the contemporary social reality, which includes groups with particular cultural, religious and national characteristics. This results to the fact that educational systems are called to find effective ways to co-educate refugee and migrant students, using intercultural teaching methods. That is why school leaders must be ready to develop strategic action plans in order to provide equal access to knowledge for every student in the multicultural school. The strategic plan is a natural document for every school organization, aiming to develop orientation and mission in a local and national perspective. This presentation will describe specific aspects of strategic planning so as to include refugee and migrant students, effectively, in schools, through a documented theoretical analysis, based on recent bibliography. In the end, it is obvious that school leaders have the key role in forming successful strategic plans in order to prepare their school units to face all these socio-economic multicultural challenges the 21st century has brought, such as the constant flows of migrants and refugees.

Dr. Sara Pol-Lim

Orange County Department of Education, United States

War and Peace

The research aims to examine the effects of parental historical trauma on the educational aspirations and outcomes of second-generation Cambodian Americans. Twenty second-generation Cambodian Americans participated. I used the qualitative method to analyze more than thirty hours of interview data. I was utilizing the conceptual framework of historical trauma theory to navigate research questions. Through the effectiveness of NVivo software, common themes were found. The top three themes were unresolved trauma, overprotective, and lack of communication due to the language barrier. It was clear that unresolved trauma led to emotional unavailability. Participants shared the stress and anxiety of not openly communicating with their parents about the past. Participants shared the frustration of being overprotective by parents because of the family separation during the war. Participants shared the lack of communication because of the language barrier. The trauma led parents to encourage their children to adopt the new country's language without understanding that there would be a gap in communication between parents with limited English and children's English proficiency due to school.

Dr. Fabrice Jaumont

Center for the Advancement of Languages, Education, and Communities (CALEC), United States

The Future of Education is in Two Languages

In our ever more interconnected, miniaturized, and fragile era schools the world over are endeavoring to equip youth with the skills, competencies, and sensibilities to flourish as autonomous, engaged, and productive citizens. The teaching and learning of languages and the cultivation of the so-called bilingual advantage is resurfacing with great vigor in schools, large and small, all over the United States. It seems everywhere parents and teachers are searching to find the sweet spot of dual language teaching and learning. In this presentation, I will describe how dual-language education has resurfaced as a new phenomenon sweeping the United States and other countries with the objectives of: - Embracing families' and communities' own unique cultures and promoting their linguistic heritages as important parts of the greater international mosaic of our society - Helping facilitate community re-engage with public schools - Promoting a social, economic, and cultural sense of community and helping to bridge gaps that continue to divide us My presentation will combine profound insight into learning and teaching but also identity and cosmopolitanism with practical applications and exemplary proof points.

Dr. Bettina Staudt

Chesterfield County Public Schools, United States

Dual Language Immersion in K-12 Education - A game changer for equitable learning for all students

Dual Language Education is academic programming that delivers curricular content in two languages—English and a second, partner language. The purpose of DL/I education is to strengthen the educational experience of native English speaking students by teaching them another language, while also providing educational equity to English learners by developing their primary language skills to support their English language development. Decades of longitudinal research in many school systems throughout the United States demonstrate

that dual language immersion is benefiting all students, including English learners and native English speakers of all ethnic and social class backgrounds (Virginia Collier & Thomas Wayne, 2017). Chesterfield County Public Schools in Virginia is leading the way with the first American Sign Language Dual Immersion Program in the USA and the first Chinese DLI program in Virginia. Students are becoming deeply proficient in both English and a partner language, beginning at an early age and continuing through the secondary years. They connect cross-culturally to peers who speak the partner language through dual language classes. English learners who enroll in the dual language program benefit enormously as well, as they close the full achievement gap in English at no cost to their heritage language and graduate as proficient bilinguals. Dual language students score significantly higher on achievement tests in both languages, become creative problem solvers, have stronger self-esteem, and demonstrate high socio-cultural competence. These skills are essential for global competence, but foremost ensure that we are creating an equitable, positive, stimulating learning experience, which reflects our students' identities.

Covid-19 and the consequences for education around the world - Focus System and Governance

Roundtable

English-speaking

Thursday, September 29, 2022

First Timeslot 15.15-16.30 CEST

Chair: Paula Günther, University of Teacher Education Zug, Switzerland

Prof. Dr. Hemlata Talesra

RCEAM, India

COVID-19 and Education in India

On 11 March 2020, WHO declared Novel Corona virus Disease (COVID-19) outbreak as a pandemic and reiterated the call for countries to take immediate actions and scale up response to treat, detect and reduce transmission to save people's lives. This occurred at a crucial time for the Indian education, economic and social system. School and university closures will not only have a short-term impact on the continuity of learning for more than 285 million young learners in India but also engender far-reaching economic and societal consequences. The presentation will be based on a research study 'COVID-19 and Education in India', highlight the situation, education system responded to the pandemic, challenges, innovations initiated by the government and different organizations. On a purposive sample of schools and colleges of Gujarat and Rajasthan states of India, the information is based on intensive interviews of teaching and administrative staff, observations of educational institutions and daily news. The collected information shows that 250 million students of schools and colleges in India were adversely affected due to school and colleges closures, Several dropping out of schools due to less-privileged circumstances.

Raja Surian

University Technology Malaysia, Kuala Lumpur, Malaysia

Most Recent Issues, Challenges In Vocational Education: A systematic Review

The recent Covid-19 Pandemic had a major impact on the economic, social, and industrial sectors, resulting in a health, safety, and operational crisis. As the number of Covid-19 cases in Asian countries continues to rise, the government has imposed a range of restrictions, including stringent standard operating procedures. This situation had an effect on the delivery of Technical, Vocational Education and Training (TVET), particularly practical training and work-based learning. Furthermore, TVET is a critical driver in education system transformation, focusing on nurturing trainees with industry-oriented hands-on skillsets. However, a number of catastrophic events had an impact on educational resilience, raising serious concerns about competency development, teaching, and learning activities. Furthermore, it had an impact on key processes in academic management, teaching and learning, study and advancement, and student life. On the other hand, the benefits, drawbacks and barriers to online platforms are included. In this paper, the key aim of this Systematic Review is to shed light on the issues surrounding TVET education and the challenges it faced during and post COVID-19 pandemic. The findings are based on articles

from the SCOPUS and WOS indexed databases. This article conducts a systematic review of studies examining the convergence of training, learning and management strategies from 2019 to 2022 using the PRISMA protocol. This study provides the research community with a novel analysis, findings and in-depth understanding of the interrelationship between issues and challenges in TVET research. Additionally, based on the gaps, a set of significant options for future research is offered.

Prof. Dr. Tyrone Bynoe

St. Bonaventure University, New York, United States

COVID-19 and School Finance: Adjusting to Downturn and Accommodating the Costs of Online Education

This paper considers how the COVID-19 pandemic has brought into focus the fact that economic downturns, especially during this pandemic, unveil the profound reality that school financing systems in the United States are likely to be far from uniform. First, the paper explores how variation in spending inequality through these cycles is related to elements of state finance systems. Do states where inequality grows less during downturns have common elements in their finance systems? Second, the paper discusses the nature of existing adjustments for cost disparities and note that those adjustments may do little to compensate for differential computer and broadband access. Do districts in which families have less access spend more and receive more aid? What is the link between other determinants of cost disparities and computer and broadband access? Equity is a running theme in the paper since this study analyzes the solvency or insolvency of state school finance systems to remain equitable during downturns in response to the global pandemic of COVID-19, and it questions whether various types of state-school finance systems will equalize or polarized broadband access during these downturns against the backdrop of a persistent global pandemic.

Covid-19 and the consequences for education around the world - Focus Organisation and Leadership

Roundtable

English-speaking

Thursday, September 29, 2022

Second Timeslot 16.45-18.00 CEST

Chair: Paula Günther, University of Teacher Education Zug, Switzerland

Dr. Jacqueline Baxter

The Open University UK, United Kingdom

Changing minds? School leaders and the effects of the crisis on their perceptions of digital education in England a schema-based approach

The global pandemic, like any great world event, forced change to the ways in which our public services operate. As in the case of most crises, the pandemic forced individuals and institutions to re think their modus operandi. Education was one of the worst affected services, with over 1.2 billion students out of the classroom during the period Jan 2020-July 2021. As a result, teachers and school leaders moved elements of their curriculum online. But have the measures introduced during lockdowns, changed the way in which school leaders think about the role of digital education in the future? This paper draws from a UKRI funded project and adopts a schema-based approach, developed during previous papers, in order to examine whether and to what extent school leaders are thinking about the role of digital education in the future. It draws on 50 interviews with school leaders in England to examine; is there evidence that school leaders have changed their strategic planning for digital learning as a result of covid, and if so what are the implications of this for the future of education in England and internationally. The paper concludes that although there have been some major changes to leaders' thinking about digital education, further development in some schools, namely those in areas of high socio-economic deprivation, has been held back due to teacher exhaustion and lack of funding.

Ruth Nielsen

University of Western Ontario, Canada

The techification of education in Ontario's virtual school leadership

During the COVID-19 pandemic, billions of students worldwide experienced an emergency switch to virtual school (UNICEF, 2020). In Ontario, Canada, this experience prompted the creation of virtual schools as permanent options for students in public elementary and secondary school (Ontario, 2020). Virtual schools are schools wherein students participate in education partially or completely synchronously (in real-time), but from a remote location as opposed to within a brick-and-mortar school building (Clark, 2000; Russell, 2004). In this paper, I present preliminary findings from my doctoral research examining Ontario principals' leadership and practices in these virtual schools. Going into the 3rd year of operations, these schools have settled into their permanent position and are looking to solidify practices and policies for the new realm. Qualitative interviews (Merriam, 1998)

conducted in Spring 2022 reveal an emerging trend in practice, towards the techification of education: a phenomenon wherein practices, innovations, and corporations from the technology sector become enmeshed in all part of education (Hendrikse et al., 2022). Through the lenses of digital leadership (Sheninger, 2019) and critical theory (Koro-Ljungberg et al., 2009), I investigate the implications of the techification of principals' work on education equity in virtual schools. Results show that principals in Ontario's virtual schools are learning and borrowing from the tech industry to improve communication and student engagement. However, further analysis shows that this techification may give rise to inequities regarding data security and student privacy. Aligning with the theme "Digitalization in education", this paper contributes to new knowledge around digital educational leadership.

Dr. Suzy Hardie

University of South Carolina, United States

Relationships and Responsibilities: The Impact of COVID-19 on School Leaders

The International School Leadership Development Network has for over a decade explore across more than 20 countries the work of school leaders. A group within the ISLDN have this year been working with school leaders to gather their perceptions of how they led their schools during the pandemic, what they are doing now as we begin (hopefully) to come out of the pandemic, and what their views about the future of school leadership. We used semi-structured interviews that explore three main questions: What has been the impact of COVID-19 on your professional practice: relationships, responsibilities, and responses? What has changed for you personally and professionally as a result of Covid-19? What are the new learnings you are taking forward? This presentation describes our work to date and provides preliminary observations of what our principals are saying, drawing on completed cases from the USA, Australia, Ghana and Kuwait. This research provides insights into the work of school leaders and contributes further knowledge to the relationship between leadership and context.

Well-being, resilience, mental health

Roundtable

English-speaking

Thursday, September 29, 2022

Second Timeslot 16.45-18.00 CEST

Chair: Manuela Egger, University of Teacher Education Zug, Switzerland

Dr. Junjun Chen

Education University of Hong Kong, Hong Kong

(Re-)Conceptualization Principal Occupational Well-being: Empirical evidence from Hong Kong

The occupational well-being of school principals is crucial for individual principals, students, schools and society. However, principals' well-being has been not given a sufficient attention worldwide. This is also true in Hong Kong. This study aimed at re-conceptualizing principal well-being using a mixed method approach including an individual interview (n = 10) and an on-line survey (n = 134). Preliminary results indicated that the participating principals reported the six dimensions of principal well-being, that is, physical, cognitive, emotional, psychological, social, and spiritual well-being. These six dimensions reflect a general picture of principals' occupational well-being associated with job nature, well-being literacy, leadership and context. This study will establish a solid foundation of conceptual understanding of principal well-being, that have been claimed as a research gap in the literature. The findings of this study will not only encourage the investigations on principal well-being in the future research, but also boost the functioning of an individual principal and a school without sacrificing principal well-being for quality education.

Prof. Dr. Ibrahim Duyar

Arkansas State University, United States

Dr. Mohammed Aljanahi

United Arab Emirates University

Examining Influence of Principal Positive Leadership and Sense of Humor on Teachers' Wellbeing

Purpose of the Study: Today's organizational stressors in schools increase the stress levels of teachers and negatively influence their physical and psychological well-being (Viac & Frasier, 2021). Principals' positive leadership practices play a critical role in filtering organizational stressors and creating a conducive work environment for teachers (Gray et al., 2021; Shaw et al., 2016). The purpose of the current study was to comparatively examine the influence of principals' positive leadership and sense of humor on teachers' well-being of female and male teachers in the United Arab Emirates. The study also intended to test the validity of western developed measures of study variables in the UAE context. Theoretical Perspectives & Methods: The current study adopted Arakawa and Greenberg's Positive Leadership Theory, which originated from Seligman's Theory of Positive Psychology. A causal-comparative research design was employed to analyze the data gathered from a cluster

random sample of 127 teachers in the City of Al Ain. Multivariate statistics including MANCOVA and Structural Equation Modelling were employed for the analyses. Findings: The findings of the study showed that principals' positive leadership was a significant contributor to teacher well-being for both male and female teachers. Findings further showed that teacher ratings of principals' positive leadership, principals' sense of humor, and teachers' well-being significantly differed in favor of male teachers. Conclusions: Findings of the study may have policy importance for the UAE where increasing the happiness of its society was identified as one of the strategic goals for the country. Findings also call for a closer examination of their work conditions.

Mailis Elomaa

University of Jyväskylä, Finland

Educational leaders' occupational well-being: With cool head and warm heart

The present research project focuses on educational leaders' perceptions of their occupational well-being and work as a leader. The specific research questions are as follows: (1) How do educational leaders cope with stress and perceive demands and resources influencing their occupational well-being? and (2) How can the work of educational leaders be conceptualized from the perspective of ecological systems? Data for the study were collected from 18 day-care center directors and from 76 elementary school principals via questionnaires, and semi-structured interviews with 22 school principals. Data was analysed by using qualitative content analysis, correlations and non-parametric tests. Results indicate that educational leaders' perceptions of their work can be described through personal and job-related demands and resources, contextual factors and ecological systems. Most extensive demands for educational leaders are related to interpersonal leaderships and interaction with and between different stakeholders and also to dealing with elements or issues that leaders cannot influence or have no control over. The results highlight the importance of social support in the workplace and support from family and friends in their personal life. Furthermore, both physical and emotional self-care are crucial for balancing demands and resources and thereby maintaining well-being.

Dr. Nicola Sum

Monash University, Australia

School leadership through sustained crisis: strategic dilemmas and wellbeing in an Australian context

This paper captures key aspects of a qualitative case study of Australian school principals and their experiences of leading schools during the academic year of 2020. The study was contextualised by the global Covid19 policy responses for education, and local pandemic lockdowns of communities (Gouédard, Pont, and Viennet 2020; OECD, 2020; UNESCO 2020). Findings shared will focus on the custodial obligations that have extended the work of school principals, in response to the sustained crisis of the pandemic, and the implications of such role expansion for principals' wellbeing. An exploratory case study approach was used to collect data through a series of regular focus group meetings (Yin, 2009). This qualitative study involved in depth semi-structured discussions with four school leaders from primary and secondary schools located in inner Melbourne as they lived and worked through Covid19. Recordings of focus group meetings were transcribed, and reflexive thematic analysis was used, to generate key findings and tell the authentic story of the data set (Braun and Clarke, 2006; 2013). By exploring how the crisis of pandemic has impacted on the role of school leaders, the study aimed to contribute to the current discourse on

leadership at this critical time and context (Harris and Jones,2020), with a concern for policy to support principal wellbeing (Riley et al, 2021). Building on recent publication of broader strategic dilemmas identified through the study (Sum, 2022), this presentation makes explicit the implications of the balancing act faced by school leaders between care of community (custodianship) and self-care (wellbeing).

Inclusive education and leadership

Roundtable

English-speaking

Thursday, September 29, 2022

Second Timeslot 16.45-18.00 CEST

Chair: Juliana Hoffmann, University of Teacher Education Zug, Switzerland

Evangelia Panta

University of Thessaly, Greece

Conceptualizing inclusive leadership in public education administration: Theoretical perspectives and empirical evidence

Conceptualizing inclusive leadership in public education administration: Theoretical perspectives and empirical evidence. Public administration presents a rather complicated case for leadership. It employs both management and governance elements, towards achieving not only efficiency, and effectiveness, but also serving the common good, promoting social equity, and maintaining relations with community and society, especially in crucial sectors like public education. Tony Bush (2011) in his seminal work, presented a wide range of education leadership styles. In this presentation, we consider recent changes and novel approaches to public education administration, to argue that Bush's styles need to be reconsidered, to fully respond to the current public education leadership needs, i.e., for inclusion in the workplace. Therefore, in our paper we argue for the need to develop "inclusive leadership", as a style that would meet the current public education administration needs. Although examples emphasizing organizational inclusion can be traced in the literature, comprehensive conceptualizations of inclusive leadership have been rather tangential, and existing definitions do not clearly identify its components and attributes. Utilizing existing education leadership styles, we propose a combination of the distributive and ethical model as the basis for a more substantiated conceptualization of inclusive leadership. We examined empirically our conceptualization of inclusive leadership (containing ethical and distributive elements) through quantitative research in the Greek Ministry of Education and Religious Affairs, an administrative setting that performs bureaucratic but also governance functions. Our research, presented and discussed in this paper, showed positive correlations between distributed leadership and employees' inclusion as well as between ethical leadership and employees' inclusion.

Dr. Donnie Adams & King Lok Tan

University of Malaya, Malaysia

Inclusive Leadership Practices in Malaysia: Uncovering Blind Spots

Recent inclusive education policies have increased accountability to leadership in schools. Inclusive leadership is concerned first and foremost with inclusion, both in its processes and the ends for which it strives. However, there is a lack of scholarly literature that addresses the ways in which school principals are engaged in the implementation of inclusive

education in schools, particularly in the ASEAN context. This research draws on emerging findings from a qualitative phenomenological case study approach with secondary school principals in Malaysia. It provides an insight into principals' efforts in enacting inclusive leadership practices in Malaysia. The research also highlights ways in which leaders provide educational direction towards a more inclusive school system that may be applied in other parts of the world.

Prof. Dr. David Scheer

Ludwigsburg University of Education, Germany

Teachers' attitudes towards evidence-based practice in teaching and remedial support

Aligning teaching and school-based remedial support with criteria of evidence-based practice (EBP) is considered significant for ensuring the quality of teaching as well as inclusive education for students at risk and/or with special educational needs. EBP thus is relevant for (inclusive) school development. Successful implementation will depend to a considerable extent on teachers' willingness and positive attitudes towards EBP. We report first descriptive findings and psychometric data on a questionnaire developed specifically for this purpose. The questionnaire consists of 20 items to be answered on a five-point rating scale covering the three attitude components affective (6 items), cognitive (6 items) and behavioural (8 items). In an online survey, N = 863 teachers from four German federal states were interviewed. To validate the questionnaire, the participants were also asked to rate the effectiveness of seven teaching/support methods, the extent of effectiveness of which is very well known from research. Data collection ended on 01.08.22, analysis is currently being carried out. Results will be available by the time of presentation. For data analysis, test-theoretical parameters (item difficulty, relative information content) are first determined at item level. Then the factorial structure of the questionnaire and the internal consistency are determined. Correlations with the teachers' professional background and their knowledge about the effectiveness of certain methods are analysed. To validate the attitude scale, the correlation with the actual knowledge about the proven effectiveness of certain methods is examined. Implications for practice are discussed. In addition, further questions about the methodology arise.

Dr. Desiree Opearl Larey

University of the free state, South Africa

Neo-liberalism and the changing of school direction: An Edupreneurial leadership approach

In this qualitative article, we discuss the importance of effective leadership practices to connect the macro, meso and micro contexts in which school leaders operate. Taking cognisance of South African's colonial and apartheid history and the current era of neoliberal philosophies, we explore how school leaders in historically disadvantaged schools in the Western Cape province use an edupreneurial approach to steer their schools in new directions. The expectation for school leaders, especially in historically disadvantaged rural schools in Coloured communities, is to be more autonomous and accountable for making the school environment conducive to performance standards and improved learning results. School principals have huge challenges and responsibilities in leading their school effectively, which includes being entrepreneurial. We used an edupreneurial leadership approach as a theoretical lens to explore the entrepreneurial agency of school principals especially Quintile 4 and 5 schools, in the Quintile Ranking System. In this paper we report on data generated through semi-structured interviews with five purposively selected school

principals from five different Coloured schools in the Western Cape province. The findings indicate that school leaders, in the creed of neo-liberal economics, have to act as entrepreneurs, find hidden resources inside and outside communities, and embrace the uniqueness in collaboration with stakeholders and others with an interest in education to build on leadership strategies in schools.

Cultural diversity and competences

Roundtable

English-speaking

Thursday, September 29, 2022

Second Timeslot 16.45-18.00 CEST

Chair: Julia Neubert, University of Teacher Education Zug, Switzerland

Meghry Nazarian & Dr. Mohammed Alhosani

United Arab Emirates University, United Arab Emirates

Dr. Ibrahim Duyar

Arkansas State University, United States

Does Principals' Cultural Intelligence Matter in a Diverse World of Schools? Perceived (In)Congruence between Principals and Teachers

Purpose of the Study: A growing literature suggests a positive link between effective diversity management and overall organizational effectiveness (Ivancevich & Gilbert, 2000; Magoshi & Chang, 2009). The purpose of this study was to comparatively examine the influence of principals' cultural intelligence (CQ) on teachers' perceived cultural climate management in the United Arab Emirates, where three-fourths of the workforce are non-nationals.

Theoretical Foundations: The guiding theory of this study was the Cultural Intelligence Theory (Peterson, 2004), which emerged as a novel perspective in response to the realities of globalization and the increased diversity in today's organizations. Cultural intelligence is defined as an individual's capability to function and manage effectively in culturally diverse settings (Earley & Ang, 2003). A growing number of researchers (Deng et al., 2009; Earley & Ang, 2003; Peterson, 2004; Thomas et al., 2004) have claimed that CQ can help leaders successfully deal with different national, organizational, and professional cultures.

Methodology: A quantitative causal-comparative research design was employed to analyze the data. Participants included random samples of principals (19) and teachers (135) working in the private and charter schools. The measures included the CQ and the Diversity Climate Scale. Multivariate statistics, including MANCOVA and SEM were employed to examine the relationships between the study variables.

Results: The preliminary analyses of data showed that principals and teachers have differing views of effectiveness of principals' diversity management. Findings also showed that principals' cultural intelligence has both direct and moderating influences on teachers' perceived diversity climate.

Conclusions & Implications: The study findings are expected to inform policymakers and practicing educational leaders in addressing diversity management in a country where the majority of the residents have diverse ethnic and cultural backgrounds. The finding may also shed light on leading with a cultural lens may be instrumental for managing a diverse workforce in the UAE schools and other countries with diverse school settings.

Dr. Shernette Dunn

AtoZ Education Solutions, United States

Navigating educational spaces as a culturally diverse learner

Cultural background, language, and socioeconomic factors are all contributing factors to student success in online spaces. This presentation will provide detailed research-based strategies on how to support the needs of learners from various diverse backgrounds.

Hilal Buyukgoze & Dr. Sakine Sincer

Hacettepe University, Turkey

Bahar Yakut Ozek

The Ministry of National Education, Turkey

Leadership for social justice, school climate and teacher attitudes: A mediated path analysis

Following the civil wars in its neighboring countries, Turkey has begun to host the largest refugee population around the world. Migration has a remarkable impact on education sector, and providing refugee-background students with quality education has its concomitant complexities. Given that school principals are primarily responsible for setting the tone of the school climate, this unprecedented number of refugee students in schools has urged us to investigate how school principals' social justice leadership practices and behaviors influence teacher attitudes toward refugee students in Turkish schools. Therefore, the aim of the present study is twofold: (1) to explore the relationship between leadership for social justice practices in schools and teacher attitudes toward refugee students, and (2) to locate the mediating effect of school climate on this relationship. The study data came from teachers across the country, and a mediated path analysis was conducted to explore the study paths. Preliminary results demonstrate that principals' social justice leadership practices predict teachers' attitudes toward refugee minors, and the school climate mediates this relationship. Overall, these results suggest that when school principals exhibit more mindful behaviors and practices toward refugee students and address their needs, schools become more culturally-responsive environments, and teachers become more sensitive toward these vulnerable minorities in the school setting. This research underscores the importance of school leadership and management for school climate and teacher attitudes in refugee education contexts.

Lorena German

Multicultural Classroom, United States

Engaging Across Difference with Purpose

Considering the pedagogies enacted all across the world, a shift in stance is required to respond to human development as well as social movements. A non-responsive curriculum and instruction is no longer viable and disciplinary motivation is not enough to curtail absence, deviation, or disengagement. An innovative approach to consider is Textured Teaching. Grounded in culturally sustaining pedagogies (Alim, Paris 2017), Textured Teaching is an embodiment of this pedagogy for increased engagement, a striving toward justice, and acute skill-building. This innovative approach to lesson design and unit construction supports classroom instruction that is a praxis of the theory culturally sustaining pedagogy. Structured in four traits, the framework consists of implementing student-driven and community-centered teaching, interdisciplinary learning, experiential learning, and flexibility in practice (Germán 2021) Arguments are made for the use of the framework as a means for achieving success with students, embedding justice in classrooms

and schools, and addressing national, global, and social crises. Making classroom space for discussions of these topics as well as offering problem-solving opportunities for students is critical. Attendees who are professors themselves will benefit from understanding this framework and professors who teach pre-service teachers will also want to share this framework with them. School/institutional leaders may also want to consider the framework as a path for their own strategies and community growth. In this presentation, attendees will gain insight on current curriculum development trends, ideas for unit design considering responsive pedagogy, incorporation of equity-driven ideologies, as well as integration of research-based skill-building techniques.

Dr. Sekitla Makhasane

University of the Free State, South Africa

A case for application of invitational leadership and social learning theories in addressing violence among learners in South African schools

School violence is on the global agenda as one of the major challenges in the twenty-first century. In many parts of the world, literature and media report acts of violence in schools. South African schools are also confronted with the challenge of violence. Despite the availability of legal instruments and initiatives taken by the South African Department of basic education and schools, violence continues to cause havoc in South African schools. Thus, the teaching and learning environment is not free from violence. In the main, we highlight the debates about the scourge of school violence and its consequences. Thereafter, we discuss a two-pronged theoretical base consisting of invitational leadership and social learning theories. We then draw from this blended theoretical framework to argue for deliberate creation of violent free learning schools. The article contributes to the body of knowledge about leadership practices of tackling complex issues such as school violence.

French-speaking Parallel Program

Workshop

French-speaking

Thursday, September 29, 2022

Second Timeslot 16.45-18.00 CEST

Prof. Dr. Olivier Perrenoud
Haute école du canton de Vaud, Suisse

Third half day, September 30, 2022 / Dritter Halbtag,
30.9.2022

Leadership and responsibility (for example governance, school leadership, collaboration, community networks, parents) / Führung und Verantwortung (z. B. Governance, Schulleitung, multiprofessionelle Zusammenarbeit, soziale Netzwerke, Eltern)

Plenary Program / Plenumsprogramm

Responsible leadership – Data use for strategic improvement

Prof. Dr. Ellen Goldring

Peabody College, Vanderbilt University, USA

Performance Evaluation and Feedback as a Responsibility

Too often leaders shy away from performance evaluation and feedback as part of continuous improvement. Research suggests that high quality performance evaluation and feedback in a supportive context has enormous possibilities for supporting growth, motivation and commitment for teachers and leaders.

In my talk I will address:

1. What are indicators of high-quality performance feedback?
2. Why is performance feedback such an important responsibility of leaders? What is the conceptual rationale and theory of change for how performance feedback contributes to continuous improvement?
3. How can performance feedback improve outcomes for teachers and leaders? What are specific examples of approaches to performance evaluation feedback to improve teacher and leader effectiveness. I will present the results of some of our research on initiatives that implement performance evaluation and feedback and coaching with teachers and leaders to improve effectiveness and outcomes.

Prof. Dr. Guri Skedsmo

University of Teacher Education Schwyz, Switzerland, and University of Oslo, Norway

Practices of Data Use in Municipalities and Schools

Prof. Dr. Stephan Gerhard Huber

University of Teacher Education Zug, Switzerland

Strategies for Improvement and Sustainability using the ISO-Strategy

The COVID-19 crisis poses a great challenge for all actors in the education and school context. There is a high level of appreciation and recognition by parents regarding schools as an institution and the work of teachers. The field of digitalization is experiencing an enormous upswing. Learning with and through technology, as well as about technology, is in high demand. Requirements for distance learning and digitalization are an opportunity for differentiation in teaching and learning. Blended learning concepts offer advantages for all actors in dealing with the pandemic in the longer term (and beyond). Overall, it can be assumed that children could drift further apart in their development. In other words, differences in quality will not only become more apparent, but they will increase over time, at all levels/among all actors: among students, the teachers or in the classroom and in schools as a whole.

We argue that learning is more than simply acquiring information and learning lessons. It is also about motivational and, above all, emotional aspects. Looking ahead, we promote a specific strategy in advancing all levels of the school system, that is, the ISO strategy: innovate, sustain, optimize.

Deutschsprachiges Parallelprogramm

Schule leiten

Diskussionsforum

Deutschsprachig

Freitag, 30. September 2022

Timeslot 16.30-17.30 CEST

Moderator: Prof. Dr. Stephan Huber, Pädagogische Hochschule Zug, Schweiz

Inputgeberinnen und -geber sind:

Jan von der Gathen

(angefragt)

Cornelia von Ilsemann

(angefragt)

English-speaking Parallel Program

Distributed leadership

Roundtable

English-speaking

Friday, September 30, 2022

Timeslot 16.30-17.45 CEST

Chair: Jane Pruitt, University of Teacher Education Zug, Switzerland

Niamh Hickey

University of Limerick, Ireland

School personnel's interpretations of distributed leadership through the lens of teacher empowerment

Distributed Leadership (DL) has taken centre stage in current school leadership discourse despite remaining theoretically elusive. Nonetheless it has exercised significant influence on Irish and indeed international school leadership policy. Irish policy advocates for the adoption of DL throughout Irish post-primary schools (Barrett, 2018; Department of Education and Skills, 2016), although there has been little research carried out to investigate what DL means to those who work in Irish schools since the introduction of these policies. The aim of this study is to explore Irish post-primary school personnel (leaders', teachers', guidance counsellors' and special needs assistants') interpretations of DL. Three hundred and sixty-three responses to a survey were thematically analysed using a modified version of Short's framework of teacher empowerment (Short, 1994). This framework comprises six dimensions which include; professional growth, impact, status, self-efficacy, decision making and autonomy (1994), with additional subthemes established during analysis. The findings of this study suggest that while there are converging interpretations of DL, there are also considerable divergences in how DL is interpreted. Specifically, the data revealed that there are discrepancies amongst DL interpretations with regard to who is involved in DL practices, what activities are shared, and how they are shared. Analysis also pointed to participants' roles in their school, their school type, and number of years experience potentially influencing their interpretations of DL. This paper adds to the emerging body of literature on distributed leadership with prospects to inform future school leadership practice and policy.

Norma Kok

Citizen Leader Lab, Cape Town, South Africa

Leading schools with renewed positive energy, resilience, collaboration and improved networks

Background: Citizen Leader Lab facilitates a Partners for Possibility programme that empowers school principals, based on the demonstrated impact of strong school leadership on academic achievements. Investing in principals is a catalytic endeavor as one principal impacts an entire community of teachers, learners, and parents.

Aim of programme: To provide leadership development and support to school principals serving under-resourced communities in South Africa to create effective environments of learning.

Theoretical perspectives and methodology: We create partnerships between principals and private-sector business leaders over a 12-month period. We group partnerships into Leadership Circles of 8-10 schools, to allow for peer and co-learning. Over the year we expose these partnerships to transformational leadership development based on the 70:20:10 model whereby: 10% of learning comes from workshops, 20% of learning takes place through peer learning and 70% of learning occurs through experiential learning as partnerships work together to identify, and tackle challenges in targeted schools. These partnerships are supported by a Learning Process Facilitator who provides group coaching. Key theoretical underpinnings of our programme include Complexity Theory, Systems Theory, Theory U and Asset-Based Community Development.

Findings: New capacities such as resilience, improved confidence that school principals gain catalyse improved cultures of collaborative decision-making and environments for enhanced teaching and learning. New networks result in tangible outcomes (upgrades to school infrastructure, water and sanitation, nutrition) and/or intangible outcomes (skills for members of school management teams SMTs). Collaborative leadership lead to SMTs being more aligned, efficient, and cohesive; teachers being more engaged and motivated; and parents being more involved in their children's education.

Sonya Maechler-Dent

Tandem IMS, Zurich, Switzerland

Children's perspectives on leadership: Experiments in a Swiss and in a Kenyan school. Can primary education contribute to the development of leadership skills?

In an increasingly volatile and complex, yet self-focused, society where school stress and mental health are common topics, a study of our young children's perspectives on community and leadership is at the heart of this research. Which skills do we wish to teach children to prepare them for their future roles and responsibilities, first within their years of secondary schooling and then in their later careers? For an academic paper, this last year, experiments were conducted in two schools in Switzerland and in a small tribal Maasai school in Kenya to investigate children's views on leadership. The data was collected through classroom observations, storytelling, drawing and collage activities and subsequent interviews with the children. In both Switzerland and Kenya, about 120 children participated in this research. The results are thought-provoking as they show how the children see the leaders around them, who they are, what role they play and how they see themselves as future leaders. Or not. In a second step, some children and the parents in Kenya were asked about the perspectives of the children in Switzerland and vice versa. All findings have been analysed and explored with literature for example on Applied Empathy in Leadership, Humble Leadership, Primal Leadership, Community Leadership, Servant Leadership and, of

course, Educational Leadership. The third step was to interview teachers and head teachers to explore their own views on the findings and how these might lead to ideas for curriculum development or programme implementation in primary schools.

Dr. Ahmed Mohamed

The Maldives National University, Maldives

Principal Professional Learning Community: Paving the Path to System Leadership

The concept of principal professional learning community (PPLC) is a contemporary approach used to enhance school leadership for school improvement. Similarly, system leadership was viewed as an important school improvement driver and a shared commitment to foster collaborative networks that pave leaders' influence beyond their immediate school context and generate improvement. This paper is drawn from emerging findings of a research project focused on developing a principal professional learning community across two regions of the Maldives. The paper explores how a PPLC establishment creates a network for system leadership development in the context of the Maldives. The research adopted a mixed-method approach engaging 20 school principals in an ongoing professional learning community practice guided by the research team. The findings were emerged from conversations in the professional learning community sessions and focus group discussions. The developing findings revealed that PPLC could be an effective platform to network within and across the schools, collaborate between principals of other schools in terms of sharing successful practices, support other school leaders in challenging circumstances, and make collective decisions to improve teaching and learning in schools. This PPLC network facilitates school leaders to work beyond their own school to support other schools. Through this project, it is expected that the principals will learn to directly manage their PPLC with a focus on whole school and system improvement.

School leadership and crises management

Roundtable

English-speaking

Friday, September 30, 2022

Timeslot 16.30-17.45 CEST

Chair: Paula Günther, University of Teacher Education Zug, Switzerland

Dr. Michelle Striepe

Edith Cowan University, Australia

Responsive, adaptive, and future-centred leadership in response to crisis: Findings from Australia, Fiji, and New Zealand

The COVID-19 pandemic has caused major disruption to education and highlighted the importance of effective leadership during times of crisis. Whilst there are many reports documenting country impacts, there are few cross-nation studies. This presentation considers the impact of the pandemic on school leaders in Australia, Fiji, and New Zealand. A secondary analysis of data from five interpretivist, qualitative studies was conducted. We investigate the similarities and differences between the leaders' experiences across the school settings, states/provinces, and countries. Our findings place renewed importance on understanding the role of schools within the community and the vital role school leaders play in helping schools respond to volatile and dynamic circumstances. The findings show how leaders' roles and responsibilities adapted to respond quickly and effectively to the urgency of the crisis, regardless of the context. Furthermore, common practices such as attending to wellbeing and providing clear and timely communication were revealed. The analysis also revealed some interesting nuances in the leaders' responses because of the duration of the crisis, the particular needs of the community, and government requirements. This research provides insights into what leaders do and how schools and systems might prepare and support leaders to lead during times of crisis. Additionally, it contributes knowledge to the relationship between leadership and context.

Dr. Hassanreza Zeinabadi

Kharazmi University, Iran

Principals and home-learning leadership in a time of crisis: An investigation of leadership roles of Iranian principals in the COVID-19 pandemic

As in many countries, the coronavirus (COVID-19) has changed school education in Iran. During the pandemic, many schools remained closed and educational practices were conducted virtually (in the form of home-schooling or home-learning) or a combination of home and face-to-face (in-person) learning. The functions and responsibilities of principals underwent fundamental changes; as a result, their leadership roles were changed considerably. Because identifying these roles can be helpful for schools in times of crisis, this study specifically seeks to analyze those roles utilized by the principals during the pandemic. To this end, a basic qualitative design based on an iterative process between the expressed experiences of principals and the researchers' interpretations was adopted. Participants were 24 principals from primary schools in Tehran which they were selected (using a

purposeful sampling approach) and interviewed. The transcribed data were analyzed according to a systematic coding scheme. The analysis identified three main themes that captured the principals' leadership roles during the pandemic: 1) roles related to students (supervision, support and encouragement), 2) roles related to parents (decision making, vision setting, human relations), 3) roles related to teachers (supervision, support, motivation, professional development). These themes may have implications for home-learning leadership in future crises.

Dr. Antonios Kafa

Frederick University, Cyprus

An evolving conceptual framework for enabling school leaders' professional development as a response to the global crisis

Based on the current literature (2020-2022), this proposal will provide a brief reflection on one of the main topics of WELS 2022. Through this attempt, we will provide an evolving conceptual framework for supporting school leaders' professional development for addressing other crisis incidents as a response to the global crisis of COVID-19 and will highlight specific areas of future empowerment and support. Based on the conceptual framework derived from an in-depth literature review, this proposal will provide a reflection on areas related to important attributes and skills of the following: 1) school leaders' external leadership and entrepreneurial leadership skills; 2) school leaders' communication and trust leadership skills with internal and external school stakeholders; 3) the distributed leadership skills that school leaders need to acquire; school leaders' crisis leadership skills; and school leaders' authentic leadership skills. During any crisis, the establishment of effective processes for supporting school leaders is crucial. Harris and Jones (2020) mentioned that the existing preparation of school leaders is likely to be out of step with the challenges that school leaders are facing today. Therefore, the support from policymakers' experts on school leaders' professional training and capacity for handling uncertainty and crises is a necessity. In fact, Huber and Helm (2020) specifically mentioned that professional development promotes quality in practice, leading to differences in short-and long-term action (p. 16), and the need to provide professional support to school leaders is crucial.

Prof. Dr. David Gurr

The University of Melbourne, Australia

Australian principals talking about leading through and beyond the pandemic: Five cases from the ISLDN project

This is a companion symposium to the ISLDN symposium on Principal Stories of Leading Through and Beyond the Pandemic which provides an overview of multi-case multi-country project to explore, through case studies of principals, how school leaders have responded to the pandemic crisis. Whilst the crisis is far from over, the project is using semi-structured interviews with principals that explore two main questions: What has been the impact of COVID-19 on your professional practice: relationships, responsibilities, and responses? What has changed for you personally and professionally as a result of Covid-19? What are the new learnings you are taking forward? In this symposium we present five principal cases from Melbourne, Australia which had more than 40% of school days between March 2020 and November 2021 conducted remotely with physical schools closed. In two of the cases, the principals are co-authors of the case studies. The principals describe stories that show the hope and resilience of school leaders. Through careful and professional responses to government mandates, the principal led their schools by focussing on people and

relationships and ensuring that productive schooling continued. The principals also describe on-going issues (e.g. staff shortages) and their plans for the future development of their schools.

Prof. Dr. Deidre Le Fevre

University of Auckland, New Zealand

Developing adaptive leaders

During these complex times we face several important leadership questions. For example, what is adaptive leadership and why does it matter? How can a leader respond effectively during times of crisis? In this session we will explore the leadership practices of the Rt Hon. Jacinda Ardern (Prime Minister of New Zealand) throughout the global COVID-19 pandemic. Drawing on theories of adaptive leadership and change (Heifetz & Linsky, 2017) the presenter will analyse Ardern's leadership focussing on the importance of acknowledging and navigating complexity, mobilizing people, communicating with clarity amidst uncertainty, and leading from a stance of empathy, compassion and kindness. The second part of the session will involve discussion of ideas in terms of how we can develop our own and others adaptive leadership, specifically in the context of leading education.

Professionalisation of school leaders around the world

Roundtable

English-speaking

Friday, September 30, 2022

Timeslot 16.30-17.45 CEST

Chair: Larissa Lusnig, University of Teacher Education Zug, Switzerland

Prof. Dr. Ilídia Cabral

Universidade Católica Portuguesa, Portugal

Training program for top and intermediate school leaders – an approach to organizational development in a Portuguese municipality

Seixal is a Portuguese municipality with 13 schools / school groupings. The principals of these organizations have formed a municipal council of principals and they meet regularly to discuss common challenges concerning educational leadership. This council has reached to Universidade Católica Portuguesa, asking its Faculty of Education and Psychology to develop a training program to better prepare them in overcoming these challenges. Consequently, the Faculty prepared and implemented a training program entitled “Educational Leadership, Organizational Culture and Development”. Two groups were formed: principals and intermediate leaders. Some of the sessions were delivered simultaneously but separately to the two groups and others, have gathered the two groups for joint reflection and planning. The program had a total of 25 presential training hours and addressed five main topics: School as an organization; The role of leadership in school organization; Professional Identities and Cultures; Pedagogical Innovation and Educational Change; School Evaluation, Improvement and Professional Development. By the end of the training program the principal and intermediate leaders of each school / school grouping were challenged to use the design thinking methodology in order to come up with a creative solution for one of the problems they were asked to identify throughout the different training sessions. This presentation aims to provide further details on the training program and its implementation, as well as to share the participants' perceptions on the program, its potential and impacts for the development of their schools.

Dr. Anna Becker & Prof. Dr. Cathryn Magno

University of Fribourg, Switzerland

Leadership practice architectures and the Comparative Educational Leadership Lab

This presentation will showcase an innovative learning hub for school leaders worldwide available at www.compedleadershiplab.com as an open-source website. The Comparative Educational Leadership Lab (CELL) contains interactive teaching case studies from Argentina, Australia, Azerbaijan, Kakuma Refugee Camp/Kalobeyei Settlement, Mongolia, South Africa, and Switzerland. It is similar to a MOOC but more flexible and personalized through authentic self-produced audio-and video material developed by practicing school leaders around the world. We will present the CELL and walk participants through one case study. The case studies identify problems faced by school leaders, present data about those problems (interviews, videos, interactive games, documents, etc.), and generate critical

thinking questions about each case. We will then present a scholarly article about practice architectures that emerged from our collaborative learning community, demonstrating the important links between research, training, and practice. Most school leaders around the world have not been professionally prepared, rendering them ill-equipped to address both daily and strategic dilemmas (Bush, 2018; Magno, 2013), ranging from reducing drop-out rates to protecting schools from military occupation. The CELL can assist school leaders in high-income as well as poor and under-resourced regions by providing unique virtual training material addressing today's most pressing educational leadership challenges. This virtual, open-access platform has the potential to reach and connect hundreds of school leaders around the world and – ultimately – to improve outcomes for thousands of the world's children. We look forward to sharing it, receiving feedback, and making continuous improvement so that the CELL is as effective as possible.

Dr. Lindsey McBride

Bryant Public Schools, United States

Dr. Ibrahim Duyar

Arkansas State University, United States

Examining Influence of Female Superintendents' Multiple Identities on Their Organizational Fit

Purpose of the Study: Ample literature demonstrated the disparities that women face in the workforce (Ziman, Wilson, 2013). Our nation's teacher population is 76% female (Superville, 2016). Twenty-four percent of teachers are men. When it comes to building level school leadership, women make up 52% and men the other 48%. Data trends reveal that men are being hired more frequently than females for superintendent positions. The purpose of this study was to examine the influence of multiple identities on female superintendents' organizational fit. **Theoretical Foundations:** The Theory of Multiple Identities (Ramarajan, 2014), Career Construction Theory (Savickas, 2005), and Perceived Person-Organization Fit Theory (Chatman, 1989) guided the present study. The theory of multiple identities particularly helped the current study for the examination of influences of different identities assumed by female superintendents at different contexts. **Methods:** The current study employed a causal comparative design for exploring relationships between female superintendents' multiple identities, and perceived organizational fit. Participants included 30 male and 26 female superintendents in a southern state of United States. The data gathering instrument incorporated scales for each study construct. MANCOVA and SEM techniques were employed to analyze the data. **Findings:** Findings showed that gender was a differentiating source of superintendents' organizational fit, in favor of male superintendents. While superintendents' strong gender and leadership identities reduced its negative influences, female superintendents' professional identity was the strongest predictor of organization fit. **Conclusions & Significance:** The findings of the study highlight the persisting gender inequalities and portray the dynamics of inequality, which would require systematic efforts for its eradication.

Leadership autonomy and policies

Roundtable

English-speaking

Friday, September 30, 2022

Timeslot 16.30-17.45 CEST

Chair: Mareen Lüke, University of Teacher Education Zug, Switzerland

Carolina Dahle

University of South-Eastern Norway, Norway

Leadership Autonomy in a School for All

Historically significant events influence school systems and therefore the work of school principals. The UNESCO-conference from 1994 sharpened the focus on a school for all. Furthermore, the COVID-19 pandemic led to extensive changes in schools. This project analyses how principals' autonomy has progressed and will bring empirical knowledge about the relation between different aspects of leadership autonomy and the implementation of inclusion policies. Since inclusion gives an ample scope for interpretation but has to be implemented internationally, following the same UNESCO-guidelines, it is characteristically suitable for this analysis. The first part of the project investigates responsibilities and remits of school principals, following the research question: How do policy documents describe the responsibility of school principals for the implementation of inclusive schools in Germany and Norway from 1994 until 2020? Germany and Norway are insightful to compare due to many similarities in later education reforms, embedded in different educational traditions (a bureaucratized in Germany and a comprehensive approach in Norway). Policy documents describe political expectations based on international evidence and therefore present the data. In the Norwegian case, legislations from the national parliament are analyzed. Due to the federal state system and different education systems in Germany, four German states and their legislations are chosen. Both cases are analyzed with content document analysis. The findings indicate that political documents just stated responsibilities of schools in general in the past. Later documents focus more on principals and their remits, regarding the development of competences of school staff, evaluation, and collaboration with stakeholders.

Dr. Abdennasser Naji

AMAQUEN Institute, Morocco

Educational Policy, Reform and Governance: the possible road to success

Education system is a very complex organisation with multidimensional interactions between many components. All of these elements have to achieve the same objective: the continuous improvement of the learning outcomes of all students. In this great perspective the leaders in each country have to setup an educational policy able to build a strong educational system. But because we can't destroy the current system even if it is very bad, the policy makers are facing many constraints to elaborate reforms in order to improve the existent system. The educational reform can't success without the engagement of all stakeholders and the application of the rules of good governance. In this article we will

examine the main determinants of the educational policy such as data interpretation, trends analysis, foresight, strategic planning and stakeholders' mobilization. We will also propose the most important ways to success educational reforms especially by strengthening the main components of educational system such as teachers (initial education, professional development and Career Management), schools' leadership, curriculum development, and institutional assessment. We will finally address the issue of governance both at central level and territorial level, notably the elements of accountability, transparency, involvement of stakeholders, and efficiency of the reforms. We will conclude this article by presenting a possible road to travel towards the achievement of the valuable goal of the successful implementation of educational reforms assuring the good governance of educational policies.

Adrian Lyons

Adrian Lyons Consulting, United Kingdom

The English Approach to School Inspection

This paper draws on my experience of 20 years of involvement with the English schools inspectorate - Ofsted. Having left the organisation in 2021, I am free to explain how it operates and its impact of school leaders. As one of Her Majesty' Inspectors, a national lead for a subject area in Ofsted and for several years the Ofsted branch convenor for the FDA civil service union that represents nearly all HMI, I have a unique perspective on how the inspectorate provides system leadership. The starting point for the paper was when a school leader said to me a few weeks ago, 'do people in Ofsted not understand the pressures schools are under?' Following an academic year when Ofsted made little if any allowance for the impact of Covid in schools, the final straw was Ofsted continuing to inspect schools I the last week of term during a severe weather warning for exceptionally high temperatures. It was a cri de coeur that I am sure is expressed by many school leaders in England. The response was that schools HMI all have school experience and so most HMI do understand the pressures of the sectors they inspect. The surprise to many leaders and teachers in England is what Ofsted actually is.

Dr. Ferit Hysa

University Dardania College, Kosova

Educational Leadership and Challenges of the 21st Century

The Albanian society and the global society are facing more and more economic difficulties to ensure a good well-being and mental health. These problems were created by the lack of human and material resources, but also by bad governance. The key instrument that improves the lives of citizens and regulates their governance is education. Education is a very important area for investment and development prospects of families and society. In the 21st century, the challenges are many and varied education for the contemporary citizen, the citizen to cope terms of new circumstances that surround him. Investing in education is the key to success. Educational results depend heavily on the leadership and development of school leadership to meet the needs of society. Decentralization of educational structures, decentralization of powers and increased responsibility of school leaders requires a new school structure and a new leadership in education. How does school leadership affect the achievement of high student results?

Ella Grigoleit

University of Teacher Education of Applied Sciences Northwestern Switzerland

Visionen der Schule des 21. Jahrhunderts. Perspektiven von Schulleitenden

Im Rahmen des Schulleitungsmonitor Schweiz wurden über 2'000 Schulleitende aus der gesamten Schweiz im Herbst 2021 zu verschiedenen Facetten ihres Berufes befragt. Sie erhielten auch die Gelegenheit, frei ihre Vision der Schule des 21. Jahrhunderts darzustellen. Die über 1100 eingegangenen Rückmeldungen der deutschsprachigen Befragten wurden mittels qualitativer Inhaltsanalyse ausgewertet. Für viele der befragten Schulleitungen fusst die Schule des 21. Jahrhunderts auf einer engen Zusammenarbeit verschiedener Anspruchsgruppen: Sie wünschen sie sich intensivere Austausch- und Kooperationsformate mit Bildungsinstitutionen, Betrieben und übergeordneten Instanzen wie kantonalen Vertretungen. Auch die gemeinsame Gestaltung des schulischen Alltags und die Entwicklung der Schule sollen, so die Befragten, intensiviert und stärker partizipativ ausgerichtet werden. Für eine Vielzahl der Befragten geht damit auch ein erweitertes Führungsverständnis einher, in dem Mitglieder der Schulgemeinschaft in dafür geschaffenen Freiräumen und mit den nötigen Ressourcen versehen, aktiv teilhaben, Verantwortung übernehmen, entwickeln und Entscheidungen treffen. Auch Schülerinnen und Schülern soll künftig mehr Selbstverantwortung in der Gestaltung und Ausrichtung ihrer Lernprozesse zugestanden werden. Als Voraussetzung führen sie eine hohe Individualisierung und Diversität der Lerngelegenheiten und -formen an, aus denen sich die Kinder und Jugendlichen unter Begleitung der Lehrpersonen als Coaches oder Beratende passende Angebote auswählen. So sprechen sich viele der Befragten für eine Öffnung der schulischen Lehr- und Lernsettings zugunsten erhöhter Flexibilität sowohl für Lernende als auch das Personal aus. Einige Befragte liefern Hinweise darauf, wie ihre Visionen bereits heute in einzelnen Schulen existieren, doch fehlen (derzeit) die Rahmenbedingungen, um ihre Visionen in der Breite umsetzen zu können.