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### World Education Leadership Symposium Online Conference (WELSONline)

#### Initiator und Leiter / Initiator and Organizer:

Prof. Dr. Stephan Gerhard Huber

#### Veranstalter WELSONline 2020 (seit 2009) / Host WELSONline 2020 (since 2009):

Institut für Bildungsmanagement und Bildungsökonomie (IBB) / Institute for the Management and Economics of Education (IBB)  
Pädagogische Hochschule Zug (PH Zug) / University of Teacher Education Zug (PH Zug)

#### Kooperationspartner / Cooperation Partners:

Schulleitungs- und Lehrerverbände, Ministerien und Behörden sowie weitere Hochschulen und Partner / Association of school leaders and teachers, ministries and authorities as well as further universities and partners

# Discrepancies about principals' pedagogical leadership

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# Lessons from literature review

- Seems like similar discrepancies from USA and Asian countries can also be found in Denmark and Faroe Islands
- Almost all studies are quantitative
- Most studies aim for alignment
- I want rather to uphold the plurality of the perspectives: Hannah Arendt

# The Arendt-tool

1. Interview. A principal and two of her/his teachers: Describe what happened and how you interpreted the principal's pedagogical leadership actions during the last two years
2. Analysis. Investigation if there are discrepancies about the same actions
3. Analysis and interpretation.
  - 3A. Zooming in on the realness in each perspective by eliminating semblances or errors
  - 3B. Looking holistically at the pedagogical leadership actions from all three interviews
4. Analysis. Finding common themes in the discrepancies
5. The “widening” and recommendation. Widening the principal's perspective by borrowing insights from the teachers' perspectives

# The three common themes

| Theme   | Number |
|---|--------|
| <b>The principals, more than the teachers, include intentions</b>                                       | 13     |
| <b>The principals are not fully aware of how they enact their pedagogical leadership in practice</b>    | 3      |
| <b>The two teachers in each set had opposing perspectives on the principal's pedagogical leadership</b> | 16     |
| <i>Discrepancies which had their own unique theme</i>   | 4      |
| <b>Total</b>  | 36     |

# The principals, more than the teachers, include intentions

- In the widening of their perspectives the principals need to...
  - maintain their perspectives which a focus on the intentional level
  - let the intentional level meet the practical level as well

## *Recommendations:*

- be better to also talk about how to put the intentional ideas into practice
- to guide the teachers to reach the intentions after implementation

# The principals are not fully aware of how they enact their pedagogical leadership in practice

- In the widening of their perspectives the principals need to...
  - investigate how the teachers view her/his pedagogical leadership behavior and include this

## *Recommendation*

- Signal that she/he know how the teachers view their pedagogical leadership*
  - *If the teachers think the principals listens lengthy before taken desicions, the principal needs to stress that she/he knows that from their perspective it is time-consuming but it is crucial in her/his democratic leadership style*

# The two teachers in each set had opposing perspectives on the principal's pedagogical leadership

- The widening must be sensitive to individual differences between the teachers' perspectives
- Recommendation:
  - The principal can work with using Hannah Arendt's concept of plurality when she/he shall investigate what the teachers think about her/his pedagogical leadership



# Conclusion

- The teachers' perspectives on the principal's pedagogical leadership are often opposed and diverse to how the principals view their own pedagogical leadership actions
- The principals need to listen carefully to how her/his teachers view her/his pedagogical leadership
- The principals can enlarge his/her view on her/his pedagogical leadership actions with inspiration from Arendt's theoretical pinnings

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