



## **WELSmain 2021 - Abstracts**

**September 30, 2021, 16.30 – 17.30 CEST**

### **E8b Professionalization of School Leaders, different Needs and different Methods**

Prof. Dr. Leif Moos, Aarhus University Copenhagen, Danmark

Title: Professionalization of School Leaders

If we want to help school leaders be more professional, we first need to find out what their tasks and purposes are. The answer to that depends on the people or agency we ask: Governments, Transnational agencies, teacher unions, parent, students, consultants, and consultancies have diverse priorities. To find answers, we may approach practices and research from other systems than our own, be it in seminars or conferences like this one. But only too infrequent we turn to education experts or professionals. It is not new knowledge that school leaders as their priority need to lead in line with and to support education, teaching and learning in school. This stipulation does not give clear answers or direction, because those concepts have no clear content: Some people and systems underscore the back-basic learning and measures of outcomes, while other stress the need to support student acquire a comprehensive education, Bildung, to know the world, the other people, themselves and how to communicate with other people. The outcomes discourse gets massive support from the transnational agencies like the OECD and many governments, while the comprehensive discourse seems to be supported by many teachers and students. So my question to all of us at this point: How can the WELS help us choose direction and purpose for school leader professionalization in our context?



Prof. Dr. Hassanreza Zeinabadi, Kharazmi University Tehran, Iran

Title: Assessing principals as isolation-breakers: Introducing the knowledge-sharing leadership scale (KSLS)

Teachers traditionally and professionally do not have the habit of getting and receiving knowledge. Particularly even as they are supposed to share their knowledge with colleagues for the benefit of the school, they may find reasons to keep their knowledge to themselves and to work in isolation. Through performing the knowledge-sharing leadership role, principals have a promising contribution in breaking this isolation. The existing knowledge surrounding this role is very scarce. One reason is that no attempt has been made to develop an assessment instrument so far. By conducting 4 consecutive studies including (1) inductive item-pool generation, (2) deductive item-pool generation, (3) content validation, and (4) construct validation, this study describes the first effort to develop and validate a new multidimensional instrument called Knowledge-Sharing Leadership Scale (KSLS). The KSLS highlights key behaviours of knowledge-sharing leaders, including role-modelling, trust-building, setting expectations, creating knowledge-sharing driven environments and, encouraging teachers. It is expected that the KSLS could serve as a more robust means for promoting the research and practice of leadership and knowledge-sharing at school.



Prof. Dr. Katja Kansteiner, University of Education, Weingarten, Germany

Title: Professional Learning Communities as a method for school development by professionalization of school leaders

Professional Learning Communities (PLCs) are well discussed as a method that serves improvement of teaching (Vescio & Adams, 2015). Lately, PLCs have been explored for the professionalization of school leaders, too. The results are promising in regard of two perspectives: (1) By practicing this method of learning oriented collaboration school leaders understand the culture of PLC work better and learn how PLCs need to be facilitated. (2) They extend their leadership skills and engage in activities of school development (Rist, Kansteiner & Stamann, 2020). In the federal state of Baden-Württemberg, Germany, PLCs of school leaders (and deputy leaders) have been established along with comparable PLCs in five other European countries (<http://www.headsup-plc.eu/>). Research on their establishment was done with the Grounded Theory Methodology (Strauss & Corbin, 1996; Breuer, 2017). A model of the establishment of school leader PLCs has been developed (Kansteiner & Welther, 2021) which shows structural and time related dimensions as much as requirements and constituent factors of the establishment. The presentation will introduce (a) the main aspects of the status quo in research on school leaders PLCs, (b) will explain the model in the main dimensions (c) and deduce how it can serve the establishment of school leaders PLCs.